



# 2021/22 SAMPLE YEAR-LONG COURSE PLAN – 1750

## 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 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	3 weeks
2	September 24	4 weeks
3	October 25	4 weeks
4	November 29	3 weeks
5	January 3	3 weeks
6	January 24	4 weeks
7	February 21	5 weeks
8	March 28	4 weeks
9	May 2	5 weeks

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

## Unit 1—The World in 1750

**Unit 1 Problem:** In 1750, how were humans and societies connected to each other, and how were they distinct and unique?

1. Why do we start this course in 1750? What are some advantages or limitations of that decision?
2. What are some narratives that are used by historians to interpret the history of the period from 1750 to the present? How might we test those narratives?
3. How can we describe the world in this era in terms of communities, networks, and systems of production and distribution?



## Learning Objectives

1. Understand and evaluate history as a discipline of study.
2. Examine how historians have framed history by creating narratives by employing different scales of time and space.
3. Analyze the advantages, disadvantages, and challenges to creating historical narratives and using different temporal and spatial scales and perspectives.
4. Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.
5. Analyze and evaluate concepts such as claim testing, contextualization, causation, continuity and change over time, sourcing, and historical comparison.

## Lesson 1.0: History Stories

1. **Opening:** 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:** Three Close Reads – Introduction
6. **Read:** “The Rise of the West?”
7. **Activity:** Vocab – Word Wall 1.0
8. **Activity:** UP Notebook
9. **Closing:** Claim Testing – Introduction

## Lesson 1.1: 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. **Closing:** Draw the Frames

## Lesson 1.2: Scaling to Two Places in the World

1. **Activity:** Our Interconnected World
2. **Watch:** *Unit 1 Overview*
3. **Read:** “Unit 1 Overview: The World in 1750”
4. **Activity:** Geography – Unit 1 Mapping
5. **Activity:** CCOT – Introduction
6. **Read:** “European States and Empires”
7. **Read:** “Qing Dynasty”
8. **Watch:** *Macartney’s Expedition and the Global Economy*
9. **Read:** “Global Production and Distribution in 1750”
10. **Activity:** Sourcing – Introduction
11. **Read:** Primary Sources: Europe and China in 1750
12. **Activity:** Causation - Alphonse the Camel

## Lesson 1.3: Expanding to a Global Scale

1. **Activity:** Vocab – Live Concept Mapping
2. **Activity:** Comparison – Life in 1750 and Today



3. **Activity:** Empire Building
4. **Read:** “Ottoman Empire”
5. **Read:** “Mughal Empire”
6. **Read:** “Tokugawa Shogunate”
7. **Read:** “Sub-Saharan Africa”
8. **Read:** “Americas in 1750”
9. **Read:** “Oceania and the Pacific”
10. **Watch:** *Omani Empire*
11. **Read:** “Primary Sources: The World in 1750”
12. **Activity:** Introduction to Three Close Reads for Graphic Biographies
13. **Read:** “Qing Shih” (Graphic biography)
14. **Closing:** UP Notebook
15. **Assessment:** DBQ 0

## Unit 2—Liberal and National Revolutions

**Unit 2 Problem:** How were ideas about political identity and experience transformed by revolutions and nationalism?

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 practices and reasoning skills such as claim testing, causation, and sourcing to evaluate historical events and processes. (CO5)
5. 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”
3. **Watch:** *Frames in Unit 2*
4. **Activity:** *Geography – Unit 2 Mapping Part 1*
5. **Activity:** Vocab – Tracking 2.0
6. **Activity:** Vocab – Word Wall 2.0
7. **Activity:** UP Notebook
8. **Read:** “A Guide to Reading Charts”
9. **Activity:** Three Close Read for Data – Introduction
10. **Read:** “Data Exploration: Population”



### Lesson 2.1: Ingredients for Revolution

1. **Opening:** Revolution or Evolution?
2. **Watch:** *The Scientific Revolution and the Age of Enlightenment*
3. **Activity:** Sourcing – The Inoculation Debate
4. **Read:** “The Enlightenment”
5. **Activity:** Enlightenment Quotes
6. **Watch:** *Diderot’s 1750 Encyclopedia*
7. **Read:** “Primary Sources: Words of the Enlightenment”
8. **Read:** “Sovereignty”
9. **Read:** “Edmund Burke” (Graphic biography)
10. **Activity:** Claim Testing – Authority
11. **Read:** “Economic and Material Causes of Revolt”
12. **Closing:** Causation – Revolutions

### Lesson 2.2: Revolutions Around the World

1. **Opening:** So You Want a Revolution?
2. **Read:** “The Atlantic Revolutions”
3. **Read:** “West Africa in the Age of Revolution”
4. **Watch:** *Haitian Revolution*
5. **Activity:** Revolutionary Women
6. **Read:** “Manuela Sáenz, Jonotas, and Natan – Graphic Biography”
7. **Activity:** 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*
8. **Activity:** Making Claims - Revolutions

### Lesson 2.3: Nationalism

1. **Opening:** Who Am I?
2. **Read:** “Origins and Impacts of Nationalism”
3. **Watch:** *Nationalism*
4. **Activity:** Vocab – Word Wheel
5. **Read:** “The World Revolution of 1848”
6. **Activity:** Responsibility and Compassion
7. **Read:** “Italian Nationalism”
8. **Read:** “Bismarck and German Unification”
9. **Read:** “Ethnic Nationalism”
10. **Read:** “Rifa’a al-Tahtawi” (Graphic biography)
11. **Activity:** UP Notebook
12. **Watch:** *Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34*
13. **Activity:** Geography – Unit 2 Mapping Part 2
14. **Activity:** What is This Asking? Introduction
15. **Activity:** Writing – Claim and Focus Part 1
16. **Assessment:** Unit 2 LEQ



## Unit 3—Industrialization

**Unit 3 Problem:** How was the Industrial Revolution experienced differently by people around the world?

1. What were the local, regional, and global reasons that the Industrial Revolution began first in Great Britain?
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 industrialization and nationalism in the creation of new empires and the rise of the nation-state.
3. Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this unit.
4. Apply historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, and continuity and change over time to evaluate these historical events and processes.

### Lesson 3.0: Unit 3 Overview

1. **Watch:** *Unit 3 Overview*
2. **Read:** "Unit 3 Overview"
3. **Watch:** *Frames in Unit 3*
4. **Activity:** *Geography – Unit 3 Mapping Part 1*
5. **Activity:** Vocab – Tracking 3.0
6. **Activity:** Vocab – Word Wall 3.0
7. **Activity:** UP Notebook
8. **Activity:** CCOT – Revolutions to Industrialization
9. **Read:** "Data Exploration: Greenhouse Gas Emissions"

### Lesson 3.1: Origins of the Industrial Revolution

1. **Activity:** Urbanization Game
2. **Read:** "Scale of the Industrial Revolution"
3. **Watch:** *Origins of the Industrial Revolution*
4. **Read:** "The Scientific Revolution"
5. **Activity:** Images of the Industrial Revolution
6. **Read:** "The Industrial Revolution"
7. **Activity:** Claim Testing – Evidence
8. **Watch:** *Coal, Steam, and The Industrial Revolution: Crash Course World History #32*
9. **Activity:** Contextualization – How was Industrialization Possible?
10. **Closing:** Redraw the Frames

### Lesson 3.2: Global Industrialization

1. **Activity:** When Countries Industrialized



2. **Read:** “Global Transformations of the Industrial Revolution”
3. **Read:** “Japan’s Industrial Revolution”
4. **Activity:** Vocab – Word Relay
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:** “Industrialization and Migration”
11. **Activity:** UP Notebook
12. **Activity:** Causation – Industrialization to Migration
13. **Watch:** *The Railroad Journey and the Industrial Revolution: Crash Course World History 214*
14. **Activity:** Geography – Unit 3 Mapping Part 2
15. **Activity:** Writing – Analysis and Evidence and WHP Concepts Part 1
16. **Assessment:** Unit 3 DBQ

## Unit 4—Transformation of Labor and Social Relations

**Unit 4 Problem:** How did nineteenth-century transformations in the way people worked, lived, and learned shape our world today?

1. What are the different explanations presented in this unit for the abolition of slavery and which ones do you agree with the most?
2. What new ideas emerged about labor and production and distribution during this period and how do they relate to today’s world?
3. How did conceptions of gender and childhood change in this period and how widespread were these changes?

### Learning Objectives

1. Analyze how industrialization impacted people’s lives in the long nineteenth century and how these impacts continue to affect our modern world.
2. Critique a number of theories about what prompted the abolition of slavery.
3. Assess the new labor and economic systems that emerged during the long nineteenth century.
4. Evaluate why people’s perceptions of gender and childhood changed during this era.
5. Use historical thinking practices and reasoning skills such as claim testing, historical comparison, contextualization, and sourcing to evaluate historical events and processes.
6. 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”
3. **Watch:** *Frames in Unit 4*
4. **Activity:** Geography – Unit 4 Mapping Part 1
5. **Activity:** Vocab – Tracking 4.0
6. **Activity:** Vocab – World Wall 4.0
7. **Activity:** UP Notebook



8. **Activity:** Project X – Make a Prediction Part 1
9. **Read:** “Data Exploration: Child Labor”

#### Lesson 4.1: Labor

1. **Activity:** Assembly Line Simulation
2. **Read:** “The Emergence of Industrial Capitalism” (new title: was “Overview of New Economic Systems”)
3. **Read:** “Class Structure”
4. **Activity:** What Is This Asking?
5. **Read:** “The Rise of the Proletariat”
6. **Read:** “Responses to Industrialization”
7. **Read:** “Ottolie Baader” (Graphic biography)
8. **Activity:** The Sadler Report
9. **Activity:** Contextualization – Child Labor
10. **Read:** “Child Labor”
11. **Activity:** Economic Systems Simulation
12. **Watch:** *Capitalism and Socialism: Crash Course World History #33*
13. **Closing:** Making Claims – Capitalism and Socialism

#### Lesson 4.2: The End of Slavery?

1. **Activity:** Vocab – Word Sneak
2. **Watch:** *Impact of the Slave Trade: Through a Ghanaian Lens*
3. **Read:** “Slavery and Capitalism”
4. **Read:** “Why Was Slavery Abolished? Three Theories”
5. **Read:** “Harriet Forten Purvis” (Graphic biography)
6. **Read:** “Race and Post-Abolition Societies”
7. **Closing:** Sourcing – Why Was Slavery Abolished?

#### Lesson 4.3: Gender

1. **Activity:** Comparison - Women’s Suffrage
2. **Read:** “A World Tour of Women’s Suffrage”
3. **Read:** “Changing Gender Roles”
4. **Activity:** Claim Testing – Social Class and Gender
5. **Activity:** Geography – Unit 4 Mapping Part 2
6. **Activity:** UP Notebook
7. **Activity:** Writing – Organization and Language and Style Part 1
8. **Assessment:** Unit 4 LEQ

## Unit 5—Imperialism, Colonialism, and Responses

**Unit 5 Problem:** How were empires created and contested in the nineteenth century, and how did that 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?



4. Why might it have been difficult to overthrow imperial rule?

### 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 practices and reasoning skills such as claim testing, causation, contextualization, continuity and change over time, 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 5.0: Unit 5 Overview

1. **Watch:** *Unit 5 Overview*
2. **Read:** “Unit 5 Overview”
3. **Watch:** *Frames in Unit 5*
4. **Activity:** *Geography – Unit 5 Mapping Part 1*
5. **Activity:** Vocab – Tracking 5.0
6. **Activity:** Vocab – Word Wall 5.0
7. **Activity:** UP Notebook
8. **Activity:** CCOT – Transformations to Responses
9. **Read:** “Data Exploration: Global Inequality”

### Lesson 5.1: The System of Imperialism

1. **Opening:** A Different View
2. **Watch:** *Imperialism: Crash Course World History #35*
3. **Read:** “Industrial Imperialism, the ‘New’ Imperialism
4. **Activity:** Gentlemen of the Jungle
5. **Read:** “Tools of Imperialism”
6. **Activity:** Imperialism Cartoons
7. **Closing:** Claim Testing – Imperialism

### Lesson 5.2: 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 (traded spots with “Struggles and Transformations”)
6. **Read:** “Struggles and Transformations in China”
7. **Watch:** *Opium Wars*
8. **Closing:** Redraw the Frames





### Lesson 5.3: Responses to Colonialism

1. **Activity:** Vocab – What’s My Word?
2. **Activity:** Causation – Indian Uprising
3. **Read:** “1857 Indian Uprising”
4. **Read:** “Azizun of Lucknow” (Graphic biography)
5. **Read:** “Responses to Industrial Imperialism”
6. **Watch:** *Asian Responses to Imperialism: Crash Course World History #213*
7. **Read:** “Dadabhai Naoroji – Graphic Biography”
8. **Activity:** Geography – Unit 5 Mapping Part 2
9. **Activity:** UP Notebook
10. **Read:** “Dual Consciousness”
11. **Activity:** Writing – Claim and Focus Part 2
12. **Assessment:** Unit 5 DBQ

## Unit 6—World War I

**Unit 6 Problem:** How was the First World War the result of changes that occurred in the long nineteenth century?

1. What are different explanations for the origins of the First World War, and which one do you think is most compelling?
2. To what extent was the First World War both a “global” and “total” war?
3. How did the First World War end, and do you think its outcomes created any problems for the future?

### Learning Objectives

1. Understand the causes and consequences of World War I and how this war was the first global and total war.
2. Evaluate how capitalism affected the first 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. Assess the effects of the First World War on the communities that participated.
5. Use historical thinking practices and reasoning skills such as historical comparison and continuity and change over time 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: Unit 6 Overview

1. **Watch:** *Unit 6 Overview*
2. **Read:** “Unit 6 Overview”
3. **Watch:** *Frames in Unit 6*
4. **Activity:** Geography – Unit 6 Mapping Part 1
5. **Activity:** Vocab – Tracking 6.0
6. **Activity:** Vocab – Word Wall 6.0
7. **Activity:** UP Notebook
8. **Activity:** CCOT - Imperialism and Colonialism to WWI



9. **Activity:** Project X – Making a Prediction Part 2
10. **Read:** “Data Exploration: Democracy”

### Lesson 6.1: Origins of the First World War

1. **Opening:** What Is This Asking?
2. **Read:** “What Caused the First World War”
3. **Watch:** *How World War I Started: CCWH #209*
4. **Watch:** *Britain and World War I*
5. **Watch:** *Southeast Asia and World War I*
6. **Watch:** *The Middle East and World War I*
7. **Activity:** Our Interconnected World – World War I
8. **Read:** “The First World War as a Global War”
9. **Read:** “Capitalism and World War I”
10. **Closing:** WWI Poster Analysis

### Lesson 6.2: 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:** “The Mexican Revolution”
7. **Read:** “The Power of One: Russian Revolution”
8. **Activity:** Comparison – Russian Revolution and \_\_\_\_\_
9. **Activity:** UP Notebook
10. **Read:** “A Lost Generation”
11. **Read:** “Dr. Rosa Luxembury” (Graphic biography)
12. **Activity:** World War I Peace Talks
13. **Activity:** *Geography – Unit 6 Mapping Part 2*
14. **Activity:** Writing – Analysis and Evidence and WHP Concepts Part 2
15. **Assessment:** Unit 6 LEQ

## Unit 7—Interwar and World War

**Unit 7 Problem:** How were the horrors of the Second World War possible and what conflicts did it resolve or leave unresolved?

1. Why do you think internationalism failed to stop the rise of extreme nationalism and fascism in the years between the First and Second World Wars?
2. Do you think the Second World War could have been avoided if the democratic powers had taken a stronger stand against authoritarianism and militarism in the 1930s?
3. What made the violence of the war, the Holocaust, other war crimes, and crimes against humanity possible?

### Learning Objectives

1. Understand the rise of fascism in various regions of the world, including its causes and consequences.
2. Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.



3. Analyze the causes, scale, and consequences of World War II.
4. Understand and evaluate the causes, scale, and consequences of the Holocaust.
5. Use historical thinking practices and reasoning skills such as historical comparison and continuity and change over time to analyze historical events and processes.
6. 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”
3. **Watch:** *Frames in Unit 7*
4. **Activity:** *Geography – Unit 7 Mapping Part 1*
5. **Activity:** Vocab – Tracking 7.0
6. **Activity:** Vocab – Word Wall 7.0
7. **Activity:** UP Notebook
8. **Read:** “Data Exploration: War and Peace”
9. **Activity:** Project X – Topic Selection

### Lesson 7.1: Totalitarianism or Liberal Internationalism?

1. **Activity:** Contextualization – The Great Depression”
2. **Read:** “Global Great Depression”
3. **Watch:** *Internationalism Between the Wars*
4. **Read:** “Primary Sources of Internationalism”
5. **Watch:** *What is Fascism?*
6. **Read:** “Fascist Histories, Part I”
7. **Activity:** Political Party Platform

### Lesson 7.2: The Road to War

1. **Opening:** Appeasement
2. **Read:** “Global Story of the 1930s”
3. **Read:** Fascism in Germany
4. **Read:** Fascism in Italy
5. **Read:** Communism in the Soviet Union
6. **Activity:** Communism vs. Fascism
7. **Read:** Authoritarianism in Japan
8. **Activity:** Communism, Fascism, Both, or Neither!
9. **Read:** “Fascist Histories Part II: Exercising Authoritarianism”
10. **Read:** “Appeasement”

### Lesson 7.3: World War II

1. **Read:** “The Second World War”
2. **Watch:** *World War II: Crash Course World History #38*
3. **Read:** “Plaek Phibunsongkhram” (Graphic biography)
4. **Read:** “Economics in the Second World War”
5. **Closing:** Causation – WWII



### Lesson 7.4: Experience and Outcomes

1. **Watch:** *The Fallen of World War II*
2. **Read:** “The Holocaust”
3. **Read:** “Manuel Quezon” (Graphic biography)
4. **Read:** “Primary Sources: Causes, Scale, and Consequence of the Holocaust”
5. **Activity:** Assessing Responsibility and Conscience
6. **Activity:** UP Notebook
7. **Read:** “Nuclear Weapons”
8. **Activity:** Human Rights and Asylum Debate
9. **Read:** “Nuremberg Laws, Nuremberg Trials”
10. **Read:** “Thirty Years of Continuous War”
11. **Activity:** Claim Testing – Global Conflict
12. **Activity:** Geography – Unit 7 Mapping Part 2
13. **Activity:** Writing – Organization and Language and Style Part 2
14. **Assessment:** Unit 7 DBQ

## Unit 8—End of Empire and Cold War

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

1. What was the Cold War really about? What happens if we ask this question from different perspectives—from that of the US, the Soviet Union, or from 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 and continuity and change over time to analyze historical events and processes.
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”
3. **Watch:** *Frames in Unit 8*
4. **Activity:** Geography – Unit 8 Mapping Part 1
5. **Activity:** Vocab – Tracking 8.0
6. **Activity:** Vocab – Word Wall 8.0
7. **Activity:** UP Notebook
8. **Activity:** CCOT – WWII to the Cold War
9. **Read:** “Data Exploration: Nuclear Weapons”



10. **Activity:** Project X - Research

### Lesson 8.1: The Cold War

1. **Activity:** Simulation– Cold War Crisis
2. **Read:** “Devastation of Old Markets”
3. **Read:** “The Cold War: An Overview”
4. **Activity:** Sourcing: Who Started the Cold War?
5. **Watch:** *USA vs USSR Fight! The Cold War: Crash Course World History #39*
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”
12. **Closing:** Redraw the Frames

### 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. **Read:** “And then Gandhi Came: Nationalism, Revolution, and Sovereignty”
5. **Activity:** Comparison – Decolonizing Women
6. **Read:** “Decolonizing Women”
7. **Read:** “Kwame Nkrumah” (Graphic biography)
8. **Read:** “The Middle East and the End of Empire”
9. **Read:** “Chinese Communist Revolution”
10. **Watch:** *The Chinese Communist Revolution in a Global Perspective*
11. **Activity:** UP Notebook
12. **Watch:** *Resisting Colonialism: Through a Ghanaian Lens*
13. **Read:** “Apartheid”
14. **Activity:** Geography – Unit 8 Mapping Part 1
15. **Activity:** Writing – Peer Editing
16. **Assessment:** Unit 8 LEQ

## Unit 9—Globalization

**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 the 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”
3. **Watch:** *Frames in Unit 9*
4. **Activity:** Vocab – Tracking 9.0
5. **Activity:** Vocab – Word Walls 9.0
6. **Activity:** UP Notebook
7. **Activity:** CCOT – Unit Comparison
8. **Read:** “Data Exploration: Future Population Growth”
9. **Activity:** Project X – Final Presentation

## 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 an Age of Intense Globalization

1. **Opening:** What Is This Asking?
2. **Read:** “Universal Rights and A Century of Mass Killings”
3. **Activity:** Comparison – Rights Documents
4. **Read:** “Why Does Genocide Still Happen?”
5. **Watch:** *Nonviolence and Peace Movements: Crash Course World History 228*

## Lesson 9.3: Economic Interactions in an Age of Intense Globalization

1. **Activity:** Dollar Street Project
2. **Read:** “International Institutions”
3. **Read:** “The Rise of China”
4. **Watch:** *Global China into the 21<sup>st</sup> Century*
5. **Read:** “Hua Guofeng” (Graphic biography)
6. **Read:** “Following Goods Across the World”
7. **Activity:** Follow the Product
8. **Read:** “WTO Resistance”
9. **Activity:** The Interconnected World – Frames



### Lesson 9.4: Identity in an Age of Intense Globalization: Nationalism, Ethnicity, Internationalism

1. **Opening:** Making Claims – Globalization
2. **Read:** “A Century of Refugees”
3. **Read:** “Transnationalism and the Revival of Nationalism”
4. **Watch:** *Indigenous Americans and Globalization*
5. **Read:** “The Zapatistas in Mexico”
6. **Activity:** Claim Testing – Globalization
7. **Watch:** *Conflict in Israel and Palestine: Crash Course World History #223*
8. **Read:** “Islam Alhashel” (Graphic biography)
9. **Read:** “Our Networks Today”
10. **Read:** “Ugandan Migrants” (Graphic biography)
11. **Read:** “September 11, 2001”
12. **Closing:** Redraw the Frames

### Lesson 9.5: The Environment in an Age of Intense Globalization

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. **Watch:** *Drought and Famine: Crash Course World History #208*
7. **Watch:** *Humans and Energy: Crash Course World History #207*
8. **Read:** “Environmentalism”
9. **Activity:** The World in 2050
10. **Read:** “Conflicts Over Natural Resources”
11. **Watch:** *Water and Classical Civilizations: Crash Course World History #222*
12. **Read:** “LaDonna Brave Bull Allard” (Graphic biography)
13. **Activity:** Writing – Self Editing
14. **Assessment:** Unit 9 DBQ