

[Academic Command Word Vocabulary](#)**Inquiry Standards and KY Interdisciplinary Literacy Practices (KILP)**

All High School Inquiry Standards are worded the same with the distinction HS followed by C (civics), E (economics), G (geography), UH (U.S. History), or WH (World History). In this directory, it is denoted with an XX. When referencing the appropriate social studies strand, replace XX and document by C, E, G, UH, or WH.

Questioning:

HS.XX.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key (civics, economics, geography, U.S. History, World History) concepts.

- KILP 10: Develop a literacy identity that promotes lifelong learning.

HS.XX.I.Q.2 Generate supporting questions to develop knowledge, understanding, and/or thinking relative to key (civics, economics, geography, U.S. History, World History) concepts framed by compelling questions

- KILP 10: Develop a literacy identity that promotes lifelong learning.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

HS.XX.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History).

- KILP 1-Recognize that text is anything that communicates a message.
- KILP 3:View literacy experiences as transactional, interdisciplinary, and transformational.
- KILP 7: Utilize digital resources to learn and share with others.
- KILP 8: Engage in specialized, discipline-specific literacy practices.

HS.XX.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History).

- KILP 6: Collaborate with others to create new meaning.
- KILP 7: Utilize digital resources to learn and share with others.

HS.XX.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or

supporting questions in (civics, economics, geography, U.S. History, World History)

- KILP 2: Employ, develop, and refine schema to understand and create text.
- KILP 9: Apply high-level cognitive processes to think deeply and critically about text.

Communicating Conclusions:

HS.XX.I.CC.1 Engage in civil discussion, reach consensus when appropriate, and respect diverse opinions relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History)

- KILP 4: Utilize receptive and expressive language arts to better understand self, others, and the world.

HS.XX.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations, or public communications relevant to meaningful and/or investigative questions in (civics, economics, geography, U.S. History, World History)

- KILP 6: Collaborate with others to create new meaning.

HS.XX.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in (civics, economics, geography, U.S. History, World History).

- KILP 5: Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
- KILP 7: Utilize digital resources to learn and share with others.

Note: Success Criteria listed in this document are suggested and not an exhaustive list

Effects of Trade		Estimated Time Frame: 8 blocks		
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In unit 1, students will apply their knowledge from middle school content to practice their inquiry skills. The content being reviewed in this unit include topics related to world religions, regional trade routes (Silk Road, Trans-Saharan Trade Network, Indian Ocean Maritime Trade Network) cultural shifts (the Renaissance, Protestant Reformation, and Scientific Revolution), and trans-regional exchanges between Asia, Europe, Africa, and the Americas (Atlantic Trade Network and Gunpowder Empires). Students will be able to use causation, comparison, and continuity and change over time to analyze these global patterns</p>				
Prerequisite skills and knowledge				
<p>From Middle School:</p> <ul style="list-style-type: none"> • Review of five major world religions: Judaism, Christianity, Islam, Hinduism, Buddhism; • Dynasties, Empires, Islam, Buddhism, Hinduism, trade routes (Silk Road, Trans-Saharan, Indian Ocean, Atlantic); • Renaissance, Reformation, Scientific Revolution, Columbian Exchange, Triangle Trade, Demographic shifts • Gunpowder empires 				
Compelling Question				
How did human curiosity and ingenuity impact the developments of societies over time?				
Supporting Questions	KAS Standards	Learning Intentions (skills)	Success Criteria (content)	Essential Vocabulary
How does studying religion help you understand our world?	HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple	We are learning to use primary and secondary sources to understand how religions impact cultures.	I can describe and compare the basic tenets of the five major world religions.	Enduring Vocab: Hinduism Buddhism Polytheism vs. Monotheism Confucianism

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	<p>global regions between 1300-1750.</p> <p>HS.WH.CO.1 Assess how inter- and intraregional interactions shaped the development of empires and cultures in multiple global regions between 1300- 1750.</p>			<p>Judaism Christianity Islam</p> <p>Dharmic (Hinduism and Buddhism) Abrahamic (Judaism, Christianity, and Islam) Eastern (Confucianism, Taoism, and Shinto)</p>
<p>How did trade connect the world?</p>	<p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p> <p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p> <p>HS.WH.CH.3 Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-Saharan System and Silk Roads due to technology and the</p>	<p>We are learning to evaluate map data and primary sources to determine continuities and changes in world trade routes from 1300-1750.</p>	<p>I can explain the effects of increased human interaction because of trade along the Silk Roads, Trans-Saharan Network, Indian Ocean Trade Network, and Atlantic Trade Network.</p>	<p>Content Vocab: Silk Roads Trans-Saharan Indian Ocean Trade Mediterranean Sea</p> <p>Enduring Vocab: Trade</p>

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	<p>opening of the Atlantic System between 1300-1750.</p>			
<p>What changes came from trade?</p>	<p>HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans-Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.</p> <p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p> <p>HS.WH.CH.1 Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300- 1500.</p> <p>HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.</p>	<p>We are learning to evaluate secondary sources to determine causes and impacts of changes due to Trade.</p> <p>We are learning to explain the changes and continuities between the ideologies, science and arts of the Americas.</p> <p>We are learning to evaluate primary sources to determine the economic and social effects of exploration and colonization.</p> <p>We are learning to evaluate primary sources to determine the impacts of forced labor systems on human rights and social demographics.</p>	<p>I can identify and explain the impacts of changes created in AfroEurasia because of increased trade in the late middle ages.</p> <p>I can compare and contrast the religion, ideology, science and arts of the Aztec, Incan and Mayan Empires.</p> <p>I can analyze the effects of European exploration and colonization.</p> <p>I can describe the cause and effects of new labor systems and forced migration.</p>	<p>Content Vocab: Renaissance Science Revolution Reformation Black Death Rise of Gunpowder Empires Columbian exchange Terrace farming Polytheistic religion Quipu Chinampas Encomienda Indentured Servants Chattel Slavery Casta paintings Triangle Trade Demographic shifts</p>

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	<p>HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888.</p>			
<p>Summative Assessment</p>				
<p>Anchor Question Bank link (items tied to power standards)</p>				
<p>Anchor Materials (bolded mandatory by state)</p>		<p>Resources</p>		
<p>Savvas: 1.1 Learning About Our Past 3.2 The Origins of Hinduism and Buddhism 2.3 The Hebrews and Origins of Judaism 6.4 The Origins of Christianity 8.1 The Origins of Islam</p>		<p>Mapping places of worship in Lexington Hinduism Fast Facts Buddhism's Eightfold Path PBS - Story of China Teacher's Guide to Religious Literacy (can use for an introduction on how to study religions academically) and more resources Religion in the C3 Framework Story of India Confucius quotes Taoism Quotes Taoist Proverbs Confucianism and Daoism Stanford History Education Group Clip from Mulan where she prays to ancestors 10 Commandments Artworks depicting Jesus 5 pillars of Islam 3 Religions, 1 God PBS The stirrup: Mongols History vs. Genghis Khan - Alex Gendler</p>		

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[Mansa Musa's pilgrimage document](#)
[Trans-Saharan Trade Video from Millennium](#)
Start at 11:05 end at 20:49
[2.4 TRANS SAHARAN TRADE NETWORKS OF EXCHANGE — Freemanpedia](#)
[Africa Ted Talk](#)
[Mansa Musa | Stanford History Education Group](#)
[TPT Trans Saharan Trade Route](#)
[Most Americans say 'Arabic numerals' should not be taught in school, finds survey](#)
[Along the Silk Road: A Journey of Global Exchange - Middle/High School](#)
[On Foot in the Path of the Silk Road](#)
[| Silk Roads Programme](#)
[Indian Ocean in World History](#)
[The Ming Voyages | Asia for Educators | Columbia University](#)
[Trade Routes Jigsaw](#)
[World History Hybrid Course](#)
Indian Ocean Trade [Game](#)
[Islam Empire of Faith Part 2 The Awakening full PBS Documentary](#)
[The Travels of Ibn Battuta | ORIAS](#)
[Ibn Battuta | Stanford History Education Group](#)
[Understanding the Black Death | Stanford History Education Group](#)
[Islam Empire of Faith Part 3 The Ottomans full; PBS Documentary](#)
[Why the Ottoman Empire rose and fell from nationalgeographic.com](#)
[The Age of the Mughals - Victoria and Albert Museum](#)
[Taj Mahal Photos](#)
[Lesson Plans Overview | The Story of India - For Teachers](#)
[The power of Luther's printing press](#)
[Renaissance Webquest - Mr. Beem's Social Studies](#)
[Ancient America: Maya, Inca, Aztec and Olmec | HISTORY.com - HISTORY](#)
[Maya: The Blood of Kings \(1995\)](#)
[Digital History: The Exploration World Before 1942](#)
[Unit Title: What Did They Leave Behind?](#)
Horse industry, Keeneland, tobacco

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	<p>Silver trade DBQ Impact on Africa (when Africans were taken away) Casta Paintings Motivations for Colonization Digital History: Spanish Discovery of the New World Digital History: Columbian Exchange Cheapside Slave Auction “I Was Here” - Lexington Reading African American Heritage Walk in Lexington I Was Here Video WKYT Primary Source: Cheapside Slave Auction Block The Atlantic slave trade: What too few textbooks told you - Anthony Hazard The Atlantic Slave Trade in Two Minutes Teaching Hard History: American Slavery Classroom Videos Trans-Atlantic Slave Trade - Database</p>
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*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

Revolutions	Estimated Time Frame: 9 blocks
Inquiry Standards and Interdisciplinary Literacy Practices	
Big Idea	
<p>The focus of World History is the investigation of how connections made across cultures impacted the development of World History. In this Revolutions unit, students will learn how new ideas stemming from the Scientific Revolution and Enlightenment led to Revolutions around the world. Students will learn to interpret and compare sources as they investigate each revolution. As students read excerpts from each Revolution, such as the Magna Carta and the Bill of Rights from the English and American Revolutions, The Declaration of the Rights of Man from the French Revolution, and Simon Bolivar’s Letter from Jamaica from the Latin American Revolutions they will learn to make comparisons between the ideals set forth at the beginnings of various revolutions as they grapple</p>	

with the varying degrees of liberty and freedom achieved in different locations due to differing circumstances and racial inequalities especially as experienced in Haiti. This unit provides context for the modern world, nation states, and nationalism that comes up in later units.

Prerequisite skills and knowledge

Students should already have an understanding of the Magna Carta and the reforms to make Britain a constitutional monarchy, the causes and conditions that led to the American Revolution from 5th and 8th Grade

Compelling Question

What makes a revolution successful?

Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
What are the characteristics of absolute monarchs?	HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present	We are learning to describe and apply the characteristics of absolute monarchs.	I can apply the characteristics of an absolute monarch to a historical example. <i>(Divine Right of Kings, Centralizing Power, Taxes, National Armies)</i>	Vocab: Absolutism Divine Right Mercantilism
What ideas inspired revolutions?	HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present. HS.C.CV.2 Assess how the expansion of civic	We are learning to explain the ideas that changed views on government power.	I can explain the continuities and changes in views on government following the Enlightenment.	Vocab: Enlightenment Philosophy Natural Rights Scientific Revolution Catholic Church

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	<p>virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p>			
<p>What are the causes & effects of revolutions?</p>	<p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p> <p>HS.WH.CO.1 Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750.</p> <p>HS.WH.CO.2 Analyze examples of conflict</p>	<p>We are learning to evaluate the causes and effects of revolutions in England and America.</p> <p>We are learning to evaluate the causes and effects of French Revolutions.</p> <p>We are learning to compare primary sources to help describe the expansion of human rights during the Haitian Revolution.</p> <p>We are learning to evaluate the causes and effects of revolution in Latin America.</p>	<p>I can evaluate the effectiveness of the English political reforms in addressing the concerns of the English</p> <p>I can evaluate the effectiveness of the French political reforms in addressing the concerns of the French people at that time. <i>(Estates General, three estates, taxes, influence of American Revolution Ideas, Storming the Bastille, Women's March, Reign of Terror, Napoleon, Directory, Congress of Vienna)</i></p> <p>I can evaluate the effectiveness of the</p>	<p>Vocab: English Bill of Rights Parliament Mercantilism Independence Declaration of Independence Taxation Lafayette Three Estates Guillotine <i>Declaration of Rights of Man & Woman</i> Napoleon Toussaint L'Ouverture Racial/Social Hierarchy Simon Bolivar</p>

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	<p>created by global expansionist policies and actions between 1750-1945 across global regions.</p> <p>HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present</p> <p>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750- present.</p>		<p>Haitian political reforms in addressing the concerns of the Haitian people at that time. <i>(Causes-Slavery, influence of French Revolution, Sugar, plantations, racial differences, Toussaint L'Ouverture)</i></p> <p>I can evaluate the effectiveness of the Latin American political reforms in addressing the concerns of the Latin American people at that time. <i>(Creole, Mestizo, Mulatto, letter from Jamaica, Simon Bolivar, Gran Colombia, Tupac Amaru II Peruvian Rebellion, Jose de San Martin , Fr. Miguel Hidalgo Mercantilism)</i></p>	
<p>What are the similarities and differences among various Revolutions from 1750-1900?</p>		<p>We are learning to compare and contrast the causes, characteristics, and outcomes of each of the revolutions from 1750 - 1900.</p>	<p>I can compare and contrast the revolutions in North America, England, France, Haiti, and Latin America.</p>	

Summative Assessment

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Anchor Question Bank link (items tied to power standards) ([Link to Common Unit Assessment](#))

Anchor Materials (bolded mandatory by state)	Resources
<p>DBQ Project - Enlightenment Philosophers (mini-q), Reign of Terror (mini-q), Toussaint Louverture (mini-q), Latin American Independence (mini-q)</p>	<p>SHEG - Galileo, Reign of Terror, Savvas - Topic 12, Louis XIV portrait by Hyacinthe Rigaud Palace of Versailles virtual tour Stories from the Palace Enlightenment philosophers excerpts Constitutional Rights Foundations - Philosophers on Government Horrible Histories - Videos History Channel French Revolution Documentary History Teaching Institute - Ohio State University - French Revolution A History Of Zombies In America Declaration of the Rights of Man and the Citizen PBS Egalite for All: Toussaint Louverture and the Haitian Revolution (2009) Article on after-effects of the revolution Jamaica Letter Podcast on Tupac Amaru II rebellion: Top of the World: Ep 40 - It's Just Me Against the World Crane Brinton "Anatomy of a Revolution" aka "flu model": Brinton's Theory Question Sofia's Blog</p>

Industrialization	Estimated Time Frame: 6 blocks
Inquiry Standards and Interdisciplinary Literacy Practices	

Big Idea				
<p>The focus of World History is the investigation of how connections made across cultures impacted the development of World History. In this Industrial Revolutions and Imperialism unit, students will evaluate how new technologies invented in the Industrial Revolution caused changes to societies, governments, and economies worldwide. Students will learn to construct arguments on how society changed as a result of the Industrial Revolution through experiential exercises, mapping activities and visual primary source analysis. As students play the Urban Game and listen to changes made to society during the Industrial Revolution, they will also read sources related to the Industrial Revolution's impacts including excerpts from Adam Smith's The Wealth of Nations and Karl Marx's Communist Manifesto as they grapple with the various negative impacts new technologies had on the environment, the working class and led to the exploitation of non-industrialized nations. As students read excerpts from White Man's Burden, analyze political cartoons and advertisements from the era, such as the Pears Soap Ad and watch documentaries about the Opium Wars, Taiping Rebellion and Sepoy Rebellion they will learn to make comparisons between the impacts of European Imperialism on various geographic locations as they grapple with the racist ideology that led to many of the colonies as well as the attempts at resistance made by many African and Asian cultures- both overt and subtle. This unit provides context for WWI.</p>				
Prerequisite skills and knowledge				
<p>Students should have an understanding from middle school about advances in technology and production across civilizations and societies; from the Neolithic and Agricultural Revolutions of early history to the advances of the Renaissance Era.</p> <p>From 6th and 7th Grade, students should have an understanding of the notion of empire-building (Macedonian (Alexander), Rome, Mongol, Byzantine, Ottoman) and expansion along with its intended and unintended consequences.</p>				
Compelling Question				
How did society change as a result of technological development?				
Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
What are the social, economic,	HS.WH.CE.5 Analyze the	We are learning to evaluate the impacts of the Industrial	I can describe the reasons for the growth of	Vocab: Cottage Industry (Domestic

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<p>and political factors that led to the Industrial Revolution?</p>	<p>political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.</p>	<p>Revolution on the growth of cities.</p> <p>We are learning how the environment in Europe shaped and was also shaped by the Industrial Revolution.</p>	<p>urban centers and evaluate the social impacts of urbanization. <i>(agricultural technology, crop rotation, enclosure movement)</i></p> <p>I can explain how the environment in Europe shaped and was also shaped by the Industrial Revolution. <i>(Pollution, canals, railroad, coal, roads)</i></p>	<p>System) Enclosure Movement Industrialization Coal Iron Rivers Raw Materials/Manufactured Goods Cash Crops Colonies</p>
<p>How did new technologies both create and solve problems?</p>	<p>HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.</p>	<p>We are learning how the new technologies of the Industrial Revolution both created new problems and solved existing problems.</p>	<p>I can identify new technologies created by Industrialization.</p> <p>I can describe how the new technologies created new problems for Industrial society.</p> <p>I can describe how new technologies solved existing problems in Industrial society.</p>	<p>Vocab: Spinning jenny Steam engines Locomotives Steamboats Cotton gin Urbanization Migration</p>
<p>How did society change as a result of the Industrial Revolution?</p>	<p>HS.E.MI.4 Compare the roles of consumers and producers in the</p>	<p>We are learning how society changed due to industrialization</p>	<p>I can explain how society and the economy changed due to industrialization.</p>	<p>Content: Capitalism Marxism Socialism</p>

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	<p>product, labor and financial markets and the economy as a whole.</p> <p>HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.</p>		<p><i>(Women in the workplace, education, science, sanitation, medicine, breakdown of the family structure, capitalism, communism, socialism)</i></p>	<p>Suffrage Land, Labor, and Capital Factory Pollution Gender Roles Patriarchy Child labor</p>
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Summative Assessment

Anchor Question Bank link (items tied to power standards) ([Link to Common Unit Assessment](#))

Anchor Materials (bolded mandatory by state)	Resources
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<p>SAVVAS Textbook Chapters</p>	<p>C3 Framework:How Did the Industrial Revolution Move People? DBQ: How did the Industrial Rev Impact the lives of humans? Maines Adaptation KY horse industry came from enclosure movement- The Urban Game Digital Urban Game Instructions: The Urban Game: Instructions Digital Urban Game Drawing: Digital Urban Game How the environment shaped the industrial revolution:go to page 98/99 Two Cows Comic</p>
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	<p>Rock Paper Scissors Economic Systems Rock Paper Scissors Instructions Communism vs Capitalism Notes with Simulation Changing Roles of Women: https://www.uml.edu/tsongas/barilla-taylor/women-industrial-revolution.aspx Child Labor: https://www.museumoftolerance.com/assets/documents/children-who-labor-teachers-guide.pdf</p>
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Imperialism (1750-1900)	Estimated Time Frame: 11 blocks
Inquiry Standards and Interdisciplinary Literacy Practices	
Big Idea	
<p>The focus of World History is the investigation of how connections made across cultures impacted the development of World History. In this Imperialism unit, students will learn how competition and ideologies such as Social Darwinism led to European domination over much of the non-industrialized world.</p> <p>Students will learn to engage in meaningful discussions as they investigate the motives for European Imperialism. As students read excerpts from <i>White Man’s Burden</i>, analyze political cartoons and advertisements from the era, such as the Pear’s Soap Ad and watch documentaries about the Opium Wars, Taiping Rebellions and Sepoy Rebellions they will learn to make comparisons between the impacts of European Imperialism on various geographic locations as they grapple with the racist ideology that led to many of the colonies as well as the attempts at resistance made by many African and Asian cultures- both overt and subtle.</p> <p>This unit provides context for WWI, the rise of Communist States, and Decolonization.</p>	
Prerequisite skills and knowledge	
<p>From 6th and 7th Grade, students should have an understanding of the notion of empire-building (Macedonian (Alexander), Rome,</p>	

Mongol, Byzantine, Ottoman) and expansion along with its intended and unintended consequences.

Compelling Question

How do imperialist ideas lead to oppression?

Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
<p>What are the ideological, economic and political motives of imperialism in the 19th Century?</p>	<p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</p> <p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p>	<p>We are identifying and explaining the causes of imperialism.</p>	<p>I can analyze two or more primary sources to explain the motives for imperialism. <i>(White Man's Burden, Social Darwinism, Berlin Conference, raw materials)</i></p>	<p>Content: Cottage Industry (Domestic System) Enclosure Movement Industrialization Urbanization</p>
<p>What are the geographic, economic, and political</p>	<p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the</p>	<p>We are describing the events of Imperialism in Africa. We are describing characteristics of African Resistance</p>	<p>I can describe the social, political and economic methods of imperialization in Africa. <i>(weapons like the Maxim</i></p>	<p>Content: Coal Iron Rivers Ethiopia (Battle of Adowa)</p>

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<p>implications of imperialism in Africa?</p>	<p>relationship between people and the environment.</p> <p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p>		<p><i>gun + quinine medicine allow european King Leopold and the Congo/ borders drawn for countries by Europeans/Stipulations for Colonization)</i></p> <p>I can describe examples of African Resistance (<i>open rebellion vs. subtle resistance</i>)</p>	<p>Zulu Ashanti rebellion</p>
<p>What are the geographic, economic, and political implications of imperialism in Asia?</p>	<p>HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places</p> <p>HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.</p>	<p>We can describe the events of Imperialism in Asia</p> <p>We can analyze the effects of imperialism in Asia.</p>	<p>I can describe the social, political and economic methods of imperialization in Asia.</p> <p>I can describe how trying to maintain a favorable balance of trade leads to exploitation and compare how various nations responded to Western Imperialism. <i>(British dominance in China and India, European industrial influence on Ottoman Empire and other Middle Eastern countries)</i></p>	<p>Content Vocab: Sphere of Influence Opium Wars British East India Company Raj Taiping Rebellion Boxer Rebellion Meiji Restoration Sepoy Rebellion</p>

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	<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources</p>		<p>Extension - Hawaii and Philippines, Latin America (Monroe Doctrine, Roosevelt Corollary, Spanish-American War), Egypt</p>	
<p>Summative Assessment</p>				
<p>Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)</p>				
<p>Anchor Materials (bolded mandatory by state)</p>		<p>Resources</p>		
<p>Associated Savvas Chapters</p>		<p> Maines Responses to Imperialism Lesson Guide with Links Maines Asian Responses to Imperialism Lesson Slides Maines Asian Responses to Imperialism NTI lesson Guide Maines Analyzing Imperialism in Africa *Guns Germs and Steel Episode 3* AP World 2009 Imperialism DBQ Williams Africa DBQ Color Pics for Williams Africa DBQ Shooting an Elephant Summative Socratic Seminar Disc Questions White Man's Burden Poem White Man's Burden Political Cartoon </p>		

World War I		Estimated Time Frame: 7 blocks		
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
<p>The focus of World History is the investigation of how connections made across cultures impacted the development of World History. In this World War I unit, students will learn that the competition between major European nations led to conflict which would ultimately not be resolved at the end of the war and would later lead to another, larger world war. Students will learn to propose a solution to the problems left unsolved by the Great War. They will analyze the causes of the war, evaluate the impact of new technology on warfare, discover the reasons for Russia leaving the war, identify the reasons for US entry into the war and their effect on the outcome and examine the Armenian genocide. They will compare the Treaty of Versailles to the Fourteen Points and discuss the weaknesses of the treaty in order to design a new treaty. This unit provides context for the rise of totalitarian dictatorships and World War II.</p> <p>The focus of World History is the investigation of how connections made across cultures impacted the development of World History.</p>				
Prerequisite skills and knowledge				
From 5th Grade onward, students should have an understanding of different economic, political, and social implications that resulted in war: from as early as the wars of Mesopotamia and Egypt, to the Hundred Years' War, to the American Revolution and Civil War.				
Compelling Question				
Is Conflict Inevitable?				
Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
What were the causes of World War I?	HS.WH.CE.8 Determine the causes of the World Wars and their global	We can evaluate the causes of WWI.	I can evaluate the significance of the causes of WWI. <i>(MANIA Causes: Militarism, Alliances,</i>	Vocab: Militarism Alliances Nationalism Imperialism

	effects between 1900-1945.		<i>Nationalism, Imperialism and the Assassination of Archduke Franz Ferdinand- kids debate- most choose Militarism or Alliances as the most significant cause)</i>	Assassination (MANIA)
How did innovation and technology change the nature of warfare during World War I?	HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.	We can evaluate how new technologies impacted WWI.	I can analyze changes and continuities in technology used in global interactions during WWI. <i>(focus on Change as a result of Industrialization Continuities: People are still trying to kill each other, Changes: mass production of weapons and food supplies, new technology/ mechanization of warfare increasing over time (gas + planes + first subs)= , increase mortality (machine guns + barbed wire) + responses to this (tanks)</i>	Vocab: Trench warfare Chemical Warfare Total War Mechanization of Weapons Propaganda
What were the consequences of WWI?	HS.WH.CH.6 Analyze changes and continuities regarding views of government power	We can evaluate the fairness of the terms of the Treaty of Versailles and understand the possible impacts	I can create a claim with evidence to argue if the Treaty of Versailles was just. <i>(Compare and contrast</i>	Vocab: 14 Points Treaty of Versailles League of Nations Reparations

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	<p>and accepted sources of legitimacy in multiple global regions from 1750-present.</p>		<p><i>Wilson's 14 points with The treaty of Versailles→ heavily punished Germany for a war that was started by other parties- the terms of the treaty pushes them into a state of desperation= pushing them towards Fascism + Leads directly to another War instead of solving the probs)</i></p>	<p>Mandate system</p>
<p>Summative Assessment</p>				
<p>Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)</p>				
<p>Anchor Materials (bolded mandatory by state)</p>			<p>Resources</p>	
<p>Savvas World History DBQ Project</p>			<p>BBC Assassination of Archduke Franz Ferdinand Dulce et Decorum Est by Wilfred Owen The Great War episode 1 Exposition watch first 10 minutes about Wilfred Owen WWI Trenches and Barbed Wire Economic history of World War I File:Cartridge cases at Woolwich Arsenal 1918 IWM Q 27848.jpg BBC - Which New Weapons were Used in WWI Russia: Peace, Land, and Bread Woodrow Wilson's Fourteen Points Treaty of Versailles Outcomes/Aftermath of WWI</p>	

World War II		Estimated Time Frame: 9 blocks		
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In this World War II unit, students will learn how the international conflict which began with World War I continued with World War II. Students will learn to gather information and evidence from credible sources as they seek to answer how the world wars are interconnected. As students examine evidence that illustrates the bridge between the world wars such as The Treaty of Versailles, Mein Kampf and the policies of appeasement they will learn how and why totalitarianism, facism and communism rose in popularity. They will also gather information about the horrific results of the policies of appeasement, isolationism and nationalism with the study of Soviet Gulags, the massacre of Nanjing, the holocaust, The Bataan Death March and the use of the Atomic Bomb. As students will receive additional study in US History, we will be focusing on the causes and effects of World War II. This unit provides context for the origin of defining genocide, the rise of the USA and USSR as superpowers, the division of Germany and the advent of the Cold War.</p>				
Prerequisite skills and knowledge				
<p>From 5th Grade onward, students should have an understanding of different economic, political, and social implications that resulted in war: from as early as the wars of Mesopotamia and Egypt, to the Hundred Years' War, to the American Revolution and Civil War.</p>				
Compelling Question				
How are the causes and effects of the two World Wars interconnected?				
Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
How did World War I contribute to the rise in	HS.WH.CE.8 Determine the causes of the World Wars and	We are learning to explain the global causes and effects of the Great Depression.	I can explain the causes and global impacts of the Great Depression. <i>(WWI, war guilt clause,</i>	Vocab: Appeasement Isolationism Totalitarianism

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totalitarian regimes?	their global effects between 1900-1945.	We are learning about the conditions that led to the rise of the Totalitarian Regimes?	<i>stock market crash, inflation- consequences rise of fascism)</i> I can compare Totalitarian Regimes. <i>(Characteristics of Fascism- Hitler, Mussolini; Communism - Stalin)</i>	Fascism Communist Economy Propaganda Imperialism
What factors led countries to get involved in World War II?	HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.	We are learning to explain how various countries entered into WWII	I can explain how at least two world powers joined WWII. <i>(1931 invasions of China by Japan due to imperialist/expansionist tendencies- attack of Nanjing (historic capitol) intended to humiliate China)</i>	Manchuria Rape of Nanking Imperialism
What were the turning points in the European and Pacific Theaters?	HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.	We are learning about the European and Pacific Theaters.	I can describe how events created turning points in the war. <i>(two front war, island hopping, Axis not gaining oil fields in Russia, Allies getting access to mainland Europe)</i>	Island Hopping Kamikaze Normandy Stalingrad Midway Iwo Jima Fronts
How were civilians victims of the war?	HS.WH.CH.4 Analyze the connections between	We are learning to evaluate the human cost of World Wars by examining the casualties (both military and civilian)	I can analyze sources to answer the question, "What was the human cost of War?"	Holocaust Atomic Bomb Rape of Nanking Genocide

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	industrialization and the development of total war between 1900- 1950.	throughout the entire period of the wars	<i>(8 Stages of Genocide: Classification Symbolization Dehumanization Organization Polarization Preparation Extermination Denial)</i>	Judaism
What are the lasting impacts of World War II?	HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945	We are learning the lasting economic, political, and social impacts of WWII	I can explain the intended and unintended consequences of WWII. <i>(intended: end of fascism, spread of democracy, unintended: power divide between US and USSR-</i>	Nuremberg Trials United Nations Nuclear Capabilities Potsdam Conference Diplomacy Balance of Power
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				
Anchor Materials (bolded mandatory by state)			Resources	
Savvas World History DBQ Project			Triumph of the Will Mein Kampf Nazi Expansion Before WWII Map Movie <i>Unbroken</i> Facing History on the Rape of Nanjing Activity - Teaching about the Nanjing Massacre US Marines at Battle of Iwo Jima Activity - We Did not Surrender: POW Experience in the Philippines Hitler's Willing Executioners	

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	IBM, Hitler and the Census The Atomic Bomb Stanford History Education Group Lesson 1: Sources of Discord, 1945-1946
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Communist Revolutions & Cold War		Estimated Time Frame: 9 blocks		
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
<p>The focus of World History is the investigation of how connections made across cultures impacted the development of World History. In this communist revolutions and decolonization unit, students will learn how communism was implemented across the globe and the effects of it on the people there and the ramifications of independence movements throughout the world. Students will learn to gather and analyze sources from a variety of perspectives as they evaluate the implementation of communism using examples from the USSR, China, Korea, Vietnam & Latin America (especially Cuba). Students will learn to generate their own supporting and compelling questions as they examine the success and failures when colonies challenge the authority of Imperialist nations, using examples of peaceful (e.g. India, Ghana) and not-so-peaceful decolonization (e.g. Algeria, South Africa) movements. This unit provides context for the globalization unit.</p>				
Prerequisite skills and knowledge				
<p>From 8th Grade onward, students should have an understanding of different economic, political, and social implications of the Industrial Revolution. Students should have an understanding of colonization and imperialism from 8th grade as well as in previous units for World History to prepare them for the desire for freedom in colonized countries.</p>				
Compelling Question				
Did communist practice match communist theory?				
Supporting	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary

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Questions				
What were the conditions that led to the rise of communism in Russia?	HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.	We are learning to evaluate the conditions in Russia that led to Revolution.	I can describe changes and continuities of government power in Russia. <i>(continuities: top down leadership, state run industrialism, change: absolute monarchy to socialism/then communism/and Totalitarianism)</i> I can explain how Communism and Capitalism address the political and economic issues of the 20th century differently. <i>(Capitalism- Free hand/unregulated markets allow for more innovation and \$\$\$ for some- but no and everyone is cared for) safety net for the poor vs Communism- safety net for all, control from the top down- theoretically means everything</i>	Communism Capitalism Marxism Socialism Labor Movements
What were the conditions that led	HS.WH.CO.6 Analyze methods	We are learning to describe how communism impacted	I can describe changes and continuities in China's	Cultural Revolution Great Leap Forward

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<p>to the rise of communism in China?</p>	<p>used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945- present.</p>	<p>China in the post World War period.</p>	<p>communist system. <i>(Continuities: powerful state, people do what they are told (Confucianism), Changes: Communism instead of Capitalism, state directed plans to disastrous effects (40 mil died in the Great Leap Forward)</i></p>	<p>Nationalist Party People’s Republic of China Tiananmen Square Confucianism Communism Collectivization</p>
<p>What efforts were made to contain communism?</p>	<p>HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950- present.</p> <p>HS.WH.CO.6 Analyze methods used by state and</p>	<p>We are learning to analyze the impact of proxy wars during the Cold War.</p>	<p>I can analyze the causes of the spread of Communism and the impacts of Proxy Wars in these locations. <i>(Causes: backlash against Capitalist Imperialist Powers + Marshall Plan/Containment Theory vs Warsaw Pact Impacts: US + Soviets weapons dumping, Proxy Wars in multiple locations, arms race = MAD (mutually assured destruction)</i></p>	<p>Proxy War Korea Cuba Vietnam Cambodia Guerilla warfare Containment</p>

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	<p>non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945- present.</p>			
<p>What were the policy changes that led to the end of the Cold War?</p>	<p>HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla</p>	<p>We are describing why the Cold War ended.</p>	<p>I can explain the causes of the end of the Cold War. <i>(failing economies in communist sphere+ rebellions like Prague Spring lead to Glasnost= clear/open communication from the top, and Perestroika= restructuring or reforming the economic and political system)</i></p>	<p>Mutually Assured Destruction (MAD) Arms race / Nuclear power Space race Detente Perestroika Glasnost Berlin Wall Capitalism Free Market Economics</p>

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	warfare and other methods from 1945- present.			
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>)				
Anchor Materials (bolded mandatory by state)			Resources	
Savvas World History DBQ Project			Capitalism vs Communism Lessons Capitalism vs Communism Simulation (Short!) Who Started the Cold War Primary Source Analysis Slides Maines Communism in China Lesson Guide Maines Korean Communism Lesson Guide Maines Communism In Latin America Lesson Guide World History Project Cuban Missile Crisis Simulation Maines Communism in Vietnam Lesson Guide Intro to Domino Theory and Vietnam War Maines End of Cold War Lesson (DBQ Activity)	

Decolonization	Estimated Time Frame: 6 blocks
Inquiry Standards and Interdisciplinary Literacy Practices	
Big Idea	
<p>The focus of World History is the investigation of how connections made across cultures impacted the development of World History. In this communist revolutions and decolonization unit, students will learn how communism was implemented across the globe and the effects of it on the people there and the ramifications of independence movements throughout the world. Students will learn to</p>	

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gather and analyze sources from a variety of perspectives as they evaluate the implementation of communism using examples from the USSR, China, Korea, Vietnam & Latin America (especially Cuba). Students will learn to generate their own supporting and compelling questions as they examine the success and failures when colonies challenge the authority of Imperialist nations, using examples of peaceful (e.g. India, Ghana) and not-so-peaceful decolonization (e.g. Algeria, South Africa) movements. This unit provides context for the globalization unit.

Prerequisite skills and knowledge

Students should have an understanding of colonization and imperialism from 8th grade as well as in previous units for World History to prepare them for the desire for freedom in colonized countries.

Compelling Question

What happens when power shifts?

Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
How were states decolonized?	HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present.	<p>We are learning to explain how colonies fought for sovereignty from 1945 to the present.</p> <p>We are learning to assess how effectively international institutions fostered agreements which lead to decolonization.</p>	<p>I can describe what motivated the global fight for sovereignty. <i>(Fall out from WWI/Ending European Imperialism in Europe/defeating Hitler, Europeans Out of Money and People, Colonies promised independence for fighting but no follow through/respect, rise of mass media to allow changed messaging/new ideas)</i></p> <p>I can assess the</p>	Civil Disobedience / Non-Violent resistance Sovereignty Colonization Imperialism United Nations NATO Warsaw Pact Colonization Imperialism

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			<p>effectiveness of international institutions.</p> <p><i>(UN, World Bank, IMF= Good in theory, lots of good ideas, helped speed up decolonization, Bad= Spread of Cold war, no muscle to actually prevent/stop violence)</i></p>	
<p>What were the impacts of Decolonization?</p>	<p>HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present.</p>	<p>We are learning to analyze the problems that arose during and after decolonization.</p> <p>We are learning how decolonization impacted human rights locally, nationally and internationally.</p>	<p>I can assess the effectiveness of peaceful decolonization efforts. <i>(look at parentheses in content vocab for guidance)</i></p> <p>I can analyze two or more primary sources to describe the problems that former colonies face during the decolonization process.</p> <p><i>(Rwanda, Congo, Israel/Palestine, India/Pakistan, Afghanistan, Sudan/South Sudan, South Africa)</i></p>	<p>India (Passive) Israel (Kids decide!!) Ghana (Negotiated) Algeria (Violent) South Africa (Violent & Peaceful) Colonization Imperialism Violent vs Non-Violent Protest Ethnic cleansing Apartheid Arab-Israeli Conflict Mandate System Zionism Genocide Universal Declaration of Human Rights Decolonization Human Rights</p>

Summative Assessment

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Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)	
Anchor Materials (bolded mandatory by state)	Resources
Savvas World History DBQ Project	C3 Framework on Apartheid Maines Beginnings of Decolonization Lesson Guide Decolonization Gallery Walk Comparison (Violent vs Non Violent Struggle)Activity Gallery Walk Lesson Guide Arab Israeli Conflict Explained Maines Problems in Newly Independent States Lesson Guide

Globalization	Estimated Time Frame:
Inquiry Standards and Interdisciplinary Literacy Practices	
Big Idea	
<p>The focus of World History is the investigation of how connections made across cultures impacted the development of World History. In this modern world/globalization unit, students will learn the modern implications of globalization through the connections of technology, culture, governments & economics. Students will learn to respectfully discuss the impacts of globalization in our world today by examining recent events such as Brexit, pop culture, terrorism and continued inequalities around the world.</p>	
Prerequisite skills and knowledge	
<p>As the summative unit for the year, students should have the historical thinking skills ready to apply the themes of World History within the unit to review major continuities and changes in World History as they prepare to go to US History as juniors.</p>	
Compelling Question	
What are the challenges and opportunities created by globalization?	

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Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
<p>What are the economic results of globalization?</p>	<p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p>	<p>We are learning to analyze how economic trends and policies affect international relations.</p>	<p>I can assess how new forms of technology change the way nations interact. <i>(Internet + Phones= faster ordering, Container Shipping and Planes= Cheaper movement)</i></p>	<p>Globalization Developed country Developing country Underdeveloped country Internet Smartphones Container Shipping Industrial Revolution Technological Development</p>
<p>What are the social results of globalization?</p>	<p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</p>	<p>We are learning to describe how globalization impacts human dignity and rights.</p> <p>We are learning to evaluate how society has adapted to increasingly radical beliefs and ideologies.</p>	<p>I can create a claim and support about how human dignity is impacted by globalization. <i>(Developing nations mass produce items at low cost with threats to human safety and the environment while Developed nations benefit)</i></p> <p>I can use two or more primary sources to analyze how societies have adapted and responded to increasingly radical beliefs and ideology. <i>(The rise of terrorism + populism + radicalization)</i></p>	<p>Human dignity Inequality Natural Rights Terrorism Islamophobia Anti-Semitism</p>

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			<i>in many areas + protectionism in response to loss of opportunity caused by Imperialism/ Globalism)</i>	
What are the political results of globalization?	HS.WH.CH.7 Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present.	We are learning to analyze how economic trends and policies affect international relations.	I can analyze how globalization impacted international relations. <i>(Smaller countries joining together to create free-trade blocs that smooth/regulate trade for all→ ex MF+ MultiNational Trade Agreements + EU + World Trade Organization)</i>	European Union Asian Tigers Multinational Corporations NATO Treaties Free Market Economics
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				
Anchor Materials (bolded mandatory by state)			Resources	
Savvas World History DBQ Project			Maines Causes of Globalization Lesson Guide Global Markets and International Agreements Slides Maines Lesson Guide on Globalization Impact on Human Rights Maines Lesson Guide on Increasingly Radical Beliefs/Terrorism	