



Social Studies

Modern World History

2023-2024

**Aligned with Ohio's Learning Standards
for Social Studies (2018)**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Year-at-a-Glance

Semester X

Grading Period 1	Unit 1. Age of Enlightenment and Revolution: 1600-1800 9 weeks		
	1.1 Historical Thinking and Skills - Learning Targets 1, 2, 3 (Learning Targets 1-3 are skills standards that should be incorporated into each unit.) 1.2 Enlightenment and Revolutions - Learning Targets 4, 5, 6, 7 1.3 The Industrial Revolution - Learning Target 8, 12		
Grading Period 2	Unit 2. Imperialism: 1800-1914 3 weeks	Unit 3. Achievements and Crises: 1900-1945 3 weeks	Research Project 3 weeks
	2.1 Imperialism - Learning Targets 9, 10, 11	3.1 World War I - Learning Targets 12, 13	Research Project- Learning Targets 1, 2, 3

Semester Y

Grading Period 3	Unit 3. Achievements and Crises: 1900-1945 (continued) 4.5 weeks	Unit 4. The Cold War: 1945-1991 4.5 weeks
	3.2 World War II - Learning Targets 14, 16 3.3 Genocide - Learning Target 15	4.1 Cold War Superpowers - Learning Targets 17, 18
Grading Period 4	Unit 4. The Cold War: 1945-1991 3 weeks	Unit 5. Globalization: 1991-Present 6 weeks
	4.2 Decolonization and Conflicts - Learning Targets 19, 20, 21	5.1 Contemporary Conflicts - Learning Targets 22, 23, 24, 26 5.2 Global Interdependence - Learning Target 25 5.3 Sustainability - Learning Targets 27, 28

Scope and Sequence

Grading Period I	Unit 1. Enlightenment and Revolutions: 1600-1800			9 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	I.1 Historical Thinking and Skills	<u>1. The use of primary and secondary sources of information includes an examination of the credibility of each source.</u> <u>2. Historians develop theses and use evidence to support or refute positions.</u> <u>3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</u>	Evidence <ul style="list-style-type: none"> How do we know what to believe? What do we do when sources disagree? Should we question everything? How do we make a strong argument? Change <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? 	<ul style="list-style-type: none"> Historians as detectives discussion and video clip Historical Evidence in Your Daily Life activity History Habits of Mind reading Historical Inquiry video and graphic organizer notes Primary/Secondary sources Headlines bias activity Claims and evidence tasks
	I.2 Enlightenment and Revolutions	<u>4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.</u> <u>5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.</u> <u>6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.</u> <u>7. The American and French Revolutions influenced Latin American revolutions for independence.</u>	Change <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? What makes a revolution successful? Democracy <ul style="list-style-type: none"> What does it mean to have a democracy? Does government work for the people? What does it mean to have a democracy? 	<ul style="list-style-type: none"> Scientific Revolution Painting discussion Dangerous ideas discussion Key Enlightenment Concepts chart Enlightenment vocabulary organizer Enlightenment and Revolution interactive slide lecture Matrix for Comparing the American, French, and Latin American Revolutions Enlightenment Museum
	I.3 The Industrial Revolution	<u>8. Industrialization had social, political and economic effects on Western Europe and the world.</u>	Change <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? What are the effects of human-environment interaction? 	<ul style="list-style-type: none"> KWL Chart Industry/Revolution Word Map Growth of British Cities data chart Effects of Industrialization source analysis

Grading Period 2	Unit 2. Imperialism: 1880-1914				3 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	2.1 Imperialism	<p>9. Imperial expansion had political, economic and social roots.</p> <p>10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.</p> <p>11. The consequences of imperialism were viewed differently by the colonizers and the colonized.</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? <p>Democracy</p> <ul style="list-style-type: none"> Who has the right to self-government? <p>Power</p> <ul style="list-style-type: none"> Does might make right? How is power attained and maintained? How has global power shifted over time? 	<ul style="list-style-type: none"> School Rule Changes as Imperialism analogy Imperialism Concept Map Imperialism Interactive Slide Lecture French Colonial Expansion primary source Imperialism political cartoons Perspectives on Imperialism quotes White Man's Burden/Black Man's Burden poems Imperialism Mini-Documentary 	
Grading Period 2	Unit 3. Achievements and Crises: 1900-1945				3 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	3.1 World War I	<p>12. Advances in technology, communication and transportation improved lives, but also had negative consequences.</p> <p>13. The causes of World War I included militarism, imperialism, nationalism and alliances.</p>	<p>Change</p> <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? <p>Power</p> <ul style="list-style-type: none"> How is power attained and maintained? How has global power shifted over time? <p>Justice</p> <ul style="list-style-type: none"> What is a just war? 	<ul style="list-style-type: none"> Causes of World War I Notes Causes of World War I Maps and Images analysis Main Causes of World War I graphic organizer Quotes on the Causes of World War I Just War Theory reading Costs of World War I chart Warfare in World War I images World War I Letters from the Trenches 	

Grading Period 2	Research Project				3 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	Research project	<u>1. The use of primary and secondary sources of information includes an examination of the credibility of each source.</u> <u>2. Historians develop theses and use evidence to support or refute positions.</u> <u>3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</u>	Evidence <ul style="list-style-type: none"> How do we know what to believe? What do we do when sources disagree? Should we question everything? How do we make a strong argument? Justice <ul style="list-style-type: none"> Are laws applied fairly? What happens when justice is denied? 	<ul style="list-style-type: none"> Research a human rights or social justice issue Research strategies - asking good questions, finding information, selecting the best information, putting it together, writing/presenting 	

Grading Period 3	Unit 3. Achievements and Crises: 1900-1945 (continued)				4.5 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	3.2 World War II	<u>14. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.</u> <u>16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.</u>	Change <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? Power <ul style="list-style-type: none"> How has global power shifted over time? Justice <ul style="list-style-type: none"> What is a just war? 	<ul style="list-style-type: none"> Causes and Consequences of the Russian Revolution graphic organizer Treaty of Versailles Notes Treaty of Versailles Political Cartoons analysis Causes of WWII graphic organizer Causes of WWI Pictowords Consequences of WWII notes 	
	3.3 Genocide	<u>15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during WW II.</u>	Justice <ul style="list-style-type: none"> What happens when justice is denied? Power <ul style="list-style-type: none"> Why is it important to speak truth to power? 	<ul style="list-style-type: none"> The Greenies reading Defining Genocide concept maps Holocaust Event Map Holocaust Statistics Armenian Genocide and Holocaust images and readings 	

Grading Periods 3 and 4	Unit 4. The Cold War: 1945-1991			7.5 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	4.1 Cold War Superpowers	17. The United States and the Soviet Union became superpowers and competed for global influence. 18. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	Change <ul style="list-style-type: none">What are the causes and effects of historical events and patterns?What social, political, and economic challenges has the U.S. faced? Power <ul style="list-style-type: none">How is power attained and maintained?How has global power shifted over time?How has American power shifted over time?	<ul style="list-style-type: none">Planning for Postwar Peace reading and notesCold War Cause and Effect ChartCold War Map analysisKey Events in Cold War Images analysisCold War Political Cartoons analysisCold War Europe MapCold War Visual MetaphorsCollapse of the Soviet Union Political Cartoons
4.2 Decolonization and Conflicts	19. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East. 20. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia. 21. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	Change <ul style="list-style-type: none">What are the causes and effects of historical events and patterns? Power <ul style="list-style-type: none">How has global power shifted over time? Justice <ul style="list-style-type: none">What is a just war?	<ul style="list-style-type: none">Nationalism and Decolonization VocabularyMiddle East Religions Map and TableMiddle East Map and CartoonsAfrica During and After Colonial Control map analysisIndependence in Africa and Asia chartIndependence movements posterSouth Africa Political Cartoons analysisNationalism, Decolonization, and Conflict Multi-Tier Timeline	

Grading Period 4	Unit 5. Globalization: 1991- Present				6 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	5.1 Contemporary Conflicts	22. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world. 23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing. 24. Political and cultural groups have struggled to achieve self-governance and self-determination. 26. Proliferation of nuclear weapons has created a challenge to world peace.	Change <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? Democracy <ul style="list-style-type: none"> Who has the right to self-government? Justice <ul style="list-style-type: none"> When do we have a right to revolution? What happens when justice is denied? Diversity <ul style="list-style-type: none"> How have diverse groups struggled for equality? 	<ul style="list-style-type: none"> Genocide in the late 20th Century reading and analysis chart Global Conflicts since 1991 map Current World Conflict: Point-Counterpoint TV News Magazine Research on current world conflict form the Points of View Reference Center Point-Counterpoint Notes 	
	5.2 Global Interdependence	25. Emerging economic powers and improvements in technology have created a more interdependent global economy.	Power <ul style="list-style-type: none"> How has global power shifted over time? 	<ul style="list-style-type: none"> String Trade Cards Technological Advances Timeline Trade and Globalization Outline Globalization Interactive Slides 	
	5.3 Sustainability	27. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges. 28. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	Change <ul style="list-style-type: none"> What are the causes and effects of historical events and patterns? What are the effects of human-environment interaction? 	<ul style="list-style-type: none"> Population Patterns Data Analysis 1 Billion rice illustration Population growth discussion Sustainability Venn diagram Sustainable able activity Research organizations that focus on sustainability issues 	

Curriculum and Instruction Guide

Unit 1. Enlightenment and Revolutions: 1600-1800

Unpacked Standards / Clear Learning Targets

Learning Target 1. Analyze the credibility of primary and secondary sources.		<u>Essential Understanding</u> <ul style="list-style-type: none">– Evaluating source credibility <u>Extended Understanding</u> <ul style="list-style-type: none">– Using credible sources in research writing	<u>Academic Vocabulary</u> Tier 2 <ul style="list-style-type: none">– analyze– evaluate– credibility– bias– stereotype Tier 3 <ul style="list-style-type: none">– primary source– secondary source
Ultimate Learning Target Type: Reasoning	<u>Broad Learning Target:</u> <ul style="list-style-type: none">– The student can analyze the credibility of primary and secondary sources.		
	<u>Underpinning Knowledge Learning Targets:</u> <ul style="list-style-type: none">– The student can define and give examples of primary sources.– The student can define and give examples of secondary sources.– The student can explain the criteria for determining credibility of sources.		
	<u>Underpinning Skills Learning Targets:</u> <ul style="list-style-type: none">– The student can identify perspectives, bias, and stereotypes in primary and secondary sources.		
	<u>Underpinning Reasoning Learning Targets:</u> <ul style="list-style-type: none">– The student can evaluate the qualifications and reputation of an author.– The student can compare sources for agreement.– The student can judge the accuracy and internal consistency of a source.– The student can evaluate a source based on the circumstances in which the author prepared the source.		
	8.HI.1 (Prior Grade Standard) <p>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p>	10.HI.1 (Future Grade Standard) <p>The use of primary and secondary sources of information includes an examination of the credibility of each source.</p>	

Content Elaborations

The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:

- qualifications and reputation of the author;
- agreement with other credible sources;
- perspective or bias of the author (including stereotypes);
- accuracy and internal consistency; and
- circumstances in which the author prepared the source.

Instructional Strategies

Provide examples of primary and secondary sources related to history content being studied. Have students use a graphic organizer to help them analyze the credibility of the sources. Sources should be in multiple formats and mediums, representing differing perspectives and timeframes.

Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at <http://www.ohiohistory.org/historyday>.

To help students analyze primary sources:

- provide a highlighted document;
- create a bulleted list of important points;
- have students work in heterogeneous groups;
- modify the readability of the document by inserting synonyms for difficult vocabulary;
- provide two versions of text, one in original language and one in modified language;
- provide students a typed transcript, often available on history websites; and
- add captions or labels to clarify the meaning of graphics and images.

Have students analyze a set of newspaper headlines on the same story and determine perspective/bias shown.

Read a list of source descriptions and identify a reason (based on established criteria) why one might question the credibility of the source.

Sample Assessments and Performance Tasks

Which source has the appropriate qualifications to be considered a credible source of information?

What bias is reflected in the source below?

Read the source below. Evaluate the credibility of the source and explain the criteria you used in your evaluation.

Instructional Resources

[History Matters](#) - This site provides students with skills to analyze various primary and secondary sources.

[Reading Like a Historian Intro Materials](#) (Stanford History Education Group) - The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills.

[Beyond the Bubble: History Assessments of Thinking](#) (Stanford History Education Group) - Explore over 100 easy-to-use assessments that measure students' historical thinking rather than recall of facts.

[Civic Online Reasoning: Intro to What's the Evidence?](#) (Stanford History Education Group) - This lesson will help students develop skills for critically evaluating varied forms of evidence online.

[Document Analysis](#) (National Archives) - Students think through primary source documents for contextual understanding and to extract information using four steps: meet the document, observe its parts, try to make sense of it, and use it as historical evidence.

[Primary Source Analysis](#) (Library of Congress) - Students analyze a variety of primary source types using a three step process: observe, reflect, and question.

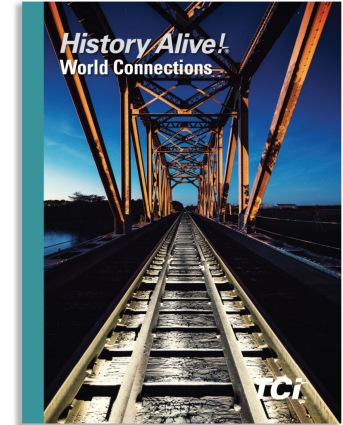
[Claim Testing Introduction](#) (World History OER Project) - Claim testing helps students “see” and evaluate people’s assertions, and gives shape to one of the most important and useful critical thinking practices in history.

[Research Learning Modules](#) (Thinkport) - Each lesson guides students step-by-step as they practice important research skills.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson I, The Study of History
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson I, The Study of History
 - Interactive Notebook: Lesson I, The Study of History
 - Experiential Exercise: Lesson I, The Study of History
 - Assessments: Lesson I, The Study of History
 - Inquiry: Unit I, Inquiry: Foundations of World History
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 2. Develop a thesis and use evidence to support or refute a position.

Content Statement 2. Historians develop theses and use evidence to support or refute positions.

Essential Understanding

- Supporting or refuting a thesis with evidence

Extended Understanding

- Using evidence for a thesis in an extended research project

Academic Vocabulary

Tier 2

- thesis
- evidence
- support
- refute

**Ultimate Learning Target
Type: Skill**

Broad Learning Target:

- The student can develop a thesis and use evidence to support or refute a position.

Underpinning Knowledge Learning Targets:

- The student can define and explain a thesis.
- The student can identify sources of evidence for historians.

Underpinning Skills Learning Targets:

- The student can develop a thesis.
- The student can use evidence to support a thesis.
- The student can use evidence to refute a thesis.
- The student can cite sources used to support or refute positions.

Underpinning Reasoning Learning Targets:

- The student can distinguish between a list of events and a historical interpretation.

8.HI.1 (Prior Grade Standard)

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

10.HI.2 (Future Grade Standard)

Historians develop theses and use evidence to support or refute positions.

Content Elaborations

Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

Historians cite their sources and use the results of their research to support or refute contentions made by others.

Instructional Strategies

Have students develop theses for use in historical papers and debates. In either context, the thesis should be supported with historical evidence and documentation.

Display numerous artifacts or other primary sources related to a historical event (e.g., industrialization, imperialism, World War I). Give students the task of selecting and organizing a certain number of the resources to interpret. Have each student develop a thesis to explain the relationship among the selected resources, using information to support their theses.

Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at <http://www.ohiohistory.org/historyday>.

Sample Assessments and Performance Tasks

Read the statement below. Which thesis does the statement support?

Read the sources below. Then choose the thesis statements historians could compose based on these sources.

Using the data provided, support or refute the following thesis: _____.

Using the sources below, construct a thesis about _____ and provide two pieces of evidence that support it.

Complete the chart below by matching the evidence to a thesis. Move the boxes to the correct spaces on the chart.

Instructional Resources

[Reading Like a Historian Intro Materials](#) (Stanford History Education Group) - The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills.

[Beyond the Bubble: History Assessments of Thinking](#) (Stanford History Education Group) - Explore over 100 easy-to-use assessments that measure students' historical thinking rather than recall of facts.

[Khan Academy: Thinking like a historian](#) - This video lesson introduces students to the skills and methods of historians, including how to read a historical text and avoiding common mistakes in historical essays.

[DocsTeach](#) (National Archives) - DocsTeach provides primary source activities using online tools that require students to analyze documents, weigh evidence, interpret data, and focus on details.

[Thesis Statements](#) (University of North Carolina) - This site provides tips for writing effective thesis statements, and includes examples of strong and weak history-related thesis statements

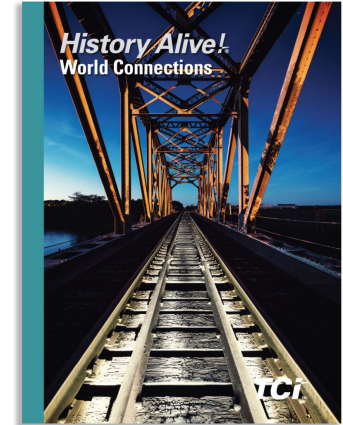
[Historical Thinker Video Tutorials](#) - This YouTube playlist includes tutorials for writing standard and DBQ essays in history.

[Thesis-Proof Chart](#) - Students consider a thesis and then look for information that either supports or refutes it so that they can then draw a reasoned and defensible conclusion about it. (Reading Quest)

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
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Unpacked Standards / Clear Learning Targets

Learning Target 3a. Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.

Learning Target 3b. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

Content Statement 3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Essential Understanding

- Analyzing cause and effect relationships

Extended Understanding

- Evaluate causation and correlation through counterfactual scenarios

Academic Vocabulary

Tier 2

- cause
- effect
- causation
- correlation
- sequence

Ultimate Learning Target
Type: Reasoning

Broad Learning Targets:

- The student can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
- The student can analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

Underpinning Skills Learning Targets:

- The student can place historical events in sequential (chronological) order.

Underpinning Reasoning Learning Targets:

- The student can analyze the long-term causes of historical events.
- The student can analyze the short-term causes of historical events.
- The student can analyze the short-term effects of historical events.
- The student can analyze the long-term effects of historical events.
- The student can differentiate between causes and correlations in historical events.

6.HI.1 (Prior Grade Standard)

Multiple tier timelines can be used to show relationships among events and places.

10.HI.3 (Future Grade Standard)

Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Content Elaborations

When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of World War I, an analysis would include the causes and effects of the war.

An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

For example, an examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause.

Instructional Strategies

Present students with a series of historical events. Ask them to determine which ones happened before a certain event and could serve as causes, and which ones came after the event and could be a consequence or effect. Follow-up discussions can focus on short-term vs. long-term causes and effects.

Have students discuss the cause and effect of the five Ps (power, prestige, protection, profit and principle). For example, students can work in collaborative groups to discuss the role of each of the 5Ps in leading up to World War I. Then, have students analyze the effects of each of the Ps on the actions and reactions of the involved countries, leaders and people.

Help students clarify the difference between cause and effect using the following activities:

- Present students with several historical facts/events and ask them to label causes and effects appropriately;
- Use charts, especially flow charts, when clarifying cause and effect relationships;
- Provide a list of historic events in a jumbled sequence and ask students to explain why the sequence does not make sense.

Sample Assessments and Performance Tasks

Explain one development that led to the following historical event _____.

Read the passage below. Explain a long-term causal relationship between _____ and _____ based on the information provided.

Complete the chart below by matching causes with effects. Move the boxes to the correct spaces on the chart.

Creating a timeline to demonstrate the long-term and short-term causes of _____.

Using the graphing organizer below, group events that relate to one another with their common factors. Move the boxes to the correct spaces.

Explain two effects of the following development in World History: _____.

Instructional Resources

[Why Did It Happen: Making Claims about Cause and Effect](#) (Teaching History) - This article provides strategies for teaching about cause and effect relationships and helping students write cause and effect claims.

[Causation in History](#) (Active History) - This site provides an introduction to causation in history, including philosophical and practical approaches, and categorizing factors.

[Cause and Consequence](#) (The Historical Thinking Project) - This brief article introduces causation in history, including the role of human agency.

[History Frame](#) (Reading Quest) - Like a story map in literature, history frames allow students to map out the elements of historical events: where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? How was it resolved? and So what?

[Diamond Diagrams](#) (Tarr's Toolbox) - Students organize nine pieces of information (such as causes and effects) in a diamond shape to show prioritization and/or significance.

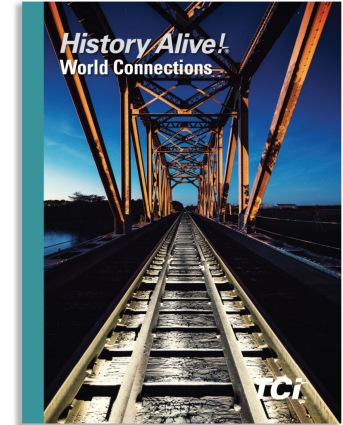
[Stop Action and Assess Alternatives](#) (Teaching History) - Stop Action and Assess Alternatives is a method for teaching students to think of historical events as contingent. They unfold from conscious decisions made by the involved parties who use the information available to them at the time of these events to make those decisions.

[Graphic Organizers](#) (Education Oasis) - This site includes over 60 printable graphic organizers, including 10 different cause and effect organizers.

Adopted Textbook Resources

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Unpacked Standards / Clear Learning Targets

Learning Target 4. Describe the causes and effects of the Scientific Revolution.

Content Statement 4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world

Essential Understanding

- Impact of the Scientific Revolution

Extended Understanding

- Long-term impact of the Scientific Revolution in modern world history

Academic Vocabulary

Tier 2

- describe
- impact
- religious
- political
- cultural

Tier 3

- Scientific Revolution

Ultimate Learning Target Type: Knowledge

Broad Learning Target:

- The student can describe the causes and effects of the Scientific Revolution.

Underpinning Knowledge Learning Targets:

- The student can explain the shift in perception of truth that began with the Scientific Revolution.
- The student can describe how the Scientific Revolution challenged religious teachings.
- The student can describe how the Scientific Revolution led to the Enlightenment and political revolutions.
- The student can describe how the Scientific Revolution impacted education.
- The student can explain the impact of the scientific method.

7.HI.6 (Prior Grade Standard)

The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.

(Future Grade Standard)

N/A

Content Elaborations

The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. It challenged religious teachings on the origins of the universe and explanations for natural phenomena. The Church reacted strongly against the scientists who challenged established beliefs.

The Scientific Revolution served as the beginning of the challenging of established ideologies, leading to the Enlightenment and eventually the political revolutions that took place in Western Europe and colonies beginning in the late 18th century.

The Scientific Revolution's impact on cultural institutions included education. The number of scientific academies and museums grew with the support of monarchs. The Royal Society of London and the French Academy of Science helped establish the credibility of science as a discipline.

The scientific method paved the way for modern science. New scientific discoveries resulted from this new way of explaining natural phenomena impacting the study of anatomy, astronomy, mathematics, medicine.

Instructional Strategies

Discuss the concept of "revolution." Ask students to identify some revolutions they have heard of. Discuss the difference between revolution and evolution (change that occurs quickly vs. changes that occurs gradually).

Have students use charts/graphic organizers to show cause-and-effect relationships between the ideas of the Scientific Revolution and changing views of religious, political and cultural institutions after the Scientific Revolution. For example:

	Before Scientific Revolution	After Scientific Revolution
Religious beliefs		
Political views		
Cultural practices		

Sample Assessments and Performance Tasks

Which statement shows how the Scientific Revolution changed the perception of truth?

What is one effect of the Scientific Revolution?

What political changes resulted from new ways of thinking that began during the Scientific Revolution?

Complete the graphic organizer by moving the statements below to the correct spaces to show causes and effects of the Scientific Revolution.

Instructional Resources

[Isaac Newton: The Mathematical Principles of Natural Philosophy](#) (Modern History Sourcebook)

[Galileo](#) (Reading Like a Historian) - In this lesson, students explore three primary sources and one *New York Times* article to answer the question: Was Galileo really a heretic?

[The Scientific Revolution](#) (World History OER Project) - article on the Scientific Revolution, available in five lexile levels

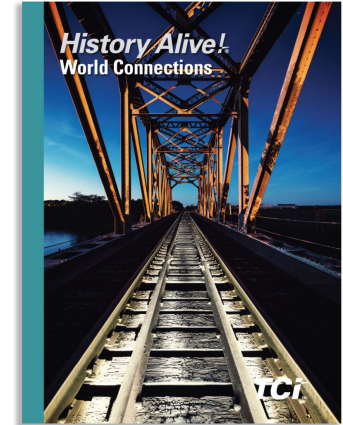
[Has the Scientific Revolution Ended?](#) (World History OER Project) - debate activity on whether the Scientific Revolution has ended

[The Scientific Revolution and the Age of Enlightenment](#) (Khan Academy) - video lesson on how the Scientific Revolution catalyzed the Age of Enlightenment.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 13, Transformations in Europe
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 13, Transformations in Europe
 - Interactive Notebook: Lesson 13, Transformations in Europe
 - Problem Solving Groupwork: Lesson 13, Transformations in Europe
 - Assessments: Lesson 13, Transformations in Europe
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

<p>Learning Target 5. Explain how religious authority, absolute rule, and mercantilism were challenged by the ideas of the Enlightenment.</p> <p><i>Content Statement 5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> How Enlightenment ideas challenged the Church, monarchies, and mercantilism <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> Long-term impact of the Enlightenment in modern world history 	<p><u>Academic Vocabulary Tier 2</u></p> <ul style="list-style-type: none"> analyze absolute rule social contract mercantilism
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> The student can explain how religious authority, absolute rule, and mercantilism were challenged by the ideas of the Enlightenment. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> The student can discuss the religious teachings that were challenged by the Enlightenment. The student can explain the concept of the social contract. The student can describe the economic system of mercantilism. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> The student can analyze how the Enlightenment challenged religious authority. The student can analyze how the Enlightenment challenged absolute rule. The student can analyze how the Enlightenment challenged mercantilism. 	
<p>8.HI.5 (Prior Grade Standard)</p> <p>The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p>	<p>10.HI.4 (Future Grade Standard)</p> <p>The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.</p>	

Content Elaborations

The Enlightenment movement began in Europe and inspired change across the world. Enlightenment thinkers believed in the influence of nature and in human progress. Some suggested that humans were naturally good and by freely exercising reason, would act for the common good. This required freedom from the restraints of the government and the Church. Enlightenment ideas include:

- use of reason;
- education;
- social reforms;
- tabula rasa (blank slate); and
- natural rights (life, liberty, and property).

Enlightenment thinkers believed that natural laws guided social, political and economic systems and institutions and this idea became known as the social contract.

Philosophical thought during the Enlightenment impacted religion, government, and economics in Europe. This was a challenge to many of the Church's doctrines and an increased focus on earthly as well as spiritual welfare. Challenges to the Church included:

- humanism;
- mercantilism; and
- laissez faire.

There was a shift from forms of government in which power was held by only one or few individuals to forms of government in which many have a say, both directly and indirectly. Enlightenment ideas promoted the belief in a social contract between the governed and their government. These shifts in ideas included:

- limited government;
- absolute rule;
- divine right; and
- separation of powers.

The mercantilist system was challenged due to a growing belief that natural laws could define an economic system including a free-market economy with limited, or laissez faire, government regulation

Instructional Strategies

Create a graphic organizer showing key Enlightenment ideas. For each idea, create a symbol. Explain how this idea would challenge ideas about power in government.

Students complete before and after charts, which show the changes in peoples' relationship with the church, and the shift toward more democratic forms of government and capitalism. For example:

	Pre-Enlightenment Thinking	Enlightenment Ideas	New Beliefs
Religion			
Political rule			
Economic systems			

Sample Assessments and Performance Tasks

How did Enlightenment thinkers challenge the absolute power of kings?

How did Enlightenment thinkers challenge religious authority?

How did Enlightenment ideas change the relationship between citizens and their governments?

Complete the graphic organizer below to show the influence of Enlightenment thinking on religion, government and economics. Move the boxes to the correct categories on the chart.

Instructional Resources

[John Locke, Two Treatises of Government, 1690](#) (Modern History Sourcebook)

[Jean Jacques Rousseau, The Social Contract, 1763](#) (Modern History Sourcebook)

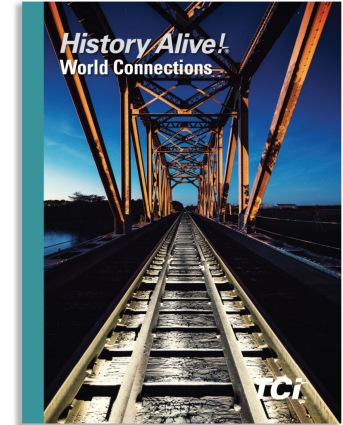
[The Enlightenment](#) (World History OER Project) - article on the Enlightenment, available in five Lexile levels

[Enlightenment Quotes](#) (World History OER Project) - In this activity, students analyze quotes to determine how each quote is both symbolic of the Enlightenment, and an indication of the Enlightenment's impact today

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 13, Transformations in Europe
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 13, Transformations in Europe
 - Interactive Notebook: Lesson 13, Transformations in Europe
 - Problem Solving Groupwork: Lesson 13, Transformations in Europe
 - Assessments: Lesson 13, Transformations in Europe
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 6. Explain how Enlightenment ideas influenced the American and French Revolutions.

Content Statement 6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

Essential Understanding

- How the Enlightenment led to Revolutions

Extended Understanding

- Long-term impact of the Enlightenment in modern world history

Academic Vocabulary

Tier 3

- American Revolution
- French Revolution

Ultimate Learning Target Type: Reasoning

Broad Learning Target:

- The student can explain how Enlightenment ideas influenced the American and French Revolutions.

Underpinning Knowledge Learning Targets:

- The student can explain the key ideas of the Enlightenment on the relationship of the individual and the government.

Underpinning Reasoning Learning Targets:

- The student can connect the ideas of the Enlightenment to the American Revolution.
- The student can connect the ideas of the Enlightenment to the French Revolution.

8.HI.5 (Prior Grade Standard)

The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

10.HI.4 (Future Grade Standard)

The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

Content Elaborations

The political, economic, and social changes that developed during the Enlightenment Age inspired the American and French Revolutions. Enlightenment writers explored the relationship between governments and the people they governed.

Leaders of revolutions and wars for independence during this time based their goals for political change upon Enlightenment ideas. These ideas include:

- freedom;
- natural rights;
- self-determination;
- limited government;
- consent of the governed; and
- the common good.

Instructional Strategies

Have students create a bulleted list of John Locke's ideas and then highlight the phrases in the Declaration of Independence where John Locke's ideas can be found.

Have students work in groups to analyze primary sources on the impact of Enlightenment ideas on the American Revolution, French Revolution and Latin American wars for independence.

Have students look for evidence to support the influence of Enlightenment ideas in revolutionary writings (e.g., evidence of Enlightenment ideas in the U.S. Constitution or the writings of Simon Bolivar).

Use a series of images to lead an interactive lecture/discussion on the impact of the Enlightenment on revolutions. After each image is displayed, ask students to respond to a series of guiding questions, from basic to complex.

Sample Assessments and Performance Tasks

How did the Declaration of Independence and the French Declaration of the Rights of Man reflect Enlightenment ideas?

During the French Revolution, the formation of the National Assembly to act as a check on the king's power was an application of which Enlightenment idea?

How did the leaders of the American Revolution and French Revolution draw upon Enlightenment ideas?

Which ideas below reflect Enlightenment ideas that influenced the American Revolution and French Revolution?

Instructional Resources

[How did Reason lead to Revolution?](#) (C3 Teachers) - In this inquiry, students investigate how Enlightenment writings motivated people to take action to fight for their basic human inalienable rights and even launch violent revolutions for social and political freedoms to achieve it in the 18th century.

[Sovereignty](#) (World History OER Project) - article on the concept of sovereignty and its impact, available in five Lexile levels.

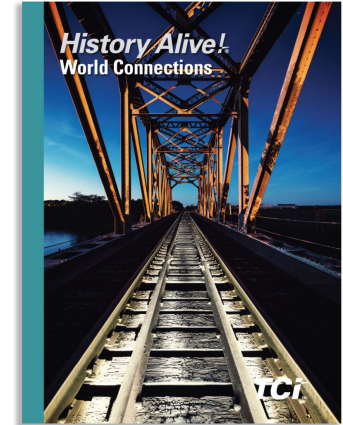
[Economic and Material Causes of Revolt](#) (World History OER Project) - article on the economic conditions leading to revolutions, available in five lexile levels

[So You Want a Revolution?](#) (World History OER Project) - Using the lyrics from a revolution-related or protest song, students will think through the changes they'd like to see, why they would like to see them, and the actions they might take to make those changes happen.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 15, Political Revolutions and Their Legacies
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 15, Political Revolutions and Their Legacies
 - Interactive Notebook: Lesson 15, Political Revolutions and Their Legacies
 - Preview: Lesson 15, Audio Slideshow about Political Revolutions
 - Problem Solving Groupwork: Lesson 15, Revolutionary Council
 - Assessments: Lesson 15, Political Revolutions and Their Legacies
 - Processing: Lesson 15, Social Media Feed for an Event of the French Revolution
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 7. Compare how the American and French Revolutions influenced Latin American revolutions for independence.

Content Statement 7. The American and French Revolutions influenced Latin American revolutions for independence.

Essential Understanding

- Influence of American and French Revolutions in Latin America

Extended Understanding

- Long term impact of the American, French, and Latin American revolutions

Academic Vocabulary

Tier 3

- Latin American revolutions

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can compare how the American and French Revolutions influenced Latin American revolutions for independence.

Underpinning Knowledge Learning Targets:

- The student can describe the Enlightenment ideas that led to the American Revolution.
- The student can describe the Enlightenment ideas that led to the French Revolution.
- The student can describe the Enlightenment ideas that led to the Latin American revolutions.

Underpinning Reasoning Learning Targets:

- The student can connect ideas of the American Revolution to Latin American revolutions.
- The student can connect ideas of the French Revolution to Latin American revolutions.

8.HI.5 (Prior Grade Standard)

The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

10.HI.4 (Future Grade Standard)

The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

Content Elaborations

The political, economic, and social events that inspired the American and French Revolutions also inspired revolutions in Latin America. These ideas and events included:

- freedom;
- natural rights;
- self-determination;
- limited government;
- consent of the governed;
- common good; and
- success of the American and French Revolutions.

However, Latin American revolutions had their own unique causes:

- encomienda;
- mīta; and
- chattel slavery.

Instructional Strategies

Have students look for evidence to support the influence of Enlightenment ideas in revolutionary writings (e.g., evidence of Enlightenment ideas in the Declaration of the Rights of Man or the writings of Simon Bolivar).

Create a chart to compare the American, French, and Latin American Revolutions. Categories can include: type of government before the revolution, key leaders of the revolution, Enlightenment ideas that influenced revolutionary leaders, and important documents and they reflect Enlightenment ideas.

Write an essay on the topic: Was the _____ (American, French, Haitian) successful? The essay can address the questions: What makes a revolution successful? How did the revolution change the relationship between citizens and their governments? What was the long-term impact of the revolution?

Sample Assessments and Performance Tasks

What key ideas inspired the leaders of Latin American revolutions for independence?

Explain two similarities between the ideas that led to the French Revolution and revolutions in Latin America.

How did the leaders of the American Revolution, French Revolution, and Latin American revolutions draw upon Enlightenment ideas?

What causes of Latin American revolutions were unique?

Instructional Resources

[Declaration of Independence](#) (Reading Like a Historian) - In this lesson, students weigh contrasting interpretations by prominent historians to answer the question: Why did the Founders write the Declaration of Independence?

[Reign of Terror](#) (Reading Like a Historian) - In this lesson, students question the motives of the Committee through analyzing excerpts from the "Decree Against Profiteers" and the "Law of Suspects."

[Was the French Revolution successful?](#) (C3 Teachers) - This inquiry gives students an entry point into thinking like historians about the French Revolution.

[How Haiti Saved the United States](#) (CommonLit) - article on the impact of the Haitian Revolution

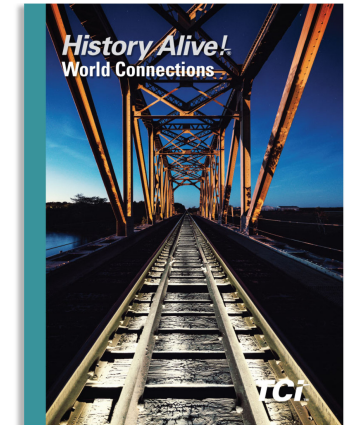
[Latin American Independence Movements](#) (Khan Academy) - video lesson on independence in the Americas in the late 1700s and early 1800s.

[The Atlantic Revolutions](#) (World History OER Project) - article on revolutions from 1775 to 1825, available on five Lexile levels.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 15, Political Revolutions and Their Legacies
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 15, Political Revolutions and Their Legacies
 - Interactive Notebook: Lesson 15, Political Revolutions and Their Legacies
 - Problem Solving Groupwork: Lesson 15, Revolutionary Council
 - Assessments: Lesson 15, Political Revolutions and Their Legacies
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 8. Analyze the social, political and economic effects of industrialization on Western Europe and the world.

Content Statement 8. Industrialization had social, political and economic effects on Western Europe and the world.

Essential Understanding

- Impact of industrialization

Extended Understanding

- Long-term impact of industrialization on modern world history

Academic Vocabulary

Tier 2

- effects
- social
- political
- economic

Tier 3

- industrialization

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can analyze the social, political and economic effects of industrialization on Western Europe and the world.

Underpinning Knowledge Learning Targets:

- The student can cite positive effects of industrialization on daily life in Europe and North America.
- The student can cite negative effects of industrialization on daily life in Europe and North America.

Underpinning Reasoning Learning Targets:

- The student can explain how industrialization impacted population growth.
- The student can explain how industrialization impacted urbanization.
- The student can explain how industrialization impacted emigration out of Europe.
- The student can explain how industrialization led to movements for political and social reform in England.
- The student can explain how industrialization expanded the world-market economy.

8.HI.25 (Prior Grade Standard)

The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

10.HI.9 (Future Grade Standard)

The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.

Content Elaborations

The Industrial Revolution transformed Europe and North America in the late 18th and 19th centuries. It had positive and negative effects on class distinctions, family life and the daily working lives of men, women and children. Population growth and migrations, urbanization and emigration out of Europe were impacted by the move to an industrialized economy. These impacts include:

- migration;
- urbanization;
- emigration;
- industrialization;
- labor unions forming
- social classes (middle and working class); and
- the economy.

The Industrial Revolution led to movements for political and social reform in England, Western Europe, and the United States. It also expanded the world-market economy.

Instructional Strategies

Have students create word maps for the terms industrial and revolution. Words maps can include: definition (in your own words), synonyms, use it meaningfully in a sentence, draw a picture or symbol.

Distribute event cards (e.g., invention of steam engine, transportation improvements, creation of textile mills) to students, either working in groups or individually. Have students annotate/illustrate two or more effects and identify whether they would be social, political or economic effects.

Use longitudinal data to illustrate urban growth as a social effect of industrialization. Data could include population density, life expectancy, infant mortality or population growth.

Use primary and secondary sources, data sets, maps, and images to have students analyze the effects of industrialization and write an evidence-based essay.

Conduct a [Structured Academic Controversy](#) on the question: Was the Industrial Revolution good for the world?

Sample Assessments and Performance Tasks

What effect of industrialization is shown in the images below?

Explain two positive and two negative effects of the Industrial Revolution in the 18th and 19th centuries.

How did the Industrial Revolution impact working conditions for women and children?

Read the primary source excerpts below. Which effects of industrialization are described in these sources. Select all the correct answers.

Which statement correctly describes one impact of the Industrial Revolution?

Instructional Resources

[Overview of Industrialization](#) (World History OER Project) - article on the origins and impact of the Industrial Revolution

[Images of the Industrial Revolution](#) (World History OER Project) - In this activity, students will examine images from before and after the Industrial Revolution to give them a sense of how quickly change accelerated once the Industrial Revolution began.

[Claim Testing - Evidence](#) (World History OER Project) - In this activity, students will be “reading” the Crash Course video (Coal, Steam, and the Industrial Revolution) as viewers, and then reading the actual video transcript to understand the claims and evidence in the content more clearly.

[Factory Life](#) (Reading Like a Historian) - In this lesson, students evaluate and compare different types of primary source documents with different perspectives on working conditions in English textile factories at the beginning of the 19th century.

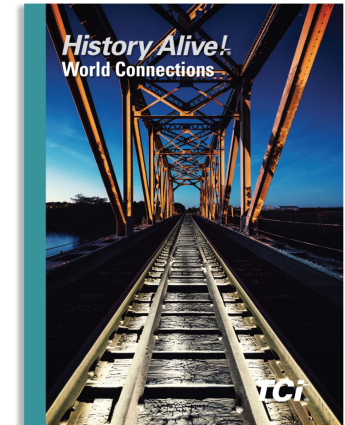
[How Did the Industrial Revolution Move People?](#) (C3 Teachers) - This inquiry leads students through the political, social, geographic, and economic changes brought about by the Industrial Revolution in Great Britain between roughly the years of 1760 and 1840.

[Industrialization](#) (Khan Academy) - video and readings on the Industrial Revolution, correlated to the World History OER Project

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 16, The Industrial Revolution; Lesson 17, Consequence of Industrialization; Lesson 18, The Impact of Global Revolutions
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson Lesson 16, 17, 18
 - Interactive Notebook: Lesson 16, 17, 18
 - Response Group: Lesson 16 Making Predictions, Creating Cause-and-Effect Statements
 - Assessments: Lesson 16, 17, 18
 - Wrap-Up: Lesson 16, Effects of Industrialization
 - Wrap-Up: Lesson 17, Artwork Critique
 - Processing: Lesson 16, Advertising Poster for Industrial Revolution Innovation
 - Processing: Lesson 17, Newspaper Article
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unit 2. Imperialism: 1800-1914

Unpacked Standards / Clear Learning Targets

Learning Target 9. Describe the political, economic and social causes of imperialism.

Content Statement 9. Imperial expansion had political, economic and social roots.

Essential Understanding

- Causes of imperialism

Extended Understanding

- Long-term impact of imperialism on modern world history

Academic Vocabulary

Tier 2

- political
- economic
- social
- motivations

Tier 3

- imperialism

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can describe the political, economic and social causes of imperialism.

Underpinning Knowledge Learning Targets:

- The student can describe the political motivations for imperialism.
- The student can describe the economic motivations for imperialism.
- The student can describe the social roots of imperialism.
- The student can describe the imperialist actions taken by Japan.

7.HI.10 (Prior Grade Standard)

European economic and cultural influence dramatically increased through explorations, conquests and colonization.

10.HI.14 (Future Grade Standard)

As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

Content Elaborations

By the early 20th century, many European nations as well as Japan extended their control over other lands and created empires. Their motivations had economic, political and social roots.

The political motivations for imperialism included the desire to appear most powerful, bolster nationalism, and provide security through the building of military bases overseas (militarism).

Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China, and Korea.

Economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.

European powers used spheres of influence to establish economic control in China. Economic influences of imperialism include:

- consumption;
- exploitation of labor;
- exploitation of raw materials;
- spheres of influence; and
- free market.

The social roots for imperial expansion included the spread of Western values and the vision of some that it was “the white man’s burden” to civilize those perceived as uncivilized. There were also humanitarian concerns and the spread of Christianity. The social roots of imperialism also included paternalism and social Darwinism.

Instructional Strategies

Create a concept map to analyze the term imperialism. Categories can include: What is it? What is it like? and What are some examples?

Use a jigsaw structure with a graphic organizer to lead students in the research and discussion of political, economic and social roots of imperialism. Divide students into three groups and assign each group one of the three roots of imperialism to study, including the motivations of European nations and Japan.

Use a series of primary sources (photographs, posters, political cartoons) to lead an interactive lecture/discussion on the roots of imperialism.

Sample Assessments and Performance Tasks

What was the primary economic motivation for European imperialism in Africa and Asia in the late 19th century?

Explain two political motivations for European imperialism.

Read the primary source excerpt below. What motivation for imperialism is provided in the source?

Complete the graphic organizer below to show the economic, political, and social roots of imperialism. Move the answers to the correct spaces.

Instructional Resources

What Was the Driving Force Behind European Imperialism in Africa? *Mini-Qs in World History*, Volume 3

[Imperialism, Colonialism, and Responses](#) (World History OER Project) - an overview article on imperialism, available in five Lexile levels

[Imperialism](#) (Khan Academy) - readings and videos on the “New” Imperialism, correlated to the World History OER Project

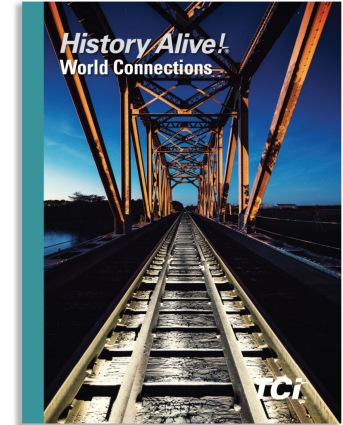
[The Scramble for Africa](#) (CommonLit) - article with text-dependent questions on causes and effects of imperialism

[Japan’s Quest for Empire](#) (CommonLit) - article with text-dependent questions on Japan’s quest to grab more land and fight for power

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 19, Imperialism through the World
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 19, Imperialism through the World
 - Interactive Notebook: Lesson 19, Imperialism through the World
 - Preview: Lesson 19, Scramble Simulation
 - Assessments: Lesson 19, Imperialism through the World
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 10. Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.		<u>Essential Understanding</u> <ul style="list-style-type: none">– Effects of imperialism <u>Extended Understanding</u> <ul style="list-style-type: none">– Long-term impact of imperialism on modern world history	<u>Academic Vocabulary</u> Tier 2 <ul style="list-style-type: none">– acquisition– extraction– maintenance Tier 3 <ul style="list-style-type: none">– raw materials– Western values– paternalism– assimilate– colonizers
Ultimate Learning Target Type: Knowledge	<u>Broad Learning Target:</u> <ul style="list-style-type: none">– The student can describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.		
	<u>Underpinning Knowledge Learning Targets:</u> <ul style="list-style-type: none">– The student can describe how imperialism resulted in the spread of Western values.– The student can explain how some European colonizers established direct control and a pattern of paternalism.– The student can explain how some European colonizers established indirect control and encouraged assimilation.– The student can explain how European powers used spheres of influence in China.		
	<u>Underpinning Reasoning Learning Targets:</u> <ul style="list-style-type: none">– The student can explain the relationship between industrialization and extraction of raw materials in colonies.– The student can compare direct and indirect control of colonies.		
7.HI.10 (Prior Grade Standard) European economic and cultural influence dramatically increased through explorations, conquests and colonization.		10.HI.14 (Future Grade Standard) As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	

Content Elaborations

In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies. Colonial powers made unilateral decisions about land and people without consulting people living there, including:

- exploiting raw materials;
- exploiting people; and
- Berlin or Congo Conference.

Imperialism resulted in the spread of Western values (e.g., religion, customs, ways of governing).

Some European powers preferred direct control over the colonies they established during this period. Other European powers preferred indirect control over their colonies, using local systems of authority, believing that working with the local native leaders would lessen the possibility of revolts and would encourage assimilation into Western traditions.

European powers used spheres of influence to establish economic control in China.

Instructional Strategies

Create a cause and effect graphic organizer to show the roots of European imperialism and its impact on Africa and Asia.

Create a Venn diagram to compare direct and indirect control over colonies.

Have students create a thematic map showing the spheres of influence of European nations across the world. Students can use color and/or symbols to identify colonizing countries, type of control exerted (direct/indirect) and locations of natural resources. Discuss the notion that “The sun never sets on the British Empire.” What did this mean at the time?

Sample Assessments and Performance Tasks

Which statement shows an effect of European imperialism in Africa and Asia in the late 19th and early 20th centuries?

How did imperialism spread Western values?

Explain the difference between direct and indirect control in the Age of Imperialism.

Read the primary source below. How is a pattern of paternalism reflected in the source?

What type of control did European powers establish in China?

Instructional Resources

[Tools of Imperialism](#) (World History OER Project) - article on physical methods, instruments, and technologies that help turn imperialism (the idea) into the imperialist practice of colonialism, available on five Lexile levels

[Imperialism Cartoons](#) (World History OER Project) - political cartoons with analysis questions

[Do the Boxers Deserve a Bad Rap?](#) (C3 Teachers) - This inquiry investigates the multifaceted views of imperialism in China during the late 19th and early 20th centuries

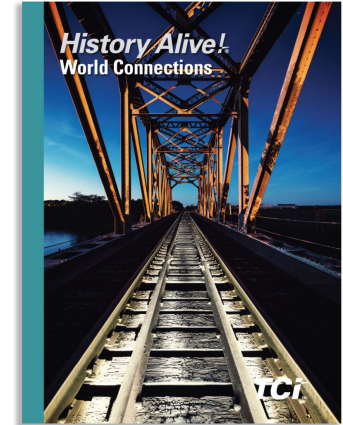
[The Experience of Colonialism](#) (World History for Us All) - This unit investigates the global transformation wrought by industrial imperialism

[Imperialism](#) (World History Sourcebook) - collection of primary sources on imperialism

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 19, Imperialism through the World
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 19, Imperialism through the World
 - Interactive Notebook: Lesson 19, Imperialism through the World
 - Preview: Lesson 19, Scramble Simulation
 - Assessments: Lesson 19, Imperialism through the World
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

<p>Learning Target 11. Describe how the consequences of imperialism were viewed differently by the colonizers and the colonized.</p> <p><i>Content Statement 11. The consequences of imperialism were viewed differently by the colonizers and the colonized.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Perspectives of colonizers and colonized on imperialism <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Long-term impact of imperialism on modern world history 	<p><u>Academic Vocabulary</u></p> <p>Tier 2</p> <ul style="list-style-type: none"> – viewpoints – consequences <p>Tier 3</p> <ul style="list-style-type: none"> – colonizers – colonized
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> – The student can describe how the consequences of imperialism were viewed differently by the colonizers and the colonized. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can explain the viewpoint of colonizers on the extension of Western cultural practices. – The student can explain the viewpoint of colonized groups on loss of traditional culture. – The student can explain the viewpoint of colonizers on modernization. – The student can explain the viewpoint of colonized groups on break-up of past institutions. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can compare viewpoints of colonizers and colonized groups. 	
<p>7.HI.10 (Prior Grade Standard)</p> <p>European economic and cultural influence dramatically increased through explorations, conquests and colonization.</p>	<p>10.HI.14 (Future Grade Standard)</p> <p>As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</p>	

Content Elaborations

Dramatic differences in viewpoints existed between the European colonizers and those they colonized. Different viewpoints between these two groups included the extension of Western cultural practices vs. loss of traditions and modernization vs. breakup of past institutions.

Instructional Strategies

Read primary source excerpts and quotes on imperialism. Categorize and analyze the perspectives given in each source.

Have students create political cartoons that emphasize the divergent points of view of imperialism. Have students write essays or journal entries from one of the two perspectives.

Sample Assessments and Performance Tasks

Which statement below reflects an anti-imperialist perspective?

Sort the statements below into two columns to show the views of European colonizers and those they colonized.

Read the primary source excerpt below. Explain whether the perspective in this source is that of European colonizers or those they colonized.

Instructional Resources

[The Sepoy Rebellion](#) (Reading Like a Historian) - In this lesson, students explore a set of documents from both Indian and British perspectives on the uprising as they explore the question: What caused the Sepoy Rebellion?

[1857 Indian Uprising](#) (World History OER Project) - article on the uprisings against the British East India Company control in India

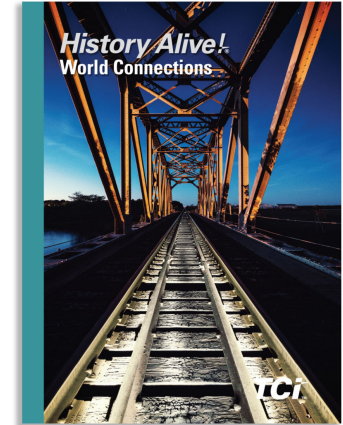
[Responses to Industrial Imperialism](#) (World History OER Project) - article on resistance to European imperialism

[Battle of Adwa](#) (Reading Like a Historian) - In this lesson students read three different textbook accounts of the battle – two American and one Ethiopian – to investigate the question: How did Ethiopia defeat Italy at the Battle of Adwa?

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 19, Imperialism through the World
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 19, Imperialism through the World
 - Interactive Notebook: Lesson 19, Imperialism through the World
 - Preview: Lesson 19, Scramble Simulation
 - Assessments: Lesson 19, Imperialism through the World
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unit 3. Achievements and Crises: 1900-1945

Unpacked Standards / Clear Learning Targets

<p>Learning Target 12. Explain how advancements in technology, communication, and transportation improved lives and had negative consequences.</p> <p><i>Content Statement 12. Advances in technology, communication and transportation improved lives, but also had negative consequences.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Positive and negative consequences of technology advances in the first half of the 20th century <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Evaluation of whether positive effects of technology outweigh the negatives 	<p><u>Academic Vocabulary</u></p> <p>Tier 2</p> <ul style="list-style-type: none"> – consequences <p>Tier 3</p> <ul style="list-style-type: none"> – technology – transportation
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> – The student can explain how advancements in technology, communication, and transportation improved lives and had negative consequences. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can list advances in technology in the first half of the 20th century. – The student can discuss how advances in communication and transportation improved lives. – The student can discuss negative effects of advances in technology, communication, and transportation. – The student can explain the impact of new battlefield weapons in World War I. – The student can explain the impact of the atomic bomb. 	
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>10.HI.17 (Future Grade Standard)</p> <p>An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p>	

Content Elaborations

During the 20th century, advances in technology improved lives through an increase in the availability and variety of consumer goods, communication, and technology both for individuals and in the military.

Advances in technology, communication, and transportation also had negative impacts for both individuals and the military. As wars are fought new technologies are created and war becomes impersonal, industrialized, and efficient resulting in total war.

Instructional Strategies

Create a grab bag containing artifacts of advancement (images or models) for students to pick. Have students research and describe the advancements and their intended and unintended consequences. Have students decide if the advancements lived up to their promises to improve the quality of life.

Have students create journals (on paper or electronically) from three perspectives: World War I leaders, World War I soldiers, and World War I civilians. Ask them to write about the advances in technology, communication and transportation used for military purposes and their impact from each perspective. Students can be assigned one or two advances to focus on in their writing.

Sample Assessments and Performance Tasks

How did advances in technology in the first half of the 20th century improve lives?

Give four examples of advances in communication that improved lives during the first half of the 20th century.

Which is an example of a negative effect of advances in technology in the first half of the 20th century?

How did battlefield weapons change warfare in the first half of the 20th century?

Instructional Resources

[Transportation: They Say We Had a Revolution, Part 2](#) (EconEdLink) - lesson on transportation technology advancement in the early 20th century

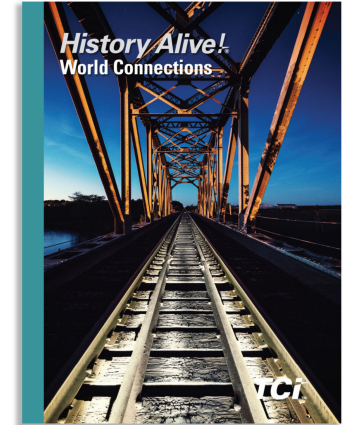
[Battle of the Somme](#) (Reading Like a Historian) - In this lesson, students analyze and compare three different accounts of the battle's first day, describing the impact of new weapons of warfare.

[Dulce Et Decorum Est](#) (CommonLit) - The horrors of chemical warfare during World War I are described in this poem.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 20, World War I
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 20, World War I
 - Interactive Notebook: Lesson 20, World War I
 - Assessments: Lesson 20, World War I
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

<p>Learning Target 13. Identify and explain the causes of World War I.</p> <p><i>Content Statement 13. The causes of World War I included militarism, imperialism, nationalism and alliances.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Causes of World War I <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Evaluating responsibility for the start of World War I 	<p><u>Academic Vocabulary</u></p> <p>Tier 3</p> <ul style="list-style-type: none"> – militarism – imperialism – nationalism – alliances
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> – The student can identify and explain the causes of World War I. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can define and explain militarism. – The student can define and explain imperialism. – The student can define and explain nationalism. – The student can define and explain the alliance system. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can explain how militarism contributed to World War I. – The student can explain how imperialism contributed to World War I. – The student can explain how nationalism contributed to World War I. – The student can explain how the alliance system contributed to World War I. 	
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>10.HI.14 (Future Grade Standard)</p> <p>As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</p>	

Content Elaborations

Military spending among the great powers of Europe increased greatly in the years prior to World War I. Rivalries between the powers led to a building up of armed forces and an increase in distrust.

Imperialism was an important underlying cause of World War I. The great powers of Europe were competing for land around the world.

Intense nationalism grew among the European people (e.g., the influence of nationalism in the Balkans, which prompted the outbreak of WWI). Consequently, due to national animosities, there was little resistance to war when it began.

The system of alliances early in the century set the stage for enlarging a small-scale conflict into a world war. Each alliance brought several nations into the conflict. By the beginning of the war, the two large alliances were the Triple Entente and the Triple Alliance.

Instructional Strategies

Have students create a graphic organizer, flip book or foldable using the acronym MAIN (militarism, alliances, imperialism and nationalism) to remember the underlying causes of WWI. Alternatively, MANIA can be used to stand for militarism, alliances, nationalism, imperialism and assassination (of the Archduke of Austria-Hungary).

Use a series of maps and other visuals (photographs, paintings, political cartoons) to guide an interactive lecture/discussion on the causes of World War I.

Read primary source excerpts/quotes on the causes of World War I from multiple perspectives. Have students analyze and evaluate the perspectives in each source.

Using the book *All Quiet on the Western Front* by Erich Maria Remarque, connect to standards in English Language Arts.

Sample Assessments and Performance Tasks

Explain four causes of World War I.

Complete the chart below to show the causes of World War I. Move the boxes to the correct spaces on the chart.

Which statement shows how imperialism contributed to World War I?

Explain how nationalism contributed to World War I.

How did the alliance system contribute to World War I?

Instructional Resources

What Was the Underlying Cause of World War I? *Mini-Qs in World History*, Volume 3

[What Caused the First World War ?](#) (World History OER Project) - article on the immediate and underlying causes of World War I

[Our Interconnected World](#) (World History OER Project) - Students will use yarn to create a visual representation of direct and indirect regional involvement in the war

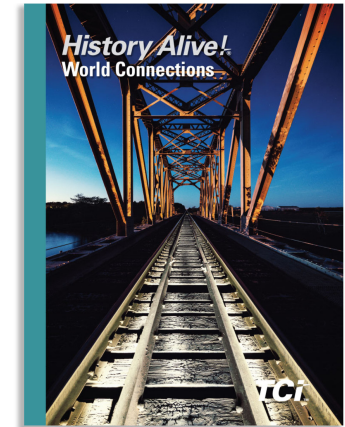
[Beginnings of World War I](#) (Khan Academy) - video lessons on the causes of World War I

[The Causes and Consequences of World War I](#) (World History for Us All) - This unit examines the mistakes that brought the world to the battlefields of World War I.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 20, World War I
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 20, World War I
 - Preview: Lesson 20, Propaganda Posters
 - Interactive Notebook: Lesson 20, World War I
 - Assessments: Lesson 20, World War I
 - Wrap-Up: Lesson 20, Comparing Maps of Europe
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target I4. Explain how the consequences of World War I set the stage for World War II.

Content Statement I4. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.

Essential Understanding

- How the effects of World War I set the stage for World War II

Extended Understanding

- Long-term impact of World War I and the Treaty of Versailles

Academic Vocabulary

Tier 2

- consequences
- aggressive

Tier 3

- worldwide depression
- Axis expansion
- totalitarianism
- appeasement

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can explain how the consequences of World War I set the stage for World War II.

Underpinning Knowledge Learning Targets:

- The student can explain the consequences of World War I.
- The student can discuss the terms of the Treaty of Versailles.
- The student can describe the territorial changes after World War I.

Underpinning Reasoning Learning Targets:

- The student can analyze the relationship between World War I and the rise of communism in Russia.
- The student can analyze the relationship between the consequences of World War I and the rise of totalitarianism.
- The student can analyze the relationship between the consequences of World War I and Axis expansion.
- The student can analyze the relationship between the consequences of World War I and appeasement.

(Prior Grade Standard)

N/A

10.HI.15 (Future Grade Standard)

After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

Content Elaborations

The hard toll of World War I on Russia fueled the Bolshevik Revolution and ushered in the ideology of state-sponsored communism.

Following World War I, the Treaty of Versailles forever changed the political and social organizations of Europe. Its harsh terms for the defeated countries caused anger and created a climate for retribution. It also contributed to a worldwide depression.

The German, Austro-Hungarian and Ottoman empires collapsed and their former lands were carved up into new states and nations.

European powers were weakened by the following:

- financial loss through reparations and war debt;
- population loss; and
- destruction of towns, cities, and infrastructure

Nationalistic and militaristic political parties took advantage of economic troubles in order to gain political power. Totalitarian regimes found wide bases of support in several European countries, including Germany, Spain, and Italy. Great Britain and France's reluctance to challenge Nazi Germany's expansion efforts in the 1930s was a consequence of the devastation that resulted from World War I. This reluctance led to policies that allowed the Nazi party in Germany to grow, including:

- appeasement policy;
- Munich Crisis;
- isolationism; and
- failure of the League of Nations.

This aggressive expansion, met with appeasement, led World War II.

Instructional Strategies

Have students create bar graphs (by hand or using a spreadsheet) that show the casualties in World War I. Incorporate bar graphs into a poster or digital presentation and supplement the graphs with 8-10 photographs. Photographs should reflect the devastation of trench warfare and the new weapons of World War I. Have students create summaries that provide a written narrative of the information contained in the charts and photographs. The narrative should also address how these effects of World War I would impact the post-war World. Narratives can be word processed or recorded orally with a digital presentation tool.

Create a cause and effect graphic organizer showing the causes of World War II.

Analyze a series of political cartoons, photographs, quotes, maps, and other primary sources that show the origins of World War II.

Sample Assessments and Performance Tasks

Which factor contributed most to the Bolshevik Revolution of 1917 in Russia?

How did the economic problems following World War I contribute to the rise of totalitarian regimes in Europe?

How did the Treaty of Versailles contribute to World War II?

Complete the flowchart below to show the relationship between the consequences of World War I and the start of World War II. Move the boxes to the correct spaces on the chart.

Instructional Resources

How Did the Versailles Treaty Help Cause World War II? *Mini-Qs in World History*, Volume 3

[Aftermath of World War I](#) (Khan Academy) - video lesson on WWI deaths, 14 Points, Paris Peace Conference and Treaty of Versailles

[Can Peace Lead to War?](#) (C3 Teachers) - In this inquiry, students explore the historic controversy surrounding the extent to which the Treaty of Versailles caused World War II.

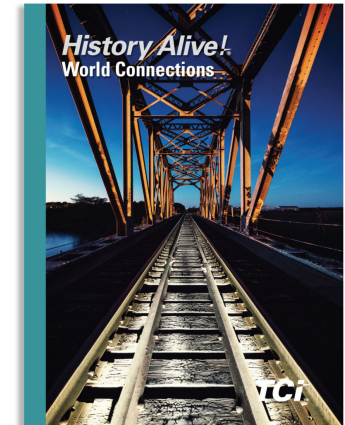
[Appeasement](#) (Reading Like a Historian) - In this lesson, students address the issue of appeasement and explore and weigh evidence against and in favor of the policy.

[Interwar and World War II](#) (World History OER Project) - article nationalism and authoritarianism in the interwar period leading to World War II.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 21, The Russian Revolution; Lesson 23, North Africa and the Middle East; Lesson 25, The Rise of Fascism and Totalitarian States
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 21, 23, 25,
 - Interactive Notebook: Lesson 21, 23, 25
 - Preview: Lesson 21, Russian Revolution Painting
 - Preview: Lesson 23, North Africa and the Middle East Map Game
 - Assessments: Lesson 21, 23, 25
 - Activity: Lesson 25, Art Exhibition Propaganda Posters
 - Wrap-Up: Lesson 21, Rock, Paper, Scissors
 - Wrap-Up: Lesson 25, Gallery Walk
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 15. Analyze how oppression and discrimination led to genocides of the Armenians during World War I and Jews during World War II.

Content Statement 15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.

Essential Understanding

- How oppression and discrimination led to the Armenian Genocide and the Holocaust

Extended Understanding

- Comparing genocide in Armenia and the Holocaust with more recent examples in history

Academic Vocabulary Tier 3

- oppression
- discrimination
- genocide
- Holocaust
- Final Solution

Ultimate Learning Target Type: Reasoning

Broad Learning Target:

- The student can analyze how oppression and discrimination led to genocides of the Armenians during World War I and Jews during World War II.

Underpinning Knowledge Learning Targets:

- The student can describe the Armenian genocide during World War I.
- The student can identify groups targeted by Nazi Germany during the Holocaust.
- The student can describe the discrimination against Jews in Nazi Germany.
- The student can explain the Final Solution.

Underpinning Reasoning Learning Targets:

- The student can connect oppression and discrimination to the Armenian Genocide.
- The student can connect oppression and discrimination to the Holocaust.

(Prior Grade Standard)

N/A

(Future Grade Standard)

N/A

Content Elaborations

By the early 1900s, the Ottoman Empire was in decline and the Ottomans believed that minority groups within the Empire were partially to blame for this decline, including the Armenians. The Ottomans began a systematic targeting of Armenians during World War I leading to the murder of millions of Armenians.

When the Nazi Party came to power in Germany, it capitalized on long-standing anti-Semitic ideologies to institutionalize discrimination and dehumanizing of Jews leading to the government's "Final Solution", the systematic mass murder of millions of Jews. Other groups of people suffered atrocities under Nazi persecution.

Factors that impacted the Holocaust include:

- anti-Semitism (historical, economic, and racial ideology);
- Nuremberg Laws;
- propaganda (using available means of technology); and
- concentration and death camps.

Instructional Strategies

Create a concept map of the term genocide. Categories can include: definition in your words, synonyms, examples, and use it meaningfully in a sentence.

Create a graphic organizer showing events related to the Holocaust. Include information such as: What happened? Where? When? Why? How? Who was involved?

Have students research how Armenians and Jews were oppressed and discriminated against. Discuss the reasons for oppression and note similarities and differences between the ways these two groups were treated. Encourage students to draw conclusions about oppression and discrimination and their relationship to genocide.

Analyze data sets to show the human deaths and impact of the Armenian genocide and the Holocaust.

View, read, and discuss oral histories, testimonies, and essays written by Holocaust survivors from the [United States Holocaust Memorial Museum](https://www.ushmm.org/).

Sample Assessments and Performance Tasks

The treatment of Armenians in the Ottoman Empire and the Holocaust in Europe are examples of _____.

What factors contributed to the persecution of Armenians in the Ottoman Empire during World War I?

Which actions were taken by the Nazi Party in Germany to institutionalize discrimination against Jews?

Read the excerpt from the Nuremberg Laws. What was the purpose of the Nuremberg Laws?

Explain one cause and one effect of the Holocaust.

Instructional Resources

[The United States Holocaust Memorial Museum](#) - The Holocaust Museum's website provides lessons, activities and teachers' guides.

[Echoes and Reflection](#) - complete set of lesson plans and instructional resources for teaching about the Holocaust

[Armenian Genocide](#) (Khan Academy) - video lesson on the Ottoman Empire's massacre of Armenians during World War I

[Armenian Genocide of 1915: An overview](#) (NY Times) - article on the Armenian Genocide

[The Holocaust](#) (Khan Academy) - video lesson overview of Holocaust including to an overview of the events that led up to it

[The Holocaust](#) (World History OER Project) - article on the origins and impact of the Holocaust

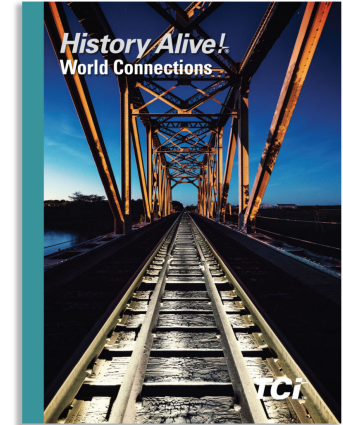
[The Holocaust](#) (CommonLit) - a text set collection of over 25 articles with text-dependent questions

[The Holocaust and Bystanders](#) (C3 Teachers) - This inquiry leads students through an investigation of the actions made by ordinary people during the Holocaust: to participate, to help, or to stand by.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 25, The Rise of Fascism and Totalitarian States; Lesson 26, World War II
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 25, 26
 - Interactive Notebook: Lesson 25, 26,
 - Processing: Lesson 25, Article about Life under Totalitarian Rule
 - Assessments: Lesson 25, 26
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 16. Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.

Content Statement 16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

Essential Understanding

- Consequences of World War II

Extended Understanding

- Long-term impact of World War II

Academic Vocabulary

Tier 2

- devastated
- occupation

Tier 3

- atomic age

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.

Underpinning Knowledge Learning Targets:

- The student can describe the physical effects of World War II.
- The student can describe the social effects of World War II.
- The student can describe the cultural effects of World War II.
- The student can describe the economic effects of World War II.
- The student can explain how World War II led to zones of occupation in Eastern Europe.
- The student can explain how atomic weapons changed the nature of warfare.

(Prior Grade Standard)

N/A

10.HI.22 (Future Grade Standard)

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

Content Elaborations

World War II was a total war that caused unprecedented physical, economic, social, and cultural damage. Both the Axis and Allies targeted civilians during World War II. Damage included:

- refugees;
- casualties;
- loss of art;
- loss of infrastructure; and
- loss of employment.

The Allies divided Europe into zones of occupation at conferences in Yalta and Potsdam. Conflicts between the Allies about the zones of occupation led to competition for political influence.

World War II also changed the nature of warfare by introducing the use of atomic weapons, setting the stage for an era of political tension.

Instructional Strategies

Create a chart showing the destruction caused by World War II. Categories can include physical, economic, social, and cultural damage.

View images of the physical devastation of cities in Europe and Asia. Then, have students imagine how difficult it would be to rebuild homes and businesses after the bombings. Have students create journals (either paper or electronic) from the perspective of a young person living in an area destroyed by war.

Divide the class into two groups. Have the first group read excerpts from the [proceedings of the Yalta Conference](#), and the second group do the same for the [Potsdam Conference](#). Have students create a chart to identify the key agreements at the conference. Then, pair a member of the first group with a member of the second group and have them compare charts.

Create a decision-tree to show various alternatives and possible consequences for ending World War II against Japan. Evaluate the decision of the U.S. to drop atomic bombs to end the war.

Sample Assessments and Performance Tasks

Which statement shows the economic impact of World War II?

Explain two political effects of World War II.

Look at the photographs below of physical devastation caused by World War II. How did this physical damage impact the economy in postwar Europe?

On the chart below, categorize the effects of World War II by moving the boxes to the correct spaces to show social, cultural, and economic damages.

How did the introduction of atomic weapons during World War II set the stage for an era of political tension?

Instructional Resources

[The Atomic Bomb](#) (Reading Like a Historian) - In this lesson plan, students read four different accounts of the bombings and must decide for themselves how we should remember the dropping of the atomic bombs.

[Claim Testing - Global Conflict](#) (World History OER Project) - In this claim-testing activity, students are presented with a series of claims about global conflict, related to World War I, World War II and technology.

[The Yalta Conference, 1945](#) (U.S. Department of State) - article on the agreements reached at the Yalta Conference

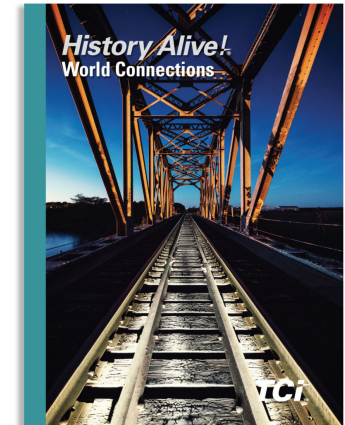
[The Potsdam Conference](#) (U.S. Department of State) - article on the agreements reached at the Potsdam Conference

[Sources of Discord, 1945-46](#) (EDSITEment) - lesson with excerpts from the agreements reached at Yalta and Potsdam

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 26, World War II; Lesson 27, Cooperation in a Post-War Europe
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 26, 27
 - Interactive Notebook: Lesson 26, 27
 - Problem Solving Groupwork: Lesson 26, Creating an Illustrated Timeline of WW II
 - Assessments: Lesson 26, 27
 - Processing: Lesson 26, Most Significant Events of WW II
 - Processing: Lesson 27, Fictional Magazine Cover on Europe after World War II
 - Wrap-Up: Lesson 27, Compelling Questions on the Aftermath of WW II
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unit 4. The Cold War: 1945-1991

Unpacked Standards / Clear Learning Targets

Learning Target 17a. Analyze how the United States and the Soviet Union became superpowers.
Learning Target 17b. Describe the causes and effects of their competition for global influence politically, economically, and socially.

Content Statement 17. The United States and the Soviet Union became superpowers and competed for global influence.

Essential Understanding

- Competition between U.S. and Soviet Union for global influence during the Cold War

Extended Understanding

- Long-term impact of the Cold War

Academic Vocabulary

Tier 2

- analyze
- rivalry

Tier 3

- superpowers
- global influence

Ultimate Learning Target Type: Reasoning

Broad Learning Targets:

- The student can analyze how the United States and the Soviet Union became superpowers.
- The student can describe the causes and effects of their competition for global influence politically, economically, and socially.

Underpinning Knowledge Learning Targets:

- The student can describe the events that created tensions between the U.S. and Soviet Union.

Underpinning Skills Learning Targets:

- The student can use a map to identify Cold War conflicts.

Underpinning Reasoning Learning Targets:

- The student can explain why the U.S. and Soviet Union became superpowers following the Cold War.
- The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Europe.
- The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Asia.
- The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Africa.
- The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Cuba.
- The student can explain how conflicts related to decolonization and national liberation provided opportunities for intervention by both sides in the Cold War.

(Prior Grade Standard)

N/A

10.HI.23 (Future Grade Standard)

The United States followed a policy of containment during the Cold War in response to the spread of communism.

Content Elaborations

The United States and Soviet Union both emerged as superpowers following victories during World War II. Unlike most of Europe and parts of Asia, the United States had sustained little damage and had a strong economy at the end of World War II. The Soviet Union utilized its position to expand its territorial control of most of Eastern Europe.

The Cold War Era was a time of tension around the World. The United States and Soviet Union competed to assert political, economic, and social ideologies. The Cold War rivalry intensified around the world and Alliances were formed that reflected the tensions between the two major superpowers. Some of the factors that contributed to the tensions between the superpowers include:

- Berlin Airlift;
- NATO;
- Warsaw Pact;
- containment policy;
- domino theory; and
- growth of government intelligence services.

By the end of the 1940s there were several notable changes in the world. Communists gained control in China and the nuclear arms race between the United States and Soviet Union led to both sides developing and stockpiling more nuclear weapons.

Conflicts related to the Cold War rivalry, decolonization and national liberations provided opportunities for intervention by both sides. This rivalry impacted foreign policy in:

- Europe (e.g. East and West Germany, Greece);
- Asia (e.g., Korea, Vietnam, Turkey);
- Africa (e.g., Angola, Congo); and
- the Caribbean (e.g., Cuba).

Instructional Strategies

- Create a cause and effect chart to show the factors that led to the Cold War rivalry between the U.S. and Soviet Union and the global impact of the Cold War.
- Create a multimedia timeline/presentation of Cold War events. For each event, include a text summary and images, explaining how the event contributed to Cold War tensions.
- Conduct a gallery walk using a series of Cold War political cartoons. Cartoon analysis guides are available from the [National Archives](#) or [Library of Congress](#).
- Use a blank world map to identify and describe Cold War events throughout the world.

Sample Assessments and Performance Tasks

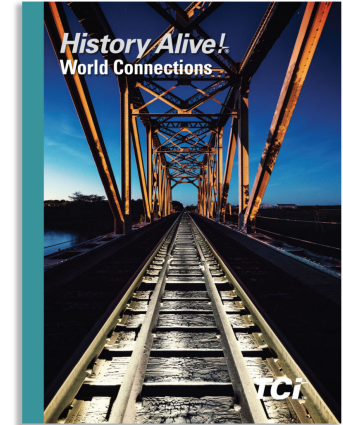
- Why did the U.S. and Soviet Union emerge as superpowers following the Cold War?
- How did the division of Germany into zones of occupation following World War II contribute to the Cold War?
- On the map below, label the Cold War conflicts by moving the boxes to the correct spaces on the map.
- Give four examples of how the Cold War rivalry between the U.S. and Soviet Union impacted Africa, Asia, and the Caribbean.

Instructional Resources

- [The Cold War](#) (Reading Like a Historian) - In this lesson, students explore a variety of documents highlighting various issues and perspectives that led to the Cold War and address the question: Who was primarily responsible for the Cold War, the United States or the Soviet Union?
- [China's Cultural Revolution](#) (Reading Like a Historian) - This lesson explores the motivations of Chinese youth in participating in the Cultural Revolution.
- [Patterns of U.S. Cold War Interventions](#) (Khan Academy) - video lesson comparing patterns of Korea, Cuba, and Vietnam
- [Sourcing - Who Started the Cold War](#) (World History OER Project) - In this sourcing activity, students will put all their sourcing skills to use by completing the Sourcing Tool and writing an essay that answers the question: [Who started the Cold War?](#)

Adopted Textbook Resources***History Alive! World Connections (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 28, The Cold War Begins; Lesson 29, Conflicts of the Cold War; Lesson 30, The End of the Cold War
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 28, 29, 30
 - Interactive Notebook: Lesson 28, 29, 30
 - Investigating Primary Sources: Lesson 28, Cold War Around the World
 - Wrap-Up: Open-Ended Inquiry about the start of the Cold War
 - Problem Solving Groupwork: Lesson
 - Assessments: Lesson 28, 29, 30
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

<p>Learning Target 18. Explain why national boundaries changed and multinational organizations were created at the end of World War II.</p> <p><i>Content Statement 18. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> How World War II changed national boundaries and led to multinational organizations <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> Role of multinational organizations in the world today 	<p><u>Academic Vocabulary</u></p> <p>Tier 3</p> <ul style="list-style-type: none"> multinational organizations United Nations World Bank International Monetary Fund
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> The student can explain why national boundaries changed and multinational organizations were created at the end of World War II. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> The student can use a map to identify national boundary changes at the end of World War II. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> The student can describe the boundary changes that resulted from the end of World War II. The student can list multinational organizations that formed at the end of World War II. The student can explain the purpose of multinational organizations that formed at the end of World War II. 	
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>(Future Grade Standard)</p> <p>N/A</p>	

Content Elaborations

National boundaries, particularly in Eastern Europe, changed as a result of World War II. Germany's boundaries changed and it became a divided country, occupied by the former Allies. The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain.

Several multinational organizations were created between the Allies to promote economic and political stability; including:

- United Nations;
- World Bank; and
- International Monetary Fund.

Instructional Strategies

Use Cold War maps to show the changes in national boundaries in Europe following World War II.

Create a chart/graphic organizer to show goals and actions of multinational organizations created to promote economic and political stability following World War II.

Sample Assessments and Performance Tasks

On the map below, identify the changes in national boundaries following World War II.

Which statement describes the boundary changes that took place in Eastern Europe as a result of World War II?

What was the Iron Curtain?

Explain the purpose of multinational organizations that formed at the end of World War II.

Instructional Resources

[History of the United Nations](#) - a comprehensive history of the UN, including forerunners of the UN, preparatory years, and milestones

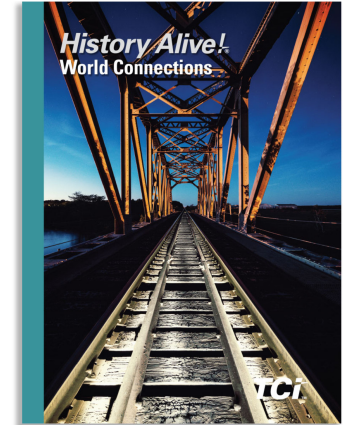
[International Monetary Fund](#) - detailed history of the IMF's role in shaping the global economy since the end of World War II.

[World Bank History](#) - brief history of the World Bank and its changing role since 1944

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 27, Cooperation in Post-War Europe
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 27, Cooperation in Post-War Europe
 - Interactive Notebook: Lesson 27, Cooperation in Post-War Europe
 - Preview: Lesson 27, Primary Source Image
 - Visual Discovery: Lesson 27, Cooperation in Post-War Europe
 - Assessments: Lesson 27, Cooperation in Post-War Europe
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 19. Describe the causes and effects of conflicts in the Middle East during the second half of the 20th century.

Content Statement 19. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.

Essential Understanding

- Causes of Middle East conflicts

Extended Understanding

- Ongoing conflicts in the Middle East today

Academic Vocabulary Tier 3

- religious diversity
- colonial rule
- nationalism
- regional conflicts

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can describe the causes and effects of conflicts in the Middle East during the second half of the 20th century.

Underpinning Knowledge Learning Targets:

- The student can list religious groups in the Middle East.
- The student can discuss the origins of conflicts in the Middle East in the second half of the 20th century.
- The student can describe the role of religion in Middle East conflicts.

Underpinning Skills Learning Targets:

- The student can use a map to detail conflicts in the Middle East.

Underpinning Reasoning Learning Targets:

- The student can explain how rebellion against colonial rule caused conflicts in the Middle East.
- The student can draw connections between the rise of nationalism and Middle East conflicts.

(Prior Grade Standard)

N/A

10.HI.33 (Future Grade Standard)

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Content Elaborations

The conflicts in the Middle East during the second half of the 20th century were the culmination of several factors that have deep roots in history. Contacts among major religions and religious sects in the Middle East have caused long-standing tensions and conflicts.

The end of colonial rule also caused tensions that resulted in conflict.

The rise in nationalism among Arab nations coincided with their opposition to the creation and presence of the modern state of Israel.

Instructional Strategies

Create a cause and effect graphic organizer to show the roots of Middle East conflict during the second half of the 20th century and the long-term impact.

Have students create maps and/or graphs detailing the religious diversity of the Middle East, including Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Saudi Arabia, Syria and others. Students can analyze data from different multiple decades to illustrate the changes in religious demographics since 1945. Data can include comparisons of Christian, Jewish and Islamic populations, as well as membership in religious sects.

Sample Assessments and Performance Tasks

Which factors below contributed to conflicts in the Middle East during the second half of the 20th century? Select all the correct answers.

How did the rise of nationalism among Arab nations contribute to Middle East conflicts in the second half of the 20th century?

Explain two sources of conflict that contributed to Middle East conflicts during the second half of the 20th century.

Look at the map below. The conflict over the territory shown in the map above was a result of _____.

Instructional Resources

[The Middle East and the End of Empire](#) (World History OER Project) - article on decolonization of the Middle and the Cold War

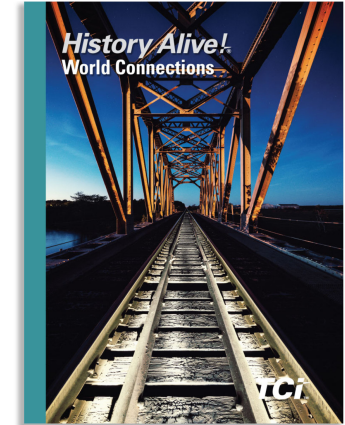
[How were the modern nation-states of the Middle East created?](#) (PBS) - history of the Middle East since the end of World War I

[Why is conflict so difficult to resolve?](#) (C3 Teachers) - This inquiry leads students through an investigation of the conflict between the nation of Israel and the Palestinians.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 31, Shifts of Power in the Middle East
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 31, Shifts of Power in the Middle East
 - Interactive Notebook: Lesson 31, Shifts of Power in the Middle East
 - Activity: Reporters in the Middle East
 - Assessments: Lesson 31, Shifts of Power in the Middle East
 - Processing: Lesson 31, Middle East News Stories
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

<p>Learning Target 20. Analyze post-World War II global politics and explain the causes and effects of the nationalist movements in Africa and Southeast Asia.</p> <p><i>Content Statement 20. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> Relationship between postwar global politics and nationalist movements <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> Ongoing conflicts in Africa and Southeast Asia today 	<p><u>Academic Vocabulary Tier 3</u></p> <ul style="list-style-type: none"> nationalist movements
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> The student can analyze post-World War II global politics and explain the causes and effects of the nationalist movements in Africa and Southeast Asia. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> The student can explain how World War II impacted Africa and Southeast Asia. The student can discuss the role of the Négritude movement and Pan-African movement in fueling nationalist efforts in Africa. The student can describe nationalist movements in Southeast Asia. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> The student can use a map to detail nationalist movements in Africa and Southeast Asia. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> The student can draw connections between the end of World War II and the rise of nationalist movements in Africa and Southeast Asia. 	
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>(Future Grade Standard)</p> <p>N/A</p>	

Content Elaborations

World War II had an important effect on Africa and Southeast Asia both during and after the war. Battles had been fought on both continents; and many Africans and Asians were conscripted to serve as soldiers at home and in Europe. Oppression and exploitation in these colonies, as well as weaknesses of the colonial powers and Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence.

- Nationalist movements united citizens for change in Africa; including the:
- Négritude movement; and
- Pan-African movement.

In Southeast Asia, nationalists organized against colonial control and, in some cases, the American presence in:

- Philippines;
- Vietnam; and
- Cambodia.

Instructional Strategies

Create vocabulary word maps for the terms decolonization and nationalism. Categories can include: definition in your own words, examples, use it meaningfully in a sentence, and draw a symbol to represent it.

Have students research the Négritude movement to understand how it helped fuel independence movements in Africa following World War II (e.g., Ghana, Kenya, Senegal, Nigeria). Assign students into groups representing leaders for independence in one of these countries and have them discuss the leaders' views on colonial rule, their movement for independence and how the Négritude movement encouraged independence efforts and how these leaders led the efforts to achieve independence from colonial rule.

Have students work in groups with each group representing one of the following countries/regions: Ghana (Gold Coast), Kenya, Algeria, Congo, South Africa, India, Southeast Asia/Indochina (Vietnam, Laos, and Cambodia). Groups should create a poster (print or digital) highlighting the key information about independence in their respective countries. Posters should include: a cause/effect chart, the key individuals involved, the methods used to achieve independence, and the problems/challenges that have persisted in the country since gaining independence. Posters should also have visuals such as maps, primary source excerpts, photographs, and political cartoons. Students can use [The Story of Africa BBC website](#) for research. Post the poster displays on the wall and have students conduct a gallery walk to learn more about each country/region.

Sample Assessments and Performance Tasks

Which statement shows how World War II impacted Africa and Southeast Asia?

How did the Négritude movement and Pan-African movement fuel nationalist efforts in Africa?

What did nationalists in Southeast Asia want to achieve in the postwar period?

On the map below, label the nationalist movements in Africa and Southeast Asia.

How did the end of World War II contribute to the rise of nationalist movements in Africa and Southeast Asia?

Instructional Resources

[Decolonization](#) (PBS) - videos and lessons on post-World War II decolonization in Africa and Asia

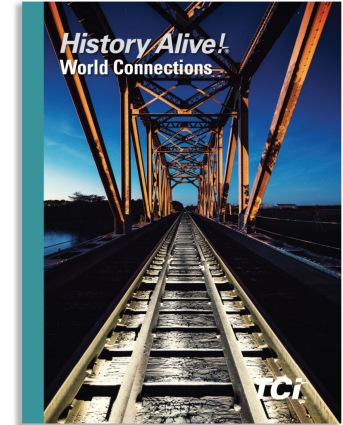
[India Partition](#) (Reading Like a Historian) - In this lesson, students weigh the options of leaders in 1947 and use primary sources to evaluate the Partition Plan.

[Does Development Mean Progress?](#) (C3 Teachers) - This inquiry leads students through an investigation of modernization and development in three African countries: Kenya, Botswana, and Algeria

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 32, Movements Toward Independence and Democracy
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 32, Movements Toward Independence and Democracy
 - Interactive Notebook: Lesson 32, Movements Toward Independence and Democracy
 - Activity: Lesson 32, Graphing and Analyzing Political and Economic Change
 - Processing: Lesson 32, Letter of Advice on Leading a Country Toward Democracy
 - Assessments: Lesson 32, Movements Toward Independence and Democracy
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 21a. Analyze how achievements in the domain of women's rights in industrialized nations spurred increased opportunities for women throughout the world.

Learning Target 21b. Explain how governments have changed their policies regarding women's rights and indigenous people.

Content Statement 21. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples

Essential Understanding

- Expansion of rights and freedoms for women and indigenous groups

Extend Understanding

- Ongoing struggles for rights in the world today

Academic Vocabulary

Tier 3

- indigenous
- apartheid

Ultimate Learning Target
Type: Knowledge

Broad Learning Targets:

- The student can analyze how achievements in the domain of women's rights in industrialized nations spurred increased opportunities for women throughout the world.
- The student can explain how governments have changed their policies regarding women's rights and indigenous people.

Underpinning Knowledge Learning Targets:

- The student can discuss the role of human rights organizations and media coverage in pushing for expansion of rights.
- The student can describe the goals of movements for women's rights.
- The student can explain the apartheid system of South Africa.
- The student can explain how the end of apartheid in South Africa expanded rights for blacks.
- The student can discuss the reasons for the end of apartheid in South Africa.

(Prior Grade Standard)

N/A

10.HI.27 (Future Grade Standard)

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Content Elaborations

During the second half of the 20th century, human rights organizations and the media fueled the impetus for the expansion of rights and freedoms for women and indigenous people.

In spite of resistance in many countries, governments were also pressured to end discriminatory practices and violence against women and indigenous people in developing nations. The struggle for the rights of women and indigenous people compelled more countries to extend opportunities for all to participate in society in the following ways:

- politically;
- educationally;
- economically; and
- socially.

The ending of apartheid in South Africa provided blacks the rights they had been denied. This was the result of political pressure within and outside the country.

International pressure to change did not lead to immediate or universal change for women or indigenous people in some areas of the world where they are still fighting for these changes.

Instructional Strategies

Have students brainstorm what they believe are rights and freedoms, and discuss and debate which rights represent American values and which might be universal rights. (Refer to students' prior knowledge of rights and freedoms as described by Enlightenment thinkers.) Have students read the Universal Declaration of Human Rights (1948) and compare their class brainstorming list with those outlined in the UDHR. Access the UDHR at <http://www.un.org/en/universal-declaration-human-rights/index.html>

Have students work in groups to create multiple-tier timelines (either on paper or electronically) showing significant events in the struggle for expanded rights and freedoms for indigenous people. Timelines can include tiers for Africa, Asia, Australia, Europe, North America and South America.

Sample Assessments and Performance Tasks

What factors helped expand rights and freedoms for women and indigenous groups during the second half of the 20th century?

Explain two goals of movements for women's rights.

What factors contributed to the end of apartheid in South Africa? Check all the correct answers.

Which choice below shows an effect of the end of apartheid in South Africa?

Instructional Resources

[Apartheid](#) (World History OER Project) - article on apartheid in South Africa and the anti-apartheid movement

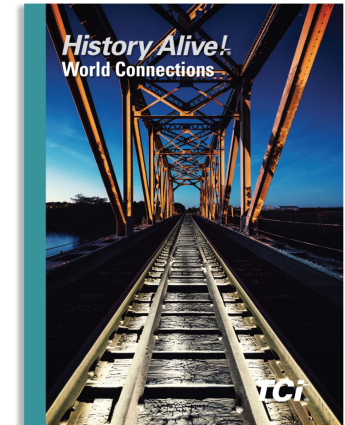
[What Ended Apartheid?](#) (C3 Teachers) - This inquiry leads students through an investigation of the efforts made by individuals, organizations, and institutions that eventually resulted in the end of apartheid in 1994.

[Comparison - Decolonization Women](#) (World History OER Project) - In this activity, students will compare women's lives under colonial rule and their involvement in anti-colonial movements in three regions: Nigeria, Egypt, and Algeria

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 35, Rights, Religion, and Identity
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 35, Rights, Religion and Identity
 - Interactive Notebook: Lesson 35, Rights, Religion, and Identity
 - Assessments: Lesson 35, Rights, Religion, and Identity
 - Activity: Inquiry about Human Rights, Religion, and Identity
 - Processing: Argument about How Human Rights, Religion or Identity has change
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unit 5. Globalization: 1991-Present

Unpacked Standards / Clear Learning Targets

Learning Target 22. Describe the outcome of the relationship with the United States and the former Soviet Republics and the impact it has on the post-Cold War world.

Content Statement 22. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.

Essential Understanding

- How the breakup of the Soviet Union ended the Cold War and led to new challenges

Extended Understanding

- Ongoing conflicts today resulting from post-Cold War challenges

Academic Vocabulary Tier 3

- non-aligned world

Ultimate Learning Target Type: Reasoning

Broad Learning Target:

- The student can describe the outcome of the relationship with the United States and the former Soviet Republics and the impact it has on the post-Cold War world.

Underpinning Knowledge Learning Targets:

- The student can identify the collapse of the Soviet Union as the end of the Cold War.
- The student can explain the responses to the collapse of the Russian economy in the 1990s.
- The student can discuss debates that emerged as the result of the U.S. becoming the world's sole superpower.

Underpinning Skills Learning Targets:

- The student can use a map to detail the collapse of the Soviet Union and the end of the Cold War.

Underpinning Reasoning Learning Targets:

- The student can analyze the new relationship that formed between the U.S. and Russia and the former Soviet republics following the end of the Cold War.
- The student can analyze new challenges for former allies, former Soviet republics, and the non-aligned world.
- The student can analyze the economic challenges in the former Soviet republics.
- The student can analyze the challenges in Germany following the Cold War.
- The student can analyze the impact of the end of the Cold War on the Non-Aligned Movement.

(Prior Grade Standard)

N/A

10.HI.33 (Future Grade Standard)

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Content Elaborations

The ending of the Cold War was marked by the collapse of the Soviet Union. A new relationship between the United States and Russia and the other former Soviet republics developed and offered new challenges for the United States. The United States moved away from its containment policy and moved towards bilateral agreements in areas such as:

- space;
- energy;
- technology; and
- nuclear weapons.

The demise of the Soviet Union also created new challenges for its former allies, the former Soviet republics, Europe, and the non-aligned world as well as the United States. Among the challenges:

- creation of separate and independent governments;
- control of the nuclear arsenals installed by the former Soviet Union;
- rise of ethnic tensions; and
- transition to free-market economies.

Instructional Strategies

Create a cause and effect chart to show factors that led to the collapse of the Soviet Union and the new relationship between the U.S. and Russia/former Soviet republics.

Use a series of political cartoons to show the collapse of the Soviet Union and its impact. Cartoon analysis guides are available from the [National Archives](#) or [Library of Congress](#).

Have students research and create illustrations showing the ethnic make-up of the peoples living in the Soviet Union. Then, have students research and create illustrations that show the ethnic make-up of the former Soviet republics after the breakup of the Soviet Union. Draw conclusions about the role of ethnicity in uniting and dividing peoples. Have students look for examples of continuing conflict in these countries.

Sample Assessments and Performance Tasks

What event marked the end of the Cold War?

What challenges resulted from the collapse of the Soviet Union? Select all the correct answers.

How did U.S. foreign policy with the Soviet Union change after the Cold War?

Explain two effects of the end of the Cold War on the Soviet Union and the former Soviet republics.

Instructional Resources

[Collapse of Communism](#) (World History OER Project) - article on the fall of the Soviet Union as part of the global movement against empire.

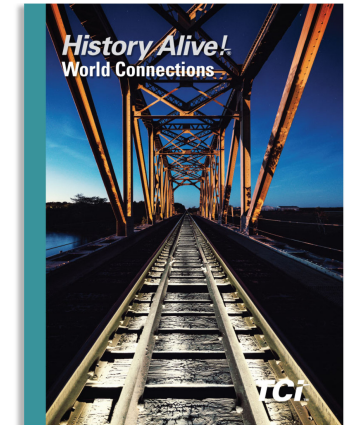
[Cartooning the Collapse of the Soviet Union](#) (History Teaching Institute) - Students examine political cartoons from 1979-1990 and analyze the events and issues leading up to the collapse of the USSR.

[Russia's Transformation: Challenges for U.S. Policy](#) (Choices Program) - a series of short video clips on Russia, with historical context and post-Cold War challenges

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 30, The End of the Cold War
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 30, The End of the Cold War
 - Interactive Notebook: Lesson 30, The End of the Cold War
 - Wrap-Up: Inquiry about Russia Today
 - Assessments: Lesson 30
 - Processing: Lesson 30, Falling Soviet Economy in the 1980s
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 23. Describe how regional, religious, and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.

Content Statement 23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.

Essential Understanding

- How regional conflicts have led to terrorism, ethnic cleansing, and genocide

Extended Understanding

- Evaluating U.S. and international responses to terrorism, ethnic cleansing and genocide

Academic Vocabulary

Tier 3

- ethnic conflicts/cleansing
- terrorism
- genocide

**Ultimate Learning Target
Type: Knowledge**

Broad Learning Target:

- The student can describe how regional, religious, and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.

Underpinning Knowledge Learning Targets:

- The student can cite examples of acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era.
- The student can define and explain genocide and ethnic cleansing.
- The student can cite examples of regional and ethnic conflicts that have led to genocide and ethnic cleansing.
- The student can explain how the rise of nationalism in the former Yugoslavia led to ethnic cleansing in Bosnia.

(Prior Grade Standard)

N/A

10.HI.33 (Future Grade Standard)

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Content Elaborations

Acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era include those initiated by Islamic fundamentalists and by separatist groups (e.g., Al Qaeda, ISIS, Hamas, Chechen separatists, Irish Republican Army, Boko Haram).

Regional and ethnic conflicts have led to acts of genocide and ethnic cleansing. Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial or other cultural characteristics. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or, ultimately, genocide.

The rise of nationalism among ethnic groups in the republics that emerged from the former Yugoslavia led to ethnic cleansing and the murder of thousands in Bosnia. Other examples of ethnic cleansing/genocide occurred in Sudan (Darfur), Iraq, Rwanda, and the Rohingya in Myanmar.

Instructional Strategies

Create a chart detailing the genocides that have occurred in the post-Cold War world, and compare them to the genocides in the first half of the 20th century. Have students debate why governments (especially the U.S.) have tended to treat some genocides differently than others.

Use a blank map to identify and summarize regional and ethnic conflicts and the rise of nationalism in the Post-Cold War era.

Have students research a regional or ethnic conflict in the post-Cold War era. Students should identify the key groups/individuals involved, causes and effects of the conflict, and how other nations responded. Students can share their research in a multimedia presentation with images, text, and narration.

Sample Assessments and Performance Tasks

Give two examples of acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era.

Which statement provides the definition of genocide?

Which choices below are examples of conflicts that have led to genocide and ethnic cleansing? Select all the correct answers.

How did the rise of nationalism in the former Yugoslavia lead to ethnic cleansing in Bosnia?

Instructional Resources

[Confronting Genocide: Never Again](#) (Choices Program) - series of short video clips on genocide and ethnic cleansing

[Responding to Terrorism: Challenges for Democracy](#) (Choices Program) - series of short video clips on terrorism

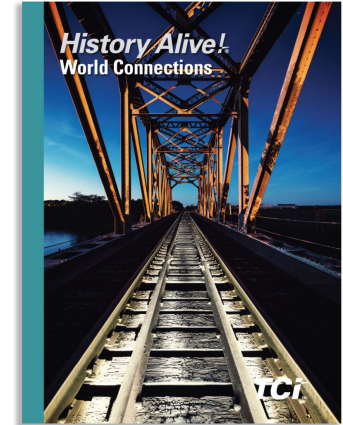
[Terrorism](#) (PBS) - Frontline documentaries on terrorism around the world

[Terrorism: A War Without Borders](#) - curriculum unit to accompany the [video by the U.S. Department of State](#)

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 32, Rights, Religion, and Identity
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 32, Rights, Religion, and Identity
 - Interactive Notebook: Lesson 32, Rights, Religion, and Identity
 - Assessments: Lesson 32, Rights, Religion, and Identity
 - Investigating Primary Sources: Lesson 32, International Response to Genocide
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

<p>Learning Target 24. Select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.</p> <p><i>Content Statement 24. Political and cultural groups have struggled to achieve self-governance and self-determination.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> How groups achieved self-governance and self-determination 	<p><u>Academic Vocabulary</u></p> <p>Tier 3</p> <ul style="list-style-type: none"> self-governance self-determination
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> The student can select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> The student can list groups that have struggled to achieve self-governance and self-determination since 1991. The student can summarize the struggle for self-governance and self-determination in the former Soviet Republics. The student can summarize the struggle for self-governance and self-determination in former communist countries in Eastern Europe. The student can summarize the struggle for self-governance and self-determination in postcolonial Asia. The student can summarize the struggle for self-governance and self-determination in South Africa and other nations in Africa. The student can summarize the struggle for self-governance and self-determination in Southwest Asia (Middle East). The student can summarize the struggle for self-governance and self-determination in Western Europe. The student can summarize the struggle for self-governance and self-determination in Latin America. 	
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>10.HI.33 (Future Grade Standard)</p> <p>Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.</p>	

Content Elaborations

Political and cultural groups have struggled to achieve self-governance and self-determination in many places since 1991, including:

- former Soviet republics;
- former communist countries in Europe;
- Post-Colonial Asia;
- nations in Southwest Asia;
- South Africa and other nations in Africa;
- Western Europe; and
- Latin America

Instructional Strategies

Create a graphic organizer to show struggles for self-governance and determination throughout the world since 1991. Identify the religion, cultural groups, methods, and outcomes of each struggle.

Use blank world maps to identify and summarize struggles for self-governance and self-determine since 1991.

Write a speech from the perspective of a cultural group fighting for self-governance and self-determination since 1991.

Sample Assessments and Performance Tasks

Which cultural groups have struggled to achieve self-government since 1991? Select all the correct answers.

Give one example of a group that struggled for self-government since 1991. Explain how this group struggled for self-government.

Which statement summarizes the struggle for self-governance in the Middle East since 1991?

Summarize the struggle for self-governance and self-determination in Northern Ireland.

Instructional Resources

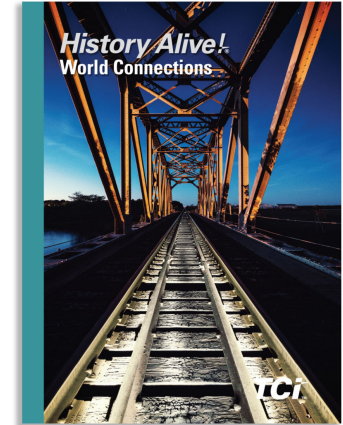
[Democracy and Governance](#) (United States Institute for Peace) - articles on current issues related to democracy throughout the world

[World Issues 101 Teaching Resources](#) - resources for teaching current issues, organized by region

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: 32, Movements Toward Independence and Democracy
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 32, Movements Toward Independence and Democracy
 - Interactive Notebook: Lesson 32, Movements Toward Independence and Democracy
 - Preview: Lesson
 - Problem Solving Groupwork: Lesson
 - Assessments: Lesson
 - Processing: Lesson
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets		
<p>Learning Target 26. Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.</p> <p><i>Content Statement 26. Proliferation of nuclear weapons has created a challenge to world peace.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> Threats to world peace posed by nuclear proliferation <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> Evaluating foreign policy alternatives in dealing with nuclear proliferation 	<p><u>Academic Vocabulary</u></p> <p>Tier 3</p> <ul style="list-style-type: none"> nuclear proliferation
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> The student can describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> The student can describe the global concerns over nuclear weapons in former Soviet republics. The student can discuss threats to world peace raised by the possibility of terrorists accessing nuclear weapons. 	
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>10.HI.33 (Future Grade Standard)</p> <p>Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.</p>	

Content Elaborations

The end of the Cold War posed new challenges with the proliferation of nuclear weapons and their threat to world peace on a global scale.

These new challenges include:

- the global danger of competing and emerging nuclear arsenals;
- unstable former Soviet republics housing weapons of mass destruction; and
- the possibility of access to nuclear weapons by terrorists and state supported terrorism.

Instructional Strategies

Have students research the countries that currently have nuclear weapons and nuclear capabilities. Research should also examine current efforts to stem the proliferation of nuclear weapons.

Have students write an editorial about nuclear weapons and their relationship to world peace. What nonproliferation strategies are most successful?

Sample Assessments and Performance Tasks

Why did the collapse of the Soviet Union raise global concerns over nuclear weapons?

Why have nuclear weapons posed a challenge to world peace in recent decades?

Instructional Resources

[Points of View Reference Center](#) (INFOhio) - comprehensive database of current issues with point/counterpoint perspectives and related news articles

[Nuclear Threat Initiative](#) - educational content related to nuclear policy, biological weapons, radiological security, and cyber threats

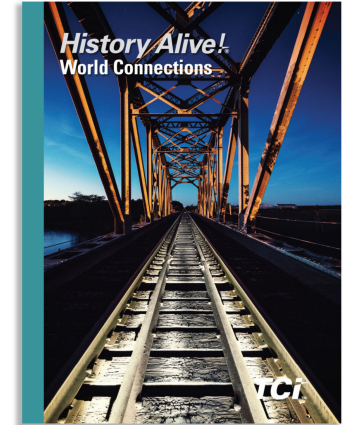
[Nuclear Weapons](#) (Federation of American Scientists) - information about the status and trends of the nuclear weapons arsenals of the world's nuclear-armed countries.

[North Korea Nuclear Crisis](#) (Choices Program) - In this lesson, students will understand the current threats of a nuclear crisis between North Korea and the United States.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 33, The New Geopolitics
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 33, The New Geopolitics
 - Interactive Notebook: Lesson 33, The New Geopolitics
 - Assessments: Lesson 33, The New Geopolitics
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 25. Analyze the factors that have created a more interdependent global economy since 1991.

Content Statement 25. Emerging economic powers and improvements in technology have created a more interdependent global economy.

Essential Understanding

- Causes of the increasingly interdependent and global economy

Academic Vocabulary

Tier 3

- interdependent
- European Union

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can analyze the factors that have created a more interdependent global economy since 1991.

Underpinning Knowledge Learning Targets:

- The student can explain the purpose of the European Union.
- The student can cite new advances in communications technology.

Underpinning Reasoning Learning Targets:

- The student can analyze the role of emerging economic powers in creating a more interdependent global economy.
- The student can analyze the role of advances in technology in creating a more interdependent global economy.

(Prior Grade Standard)

N/A

10.HI.31 (Future Grade Standard)

Improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries have impacted the American economy.

Content Elaborations

Emerging economic powers (e.g., China, India, Brazil, Russia) have helped create a more interdependent global economy by gaining market share in the production of some goods and services.

The European Union was created in the early 1990s to strengthen the economies of the member nations and make them more competitive in the world market by using a common currency and eliminating trade barriers.

Improvements in technology, such as the expanded use of satellites, personal computers, the Internet and cellular telephones, have created a more interdependent global economy. For example, the Internet and cellular phones enable the sharing of business data and facilitate commercial transactions. The personal computer and Internet have transformed the workplace, permitting employees to work virtually anywhere in the world.

Instructional Strategies

Create a graphic organizer to show the causes and effects of the increasingly interdependent global economy.

Have students research current economic issues in the European Union or emerging economic powers (China, India, Brazil, Russia). Students can create an infographic to summarize current economic data and issues in a selected country.

Have students debate the pro and con sides of the economic effects of globalization. Have students answer questions such as Who does globalization benefit? and Who does globalization hurt?

Have students interview adults who grew up without personal computers, cell phones, the Internet or other 21st century technology. Ask them to discuss how their home and work life have been transformed by new technology in recent decades.

Sample Assessments and Performance Tasks

What was the purpose for the creation of the European Union?

Give four examples of new advances in communications technology in the 1990s.

What was the impact of improvements in technology during the 1990s?

How have emerging economic powers such as China, India, Brazil, and Russia created a more interdependent global economy?

From the choices below, select two technological advancements from the 1900s. Then, explain the economic impact of these advancements.

Instructional Resources

[Points of View Reference Center](#) (INFOhio) - comprehensive database of current issues with point/counterpoint perspectives and related news articles

[Ten Basic Questions about Globalization](#) (IMF) - This lesson focuses on the history, impact and future implications of living in a globalized economic system.

[Introduction to Globalization](#) (World History OER Project) - introductory article that discusses the impact and pros and cons of globalization

[European Union](#) - official website of the EU

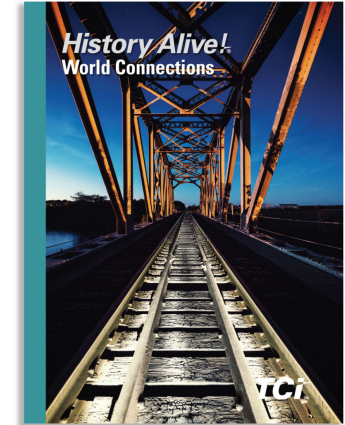
[Understanding Brexit](#) (Choices Program) - This lesson presents arguments supporting and opposing the United Kingdom's membership in the European Union and the potential political and economic implications of the UK withdrawing from the EU.

[Is the Internet Good for Democracy?](#) (C3 Teachers) - This inquiry leads students through an examination of modern day United States and global politics by investigating the Internet's role in either helping or hampering democratic processes.

Adopted Textbook Resources

History Alive! World Connections (TCI)

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 34, The Impact of Globalization
- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 34, The Impact of Globalization
 - Interactive Notebook: Lesson 34, The Impact of Globalization
 - Preview: Lesson 34, The Role of Container Ships
 - Activity: Lesson 34, Open Containers from a Cargo Ship
 - Assessments: Lesson 34
 - Processing: Lesson 34, Annotated Janus on Costs and Benefits of Globalization
 - Wrap-Up: Lesson 34, Evaluating Costs and Benefits of Globalization
- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets

Learning Target 27. Describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

Content Statement 27. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.

Essential Understanding

- How the increase in population, life expectancy and mass migrations have led to challenges

Academic Vocabulary **Tier 3**

- life expectancy
- mass migrations

Ultimate Learning Target
Type: Knowledge

Broad Learning Target:

- The student can describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

Underpinning Knowledge Learning Targets:

- The student can discuss the effects of rapid population growth.
- The student can explain how governments have responded to rapid population growth.
- The student can discuss the effects of increased life expectancy.
- The student can summarize the societal and political challenges created by mass migrations.

(Prior Grade Standard)

N/A

(Future Grade Standard)

N/A

Content Elaborations

The rapid increase of global population in the 20th and 21st centuries coupled with an increase in life expectancy has created societal and governmental challenges. The environmental impact has pressured governments to institute policies to reduce pollution and conserve resources. In response to the population problem in China, the government instituted a one child per couple policy. The increase of the elderly has placed burdens on many countries to provide adequate health care.

Mass migrations have created societal and governmental challenges, including:

- Brain drain out of developing countries;
- Tension and conflict in some receiving countries (e.g., immigrants from North Africa and other Arab nations into Europe); and
- Illegal immigration (e.g., U.S., South Africa).

Instructional Strategies

Create a Problem/Solution chart to analyze how governments have responded to the rapid increase of global population, increased life expectancy, and mass migrations in the 21st century.

Have students collect and interpret data about countries that are experiencing the greatest changes in population. Have them look for causes and effects of population increases or decreases. Have students analyze the societal and governmental challenges that have emerged and brainstorm possible solutions to these issues. Students could be encouraged to write a United Nations resolution proposing their solution.

Research an issue impacted by population and life expectancy (e.g., immigration, pollution, workforce). Students will identify careers involved in addressing the issue and influencing official policy (e.g., analyst, government employee, economist). Lastly, they will choose a career to research in more depth, and apply the information to their plan for education and training through high school and beyond.

Sample Assessments and Performance Tasks

Explain four effects of rapid population growth in the late 20th and early 21st centuries.

How have governments have responded to rapid population growth?

What is one effect of increased life expectancy?

Explain two societal and political challenges created by mass migrations in recent decades.

Instructional Resources

[Points of View Reference Center](#) (INFOhio) - comprehensive database of current issues with point/counterpoint perspectives and related news articles

[Refugee Stories: Mapping a Crisis](#) (Choices Program) - Students gain an understanding of the current refugee crisis by mapping data and exploring personal accounts of refugees.

[Population Explosion and Environmental Change, 1945 - Present](#) (World History for Us All) - In this unit, students will investigate the effects on the global natural environment of population increase, shifting land and water priorities, and energy use in the second half of the twentieth century.

[Population](#) (United Nations) - article on current population issues throughout the world

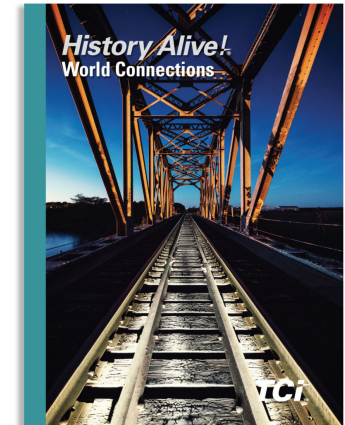
[Migration](#) (United Nations) - article on current migrations issues throughout the world

Adopted Textbook Resources***History Alive! World Connections (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 34, The Impact of Globalization

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 34, The Impact of Globalization
 - Interactive Notebook: Lesson 34, The Impact of Globalization
 - Preview: Lesson 34, The Role of Container Ships
 - Activity: Lesson 34, Open Containers from a Cargo Ship
 - Assessments: Lesson 34
 - Processing: Lesson 34, Annotated Janus on Costs and Benefits of Globalization
 - Wrap-Up: Lesson 34, Evaluating Costs and Benefits of Globalization

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit



Unpacked Standards / Clear Learning Targets		
<p>Learning Target 28a. Describe the environmental challenges that have resulted from industrial development.</p> <p>Learning Target 28b. Describe the reasons for the new environmental consciousness and movement for sustainability.</p> <p><i>Content Statement 28. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.</i></p>		<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> Causes of environmental consciousness and movement for sustainability <p><u>Academic Vocabulary</u></p> <p>Tier 2</p> <ul style="list-style-type: none"> environmental consciousness sustainability
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Targets:</u></p> <ul style="list-style-type: none"> The student can describe the environmental challenges that have resulted from industrial development. The student can describe the reasons for the new environmental consciousness and movement for sustainability. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> The student can explain the causes and effects of increased greenhouse emissions. The student can list citizen organizations working for environmental and sustainability issues. The student can list government conferences held to address environmental and sustainability issues. 	
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>10.HI.30 (Future Grade Standard)</p> <p>Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p>	

Content Elaborations

World population growth and the competition for energy supplies have led to an increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species and the rapid decline of rainforests.

A new environmental consciousness and a movement for the sustainability of the world's resources has influenced the actions of:

- Citizen organizations (e.g., Greenpeace, Sierra Club, World Wildlife Fund, Ocean Conservancy); and
- Government conferences (e.g., 1992 Earth Summit, 1997 Kyoto Protocol, 2012 Rio Earth Summit, 2016 Paris Agreement).

Instructional Strategies

Use data sets (tables, graphs) to analyze world population growth and the increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species and the rapid decline of rainforests.

Create a chart/graphic organizer to summarize and compare government conferences on environmental and sustainability issues (1992 Earth Summit, 1997 Kyoto Protocol, 2012 Rio Earth Summit, 2016 Paris Agreement).

Conduct research and create a public service announcement (audio or video) to promote the work of a citizen organization working on environmental and sustainability issues (Greenpeace, Sierra club, World Wildlife Fund, Ocean Conservancy).

Sample Assessments and Performance Tasks

Explain one cause and one effect of increased greenhouse emissions.

Which choices below are citizen organizations working for environmental and sustainability issues? Check all the correct answers.

How have governments addressed sustainability issues in recent decades?

Instructional Resources

[Teaching and Learning for a Sustainable Future](#) - This is a multimedia teacher education program from UNESCO.

[Global Learning, Inc.](#) - The Global Learning website provides background information and educational activities that can be adapted to this content statement.

Adopted Textbook Resources***History Alive! World Connections (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
 - Student Textbook: Lesson 34, The Impact of Globalization

- Digital Teacher Resources (access through [CCS Clever](#))
 - Lesson Guide: Lesson 34, The Impact of Globalization
 - Interactive Notebook: Lesson 34, The Impact of Globalization
 - Preview: Lesson 34, The Role of Container Ships
 - Activity: Lesson 34, Open Containers from a Cargo Ship
 - Assessments: Lesson 34
 - Processing: Lesson 34, Annotated Janus on Costs and Benefits of Globalization
 - Wrap-Up: Lesson 34, Evaluating Costs and Benefits of Globalization

- Digital TCI Program Support (access through [CCS Clever](#))
 - ELA/ELD Connections: Reading Skills
 - ELA/ELD Connections: Writing Skills
 - History and Social Science Skills Toolkit
 - Doing Democracy Toolkit

