



2021/22 SAMPLE YEAR-LONG COURSE PLAN – 1200

WHP Course Objectives

WHP Course Objectives

1. Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.
2. Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.
3. Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.
4. Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.
5. Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

Projected Pacing Guide*

Unit	Estimated Start	Estimated Duration
1	September 7	2 weeks
2	September 21	4 weeks
3	October 18	4 weeks
4	November 15	3 weeks
5	January 3	4 weeks
6	January 31	3 weeks
7	February 21	5 weeks
8	March 28	3 weeks
9	April 25	5 weeks

*Takes into account school holidays, in-service days, and other commonly missed time such as testing days.

Unit 1—Narratives and Frames

Unit 1 Problem: Why does it matter what stories we tell about the past, and how we tell them?

1. Why is learning about history important for our lives today?
2. How can we test the narratives that historians use to tell the history of this period?
3. How can we describe the history of the world in this era in terms of communities, networks, and systems of production and distribution?

Learning Objectives

1. Examine how historians frame history by creating narratives of different scales of time and space.



2. Understand the course frames of communities, networks, and production and distribution, and how they can be used to analyze history.

Lesson 1.0: History Stories

1. **Activity:** Draw Your History
2. **Watch:** *What Makes History Usable*
3. **Watch:** *The Danger of a Single Story*
4. **Activity:** Vocab – Tracking 1.0
5. **Activity:** UP Notebook
6. **Activity:** Vocab – Word Wall 1.0

Lesson 1.1: Unit 1 Overview

1. **Activity:** Causation – Alphonse the Camel
2. **Watch:** *Unit 1 Overview*
3. **Activity:** Three Close Reads – Introduction
4. **Read:** “Unit 1 Overview: History Stories”
5. **Activity:** Geography – Unit 1 Mapping
6. **Activity:** Vocab – Live Concept Mapping
7. **Activity:** Claim Testing – Introduction

Lesson 1.2: History Frames

1. **Activity:** Contextualization – Introduction
2. **Watch:** *Frame Concept Introduction*
3. **Watch:** *Communities Frame Introduction*
4. **Watch:** *Networks Frame Introduction*
5. **Watch:** *Production and Distribution Frame Introduction*
6. **Activity:** Draw the Frames
7. **Activity:** UP Notebook
8. **Assessment:** DBQ 0

Unit 2—The Global Tapestry 1200 to 1450 CE

Unit 2 Problem: How did networks of exchange connect societies, and how are communities changed by these connections?

1. How were human communities organized and how did they interact during this period?
2. How and why did interconnections among human societies grow and shrink at different times, and how did these changes affect communities and networks?
3. What were the positive and negative consequences of increased connectivity?

Learning Objectives

1. Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific.
2. Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.
3. Assess the causes and effects of expansion and contradiction of networks during this era.
4. Evaluate the positive and negative impacts of interconnection on different communities around the world.



5. Use historical thinking skills and reasoning practices such as sourcing, contextualization, comparison, continuity and change over time (CCOT), and claim testing to evaluate historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

Lesson 2.0: Unit 2 Overview

1. **Watch:** *Unit 2 Overview*
2. **Read:** “Unit 2 Overview: The Global Tapestry 1200 to 1450 CE”
3. **Activity:** Geography – Unit 2 Mapping Part 1
4. **Activity:** Vocab Tracking 2.0
5. **Activity:** Vocab – Word Wall 2.0
6. **Activity:** UP Notebook
7. **Read:** Project X – “A Guide to Reading Charts”
8. **Activity:** Project X – Three Close Reads for Data – Introduction
9. **Read:** “Data Exploration: Population”

Lesson 2.1: Afro-Eurasia

1. **Activity:** Intro to Sourcing
2. **Read:** “Communities in Afro-Eurasia”
3. **Read:** “State and Religion in Afro-Eurasia”
4. **Watch:** *The Emergence of Islam*
5. **Activity:** Contextualization – Mansa Musa
6. **Watch:** *Mansa Musa and Islam in Africa CCWH 16*
7. **Read:** “Written in the Stars: Secrets of the Mongol Empire”
8. **Activity:** Introduction to Three Close Reads for Graphic Biographies
9. **Read:** “Sorqoqtani Beki – Graphic biography”
10. **Watch:** *Wait for It... the Mongols! CCWH 17*
11. **Read:** “Sources of Mongol History”
12. **Read:** “Rashid al-Din – Graphic biography”
13. **Read:** “Rumi – Graphic Biography”

Lesson 2.2: Americas and the Pacific

1. **Activity:** Vocab – Word Wheel
2. **Read:** “The Americas 1200–1450”
3. **Watch:** *Pre-Colonial Caribbean*
4. **Watch:** *Aztec Empire*
5. **Read:** “Mocuilxochitl – Graphic biography”
6. **Watch:** *Inca Empire*
7. **Read:** “Oceania”
8. **Read:** “Kupe – Graphic Biography”
9. **Activity:** Comparison – Life in 1200 ad Today

Lesson 2.3: Routes of Exchange

1. **Activity:** CCOT – Introduction
2. **Read:** “Archipelago of Trade”
3. **Watch:** *Guilds, Wool, and Trade: Medieval England in a Global Economy*



4. **Activity:** Claim Testing – Authority
5. **Read:** “New World Networks, 1200-1490s”
6. **Read:** “Trans-Saharan Routes”
7. **Watch:** *Silk and the Song Dynasty*
8. **Read:** “Indian Ocean Routes
9. **Read:** “Zheng He – Graphic biography”
10. **Closing:** Making Claims – Expanding Networks

Lesson 2.4: Consequences of Connectivity

1. **Activity:** What Is This Asking? Introduction
2. **Read:** “World Religions Prior to 1450”
3. **Read:** “Renaissance”
4. **Read:** “Cultural Consequences of Connectivity”
5. **Activity:** Contagion!
6. **Read:** “Trade Networks and the Black Death”
7. **Activity:** UP Notebook
8. **Read:** “Reactions to the Black Death
9. **Activity:** Causation – The Black Death
10. **Watch:** *Disease! CCWH 203*
11. **Activity:** Geography – Unit 2 Mapping Part 2
12. **Activity:** Writing – Claim and Focus, Part 1
13. **Assessment:** Unit 2 LEQ

Unit 3—Transoceanic Connections 1450 to 1750 CE

Unit 3 Problem: How did transoceanic connections transform global economic systems and societies in different points in history?

1. To what extent can the Columbian Exchange be considered one of the most important turning points in history?
2. What were the impacts of the Columbian Exchange for people living in different regions and social classes around the world? Why and how were the impacts similar and different?
3. In what ways did societies across the world develop both similarities and differences during this period of increasing global interconnectivity?
4. How did changes in the environment, demographic changes, and new forms of coerced labor affect some regions of the world more than others?

Learning Objectives

1. Understand how historians create narratives to explain how human communities entered a global age during this era.
2. Evaluate and analyze the historical narrative of the formation of a new global age.
3. Use historical data to explore changes to global life expectancy.
4. Use historical thinking skills and reasoning practices such as claim testing, causation, comparison, and continuity and change over time to evaluate historical events and processes.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.



Lesson 3.0: Unit 3 Overview

1. **Watch:** *Unit 3 Overview*
2. **Read:** “Unit 3 Overview: Transoceanic Connections 1450 to 1750 CE”
3. **Activity:** Geography – Unit 3 Mapping Part 1
4. **Activity:** Vocab Tracking 3.0
5. **Activity:** Vocab – Word Wall 3.0
6. **Activity:** UP Notebook
7. **Activity:** CCOT – The Global Tapestry to Transoceanic Connections
8. **Read:** “Data Exploration: Urbanization”

Lesson 3.1: Columbian Exchange

1. **Opening:** A Different View
2. **Read:** The Columbian Exchange”
3. **Read:** “Crops that Grew the World”
4. **Activity:** World Zone Café
5. **Read:** “The Disastrous Effects of Increased Global Interactions”
6. **Watch:** *The Columbian Exchange CCWH 23*
7. **Activity:** Causation – Migration
8. **Read:** “Transatlantic Migration Patterns”
9. **Read:** “Religious Syncretism in Colonial Mexico City”
10. **Activity:** Sourcing – Spanish conquest of the Aztec Empire

Lesson 3.2: Early Modern Empires

1. **Activity:** Empire Building
2. **Read:** “A Sublime Empire: Ottoman Rule on Land and Sea”
3. **Read:** “Mawläy ‘Abd al-Mälük – Graphic Biography”
4. **Watch:** *The Omni Empire*
5. **Read:** “Mughal Empire”
6. **Read:** “Kanzada Begum – Graphic Biography”
7. **Read:** “China Under Ming and Qing Rule”
8. **Read:** “Qing Shih – Graphic Biography”
9. **Read:** “From Muscovy to the Russian Empire”
10. **Watch:** *Venice and the Ottoman Empire: CCWH #19*
11. **Activity:** Claim Testing – Evidence
12. **Read:** “Survey of Transoceanic Empires”
13. **Read:** “Yasuke – Graphic Biography”
14. **Watch:** *Comanche Empire*
15. **Activity:** Contextualization – Mongols and Comanche

Lesson 3.3: Transoceanic Connections

1. **Activity:** Our Interconnected World
2. **Activity:** Comparison – Economic Systems
3. **Read:** “Overview of New Economic Systems”
4. **Read:** “European Colonies in the Americas”
5. **Read:** “Amonute – Graphic Biography”
6. **Activity:** Redraw the Frames
7. **Read:** “Juana de la Cruz – Graphic Biography”



8. **Watch:** *The Spanish Empire Silver and Runaway Inflation: CCWH #25*
9. **Watch:** *Capitalism and the Dutch East India Company: CCWH #229*
10. **Activity:** What Is This Asking?

Lesson 3.4: The Transatlantic Slave Trade

1. **Activity:** Vocab – Word Relay
2. **Read:** “The Transatlantic Slave Trade”
3. **Read:** “Race and Coerced Labor I: How did People Become Property”
4. **Read:** “Race and Coerced Labor II: Motivations and Justifications”
5. **Activity:** UP Notebook
6. **Read:** “First Person Accounts: The transatlantic Slave Trade”
7. **Read:** “Domingos Álvares – Graphic Biography”
8. **Watch:** *Impact of the Slave Trade: Through a Ghanaian Lens*
9. **Activity:** Geography – Unit 3 Mapping Part 2
10. **Activity:** Writing – Analysis, Evidence, and WHP Concepts, Part 1
11. **Assessment:** Unit 3 DBQ

Unit 4—Revolutions 1750 to 1914 CE

Unit 4 Problem: How did people transform the political systems under which they lived, and were these changes felt equally around the world and within communities?

1. What are some explanations for the emergence of liberal and national revolutions in the long nineteenth century?
2. How were the liberal and national revolutions of the long nineteenth century connected to each other?
3. How did nationalism spread, and change as it spread, over the course of the long nineteenth century?

Learning Objectives

1. Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.
2. Assess the role of nationalism in the creation of new empires and the rise of the nation-state.
3. Evaluate how nationalism affected different societies and ethnic groups around the world.
4. Use historical thinking skills and reasoning practices such as causation to evaluate historical events and processes.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

Lesson 4.0: Unit 4 Overview

1. **Watch:** *Unit 4 Overview*
2. **Read:** “Unit 4 Overview: Revolutions 1750 to 1914 CE”
3. **Activity:** Geography – Unit 4 Mapping Part 1
4. **Activity:** Vocab Tracking 4.0
5. **Activity:** Vocab – Word Wall 4.0
6. **Activity:** UP Notebook
7. **Activity:** CCOT – Transoceanic Connections to Revolutions
8. **Activity:** Project X – Make a Prediction Part 1



9. **Read:** “Data Exploration: War and Peace”

Lesson 4.1: Origins of Revolution

1. **Opening:** Revolution or Evolution?
2. **Read:** “Ingredients for Revolution”
3. **Read:** “The Enlightenment”
4. **Activity:** Enlightenment Quotes
5. **Watch:** *Diderot’s 1750 Encyclopedia*
6. **Read:** “Sovereignty”
7. **Read:** “Edmund Burke – Graphic Biography”
8. **Closing:** Revolutionary Women

Lesson 4.2: Revolutions Around the World

1. **Opening:** So You Want a Revolution?
2. **Read:** “The Atlantic Revolutions”
3. **Watch:** *The Haitian Revolution*
4. **Read:** “*West Africa in an Age of Revolution*”
5. **Read:** “Manuela Sáenz, Jonotas, and Natan –Graphic Biography”
6. **Activity:** “Vocab – Word Sneak
7. **Closing:** Causation – Recipe for a Revolution
 - a. **Watch:** *Tea, Taxes, and The American Revolution: Crash Course World History #28*
 - b. **Watch:** *The French Revolution: Crash Course World History #29*
 - c. **Watch:** *Latin American Revolutions: Crash Course World History #31*

Lesson 4.3: Nationalism

1. **Opening:** Who Am I?
2. **Read:** “Origins and Impact of Nationalism”
3. **Watch:** *Nationalism*
4. **Activity:** UP Notebook
5. **Read:** “The World Revolution of 1848”
6. **Activity:** Responsibility and Compassion
7. **Read:** “Ethnic Nationalism”
8. **Read:** “Rifa’a al Tahtawi – Graphic Biography”
9. **Activity:** Geography – Unit 4 Mapping Part 2
10. **Activity:** Writing – Organization, Language and Style, Part 1
11. **Assessment:** Unit 4 LEQ

Unit 5—Industrialization 1750 to 1914 CE

Unit 5 Problem: How did industrialization transform societies around the world?

1. How was the Industrial Revolution experienced differently by people around the world?
2. What factors led to some regions industrializing quickly, others slowly, and some even de-industrializing during this period?
3. What were the long-term impacts of the Industrial Revolution and how are they apparent in today’s world?



Learning Objectives

1. Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.
2. Assess the role of global industrialization and nationalism in the creation of new empires and the rise of the nation-state.
3. Analyze how industrialization impacted people's lives in the long nineteenth century and how these impacts continue to affect our modern world.
4. Assess the new labor and economic systems that emerged during the long nineteenth century.
5. Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.
6. Use historical thinking skills and reasoning practices such as historical comparison, contextualization, sourcing, and continuity and change over time to evaluate historical events and processes.
7. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

Lesson 5.0: Unit 5 Overview

1. **Watch:** *Unit 5 Overview*
2. **Read:** "Unit 5 Overview: Industrialization 1750 to 1914 CE"
3. **Activity:** Geography – Unit 5 Mapping Part 1
4. **Activity:** Vocab Tracking 5.0
5. **Activity:** Vocab – Word Wall 5.0
6. **Activity:** UP Notebook
7. **Activity:** CCOT – Revolutions to Industrialization
8. **Read:** "Data Exploration: Child Labor"

Lesson 5.1: The Industrial Revolution Begins

1. **Activity:** Urbanization Game
2. **Watch:** *Origins of the Industrial Revolution*
3. **Read:** "The Scientific Revolution"
4. **Read:** "The Industrial Revolution"
5. **Watch:** *The Macartney Expedition and the Global Economy*
6. **Activity:** Images of the Industrial Revolution
7. **Watch:** *The Railroad Journey and the Industrial Revolution: CCWH #214*
8. **Activity:** Redraw the Frames

Lesson 5.2: Global Industrialization

1. **Activity:** When Countries Industrialized
2. **Read:** "Global Transformations of the Industrial Revolution"
3. **Read:** "Japan's Industrial Revolution"
4. **Activity:** Vocab – What's My Word
5. **Read:** "Meiji Restoration"
6. **Read:** "Iwasaki Yatarō – Graphic Biography"
7. **Read:** "Egypt's Industrial Revolution"
8. **Activity:** Comparison – Egypt and Japan
9. **Read:** "Imperialism and De-Industrialization in India"
10. **Read:** "Migration and Industrialization"
11. **Activity:** Making Claims – Industrialization



Lesson 5.3: Shifting Economics

1. **Activity:** Economic Systems Simulation
2. **Watch:** *Capitalism and Socialism: Crash Course World History #33*
3. **Read:** “The Rise of the Proletariat”
4. **Activity:** Assembly Line Simulation
5. **Read:** “Responses to Industrialization”
6. **Read:** “Ottolie Baader – Graphic Biography”
7. **Read:** “Post-Abolition Societies”
8. **Read:** “Harriet Forten Purvis – Graphic Biography”
9. **Read:** “Why Was Slavery Abolished? Three Theories”
10. **Closing:** Sourcing – Why was Slavery Abolished?

Lesson 5.4: Social Transformation

1. **Activity:** Contextualization – Child Labor
2. **Read:** “Child Labor”
3. **Activity:** Comparison – Woman’s Suffrage
4. **Read:** “A World Tour of Women’s Suffrage”
5. **Activity:** UP Notebook
6. **Read:** “Changing Gender Roles”
7. **Activity:** Claim Testing – Social Class and Gender
8. **Activity:** Geography – Unit 5 Mapping Part 2
9. **Activity:** Writing – Claim and Focus, Part 2
10. **Activity:** Unit 5 DBQ

Unit 6—Empire and Other Consequences of Industrialization 1850 to 1950 CE

Unit 6 Problem: How were industrial empires created and contested, and how did those processes shape our world today?

1. What were the factors that motivated imperialism, and what made it possible?
2. How did different communities experience colonialism, and how does colonialism still impact our world today?
3. What were the different ways colonial subjects responded to colonialism?

Learning Objectives

1. Describe how industrialization led to imperialism and the expansion of empires.
2. Understand and evaluate how communities responded to increased industrialization and the expansion of empires.
3. Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today.
4. Analyze the different ways communities responded to colonialism.
5. Use historical thinking skills and reasoning practices such as claim testing, causation, contextualization, and sourcing to analyze historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.



Lesson 6.0: A New Imperialism

1. **Watch:** *Unit 6 Overview*
2. **Read:** “Unit 6 Overview: Empire and Other Consequences of Industrialization 1850 to 1950 CE”
3. **Activity:** Geography – Unit 6 Mapping Part 1
4. **Activity:** Vocab Tracking 6.0
5. **Activity:** Vocab – Word Wall 6.0
6. **Activity:** UP Notebook
7. **Activity:** Project X – Make a Prediction Part 2
8. **Read:** “Data Exploration: Greenhouse Gas Emissions”

Lesson 6.1: The System of Imperialism

1. **Activity:** What Is This Asking?
2. **Read:** “Industrial Imperialism the ‘New’ Imperialism”
3. **Watch:** *Imperialism: Crash Course World History #35*
4. **Activity:** Gentlemen of the Jungle
5. **Read:** “Tools of Imperialism”
6. **Activity:** Imperialism Cartoons

Lesson 6.2: Colonialism

1. **Activity:** Sourcing – Differing Perspectives on Imperialism
2. **Read:** “Colonial Violence”
3. **Read:** “Yaa Asantewaa, Queen Mother of Ejisu – Graphic Biography”
4. **Watch:** *Experiencing Colonialism: Through a Ghanaian Lens*
5. **Activity:** Contextualization – Opium Wars
6. **Read:** “Struggles and Transformation in China”
7. **Watch:** *Opium Wars*
8. **Closing:** Redraw the Frames

Lesson 6.3: Responses to Colonialism

1. **Activity:** Causation – Indian Uprising
2. **Read:** “1857 Indian Uprising”
3. **Read:** “Azizun of Lucknow – Graphic Biography”
4. **Read:** “Responses to Industrial Imperialism”
5. **Activity:** Claim Testing – Imperialism
6. **Watch:** *Asian Responses to Imperialism: Crash Course World History #213*
7. **Read:** “Dadabhai Naoroji – Graphic Biography”
8. **Activity:** UP Notebook
9. **Read:** “Dual Consciousness”
10. **Activity:** Geography – Unit 6 Mapping Part 2
11. **Activity:** Writing – Analysis, Evidence, and WHP Concepts, Part 2
12. **Assessment:** Unit 6 LEQ

Unit 7—Global Conflict 1914 to 1945 CE

Unit 7 Problem: What caused the global conflicts and atrocities from 1914 to 1945, and how did people experience this period of the war?

1. To what extent was the first World War both a “global” and “total” war?



2. Why do you think internationalism failed to stop the rise of extreme nationalism and fascism in the years between the First and the Second World Wars?
3. What made the violence of war, the Holocaust, and other war crimes, crimes against humanity?

Learning Objectives

1. Analyze the causes, scale, and consequences of global conflict in this era.
2. Assess World War I as a total and global war.
3. Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide.
4. Understand the rise of fascism in various regions of the world, including its causes and consequences.
5. Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.
6. Understand and evaluate the causes, scale, and consequences of the Holocaust.
7. Use historical thinking skills and reasoning practices such as claim testing, causation, historical comparison, and continuity and change over time to analyze historical events and processes.
8. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

Lesson 7.0: Unit 7 Overview

1. **Watch:** *Unit 7 Overview*
2. **Read:** “Unit 7 Overview: Global Conflict 1914 to 1945 CE”
3. **Activity:** Geography – Unit 7 Mapping Part 1
4. **Activity:** Vocab – Taking 7.0
5. **Activity:** Vocab – Word Wall 7.0
6. **Activity:** UP Notebook
7. **Read:** “Data Exploration: Democracy”
8. **Activity:** Project X – Topic Selection
9. **Activity:** CCOT – Empire to Global Conflict

Lesson 7.1: Origins of World War I

1. **Read:** “What Caused the First World War?”
2. **Watch:** *Britain and World War I*
3. **Watch:** *Southeast Asia and World War I*
4. **Watch:** *The Middle East and World War I*
5. **Activity:** Our Interconnected World – World War I
6. **Read:** “The First World War as a Global War”
7. **Closing:** WWI Poster Analysis

Lesson 7.2: Experiences and Outcomes

1. **Opening:** Making Claims – World War I
2. **Read:** “World War I: A Total War?”
3. **Read:** “Helen Fairchild – Graphic Biography”
4. **Activity:** World War I Letters
5. **Watch:** *Armenian Genocide*
6. **Read:** “Mexican Revolution”
7. **Read:** “The Power of One: Russian Revolution”
8. **Activity:** Comparison – Russian Revolution and _____ Revolution



9. **Read:** “A Lost Generation”
10. **Read:** “Dr. Rosa Luxemburg – Graphic Biography”
11. **Activity:** World War I Peace Talks

Lesson 7.3: Totalitarianism or Liberal Internationalism?

1. **Activity:** Contextualization – The Great Depression
2. **Read:** “Global Great Depression”
3. **Watch:** *Internationalism Between the Wars*
4. **Watch:** *What is Fascism?*
5. **Read:** “Fascist Histories, Part 1”
6. **Activity:** Political Party Platform
7. **Read:** “Global Story of the 1930s”
8. **Read:** “Communism in the Soviet Union”
9. **Activity:** Communism vs. Fascism

Lesson 7.4: World War II

1. **Activity:** What Is This Asking?
2. **Read:** “The Second World War”
3. **Activity:** Causation – World War II
4. **Watch:** *World War II: Crash Course World History #38*
5. **Read:** “Plaek Phibunsongkhram – Graphic Biography”
6. **Activity:** Claim Testing – Global Conflict
7. **Watch:** *The Fallen of World War II*
8. **Read:** “The Holocaust”
9. **Read:** “Manuel Quezon – Graphic Biography”
10. **Activity:** UP Notebook
11. **Read:** “Nuclear Weapons”
12. **Activity:** Geography – Unit 7 Mapping Part 2
13. **Activity:** Writing – Organization, Language and Style, Part 2
14. **Assessment:** Unit 7 DBQ

Unit 8—Cold War and Decolonization 1945 to 1990 CE

Unit 8 Problem: What can we learn when we study the Cold War and decolonization together?

1. What were the causes and effects of the Cold War? What happens if we ask this question from different perspectives —from the US, the Soviet Union, the Caribbean, or Vietnam?
2. What factors made it possible for anti-colonial movements around the world to achieve independence during this period?
3. How did the Cold War and decolonization end, and how were they similar and different in the ways in which they concluded?

Learning Objectives

1. Evaluate how the Cold War and decolonization are intertwined in the history of this period.
2. Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War.
3. Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.



4. Use historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze historical events.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

Lesson 8.0: Unit 8 Overview

1. **Watch:** *Unit 8 Overview*
2. **Read:** “Unit 8 Overview: Cold War and Decolonization 1945 to 1990 CE”
3. **Activity:** Geography – Unit 8 Mapping Part 1
4. **Activity:** Vocab – Tracking 8.0
5. **Activity:** Vocab – Word Wall 8.0
6. **Activity:** UP Notebook
7. **Read:** “Data Exploration: Global Inequality”
8. **Activity:** Project X – Research

Lesson 8.1: The Cold War

1. **Opening:** Redraw the Frames
2. **Read:** “Devastation of Old Markets”
3. **Read:** “The Cold War: An Overview”
4. **Activity:** Simulation – Cold War Crisis
5. **Activity:** Sourcing – Who Started the Cold War?
6. **Read:** “The Cold War Around the World”
7. **Watch:** *Decolonization and the Cold War: Through a Caribbean Lens*
8. **Watch:** *Decolonization and the Cold War Through an Asian Lens*
9. **Read:** “Connecting Decolonization and the Cold War”
10. **Activity:** Who Is “Winning” the Cold War?
11. **Read:** “Collapse of Communism”

Lesson 8.2: End of Empire

1. **Opening:** What Is This Asking?
2. **Read:** “End of Old Regimes”
3. **Watch:** *Decolonization and Nationalism Triumphant: Crash Course World History #40*
4. **Activity:** Comparison – Decolonizing Women
5. **Read:** “Decolonizing Women”
6. **Read:** “Kwame Nkrumah – Graphic Biography
7. **Watch:** *Resisting Colonialism: Through a Ghanaian Lens*
8. **Read:** Middle East in the 20th Century
9. **Read:** “Chinese Communist Revolution”
10. **Watch:** *The Chinese Communist Revolution in a Global Perspective*
11. **Activity:** UP Notebook
12. **Read:** “Civil Rights and Global Liberation”
13. **Read:** “Apartheid”
14. **Activity:** Geography – Unit 8 Mapping Part 2
15. **Activity:** Writing – Peer Editing
16. **Assessment:** Unit 8 LEQ



Unit 9—Globalization 1900 to Present

Unit 9 Problem: How are our lives today similar and different, and what history explains these variations and commonalities?

1. The period from 1750 has been an era in which human rights and rights of citizenship have been expanding. So why has genocide been so widespread during the late twentieth and early twenty-first centuries?
2. Globalization has made it possible for us to efficiently produce and distribute goods around the world. What are the pros and cons of this increase in industrial production?
3. How has the more rapid movement of people and ideas through global networks changed our sense of identity, and how have people responded to these changes?

Learning Objectives

1. Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.
2. Evaluate how globalization has impacted inequality around the world.
3. Investigate how different groups have responded to globalization.
4. Analyze how human rights have been impacted in a modern world.
5. Analyze how globalization has impacted the environment.
6. Use historical thinking practices and reasoning skills such as claim testing, historical comparison, continuity and change over time, and claim testing to analyze historical events and processes.
7. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

Lesson 9.0: Unit 9 Overview

1. **Watch:** *Unit 9 Overview*
2. **Read:** “Unit 9 Overview: Globalization 1900 to Present”
3. **Activity:** Vocab – Tracking 9.0
4. **Activity:** Vocab – Word Wall 9.0
5. **Activity:** UP Notebook 9.0
6. **Activity:** CCOT – Unit Comparison
7. **Read:** “Data Exploration: Future Population Growth”
8. **Activity:** Project X – Final Project

Lesson 9.1: Introduction to an Age of Intense Globalization

1. **Read:** “Introduction to Globalization”
2. **Watch:** *Globalization I - The Upside: Crash Course World History #41*
3. **Activity:** What’s the Downside of Globalization?
4. **Read:** “The Trouble with Globalization”
5. **Read:** “Is the World Flat or Spiky?”

Lesson 9.2: Rights in Global Change

1. **Read:** Introduction to Globalization”
2. **Activity:** Comparison – Rights Documents
3. **Read:** “Why Does Genocide Still Happen?”
4. **Watch:** *Nonviolence and Peace Movements: Crash Course World History #228*



Lesson 9.3: Economics in the Global Age

1. **Activity:** Dollar Street Project
2. **Read:** “International Institutions”
3. **Read:** “The Rise of China”
4. **Watch:** *Global China in the 21st Century*
5. **Read:** “Hua Guofeng – Graphic Biography”
6. **Read:** “Goods Around the World”
7. **Activity:** Follow the Product
8. **Read:** “WTO Resistance”
9. **Activity:** Our Interconnected World – Frames

Lesson 9.4: Identity and Resistance

1. **Activity:** Making Claims – Globalization
2. **Read:** “Transnationalism and the Revival of Nationalism”
3. **Read:** “A Century of Refugees”
4. **Watch:** *Indigenous Americans and Globalization*
5. **Activity:** Claim Testing – Globalization
6. **Watch:** *Conflict in Israel and Palestine: Crash Course World History #223*
7. **Read:** “September 11, 2001”
8. **Read:** “Islam Alhashel – Graphic Biography”
9. **Read:** Our Networks Today”
10. **Read:** “Ugandan Migrants – Graphic Biography”
11. **Read:** “Movements to End Racial Injustice: From Civil Rights to Black Lives Matter”
12. **Activity:** Redraw the Frames

Lesson 9.5: Globalization and the Environment

1. **Activity:** UN Sustainable Development Goals
2. **Read:** “The Anthropocene”
3. **Read:** “Population and Environmental Trends: 1880 to the Present”
4. **Watch:** *Green Revolution*
5. **Activity:** UP Notebook
6. **Read:** “Environmentalism”
7. **Activity:** The World in 2050
8. **Read:** “Conflicts Over Natural Resources”
9. **Read:** “LaDonna Brave Bull Allard” (Graphic biography)
10. **Activity:** Causation – Environmental Change
11. **Activity:** Writing – Self Editing
12. **Assessment:** Unit 9 DBQ