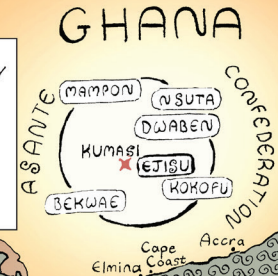


# YAA ASANTEWAA, QUEEN MOTHER OF EJISU

IN THE 19TH CENTURY, THE REGION WE KNOW TODAY AS GHANA WAS DOMINATED BY THE ASANTE CONFEDERATION - A UNION OF SEVERAL SMALLER STATES, INCLUDING EJISU, WHERE YAA ASANTEWAA WAS BORN. THESE STATES HAD JOINED TOGETHER TO CONQUER THE WHOLE AREA.



GHANA

ASANTE CONFEDERATION

MAMPON NSUTA  
DWABEN  
KUMASI EJISU  
BEKWAIE HOKOFU

Cape Coast Accra

ELMING COAST

THERE IS A WOMAN, IN GHANA, ABOUT WHOM A SONG IS SUNG:  
"KOOKO HIN KO, YAA ASANTEWAA! THE MERE WOMAN WHO FACES THE CANNON!"  
WHO WAS YAA ASANTEWAA (C.1838-1921), AND WHY DO THEY SING OF HER STILL TODAY?

AUTHOR: TREVOR R. GETZ ARTIST: LIZ CLARKE

IN 1895, YAA ASANTEWAA WAS THE *OHEMAA* OF EJISU, AND ONE OF THE LEADING WOMEN OF THE ASANTE CONFEDERATION. SHE ADVISED HER GRAND-NEPHEW, THE *OHENE* OF EJISU. SHE SERVED ON HIS COUNCIL, AND DECIDED COURT CASES ON HER OWN.

THERE WAS ONE KING OF ASANTE, BUT EACH REGION HAD ITS OWN RULER, OR *OHENE*. THE RULER WAS ADVISED BY THE QUEEN MOTHER, OR *OHEMAA*.

BUT IN THAT YEAR, TRAGEDY STRUCK. BRITISH FORCES INVADDED, SEEKING TO CONTROL ASANTE'S WEALTH AND STRATEGIC POSITION. THEY EXILED THE ASANTE KING AND MANY IMPORTANT MEN, INCLUDING THE *OHENE* OF EJISU.

GIVE ME THE GOLDEN STOOL.

IN HIS ABSENCE, YAA ASANTEWAA LED EJISU FOR FOUR YEARS. BUT THE BRITISH WERE SEEKING MORE AND MORE CONTROL. IN 1900, THE BRITISH DEMANDED THEY SURRENDER THE GOLDEN STOOL - THE THRONE AND SYMBOL OF ASANTE.

WHEN THE MEN OF THE COUNCIL SEEMED LIKELY TO GIVE IN, YAA ASANTEWAA DEMANDED THEY RESIST.

HOW CAN A PROUD AND BRAVE PEOPLE LIKE THE ASANTE SIT BACK AND LOOK WHILE THE BRITISH TAKE AWAY THEIR KING AND CHIEFS, AND HUMILIATE THEM WITH A DEMAND FOR THE GOLDEN STOOL?

THE GOLDEN STOOL.... IF YOU, THE CHIEFS OF ASANTE, ARE GOING TO BEHAVE LIKE COWARDS AND NOT FIGHT, YOU SHOULD EXCHANGE YOUR LOINCLOTHS FOR MY UNDERGARMENTS.

SHE LED A GUERRILLA WAR FOR MONTHS, UNTIL SHE WAS CAUGHT AND SENT INTO EXILE.

YAA ASANTEWAA USED THE 'TRADITIONAL' POWER OF THE *OHEMAA*, BUT ALSO TOOK THE NOVEL STEP OF LEADING RESISTANCE HERSELF. SHE EXEMPLIFIES THE MIX OF TRADITION AND INNOVATION THAT MANY RESISTERS LEARNED TO USE IN THE COLONIAL ERA.

# WHP COURSE GUIDE

1750 TO THE PRESENT

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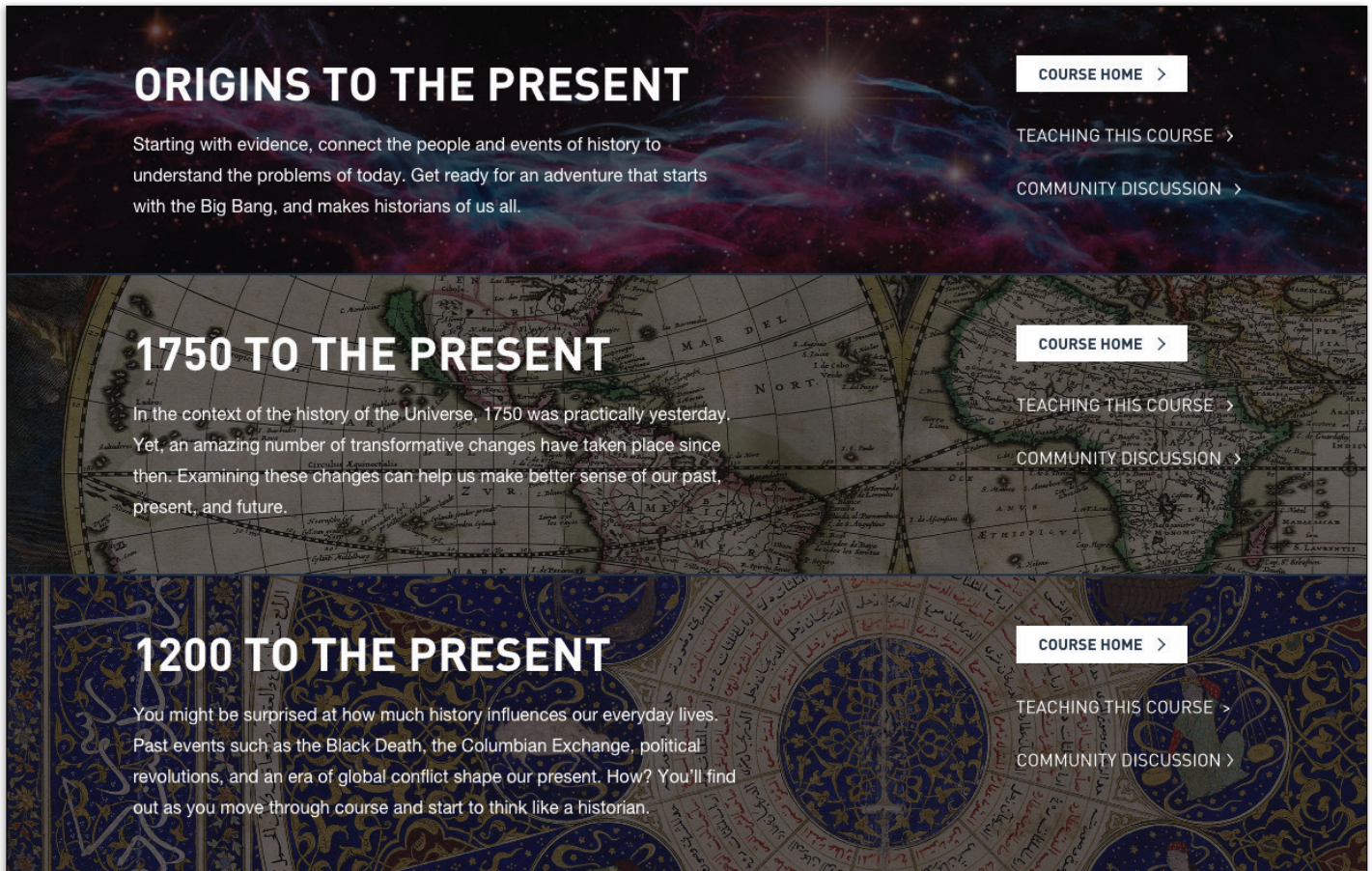
Cover image: Yaa Asantewaa Graphic Biography. Asante was once a powerful empire and Ejisu is where Yaa Asantewaa was Queen Mother.



## World History Project 1750 to the Present Course Overview

Welcome to the World History Project (WHP) 1750 course. This is a global history course aimed at tenth-grade students that provides a cohesive approach to learning and understanding the history of the world. In this course, you and your students will explore the transformations that created our modern world, beginning in the long nineteenth century and ending in our present moment. This course will help students learn how to use stories about our connected human past to orient themselves to their present moment and prepare for the future. We're going to cover a lot of ground (and almost 300 years), but this course is not a typical march-through-time history class that covers one thing after another. Rather, WHP uses a set of overarching inquiry problems and narrative frames, situated at a variety of scales, to organize and facilitate teaching and learning. As you begin your journey with WHP, remember, you're not alone. An active community of teachers and scholars will be along for the ride through this global history of the last three centuries.

In this guide, you will find descriptions of the course problem and objectives; the frames of WHP; the WHP 1750 periodization scheme; and detailed information about the course structure and content. For an overview of OER Project and OER's overall approach, including our inquiry framework and philosophy and our suggested approaches to teaching, check out the OER Project Teaching Guide. In addition, if you think one of our other world history courses might be a better fit for your classroom, check out their respective course guides (we offer three world history courses: WHP Origins, WHP 1200 to the Present, and this course described here, WHP 1750 to the Present).



The banner features three horizontal panels, each representing a different WHP course. The top panel, 'ORIGINS TO THE PRESENT', has a cosmic background with nebulae and stars. The middle panel, '1750 TO THE PRESENT', features an old world map. The bottom panel, '1200 TO THE PRESENT', has a background of intricate Islamic geometric patterns. Each panel includes a title, a brief description, and three links: 'COURSE HOME', 'TEACHING THIS COURSE', and 'COMMUNITY DISCUSSION'.

### ORIGINS TO THE PRESENT

Starting with evidence, connect the people and events of history to understand the problems of today. Get ready for an adventure that starts with the Big Bang, and makes historians of us all.

[COURSE HOME >](#)

[TEACHING THIS COURSE >](#)

[COMMUNITY DISCUSSION >](#)

### 1750 TO THE PRESENT

In the context of the history of the Universe, 1750 was practically yesterday. Yet, an amazing number of transformative changes have taken place since then. Examining these changes can help us make better sense of our past, present, and future.

[COURSE HOME >](#)

[TEACHING THIS COURSE >](#)

[COMMUNITY DISCUSSION >](#)

### 1200 TO THE PRESENT

You might be surprised at how much history influences our everyday lives. Past events such as the Black Death, the Columbian Exchange, political revolutions, and an era of global conflict shape our present. How? You'll find out as you move through course and start to think like a historian.

[COURSE HOME >](#)

[TEACHING THIS COURSE >](#)

[COMMUNITY DISCUSSION >](#)

Three WHP course options

## Course Problem and Objectives

### WHP 1750 Course Problem

**How have we and our human communities converged and integrated to be so similar yet remain fragmented and so different?**

Our students live in and experience the world in multiple communities. They live in a *global community* connected by networks and webs that have increasingly enabled the exchange of ideas, goods, and peoples across the world. Every part of the world is connected to and interacts with one another to varying degrees. Such linking of cultures, commodities, ideas, and peoples is unprecedented. The webs and networks of these connections grow thicker and more extensive every year. Increasingly, more people have access to global communication networks. As we grow more connected, more of the human population shares collective understandings, which has led to remarkable similarities in systems of production, governance, social relations, ideas, technology, use of energy, and relationship to nature. In short, students live in a world where a high degree of global integration has occurred, and histories are intertwined.

However, students across the globe also live in *local and differentiated communities* defined by such things as nationality, ethnicity, and socioeconomic status. Amid the similarities discussed above, people also have a local and personal sense of difference. Thus, they live simultaneously in a world of accelerating integration and proliferating differentiation.

In order to address these issues, we ask, “How have the communities and peoples of the world converged and diverged over time? In short, why have we come to be so similar and yet so different?”

Throughout the course, we look within and across time periods to see both how humans have grown more integrated, interconnected, and similar, and how we’ve remained fragmented, autonomous, and different from each other.

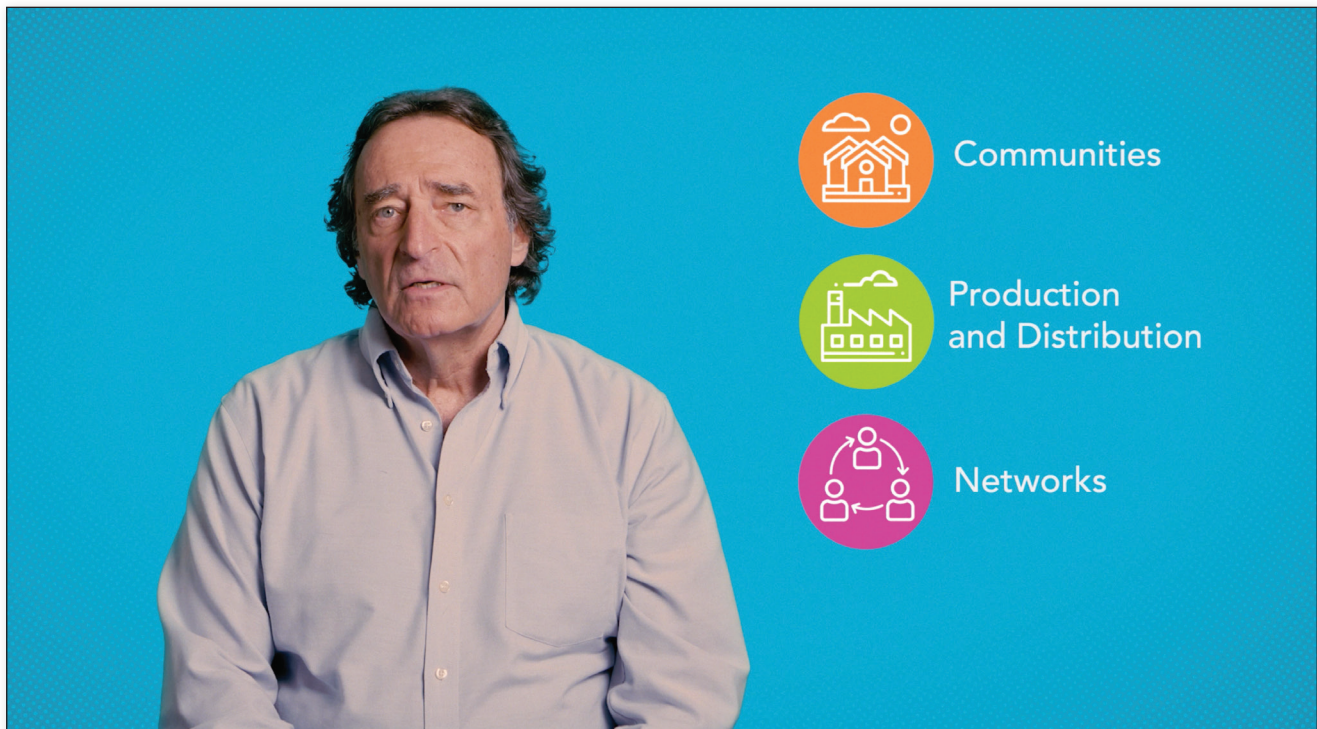
### WHP Course Objectives

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.



## The Frames of WHP

In WHP, we ask you and your students to examine world history through different lenses, or frames. We use the frames to help students organize the vast amount of information they will encounter in world history, giving them a framework to help make sense of all the ways in which someone could tell the history of the world. This approach highlights the idea that historical accounts are based on particular perspectives. More important, these frames provide students with big picture, historical “stories,” thus providing a cohesive backdrop against which students can construct their historical understanding. As students move through the course, they will examine how each frame has changed over our long history. The frames of WHP 1750 are communities, networks, and production and distribution, which are described in detail later in this section.



*Professor Bob Bain, describing WHP frames*

## Background

We use the frames to help students build and maintain historical coherence.<sup>1</sup> Through the chronological narrative that accompanies each frame, we introduce students to a big, global, overgeneralized *starter* picture of historical events and processes. Pitched at very large scales of time and space, these provide a brief story arc to help students contextualize, organize, connect, and evaluate the historical data—names, facts, and events—they encounter at smaller scales throughout the course.

While the frames are helpful for the zoomed-out view of history and for gaining an overarching understanding of what happened over a long period of time, their limitations become clear when zooming in, or examining the past

<sup>1</sup> Constructing a usable and coherent understanding of the past has long been a problem in history courses. Students report the study of history is often “one thing after another,” while research has shown that students’ knowledge of the past is often a fragmented jumble of facts and events with few connections. For a discussion of such research, see Robert B. Bain, “Challenges of Teaching and Learning World History,” in *A Companion to World History*, ed. Douglas Northrop (Cambridge: John Wiley & Sons, 2012), 111–127.

from smaller scales. But these limitations also carry benefits. Through studying historical processes and events at smaller scales, students are able to use what they are learning to test the usefulness and the limits of the frames. Much like we test and modify theories, students will be able to determine if the information they are learning *supports, extends, or challenges* what they currently know about the frame narrative.

## Scale Switching to Support, Extend, or Challenge Frame Narratives

Students use and analyze the frame narratives by “scale switching,” moving between the global ideas that the frame narratives present and the processes or events at smaller scales of time and space.<sup>2</sup> The goal of this analysis is to determine the degree to which historical events *support, extend, or challenge* a frame narrative. Students will consider how some human experiences reflect the transformations articulated in a frame narrative, and will also look for experiences that diverge from the frame narratives they are given. In this way, students evaluate the stories we give them, identifying areas where the narrative is in need of modification.

It might be helpful to think of the frame narratives as road maps, guides that we present to students at the beginning of the course to get them started on their world history journey. Like a road map, the frame narrative highlights historical transformations and provides information about turns and landmarks. The frames should help students see where we’ve been, where they are, and where they are going. The frame narrative they start with, therefore, will be quite different from the finished frame narrative.

The frames and their narratives are woven into WHP in the following ways:

- Frame videos are placed in the first lesson of each era
- Most articles attend to the frames to some degree, and the Three Close Reads tool directly addresses frames
- Many other videos highlight the frames
- Various “thinking tools” (the Comparison, Contextualization, CCOT, and Three Close Reads tools) address the frames

We also ask students to engage in two specific activity types that directly address the frames or support scale switching (this is in addition to what they do as part of other work in the course):

- **Draw and Redraw the Frames**

In the first era, students are asked to draw a visual representation of the frames based on the frame introduction videos. Then, throughout the course, they are asked to redraw the frames, an activity that allows students to focus on representing their understanding of the frame narrative at that point in the course. Over time, these drawings show how their thinking around frame narratives has changed and grown over time.

- **Graphic Biographies**

Graphic biographies are used toward the end of each era to show history at a very small scale—the level of the individual. These biographies are one of the best ways for students to zoom in, and doing so helps bring nuance to their understanding of history. Although the biographies might complicate the frame narratives—the experience of an individual will not necessarily fit with the global experience—they don’t invalidate the frames; they just deepen and enrich them. Graphic biographies are explained in more depth later in this guide.

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<sup>2</sup> Jo Guldi and David Armitage, *The History Manifesto* (Cambridge: Cambridge University Press, 2014), 13.



## Frame Narratives

So, why select these three frames (communities, networks, and production and distribution), when there are probably an infinite number of frames through which we can view history and construct the story of the past?

These particular frames allow students to understand the increasing connectedness of the human experience over time while still identifying the complexity and differences that enrich our understanding of the past. In this way, they help us get to the core of the shared human experience while still recognizing the uniqueness of each individual's existence. Moreover, rather than pulling out and separating culture, gender, politics, technology, economics, and social organization into their own interpretive boxes, these frames help students see how they are wrapped together at different levels—in small communities, in states, and through larger networks.

As students use the frames to identify and evaluate the degree to which people and cultures have grown increasingly connected over our long history, they will examine the integration and interconnection of human experiences and our increasingly common approaches to living. At the same time, by zooming in, students will identify distinctions and differences among the human community and human experiences, distinctions that extend or challenge the narrative story arc, making it more complex, plausible, and useful.

## Networks

*How do we define networks in the course?*

The OER Project defines *networks* as the patterns of connections between and among people and their communities. Networks link populations of people, enabling people living in different communities to move and share ideas, material goods, crops, animals, pathogens, and even people. We communicate across and through our networks.

*In what ways are we interconnected?*

We are all connected to other people, some of them very close friends and relatives without whom we would not survive childhood and without whom adulthood would be very difficult. But these connections go beyond the communities in which we live and the people we know directly. They become networks—webs of people to whom we are interconnected through the exchange of things and ideas. One way to tell the history of the world is to focus on how our connections to other people have changed over time. It is a story of how we became connected to more and more people across larger and larger parts of the Earth. Today, in many ways, we are all connected—all 7 billion of us.

In 1750, some human networks stretched across the globe, as trading companies, empires, and economic systems forged new connections. But in most places, connections remained distinctly local. But soon, revolutions forged new connections within and across borders. Liberal and national revolutions depended on networks of like-minded people spreading ideas and taking action. The Industrial Revolution made it possible for people within networks to travel and communicate with each other faster than ever before. Reform movements depended on international networks to challenge the structures of the industrial world. As the old diplomatic systems broke down, failures of international networks helped produce two world wars. As the world recovered from these failures, colonized peoples formed networks to resist colonialism and throw off the chains of empire. Today, digital networks and



globalization have connected the world more than ever before. As humans seek to address the challenges of the future, our relationships to one another will be crucial to finding solutions.

## Production and Distribution

*How do we define production and distribution in the course?*

We refer to *production* as how we make things and *distribution* as how we share, sell, or trade them within our communities and across networks.

*How do we make and distribute the stuff we need and use?*

One thing that humans share is the need and desire for stuff. Like all animals, we need food and drink to survive. Like a small subset of animals, such as the octopus, some birds, and other apes, we make physical tools to interact with our environment. Alone among all species on Earth, humans have developed a culture that makes and consumes cultural products like art, music, and video. How we make, share, and use these things is one way to view human history, and this is the theme at the core of the production and distribution frame.

Humans have had many strategies for getting the stuff we need to live. We call these strategies *production*. Production has changed dramatically over time, becoming increasingly complex. As late as 1750, most humans produced most of what they needed locally. But the Industrial Revolution and colonialism changed all that. These two processes connected the world into a single economic system that produces ever-increasing amounts of stuff. Sometimes, this increasing production has been the result of great increases in productivity—the amount that any one person can make. At other times, people have acquired more of what they want through violence and force. The horrors of two world wars showcased the dramatic effects of our ability to produce goods—and weapons—at an industrial scale.

As our tools and organization have become more complex and our communities larger, we have had to create new methods of distributing the things we make. The processes of globalization have woven the world together into huge systems of production and distribution. Where once small families shared and consumed only what they made or foraged themselves, we now purchase or download things made far away, often in many stages and by many different people who may barely know each other, if they know each other at all. Some things are distributed through very formal systems, through massive corporations or by governments, while others are locally produced or available for distribution through less formal systems, such as via online or social networks.





## Communities

### *How do we define communities in the course?*

*Communities* are defined as the ways in which we've structured the societies around us, including the state and religion. There are numerous types of communities including those on the smallest scale such as families and a multitude of different configurations which include neighborhoods, states, religions, and even online forums..

### *How have we organized the communities in which we live?*

Humans have always lived in groups. In the beginning, those groups were very small. Today, they are quite big, with some in the billions. Once, our sense of community was quite simple, with few rules and little need to consciously think about it. Now, many of us live in very complex communities with laws and rules, and most of us belong to several communities at once. The idea of community is different from the concept of the networks that we looked at earlier, although they may overlap. Unlike networks, which are defined through exchange, communities, by definition, share a sense of identity, of being "us" or "we." Networks often stretch between communities, connecting them to each other.

The kinds of communities in which we've lived, the ways we've organized them, and how we've understood our membership in them, is constantly changing, but throughout our existence, being a member of a community—or several communities at the same time—has remained a central feature of human existence.

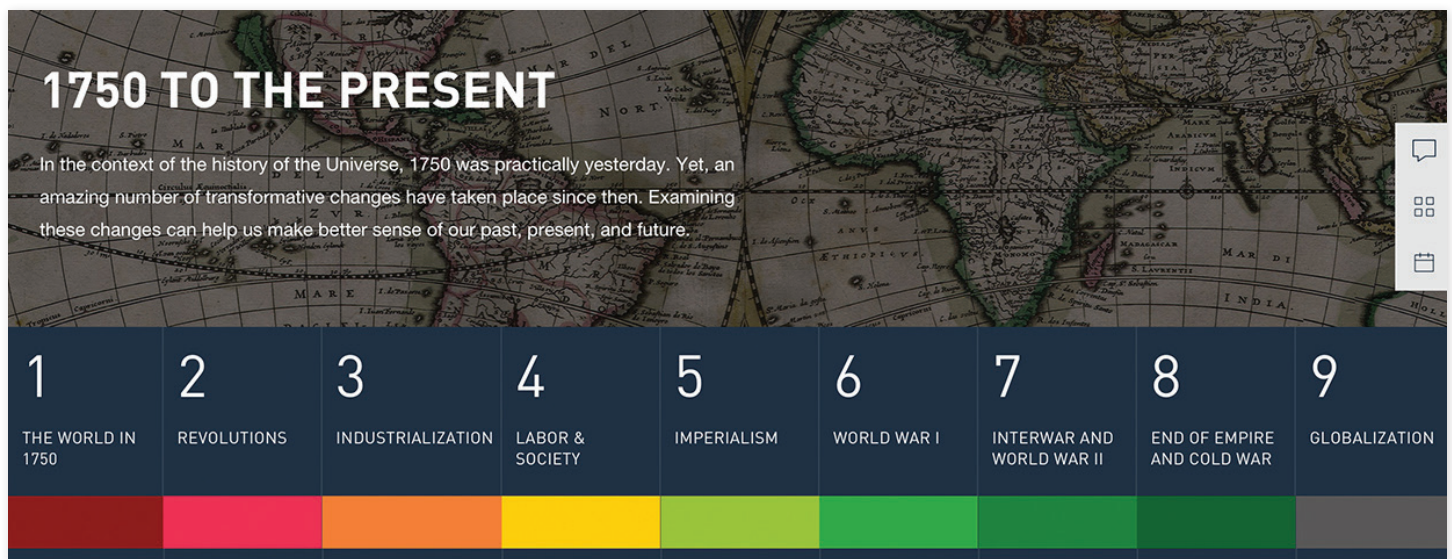
Communities are groups of humans tied to each other through structures and ideas. The structures are sometimes spoken about as "laws" or "politics." In 1750, most people identified with small, local communities and lived under the rule of monarchies. But the liberal and national revolutions of the long nineteenth century transformed people's political identities and the system of rule under which they lived. New ideas about individual and political sovereignty reimagined human communities yet again, as liberal and national revolutions created the world of nation-states we still live in today. As the world grew more interconnected, communities came into more frequent contact with each other, often violently. The systems of imperialism and colonialism allowed a few people in distant communities to rule over many people in their colonies across the world. In the first half of the twentieth century, two world wars again changed the communities people identified with. Fascism and authoritarianism attempted to redefine human communities—and who belonged in them. After the Second World War, nation-states banded together in an attempt to prevent our communities from again descending into global war. In the past century, global institutions have attempted to create a single international community, and the Internet has created new digital communities.



## WHP 1750 Periodization Scheme

We divide this course into two sections. In the first five units, we cover the global transformations of the long nineteenth century (1750–1914), while the last four units take us through the dramatic events of the twentieth century and into the current century. Students will explore the nineteenth century thematically, tackling topics including revolutions, industrialization, and imperialism in each unit. This means there will be significant overlap between units, both thematically and chronologically. WHP's overlaps facilitate a focus on historical processes in addition to historical events. All periodization schemes are constructions made by historians to help organize and make sense of the past. Historians, not the past, create historical periods or eras. We hope that by periodizing the course in this way and dividing the long nineteenth century thematically, we will prepare students to make sense of the horrific violence and remarkable progress of the twentieth and twenty-first centuries.

- **Unit 1:** The World in 1750
- **Unit 2:** Liberal and National Revolutions (1750-1914 CE)
- **Unit 3:** Industrialization (1750-1914 CE)
- **Unit 4:** Labor and Society (1750-1914 CE)
- **Unit 5:** Imperialism, Colonialism, and Responses (1750-1914 CE)
- **Unit 6:** World War I (1914 CE-present)
- **Unit 7:** Interwar and World War II (1914 CE-present)
- **Unit 8:** End of Empire and Cold War (1914 CE-present)
- **Unit 9:** Globalization (1914 CE-present)



*1750 periodization scheme*

## Unit Problems and Learning Objectives

In this section, we document the learning objectives for each unit. In addition, we describe the Unit Problems, which students directly respond to throughout each era, a practice that enables them to see how their thinking has changed over time. Finally, each narrative gives a brief description of the history of that era. For more specific



frame narratives and the historical thinking practices that are addressed in each era, along with some teaching tips, please see the relevant Unit Guide, found in the ribbon at the top of each unit page of the WHP website.



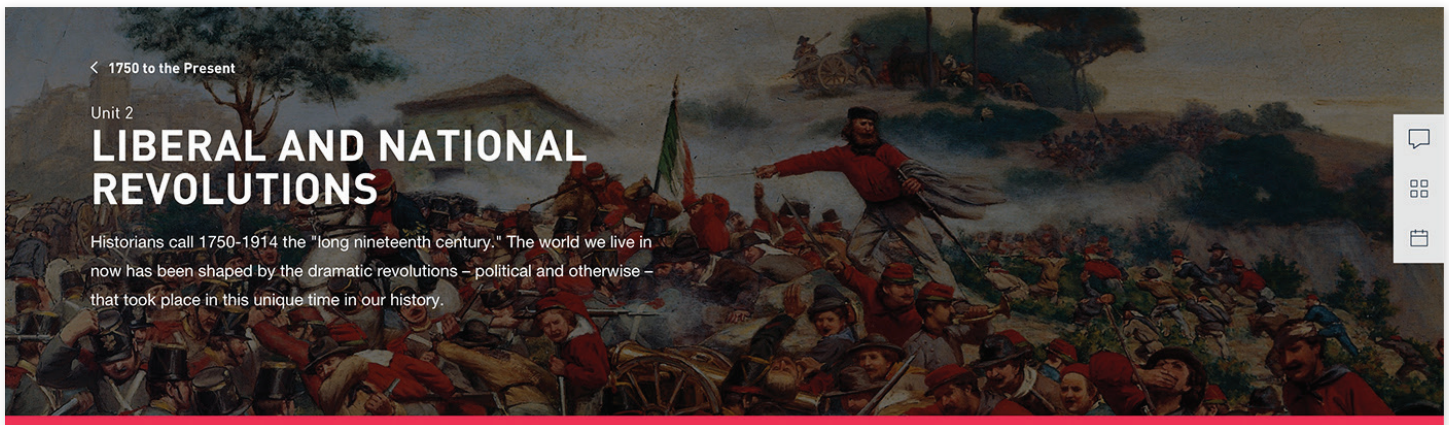
## Unit 1: The World in 1750

**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?

### Unit 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.



## Unit 2: Liberal and National Revolutions

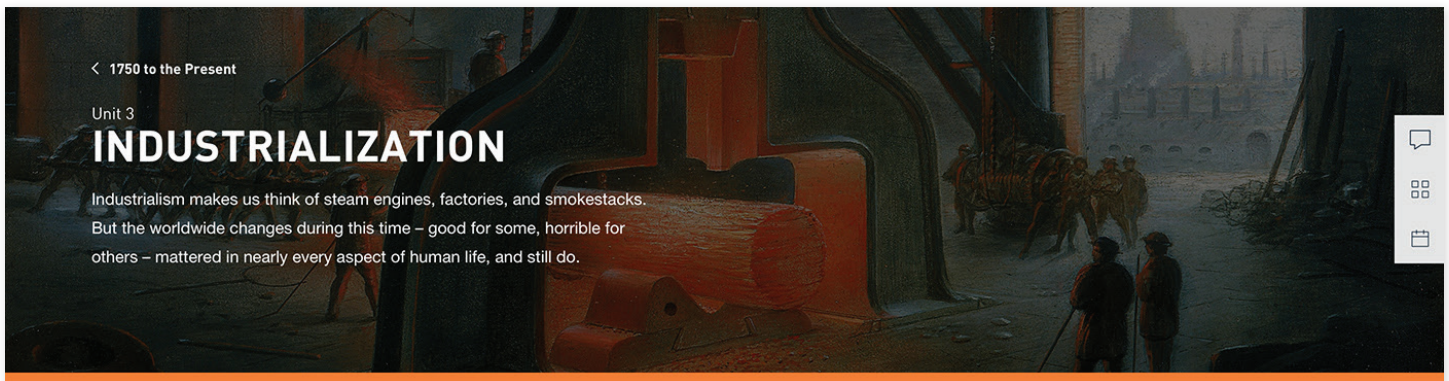
**Unit 2 Problem:** How were ideas about political identity and experience transformed by revolutions and nationalism?

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?

### Unit 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.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.





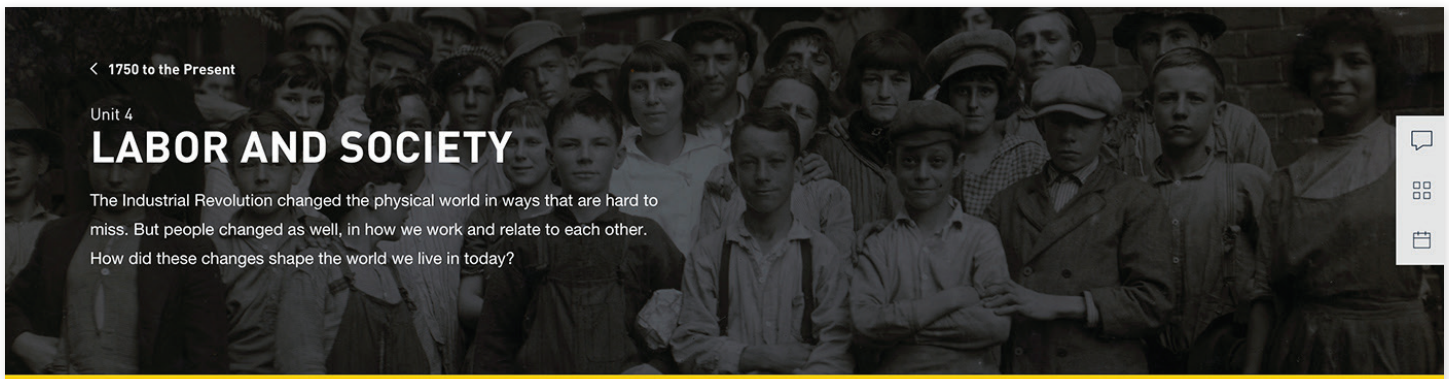
## Unit 3: Industrialization

**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?

### Unit 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. Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this unit.
4. Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, 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.

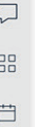


&lt; 1750 to the Present

Unit 4

## LABOR AND SOCIETY

The Industrial Revolution changed the physical world in ways that are hard to miss. But people changed as well, in how we work and relate to each other. How did these changes shape the world we live in today?



### Unit 4: Labor and Society

**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?

### Unit 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.



## Unit 5: Imperialism, Colonialism, and Responses

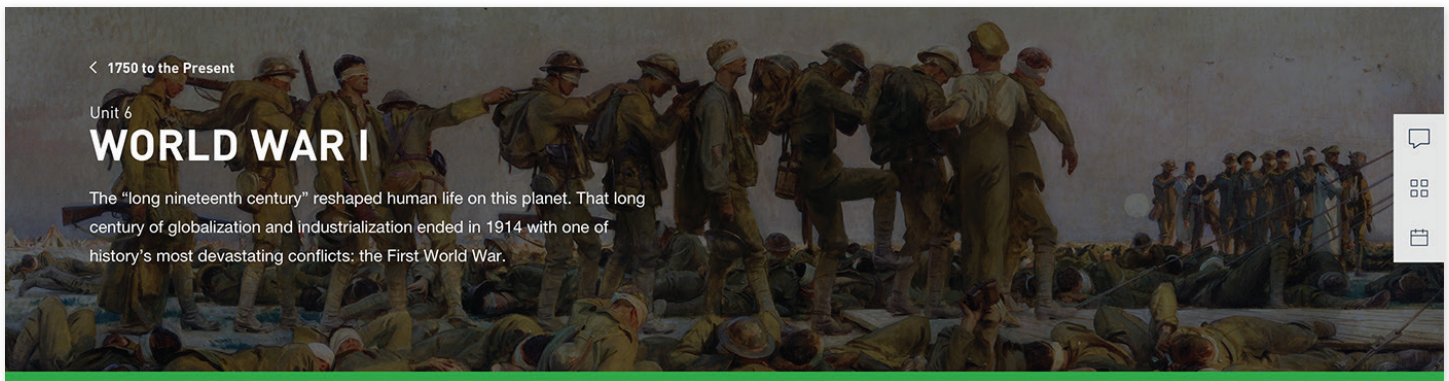
**Unit 5 Problem:** How were empires created and contested in the nineteenth century, and how did that shape our world today?

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?

### Unit 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.





## 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?

### Unit 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.



## Unit 7: Interwar and World War II

**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?

### Unit 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.



## Unit 8: End of Empire and Cold War

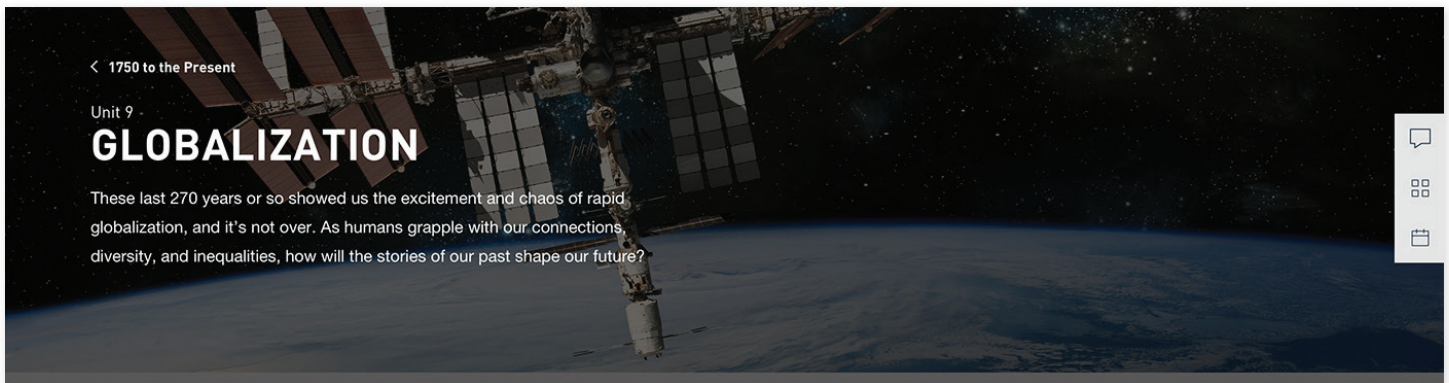
**Unit 8 Problem:** What can we learn when we study the Cold War and decolonization together?

1. What 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?

### Unit 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.





## 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?

### Unit 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.

## Course Content

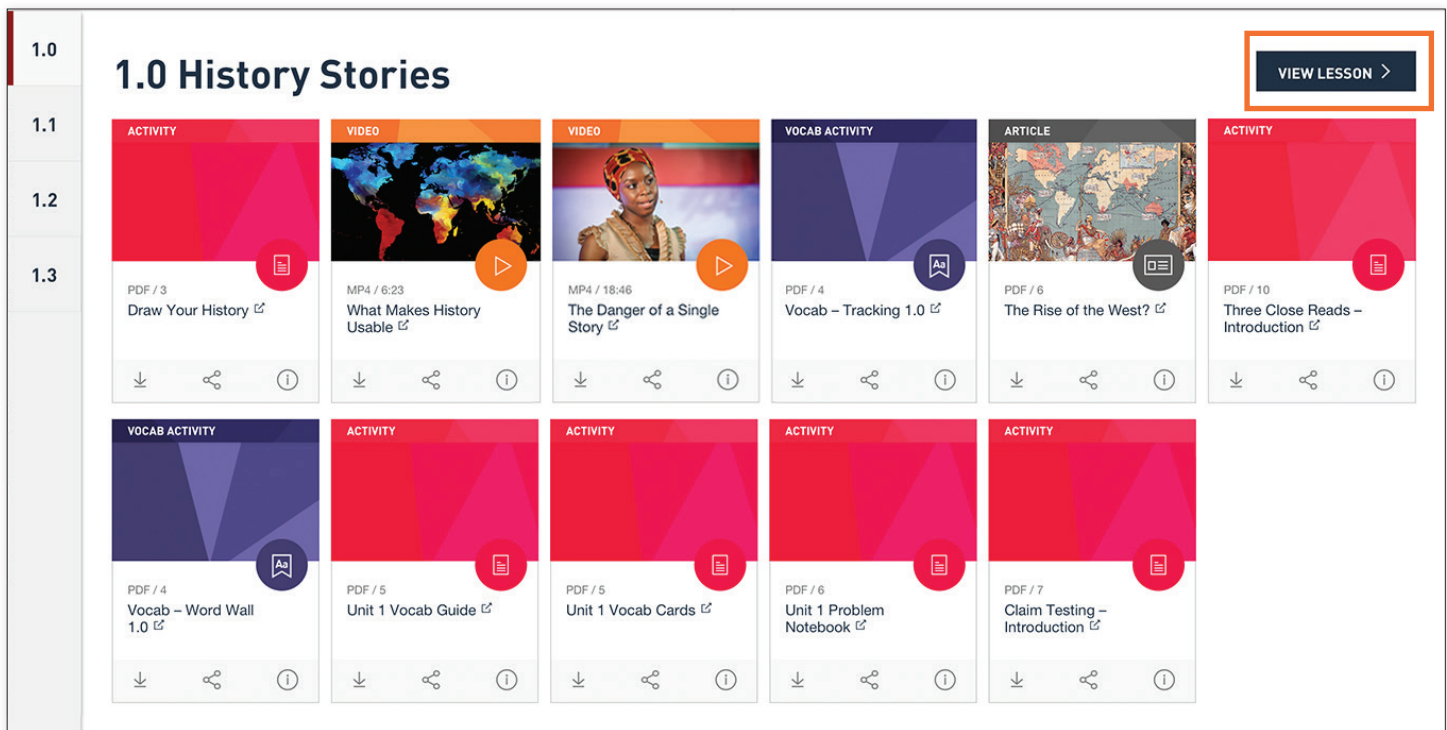
The WHP course comprises three main asset types—texts, videos, and activities—and has a clear structure that will help you navigate through the course content.

## Course Structure

The WHP 1750 course is deliberately structured, from the overall periodization scheme to the way each unit and lesson are constructed. The WHP 1750 course is divided into nine units, which are described in more detail below. Each unit is composed of a set of lessons. Each lesson typically includes a mix of articles, videos, and activities. The first lesson in each unit (that is, the “0” lesson: 1.0, 2.0, 3.0, and so on) provides a high-level overview, or a big picture, of what happens in each unit, and also shows how the units are connected to one another. This high-level overview lesson supports our big-picture narrative, while the remaining lessons tend to get into more of the details, facilitating the scale switching students will do to support, extend, or challenge their own world history narratives and the course frame narratives.

The lessons themselves also have a deliberate structure, and where possible, we try to have an opening and closing activity for each lesson. These help form a cohesive structure across lessons. Our opening activities are meant to be quick and fun, activating prior knowledge, revealing student misconceptions, and preparing students for what’s coming in that lesson. Closing activities are used for formative assessment throughout the course. These activities are clearly labeled “Opening” and “Closing” (respectively and unsurprisingly), on the OER Project site when they meet the criteria described above.

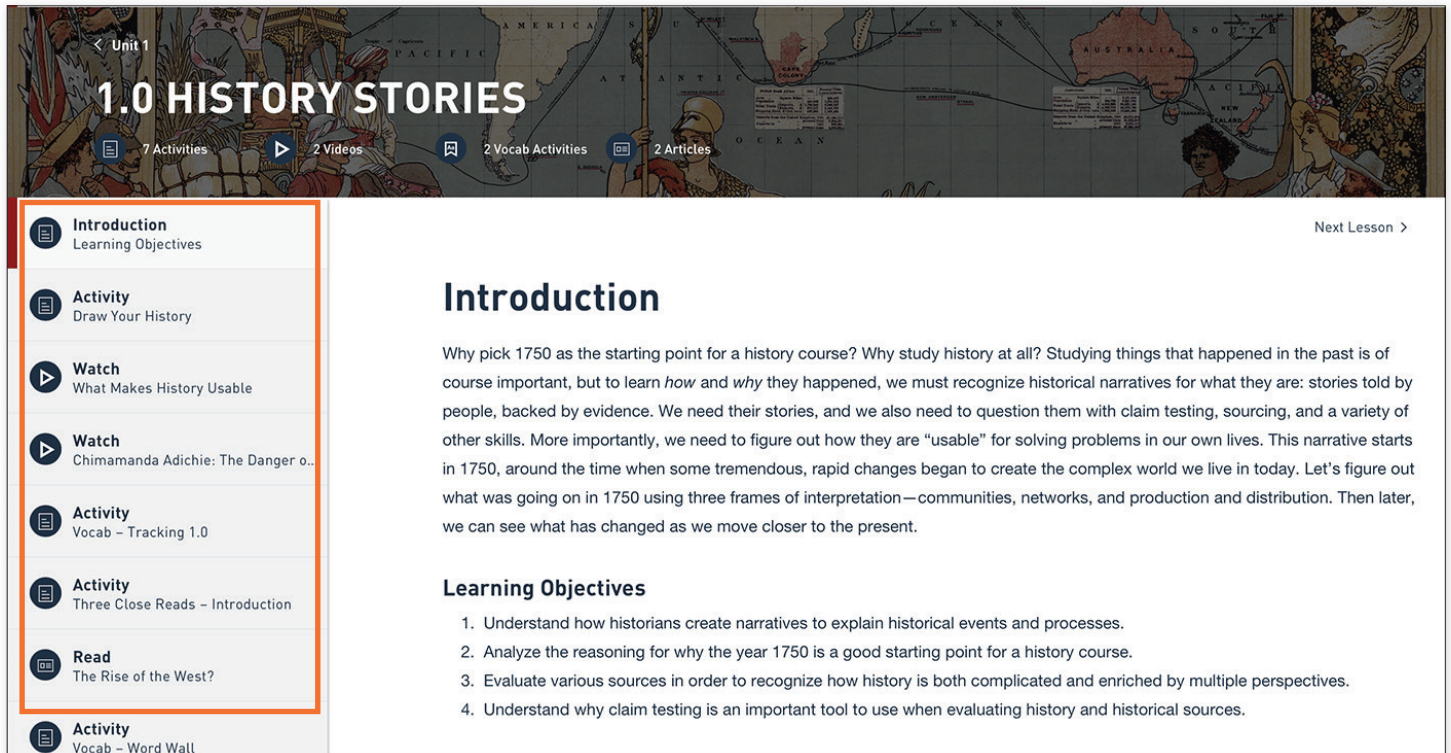
We have two ways to access the activities, articles, and videos within the course—the Unit View and the Lesson View. There are some slight differences between what you will find in each of these views.



The screenshot displays the "1.0 History Stories" unit view. On the left is a vertical sidebar with lesson numbers 1.0, 1.1, 1.2, and 1.3. Lesson 1.0 is selected and highlighted. The main content area shows a grid of lesson cards for 1.0. Each card has a colored header indicating its type: red for Activity, orange for Video, and purple for Vocab Activity. The cards include a title, a format and duration (e.g., PDF / 3, MP4 / 6:23), and a link icon. A "VIEW LESSON >" button is located in the top right corner of the grid.

Lesson	Type	Title	Format / Duration
1.0	Activity	Draw Your History	PDF / 3
1.0	Video	What Makes History Usable	MP4 / 6:23
1.0	Video	The Danger of a Single Story	MP4 / 18:46
1.0	Vocab Activity	Vocab – Tracking 1.0	PDF / 4
1.0	Article	The Rise of the West?	PDF / 6
1.0	Activity	Three Close Reads – Introduction	PDF / 10
1.0	Vocab Activity	Vocab – Word Wall 1.0	PDF / 4
1.0	Activity	Unit 1 Vocab Guide	PDF / 5
1.0	Activity	Unit 1 Vocab Cards	PDF / 5
1.0	Activity	Unit 1 Problem Notebook	PDF / 6
1.0	Activity	Claim Testing – Introduction	PDF / 7

From the Era View, you can see all the activities, articles, videos, and assessments in each lesson of the era.  
Click **View Lesson** to see the lesson.



**1.0 HISTORY STORIES**

7 Activities 2 Videos 2 Vocab Activities 2 Articles

**Introduction**  
Learning Objectives

**Activity**  
Draw Your History

**Watch**  
What Makes History Usable

**Watch**  
Chimamanda Adichie: The Danger o...

**Activity**  
Vocab – Tracking 1.0

**Activity**  
Three Close Reads – Introduction

**Read**  
The Rise of the West?

**Activity**  
Vocab – Word Wall

Next Lesson >

## Introduction

Why pick 1750 as the starting point for a history course? Why study history at all? Studying things that happened in the past is of course important, but to learn *how* and *why* they happened, we must recognize historical narratives for what they are: stories told by people, backed by evidence. We need their stories, and we also need to question them with claim testing, sourcing, and a variety of other skills. More importantly, we need to figure out how they are “usable” for solving problems in our own lives. This narrative starts in 1750, around the time when some tremendous, rapid changes began to create the complex world we live in today. Let’s figure out what was going on in 1750 using three frames of interpretation—communities, networks, and production and distribution. Then later, we can see what has changed as we move closer to the present.

### Learning Objectives

1. Understand how historians create narratives to explain historical events and processes.
2. Analyze the reasoning for why the year 1750 is a good starting point for a history course.
3. Evaluate various sources in order to recognize how history is both complicated and enriched by multiple perspectives.
4. Understand why claim testing is an important tool to use when evaluating history and historical sources.

*From the Lesson View, click on any asset in the left-hand menu to see related lesson instructions and materials.*

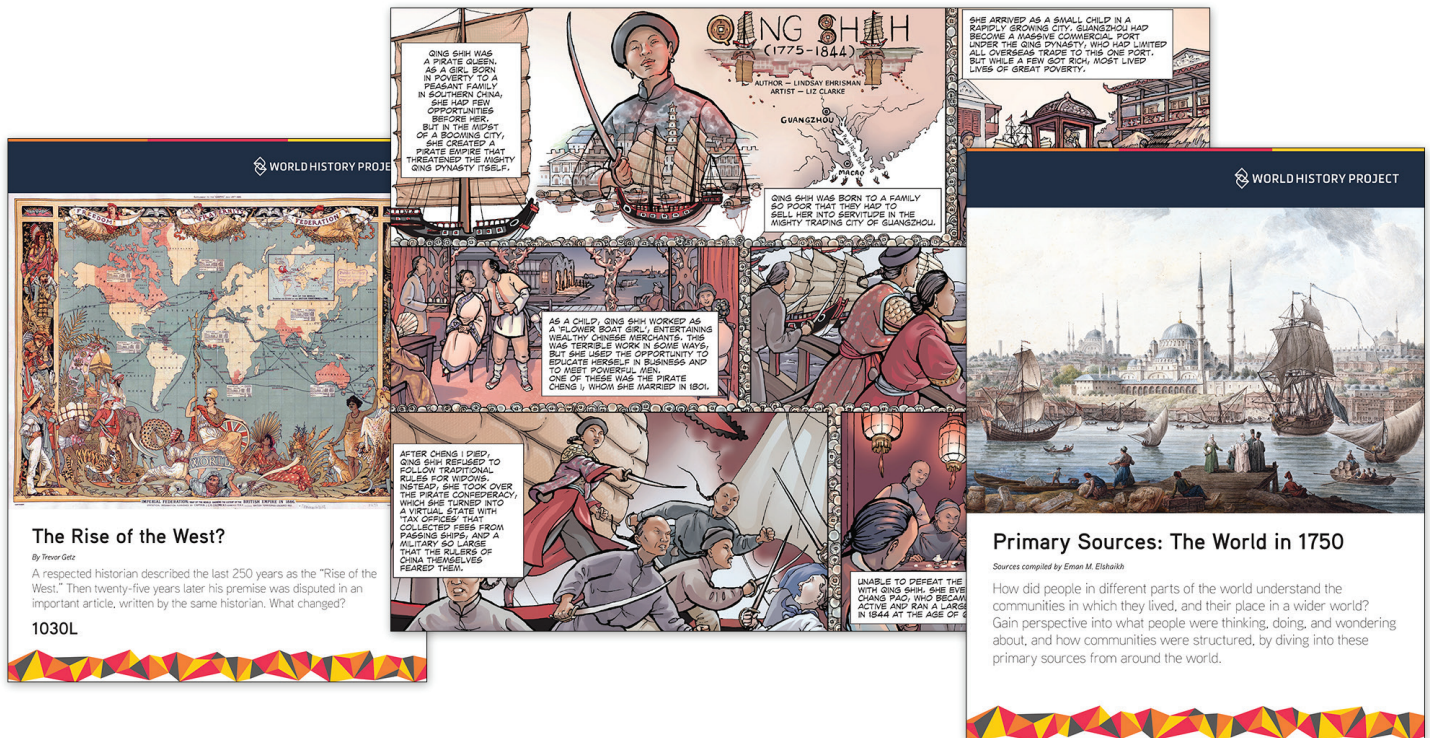
Within the Lesson View you’ll find directions to help guide you through each activity, video, and article. In the case of activities, these are the same directions you’ll find in the associated PDF. For articles and videos, you’ll find questions aligned to the Three Close Reads approach (along with links to the related videos and articles). Note that you’ll also find teacher-facing language and sample answers in the Lesson View; on the student site, students will see student-facing language, and they will not see any sample answers or answer keys.

## Texts

There are three main types of texts included in the course: articles, graphic biographies, and primary source collections.

- **Articles:** A series of essays by eminent scholars from around the world. All texts in the course are leveled, and each article has three or four Lexile level versions included to accommodate students at different reading levels. In addition, the highest Lexile level of each article has been audio recorded.
- **Graphic biographies:** Graphic biographies of everyday people from throughout human history are included in each era. These are discussed in more detail below.
- **Primary source collections:** Primary source collections (including image collections) have been curated and included throughout the course to include a wide variety of historical content.





Examples of course texts: article (left), graphic biography (center), and primary source collection (right).

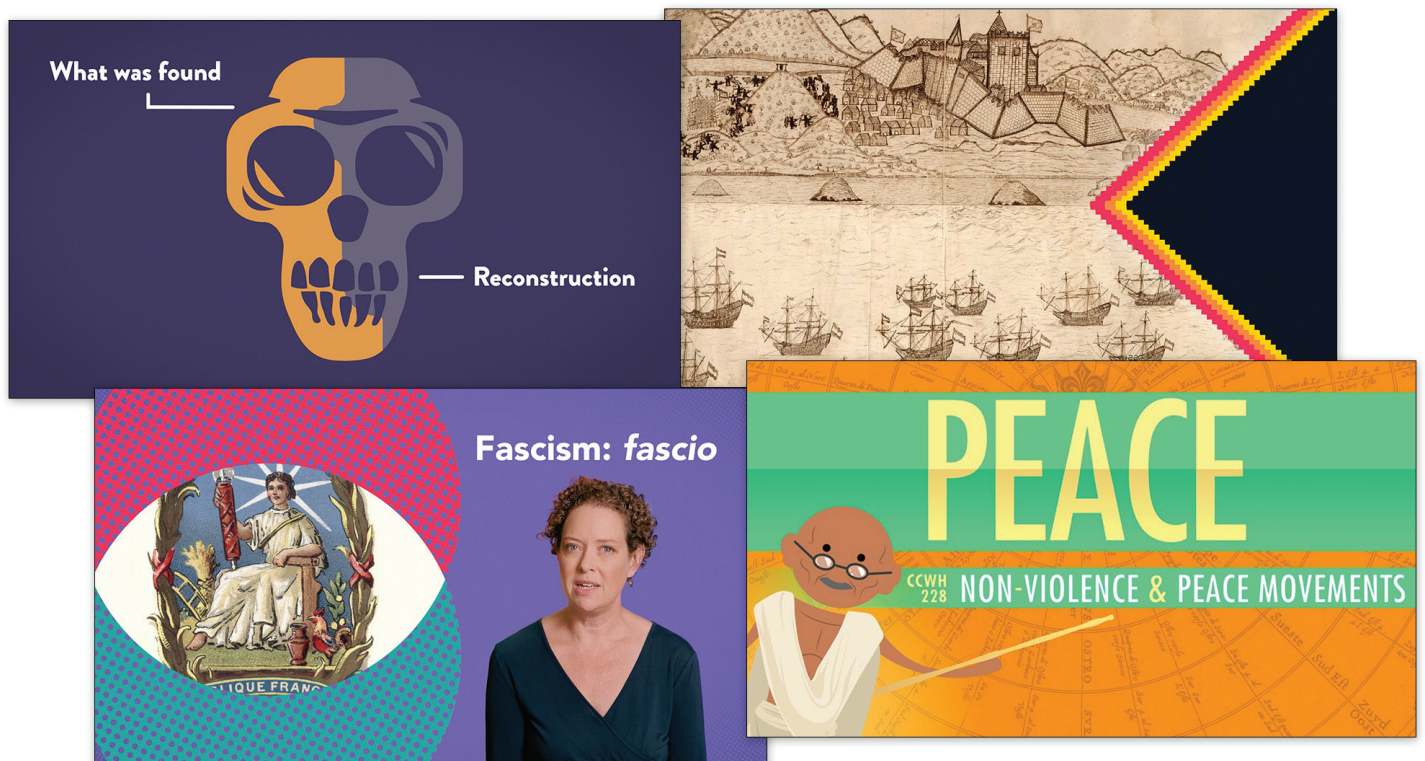
## Videos

The course features a variety of videos, each with a specific purpose as part of an integrated lesson. The videos provide variety alongside text and activities, giving students an opportunity to view sites and hear from scholars from around the world. They offer an engaging way for students to learn a good deal of history content in a fairly short amount of time. We provide transcripts and closed captioning for all videos. Some teachers choose to review video transcripts with their students either before or after watching the videos. And don't forget, you can check the "Pause at key concepts" box to have the video stop in places where we suggest checking student comprehension. These stopping points match up with the questions and answers found in the respective lesson view. All of our videos include these features, but there are several different video types, each playing a distinct role in the course.

- **Unit overview videos:** Unit overview videos provide a high-level introduction to the main topics, themes, and events that students will encounter in each unit, giving them a framework to guide their learning. They introduce students to their first pieces of evidence for responding to the overarching unit problem. These videos also help students with historical contextualization, which is a hard skill to master without background knowledge. Unit overview videos always appear in the first lesson of each unit.
- **Frame videos:** These videos provide an overview for each unit from the perspective of the three frames in the course—communities, networks, and production and distribution. They help students begin to organize the material in the unit along thematic lines. It's expected that students will modify or test the claims made in the frame videos as they learn more content that either supports, extends, or challenges what they've learned in the frame video. These videos always appear in the first lesson of each unit.
- **Topical videos:** These videos, which are found throughout the course, bring expert knowledge from world historians and other scholars to discuss key questions such as: What makes history usable? Why did the Armenian Genocide happen? What is fascism? Why did internationalism fail to stop the First World War? In

each case, experts present on the questions and offer evidence to help students to answer these questions.

- **International video arcs:** We've created five international video arcs, each made up of three videos based around a particular geographic location. Each video provides regional evidence to help students think about the unit problem. However, they also work longitudinally to ask and address questions of continuity and change within a state or region such as the Caribbean, the Arabian Peninsula, the United Kingdom, Ghana, and China.
- **Crash Course videos:** We have carefully curated a selection of Crash Course world history videos that are teacher-tested for topical coverage and that we feel are a great fit for the course. These videos often move fast, so consider having students review the transcript before or after they watch to fill in or reinforce any details they might miss.
- **Khan Academy videos:** Khan Academy has an extensive video library, and we've partnered with them to provide students with more in-depth explorations of certain historical units such as the Scientific Revolution and the Age of Enlightenment and the Opium Wars.



*Excerpts from WHP videos*



## Activities

Lessons include standard activity types (vocabulary activities, for example), progression activities, repeated activities, assessments, and customized “fun” activities to maximize student engagement and learning. We also have a few special features, such as data explorations, which are discussed more in this section.

## Practice Progressions and Thinking Tools

Please see the OER Course Teaching Guide for more detailed information about the rationale behind practice progressions. Here, you will see the specific activity progressions found in the WHP Origins course. We recommend you use caution if considering skipping activities that are part of a spiraling series. Doing so might leave students with an incomplete set of skills or cause confusion when students encounter less scaffolded activities. The OER Project advises teachers to complete each activity in the series with your students. Even if you don’t do them in the exact order suggested in the outline, ensure appropriate scaffolding is provided to support skill development.

## WHP 1750 Placemat

	Unit 1 The World in 1750	Unit 2 Liberal and National Revolutions	Unit 3 Industrialization	Unit 4 Labor and Society	Unit 5 Imperialism, Colonialism, and Responses	Unit 6 World War I	Unit 7 Interwar and World War II	Unit 8 End of Empire and Cold War	Unit 9 Globalization
<b>Practice Progressions</b>									
<b>Reading</b>	Three Close Reads Introduction “The Rise of the West”	No specific activity sequence—release of scaffolding determined by teacher in relation to Three Close Reads recommendations.							
<b>Writing</b>		Claim and Focus Part 1	Analysis and Evidence and WHP Concepts Part 1	Organization and Language and Style	Claim and Focus Part 2	Analysis and Evidence and WHP Concepts Part 2	Organization and Language and Style Part 2	Peer Editing	Self-Editing
<b>Claim Testing</b>	Intro	Authority  Making Claims: Revolutions	Evidence	Social Class and Gender  Making Claims: Capitalism and Socialism	Imperialism	Making Claims: World War I	Global Conflict	Making Claims: Globalization	Globalization
<b>Causation</b>	Alphonse the Camel	Revolutions  Recipe for a Revolution	Industrialization to Migration		Indian Uprising		World War II		
<b>Comparison</b>	Life in 1750 and Today		Egypt and Japan	Women’s Suffrage		Russian Revolution and ____ Revolution		Decolonizing Women	Rights Documents
<b>Contextualization</b>	Intro	How Was Industrialization Possible?		Child Labor	Opium Wars		The Great Depression		



	Unit 1 The World in 1750	Unit 2 Liberal and National Revolutions	Unit 3 Industrialization	Unit 4 Labor and Society	Unit 5 Imperialism, Colonialism, and Responses	Unit 6 World War I	Unit 7 Interwar and World War II	Unit 8 End of Empire and Cold War	Unit 9 Globalization
Continuity and Change Over Time (CCOT)	Intro to CCOT		Revolutions to Industrialization		Transformations to Responses	Imperialism and Colonialism to WWI		WWII to the Cold War	Unit Comparisons
Sourcing	Intro		"The Deeds of the Divine Augustus"	"An Imperial Edict Restraining Officials from Evil"	Spanish Conquest of the Aztec Empire	Differing Perspectives on Imperialism			
Fun, Special Projects, DBQs and LEQs									
Big Fun*	Draw Your History  Draw the Frames  Our Interconnected World  Empire Building	Revolutionary Women	Urbanization Game	Assembly Line Simulation  Sadler Report  Economic Systems Simulation	Imperialism Cartoons	Our Interconnected World – World War I  World War I Peace Talks	Human Rights and Asylum Debate	Cold War Crisis	Dollar Street Project  Our Interconnected World—Frames  UN Sustainable Development Goals  The World in 2050
Project X		"A Guide to Reading Charts"  Three Close Reads for Data  "Data Exploration: Population"	"Data Exploration: Urbanization"	Make a Prediction, Pt 1  "Data Exploration: War and Peace"	"Data Exploration: Child Labor"	Make a Prediction, Pt 2  "Data Exploration: Greenhouse Gas Emissions"	Topic Selection  "Data Exploration: Democracy"	Research  "Data Exploration: Global Inequality"	Final Project  "Data Exploration: Future Population Growth"
Graphic Biographies	Three Close Reads for Graphic Biographies  "Qing Shih"	"Rifa'a al-Tahtawi"  "Edmund Burke"  "Manuela Sáenz, Jonotas, and Natan"	"Iwasaki Yatarō"	"Harriet Forten Purvis"  "Ottillie Baader"	"Azizun of Lucknow"  "Yaa Asantewaa, Queen Mother of Ejisu"  "Dadabhai Naoroji"	"Helen Fairchild"  "Dr. Rosa Luxemburg"	"Plaek Phibunsongkhram"  "Manuel Quezon"	"Kwame Nkrumah"	"Islam Al-hashel"  "Ugandan Migrants"  "Hua Guofeng"  "LaDonna Brave Bull Allard"

	Unit 1 The World in 1750	Unit 2 Liberal and National Revolutions	Unit 3 Industrialization	Unit 4 Labor and Society	Unit 5 Imperialism, Colonialism, and Responses	Unit 6 World War I	Unit 7 Interwar and World War II	Unit 8 End of Empire and Cold War	Unit 9 Globalization
DBQs/LEQs  *Score available	DBQ 0 – Baseline* Assessment  Evaluate the extent to which globalization since the Second World War has benefited everyone.  **	LEQ  What were the economic, social, and intellectual origins of the political revolutions of the long nineteenth century (c. 1750–1914 CE)?	DBQ  Assess and compare the impact of the Industrial Revolution on Britain and India c. 1750–1914.	LEQ  Develop an argument that evaluates the extent to which the aims and achievements of the reform movements of the long nineteenth century were successful.	DBQ  Evaluate the most significant causes of the partition of Africa into colonies c. 1880–1914 CE.	LEQ  Develop an argument that evaluates the most significant causes of the First World War.	DBQ  Analyze how and why the Nazi Party rose to power in prewar Germany	LEQ  Develop an argument that evaluates the extent to which de-colonization and the Cold War were interconnected factors in the experiences of two of the following countries: India, South Africa, and China.	DBQ – Post Assessment  Evaluate the extent to which globalization since the Second World War has benefited everyone.  **

*\*Note: Some units have multiple opportunities for Big Fun, so choose according to the time you have. Note that the Unit 1 activities are shorter overall.*

*\*\* DBQ 0 and DBQ – Post Assessment – Please submit to Score as part of our research program.*

## Reading

WHP seeks to improve students' ability to analyze, evaluate, and use a range of primary and secondary sources and video, including arguments about the past in a variety of formats or genres. Specifically, WHP activities regularly asks students to read sources deeply; to evaluate the roles that evidence, context, and underlying assumptions play in constructing an interpretation; and to evaluate the consequences or significance of one interpretation over another.

For students to develop the skills related to historical reading, the course provides extensive supports for what we call the Three Close Reads process, which you can learn more about in the OER Project Teaching Guide. Students are introduced to close reading strategies in the first overview reading of the course, and then continue to use the process throughout. Although reading everything in the course three times might seem like overkill, it's a very helpful tool for getting all the information from the articles and other readings. Students will get faster and faster with each reading, and somewhere in the middle of the course they will notice that the three reads take the same amount of time that one used to take. Students will eventually internalize this process; however, they should continue to use the Three Close Reads Worksheet as a tool to help them with more complicated readings.

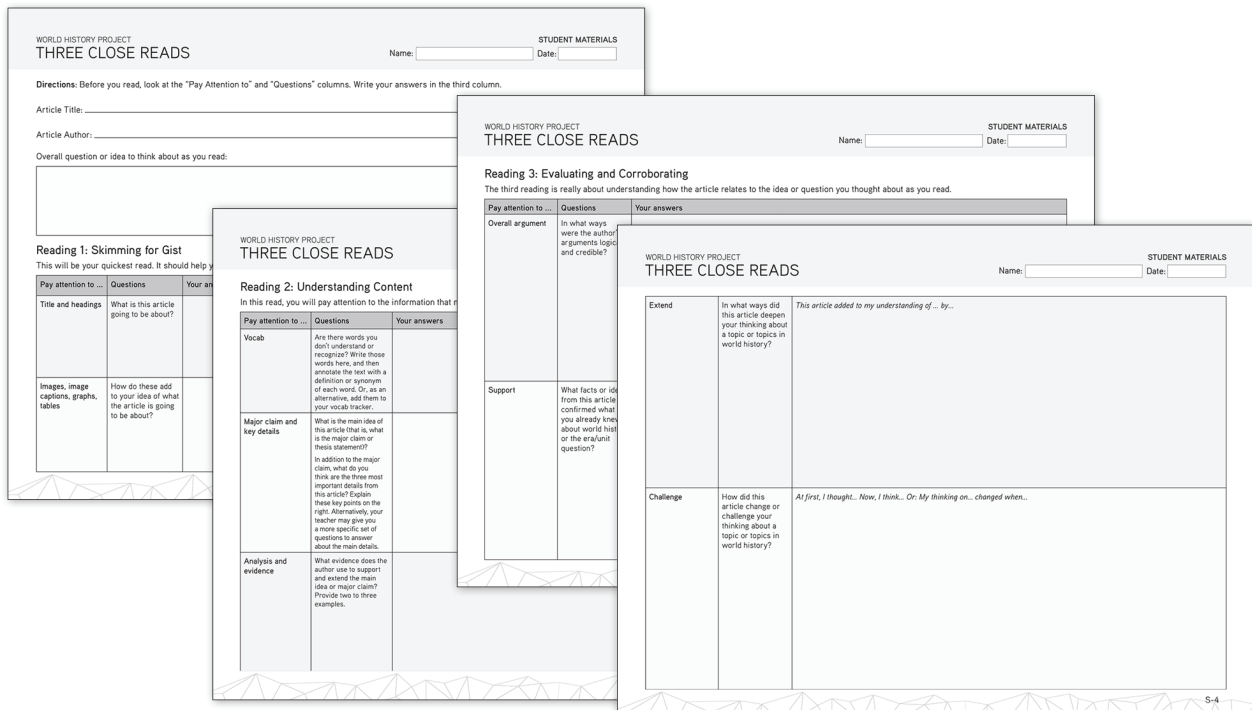
In addition to text-based readings, we also assume that students will "read" video in the course in the same manner they use Three Close Reads to assess text-based readings. The videos used in the course are often dense and provide detailed information. Usually, watching a video once and moving on does not provide the kind of engagement needed for students to comprehend, recall, and apply the details contained in videos. We recommend that you approach video like you do reading. First, have students watch the video so that they can get the overall gist (a first watch of a video is often a great homework assignment). Then, have students watch a video more closely, using the questions provided in the accompanying lesson plan to help them focus on the key ideas. For the final viewing, ask

students to apply what they learned in the videos to see if they support, extend, or challenge what they already knew about the topic at hand. You can also have students read video transcripts to cut down on the overall time it takes to use each video as part of instruction. Note: Videos are not intended to replace instruction in any way; rather, they are a resource that should be used in an interactional way.

Teachers should keep an ear out for when students start to grumble about the three reads. It might mean that they're ready for a less scaffolded experience. Teachers should use their knowledge of how their students' reading skills are developing to decide when students need less guidance and structure. It's unlikely this will happen in the first unit, or even the first couple of units, but eventually this process will become a habit. Until it does, it's important to use the worksheet, and early in the course, we recommend modeling the Three Close Reads process with your students.

Typically, students should use the Three Close Reads Worksheet to help them analyze an article. In addition to the worksheet, you will always be given more specific questions (with sample answers that appear only in the teaching material), that can be used to orient your students to particular concepts and rhetorical devices for the second and third reads. The questions provided as part of the activity should be used for class discussions and for checking students' understanding of the reading. The content covered in the reading-specific questions is important for your students to learn, so make sure these questions, which are in addition to those on the Three Close Reads Worksheet, are addressed with your students in some way.

Our teachers have noted that sourcing is a difficult skill for students to master; therefore, we call it out as a separate historical thinking practice. While it's tightly bound to reading, we tease it out in the WHP practices so students can spend additional time deliberately practicing their sourcing skills. While the standard Three Close Reads approach is intended for use for regular essay-type articles, we have developed additional strategies for different texts. To support the reading of graphic biographies and charts and graphs, we also have a Three Close Reads—Graphic Biographies and Three Close Reads—Data Exploration. For more information on these, refer to the Graphic Biographies and Project X section of this guide.



**WORLD HISTORY PROJECT  
THREE CLOSE READS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Before you read, look at the "Pay Attention to" and "Questions" columns. Write your answers in the third column.

Article Title: \_\_\_\_\_

Article Author: \_\_\_\_\_

Overall question or idea to think about as you read:

\_\_\_\_\_

**Reading 1: Skimming for Gist**  
This will be your quickest read. It should help you understand the main idea of the article.

Pay attention to ...	Questions	Your answers
Title and headings	What is this article going to be about?	
Images, image captions, graphs, tables	How do these add to your idea of what the article is going to be about?	

**Reading 2: Understanding Content**  
In this read, you will pay attention to the information that the author provides to support their main idea.

Pay attention to ...	Questions	Your answers
Vocab	Are there words you don't understand or recognize? Write those words here, and then annotate the text with a definition or synonym of each word. Or, as an alternative, add them to your vocab tracker.	
Major claim and key details	What is the main idea of this article that is, what is the major claim or thesis statement? In addition to the major claim, what do you think are the three most important details from this article? Explain these key points on the right. Alternatively, your teacher may give you a more specific set of questions to answer about the main details.	
Analysis and evidence	What evidence does the author use to support and extend the main idea or major claim? Provide two to three examples.	

**Reading 3: Evaluating and Corroborating**  
The third reading is really about understanding how the article relates to the idea or question you thought about as you read.

Pay attention to ...	Questions	Your answers
Overall argument	In what ways were the author's arguments logic and credible?	
Support	What facts or ideas from this article confirmed what you already knew about world history or the era/unit question?	
Extend	In what ways did this article change or deepen your thinking about a topic or topics in world history?	This article added to my understanding of ... by...
Challenge	How did this article change or challenge your thinking about a topic or topics in world history?	At first, I thought... Now, I think... Or: My thinking on... changed when...

5-4

*Three Close Reads worksheet*



## Writing

The WHP course is writing intensive. Students are asked to respond in writing to a variety of essay prompts, including those related to causation, historical comparison, and continuity and change over time (CCOT). Because history teachers are not necessarily trained as writing teachers yet must help students develop their writing skills, we have created a series of seven activities that focus specifically on developing these core writing skills so that students are prepared to construct their own historical narratives in response to these varied historical prompts.

The writing progression activities start with an introduction to the WHP Writing Rubric, which is the same rubric by which students will be assessed throughout the year. Each activity is designed to help students not only understand the rubric criteria, but also learn how to identify the elements of good writing. Students will learn about how to craft a thesis statement and maintain focus throughout an essay. They'll also identify evidence in essays and learn how the use of evidence must be coupled with analysis and then connect back to the thesis or major claim of the essay. Then, students will progress to identifying how organization and style help authors convey their arguments. And since we're focusing on concepts and content in WHP, we teach students how to integrate these key concepts into their essays to help support the thesis.

For the writing progression activities in the later units of the course, we ask students to do a deeper analysis of sample essays. They will shift from simply identifying elements such as the major claim and evidence, to attempting to make suggestions for improvement in the sample essays. This will help students develop these core writing skills so that they're prepared to construct their own historical narratives in response to historical prompts. Note these activities are the second to last activity in each unit, preceding an unit-culminating writing assessment in the form of a DBQ or LEQ. The DBQs and LEQs are explained in more detail in the DBQs and LEQs section of this guide.

**WORLD HISTORY PROJECT  
WRITING RUBRIC**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Advanced	Proficient	Developing	Emerging
<b>Claim and Focus*</b> Make a clear claim about the topic early in the essay and focus on proving it.	The essay makes a precise and significant claim based on the topic and/or source(s). The essay maintains a strong focus on defending a directly stated position, using the whole essay to support and develop the claim and counterclaims while thoroughly addressing the demands of the prompt.	The essay makes a clear claim based on the topic and/or source(s). The essay maintains focus on defending an identifiable position, using most of the essay to support and develop the claim and counterclaims while addressing the demands of the prompt.	The essay makes a claim based on the topic and/or source(s), but it may not fully address the demands of the prompt. Counterclaims may not be acknowledged, and the essay may not stay focused on the purpose and task.	The essay makes an overly simplistic or vague claim, or a position on the topic and/or source(s) may not be stated. Counterclaims may not be acknowledged, and the essay does not address the demands of the prompt.
<b>Analysis and Evidence</b> Choose the right evidence and explain how it supports the claim and analysis.	The essay cites the most appropriate and valid evidence to support its claim, drawing information substantively from multiple sources to defend its position and effectively refute counterclaims. The essay demonstrates insightful reasoning and careful understanding of the sources, acknowledging inconsistencies or weaknesses in evidence, and fully explains the relationship between claims and support.	The essay cites sufficient and appropriate evidence to support its claim, drawing information from multiple sources to defend its position and refute counterclaims. The essay demonstrates reasoning and understanding of the sources, potentially acknowledging inconsistencies or weaknesses in evidence, and adequately explains the relationship between claims and support.	The essay cites evidence to support its claim, but it may be insufficient or draw unevenly from available sources. Support may be inadequate in defense of the position and refutation of the counterclaim or rely too heavily on summary. The essay demonstrates some reasoning and/or understanding of the sources, though explanations of the relationship between claims and support are not always clear.	The essay is irrelevant or does not address the demands of the prompt. The essay uses primarily or exclusively summary without clear reasoning about the sources and the relationship between claims and support.
<b>Organization</b> Present ideas in a structure that enhances the analysis. Use transitions throughout the essay to make connections clear.	The essay incorporates precise transitions within a sophisticated organizational structure that enhances the relationships between and among ideas and promotes cohesion and clarity. A well-executed, logical progression of ideas is clearly constructed, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay employs an organizational structure that shows the relationships between and among ideas, yielding a cohesive analysis. Clear transitions support a logical progression of ideas, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay uses a simplistic organizational structure, though relationships between ideas may not be consistently clear. Use of transitions is sparse, repetitive, and/or does not show the connections among sections of the text. A progression of ideas is evident, however, the introduction and/or conclusion may not be fully developed or follow from and support the claim and/or analysis.	An organizational structure is not evident, and the ideas are not clearly connected. The essay is a collection of unrelated ideas or a series of disconnected statements that do not support the claim and/or analysis.

**WORLD HISTORY PROJECT  
WRITING RUBRIC**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Advanced	Proficient	Developing	Emerging
<b>Language and Style</b> Use specific, interesting language and clear sentence structure to communicate ideas.	The essay has an established, formal style and objective tone that is maintained throughout. The essay uses varied sentence structure, precise language, and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.	The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in a way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.	The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times but may address the complexity of the topic inconsistently. The essay contains some errors that may interfere with meaning.	The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.
<b>Applying WHP Concepts</b> Choose and accurately apply the relevant WHP concepts in a way that shows understanding, and further supports the argument and evidence presented in the essay.	The essay applies at least two WHP course-level concepts and/or unit-level concepts or content. The concepts or content are connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying WHP concepts or content, and the essay demonstrates a clear understanding of the topic and the concepts. The essay might include information about the overall time period discussed in the essay and might make use of broader historical content than is located in the course.	The essay applies one WHP course-level concept and/or unit-level concept or content. The concept or content is connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying WHP concepts or content to illustrate or support concepts and claims, or to inform the essay.	The essay tries to apply at least one WHP course-level and/or unit-level concept or content, but does not fully articulate the concept's meaning or connection to the argument and/or evidence. It does avoid explicit misconceptions of the concept but may make an occasional minor error in applying WHP facts or concepts to illustrate or support concepts and claims, or to inform the essay.	The essay incorrectly or inappropriately mentions at least one WHP course-level concept and/or unit-level concept or content, and it may include misconceptions of that concept. The essay may make many minor errors or a major error in applying WHP facts or concepts.

\*Turnitin, LLC, created the first four rows of this rubric for use with their Revision Assistant and Turnitin tools.

\*The "Applying WHP Concepts" row of the rubric should be used by teachers and students to assess student learning and understanding in this area. Teachers should not assess student writing using Turnitin reports exclusively.

S-2

## Claim Testing

Claim testing is an important analytical process for assessing the quality and veracity of claims. It helps students “see” and evaluate people’s assertions and gives shape to one of the most important and useful historical critical thinking practices. Since history is all about making assertions, it’s important that students learn the skill of testing claims early and use it frequently as part of evaluating historical accounts and making historical interpretations. Through use of this process, students will become familiar with the language of claim testing, which they should begin to use as part of accountable talk in the classroom.

The WHP course equips students with the language and practice needed to analyze claims made in many forms, including primary and secondary sources, data charts, videos, graphic biographies, and even in-class discussions. It’s very important for students to see you, their teacher, modeling claim testing by making it a regular part of classwork. You might stop a video to ask about the support Trevor Getz offers for one his claims; or you might ask students to highlight an article’s major and minor claims; or have them use claim testers to shape a discussion of a current issue in the news or in school.

In class discussions, you might encourage students to respond to each other with questions such as:

- Is the creator of this source credible? Why?
- What’s the evidence for that claim?
- Can you explain the logic behind your statement?
- This makes logical [or intuitive] sense to me but I don’t have much evidence. Can someone suggest some evidence to support this?

You might even create a poster of such phrases to scaffold the regular use of the claim testers in class. Of course, claim testing should also become evident in students’ writing as they use these same strategies to show how they arrived at or are supporting their conclusions.

The claim-testing progression starts with a fun and quick activity to introduce students to the claim testers, then moves into specific activities that address the concepts of authority and evidence. For the remaining activities in the progression, students will apply what they know about *authority*, *logic*, *intuition*, and *evidence* to write supporting statements for claims they’re given that are relevant to the unit they’re studying. They will analyze the quality of evidence put forth by their peers, find disconfirming evidence, and write thesis statements based on their conclusions, all of which will help them be better prepared to make and support claims in their own writing. .



WHP Claim Testers

## Causation

Causal reasoning can help students develop evidence-based explanations or arguments in response to a causal question that considers human actions, events, and larger structures or processes. Reasoning about cause and consequence is core to the work of a historian and therefore this practice is introduced early and repeated often. As students progress in the course, they will use their causal reasoning skills in most activities. It won't be long before the steps they follow to analyze cause and consequence become implicit, and at that point they may not need the support of the Causation Tool. However, writing about causation may take more time, so make sure to provide the appropriate support to your students until they've mastered writing about cause and consequence.

Students are introduced to causation in unit 1 of the course using the fictitious story of Alphonse the Camel. They are introduced to the Causation Tool at the end of this activity. In the activity that follows, which focuses on revolutions, students learn how to draw causal maps. Then students dig into both cause and consequence, learning that their relationship is not linear. Then, students dig into a "fun" causation activity, in Recipe for a Revolution. For this, students create a recipe that explains the causes for a particular political revolution. Students cover some other topics, ending by analyzing a complex event – World War II. By the end of this progression, students should be skilled in analyzing long-, intermediate-, and short-term causes as well as their significance, role, and type.

WORLD HISTORY PROJECT  
**CAUSATION TOOL**

STUDENT MATERIALS

Name:  Date:

**Directions:** List your causes. Then, divide them up by short term, intermediate term, and long term and place them in the appropriate boxes. After that, use the key to help you label Role, Significance, and Type. If your teacher asks you to create a causal map, use your answers here to help construct that causal representation.

Explain the causes of: \_\_\_\_\_

**Short term** - *From one instant to a lifetime*

**Intermediate term** - *From a few years to a few hundred years*

**Long term** - *From a hundred years to all time*

**Legend**

<p><b>Role:</b></p> <p>(1) Primary/Contributing</p> <p>(2) Secondary/Underlying</p> <p>(*) Triggering Event</p>	<p><b>Significance:</b></p> <p style="text-align: center;"> <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">Necessary</span> <span style="margin-left: 20px;">Important</span> </p>	<p><b>Type:</b></p> <p>(S) Economic    (Ψ) Psychological    (P) Political    (E) Environmental</p> <p>(C) Cultural    (B) Biological    (T) Technological    (I) Ideas/Beliefs</p>
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T-1

*Causation tool*

## Comparison

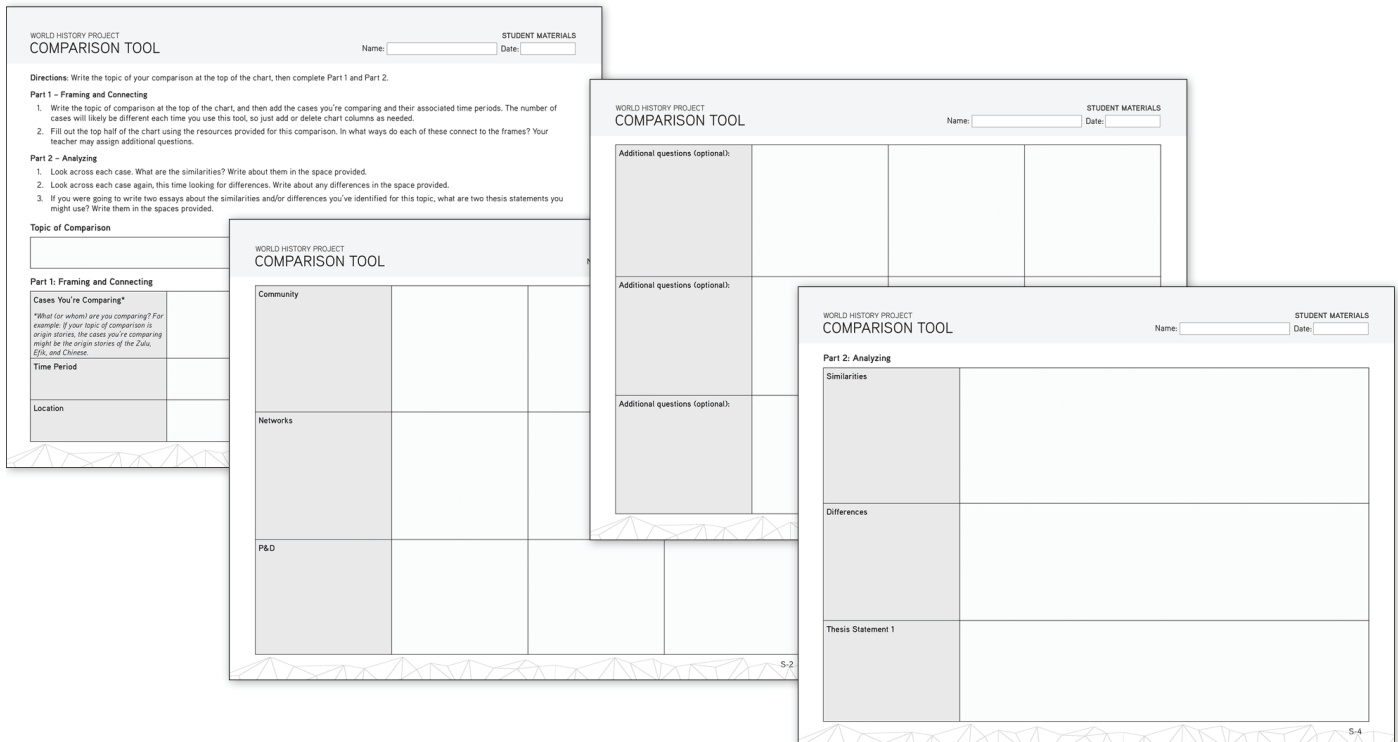
Comparison is a key process that historians use to help them better understand the past. WHP seeks to improve students' ability to "do" historical comparison. WHP asks students to describe similarities and differences between different historical developments and processes; explain relevant similarities and differences between



specific historical developments and processes; and explain the relative historical significance of similarities and differences between different historical developments and processes.

While comparing and contrasting is something that students have likely engaged in prior to this course, in these activities they are introduced to a systematic way of conducting historical comparison. We recommend that you do not skip these activities because this seems like an easy skill to master—while students may be able to conduct historical comparisons quickly, writing comparison essays can be more of a challenge. Students are introduced to different structures for writing comparison essays so that they can write a well-crafted essay that carefully addresses historical comparison.

The comparison progression takes into account scale, making sure that students are thinking about comparison across time and space. There are many ways to conduct historical comparison, so in the first activity of the progression, we start at the most local level, with the students comparing their lives to humans living in 1750. Then, they will compare two sites from around the world (Egypt and Japan), during a similar time in history, and next they'll compare suffrage movements from around the world. After this, they will compare the Russian Revolution to a revolution of their choosing. After that, they will examine women's involvement in decolonization movements in different regions of Africa. Finally, they complete the progression by comparing modern rights documents from around the world. In total, there are seven activities in this progression, and by the end students will not only be skilled in comparing and contrasting, they will have expanded their ideas related to what can be compared to gain historical understanding, which will enable them to understand history from a variety of perspectives.



**WORLD HISTORY PROJECT  
COMPARISON TOOL**

STUDENT MATERIALS  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write the topic of your comparison at the top of the chart, then complete Part 1 and Part 2.

**Part 1 – Framing and Connecting**

- Write the topic of comparison at the top of the chart, and then add the cases you're comparing and their associated time periods. The number of cases will likely be different each time you use this tool, so just add or delete chart columns as needed.
- Fill out the top half of the chart using the resources provided for this comparison. In what ways do each of these connect to the frames? Your teacher may assign additional questions.

**Part 2 – Analyzing**

- Look across each case. What are the similarities? Write about them in the space provided.
- Look across each case again, this time looking for differences. Write about any differences in the space provided.
- If you were going to write two essays about the similarities and/or differences you've identified for this topic, what are two thesis statements you might use? Write them in the spaces provided.

**Topic of Comparison**

**Part 1: Framing and Connecting**

**Cases You're Comparing\***  
\*What (or whom) are you comparing? For example: If your topic of comparison is origin stories, the cases you're comparing might be the origin stories of the Zulu, Eritrean, and Chinese.

Time Period				
Location				

**Part 2: Analyzing**

Similarities	
Differences	
Thesis Statement 1	

*Comparison tool*

## Contextualization

A key component of historical inquiry is the ability to contextualize. Contextualization is a historical thinking skill that involves situating phenomena and actions by people in the context of time, space, and sociocultural setting. Context, in many ways, is complex and subtle, and involves other events, climate of opinion, and the local and more distant political, economic, social, and other cultural processes that surround the issue at hand. Contextualization is more than deciding when to begin an event. It requires students to think about the various layers of information that help us understand an event. Essentially, historical contextualization requires students to avoid “present-ism”—the tendency to interpret past events through the lens of modern values and concepts.

Some research has shown that there are four pedagogical design principles that should be in place for students to both understand and write about historical context (Huijgen, van de Grift, van Boxten, and Holthuis, 2018).<sup>3</sup> These include:

1. Making sure that students are aware of presentism.
2. Assisting students in the reconstruction of historical context.
3. Supporting students in using historical context to explain historical phenomena.
4. Focusing on historical empathy by putting human agents into the historical narrative.

It is these four pedagogical design principles upon which the contextualization activity spiral has been constructed. In the first activity in the contextualization progression, students become familiar with the concept and why it’s important. They do this by examining a well-known historical photograph without having any context, which means the photo has no meaning to them. Students learn that once they do have context, the image becomes meaningful and representative of the times. After this, students really dig into the progression by first examining the ways in which geography and location can impact how we contextualize. Then, they’ll look into how to contextualize people and larger historical events. After this, they’ll contextualize child labor, something that has been increasingly unacceptable over time—a great way to help students use historical empathy and avoid presentism. In the final activity, students will contextualize the Great Depression, which is perhaps the most global in scale of each of these activities.

Contextualization is notoriously difficult to teach, and the Contextualization Tool is nuanced and can be difficult. Model the use of this tool over and over until students have a handle on how to use it effectively. We also recommend you use overview articles and videos to help students with this skill—without sufficient background knowledge, it’s incredibly hard to contextualize and the overviews should help in that regard. Additionally, if you feel your students still need more support in regard to the step in the tool that asks students to make a list of historical events, one WHP teacher has been successful by providing the list of events from the answer key to their students and having them decide which are most relevant to what they are trying to contextualize.

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<sup>3</sup> Tim Huijgen, Wim van de Grift, Carla van Boxtel & Paul Holthuis (2018). “Promoting Historical Contextualization: The Development and Testing of a Pedagogy,” *Journal of Curriculum Studies*, 50:3, 410-434, DOI: 10.1080/00220272.2018.1435724.

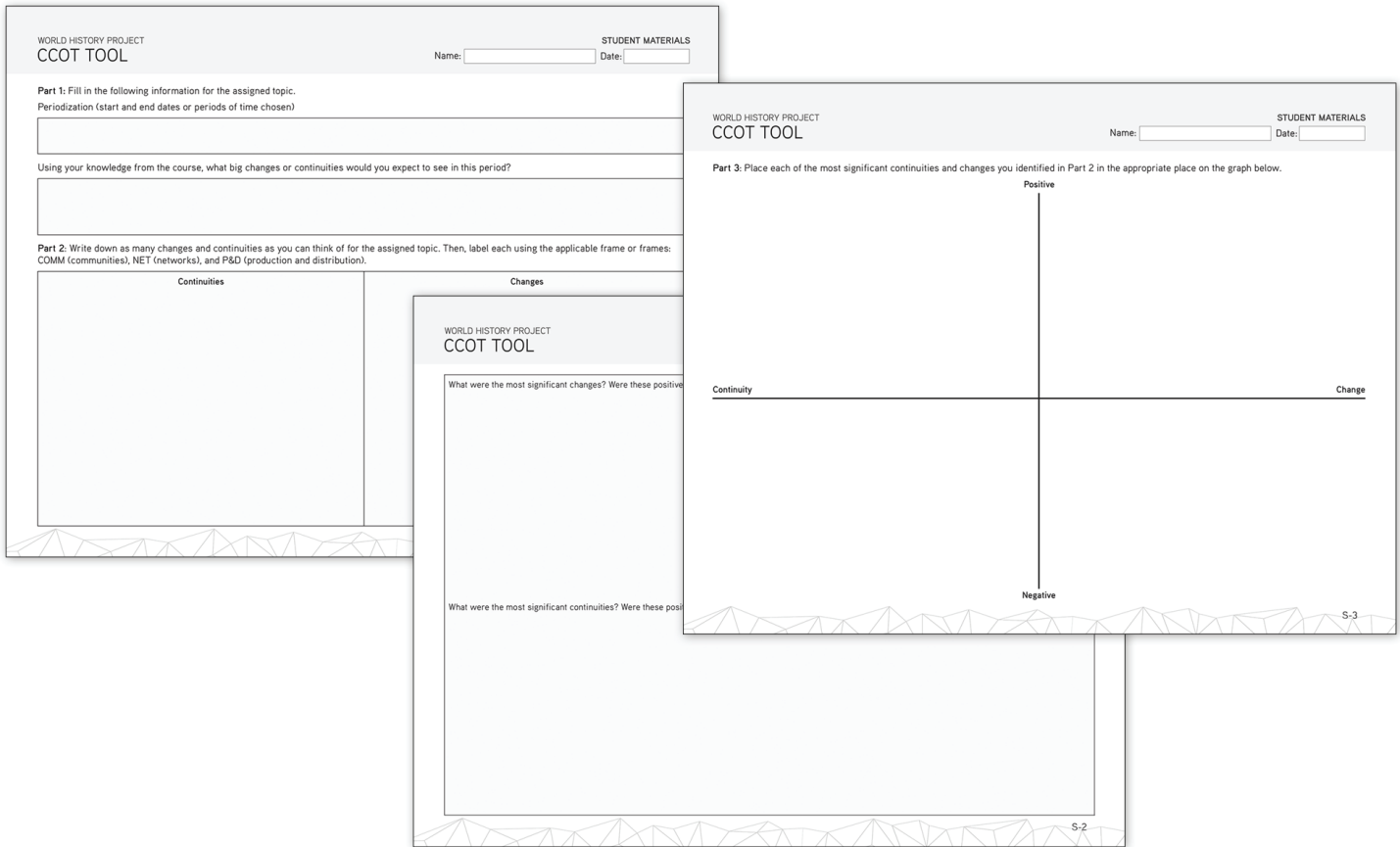
Contextualization tool

WHP seeks to improve students' capacity to evaluate historical continuity and change. Specifically, WHP lessons ask students to describe patterns of continuity and change over time; to periodize and explain patterns of continuity and change over time; to explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and change; to compare the past and the present to determine what has changed and what has remained stable; to evaluate the degree to which change was global, interregional, regional, or local; to assess different paces of change (slow, rapid); and to determine the direction or impact of change (degree to which change or continuity was progressive or regressive). Learning how to evaluate continuity and change over time helps students make sense of historical processes and the evolution of those processes.

The first activity in the progression examines how farms have changed over time, both in their structure and function. This gives students a concrete sense of what continuity is and what change is, in terms of historical thinking. Then, early in the progression, students look across units to identify continuities and changes over longer lengths of time. While students examine historical events and processes over shorter lengths of time, the



culminating activity has them comparing at the largest scale—the entire course. As part of this, they will write an essay that asks them to identify the most significant changes and continuities across multiple units.



**WORLD HISTORY PROJECT**  
**CCOT TOOL**

STUDENT MATERIALS  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 1:** Fill in the following information for the assigned topic.  
Periodization (start and end dates or periods of time chosen)

Using your knowledge from the course, what big changes or continuities would you expect to see in this period?

**Part 2:** Write down as many changes and continuities as you can think of for the assigned topic. Then, label each using the applicable frame or frames: CMM (communities), NET (networks), and P&D (production and distribution).

Continuities	Changes
What were the most significant continuities? Were these positive or negative?	What were the most significant changes? Were these positive or negative?

**WORLD HISTORY PROJECT**  
**CCOT TOOL**

STUDENT MATERIALS  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 3:** Place each of the most significant continuities and changes you identified in Part 2 in the appropriate place on the graph below.

Continuity	Change

Positive

Negative

S-3

S-2

*CCOT tool*

## Sourcing

Sourcing—the act of understanding who wrote a document, where they wrote it, and why they wrote it, for the purposes of analysis or interpretation—is integral to the work of a historian. Without properly understanding an author’s purpose and perspective, it’s difficult to properly interpret a document. Therefore, students will learn how to discover how an author has framed an event, and how that then impacts their interpretation of it. The act of sourcing a historical event involves two of the essential practices that students have already been introduced to in this course: reading and claim testing. In order to adequately make sense of a historical account, students need to understand the author who is interpreting an event and then producing an account of that event.

The introduction is meant to introduce students to the concept of sourcing by having them read different perspectives of a car crash, helping them to discover that all authors frame events in certain ways, which will have an impact on how we then interpret those events. Then, students begin digging into primary source material, using the Sourcing Tool to help them respond to specific questions related to sourcing. By the end of the progression, students will use their sourcing skills, in combination with their historical comparison and contextualization skills to answer a historical question. The Sourcing Tool uses the mnemonic “HAPPY” to assist students in remembering all the different questions they should consider when sourcing material.

WORLD HISTORY PROJECT  
SOURCING TOOL

Name:  Date:

STUDENT MATERIALS

Sourcing HAPPY Template Directions: Answer each of the questions below. If you are sourcing more than one document, provide responses for each.

Name of document and/or source:

Author's name:

Date source was written:

Historical Context	Audience	Purpose	POV (Point of View)	Why (Significance)
Can you place the source into a historical narrative or timeline?	Who was this created for (that is, was this published for anyone to read or was it published privately, for one specific person or group)?	What was the reason for production of the source at the time?	Can you author the source?	
Is there anything you already know that might help you understand this source?				
What was happening at the time that might have influenced the document's creation?				

WORLD HISTORY PROJECT  
SOURCING TOOL

Name:  Date:

STUDENT MATERIALS

Historical Context	Audience	Purpose	POV (Point of View)	Why (Significance)
Where was the document created?	What were the readers of this source supposed to do once they read it?	What was the author's goal?	Was the author part of any group that might have influenced their POV (for example, economic class, occupation, religion, nationality, political group, ethnic group, gender)?	What are the limitations of this document?
What are the characteristics of the place that might have influenced the document's creation (for example, geography, demography, political and religious leanings, industry)?				What parts of this document are most credible based on the information they provide? Why?

S-2

Sourcing tool

Repeated Activities

For more information about the importance of routines and activities, please see the OER Project Teaching Guide or the Teaching World History course.

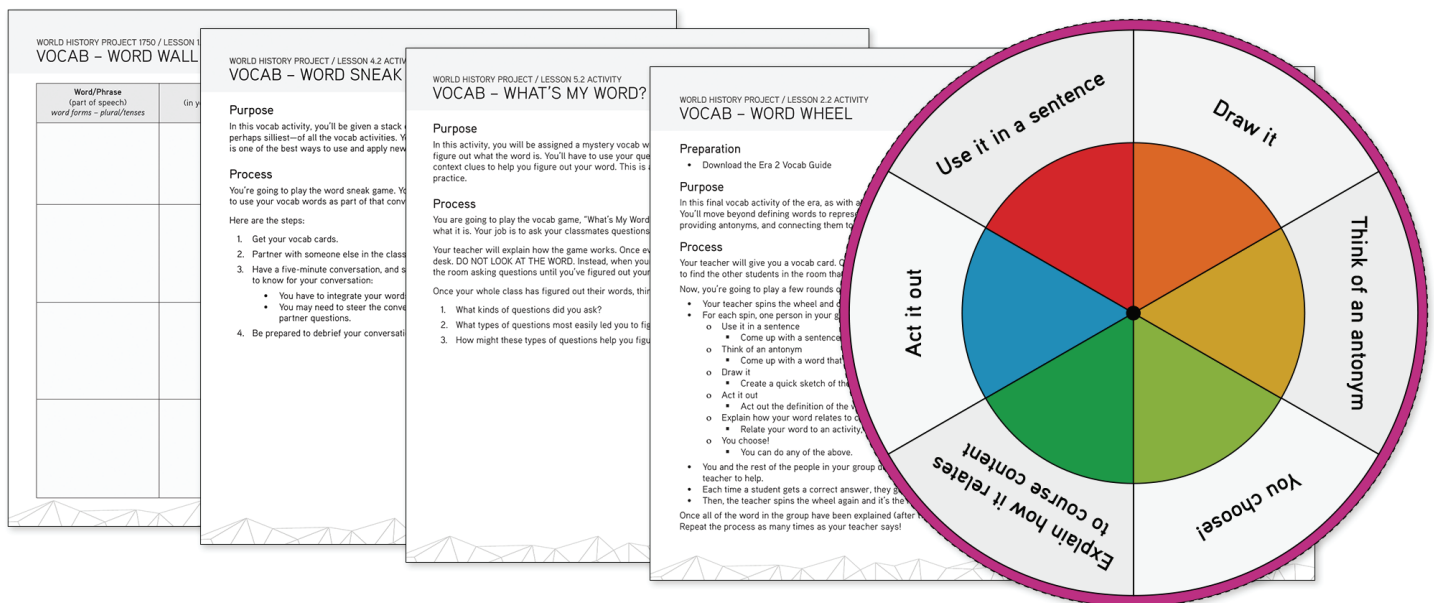
WHP 1750 features repeated activities: Vocab, EP Notebook, What Is This Asking?, and Making Claims. Each of these are described in brief below. Remember, having repeated activities, which help form classroom routines, is a great way to help students get to learning faster (since they aren't learning new processes), and a great way for both you and them to measure progress over time. Unlike the progressions, skipping a repeated activity should not cause confusion; however, we do recommend you always start with the first activity in the series, which has more introductory detail than those that follow.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Vocab	Tracking Word Wall Live Concept Mapping	Tracking Word Wall Word Wheel	Tracking Word Wall Word Relay	Tracking Word Wall Word Sneak	Tracking Word Wall	Tracking Word Wall	Tracking Word Wall	Tracking Word Wall	Tracking Word Wall
EP Notebook	The EP Notebook activity appears twice in each unit. The first instance is always in the first lesson of the unit.								
What Is This Asking?		✓		✓		✓		✓	

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<b>Making Claims</b>		Revolutions		Capitalism and Socialism		World War I			Globalization
<b>Draw (and Redraw) the Frames</b>	Draw the Frames		Redraw the Frames		Redraw the Frames			Redraw the Frames	Redraw the Frames

## Vocab

Each unit has three suggested vocab activities. It's hard to have a one-size-fits-all approach to vocabulary, so we recommend you take a three-pronged approach to incorporating vocabulary into your instruction using the following methods. We suggest you use Word Walls for a more global approach to vocab, personal vocab trackers to individualize vocab, and some of the vocab activities provided in the course so that students are applying what they are learning. For more details about this approach, please see the OER Project Vocab Guide.



*A selection of vocab activities*

## Unit Problem Notebook (UP Notebook)

WHP 1750 asks students to visit and revisit the unit Problems throughout the course. The aim of this activity, which appears twice in every unit, is to keep students and teachers connected to the core themes of the course. The first time students encounter the Unit Problems, they will be asked to evaluate each of the statements based on what they currently know. The second time they encounter the problems, they will be asked to more thoroughly respond to the questions and also revise and refine their initial understanding of the unit's core concepts. The emphasis here is for students to focus on concepts rather than formal writing. Additionally, the Unit Problem Notebook (UP Notebook), helps both you and your students assess how their thinking is progressing: where they're gaining mastery, and where they might need additional instruction.



While it may seem that your students don't have enough context to respond to the prompts and questions at the beginning of each unit, we place the UP Notebooks early in the unit as an informal baseline assessment to help gauge what students already know about the ideas and concepts of the unit. It's OK not to know much! Remind your students of this as well. This will also help orient your students to the focus of the unit, giving them a framework for what concepts and ideas they should pay attention to as they are introduced to new content.

## What Is This Asking? (Question Parsing)

What Is This Asking? is meant to be a quick skill-building activity that is intended to help students understand what is being asked of them when they're presented with historical prompts, particularly those they will encounter in assessment prompts such as document-based questions (DBQs) and long-essay questions (LEQs). Students are given a Question Parsing Tool, which will help them deconstruct the question so they can provide an appropriate and relevant essay response. The Question Parsing Tool can really be used with any question or prompt, not just those that are provided in the course.

WORLD HISTORY PROJECT  
**QUESTION PARSING TOOL**

STUDENT MATERIALS  
Name:  Date:

**Directions:** Follow the steps to parse the prompt you are presented with. Use the key at the bottom to help you with the historical reasoning practice and composition questions.

- Prompt:**
- Rewrite the prompt in your own words:**
- Periodization:** What is the time period you are being asked to consider? Write out the years if example, twentieth century = 1900s.
- Location:** What areas of the world are included in this prompt?
- Topic:** What is the main topic being asked about in this prompt?

WORLD HISTORY PROJECT  
**QUESTION PARSING TOOL**

STUDENT MATERIALS  
Name:  Date:

- Historical reasoning practice:** What historical reasoning practice is this prompt asking you to engage in? Provide justification for why you chose the one you did.
- Composition:** What is the prompt stem asking you to do as part of your response? Remember the prompt stem is usually a verb.

**Key**

Historical Reasoning Practice	Words/Phrases to Look For
<b>Causation</b>	Cause, effect, led to, lead to, emergence, resulted, bring about, give rise to, be the cause of, result in, produce, generate, spawn, precipitate, prompt, induce, promote, foster, provoke, trigger
<b>Comparison</b>	Similarities, differences, compare, contrast, set side-by-side, juxtapose, differentiate, liken, equate
<b>CCOT</b>	Continuities, changes, continuation, persistence, consistent, over time, two points in time
<b>Prompt Stem Examples</b>	<b>What It's Asking in Simpler Language</b>
<b>To what extent</b>	Weigh, evaluate, assess
<b>Evaluate, assess</b>	How much—needs a quantitative answer/thesis/claim (Note: A quantitative answer is one that includes an amount or a number. For example: a lot, a little)
<b>Analyze, develop</b>	Describe and explain
<b>Argue, argument</b>	Make a claim

S-2

*Question Parsing tool*

## Making Claims

Students are given a lot of practice testing claims throughout the course. They make claims as well, often within the context of writing assignments. This activity gives them the opportunity to practice making claims (and counterclaims) and will help you assess their ability to make strong, evidence-backed claims. Developing claim-making skills will help students make stronger historical arguments overall. You can follow this activity structure for just about any topic in the course you want students to be drawing conclusions about.

## Draw the Frames and Redraw the Frames

At different points in the course, students will be asked to draw and redraw the course frames. The first time they do this it is in relation to just helping define each of the frames. As they move further along, students will represent the frame narratives as they conceptualize them at those points in the course, helping them to stay focused on the driving narratives of the course while also helping them attend to scale switching to see how their frame narratives have been supported, extended, or challenged as they learn new historical content. Viewing history through frames gives us a usable knowledge of history that allows us to make sense of the world today and think critically about the future. The process of depicting frames by drawing them makes the information more memorable for students as they mix language with imagery.


## DBQs and LEQs

Please see the OER Project Assessment Guide for more information about our overall approach to assessment, including our approach to practice questions and the use of progression tools and closing activities to assist in ongoing assessment. In this section, we focus on the formal writing assessments included in WHP 1750.

At the end of each unit, students are asked to respond to a historical prompt by answering a long-essay question (LEQ) or a document-based question (DBQ). The course includes a variety of prompts, such as those related to causation, comparison, and continuity and change over time. We provide access to Score for certain DBQs in the course. The first DBQ of the course—DBQ 0—is the baseline assessment that will help give you an idea of your students' writing abilities at the beginning of the school year. They'll see the same DBQ at the end of the course in unit 9, which will allow you (and them) to see just how much they've grown as historical writers over the course of the year. You also have the ability to submit DBQ 5 to Score as a midpoint assessment to check for growth and amend instruction according to your students' needs. It's important to note that we use DBQ 0 and the Unit 9 DBQ for research purposes, which means that the data collected will help to improve the WHP course year after year. As a result, we ask that you follow all of the directions outlined in these assessments so that we can get a clear and accurate picture of how student writing is advancing. Please see the WHP 1750 Placemat for a list of prompts by unit. And for more support surrounding the use of Score, check out the Score Guide!

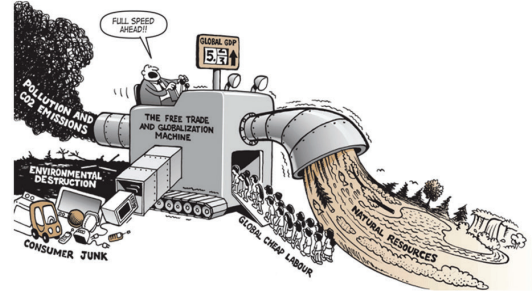
**WORLD HISTORY PROJECT / LESSON 5.5 ACTIVITY**  
**ASSESSMENT – ERA 5 DBQ**

**Document 7**  
This eighteenth-century anonymous painting shows the *casta* (lineage/race) or racial types and combinations, defined in Spanish America as a means of establishing pseudo-scientific hierarchies.  
**Source:** Anonymous painting, *Los Castos*, Museo Nacional del Virreinato, Tepotzotlán, Mexico.  
[https://commons.wikimedia.org/wiki/File:Los\\_Castos\\_painting\\_41.jpg](https://commons.wikimedia.org/wiki/File:Los_Castos_painting_41.jpg)



**WORLD HISTORY PROJECT / LESSON 7.3 ACTIVITY**  
**ASSESSMENT – ERA 7 DBQ**

**Document 5**  
This cartoon illustrates a common critique of free trade and globalization.

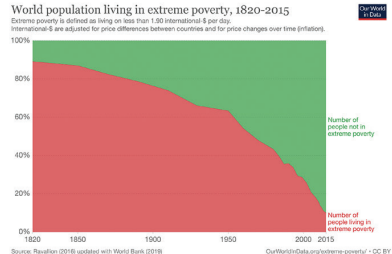


**Source:** Artist unknown, reproduced in New Zealand's "The Daily Blog" in a February 2019 posting by Dr. Geoff Bertram, Senior Associate at the Institute for Governance and Policy Studies, Victoria University of Wellington, New Zealand. <https://thedailyblog.co.nz/2019/02/26/question-geoff-bertram-climate-change-free-trade/>

**WORLD HISTORY PROJECT / LESSON 1.3 ACTIVITY**  
**ASSESSMENT – ERA 1 DBQ 0**

**Document 1**  
This chart is taken from the website "Our World in Data," a project involving thousands of scholars and based in the University of Oxford's Oxford Martin Programme on Global Development. The aim of the organization is to collect, compile, and share this data as a public service, using the research of a global community of scholars to show how long-term global trends are connected. The organization's mission statement emphasizes the ways in which global living conditions have improved over the past two centuries.

**World population living in extreme poverty, 1820–2015**  
Extreme poverty is defined as living on less than 1.90 international \$ per day.  
International \$ are adjusted for price differences between countries and for price changes over time (inflation).



**Source:** Max Roser, "The Short History of Global Living Conditions and Why it Matters That We Know It," *Our World in Data*, University of Oxford. <https://ourworldindata.org/short-history-of-global-living-conditions-in-5-charts#chart1820-2015>

Examples of DBQ activities

You'll see that students can submit their essay responses for all the other DBQs via the OER Project site. We're collecting these in order to train the scoring machine so that we can offer even more Score assessments. Note that when students submit the non-Score assessments, they should first draft these in a word-processing application (Microsoft Word or Google Docs, for example) and copy and paste their final essays into the submission form on the OER Project site. The form will not save their work as they write, so if they leave the browser, they'll lose their work. Just as important, note that you will not be able to see what they submit, so it's crucial that they send you their final essay as well as submit to Score via the form.

## Fun and Special Projects

### Fun

At OER Project, we are big believers in fun. While learning is often challenging, it doesn't have to be boring. It's also really easy to lose focus on fun when you're trying to meet state standards while training a new generation of historians. We provide a short explanation of fun here; be sure to check out our section on fun in Teaching World History.

As we know, fun leads to engagement, and we certainly want to foster engagement in our classrooms. We think of fun in a variety of ways, and it usually involves some of the following: student voice and choice, simulations, debates, and other projects that are not typically part of history classes. In WHP 1750, we have yarn tossing; we ask students to create influencer campaigns, draw anti-Imperialist cartoons, and create recipes for revolutions. We have two categories of fun: big fun and little fun. "Big fun" are those activities that tend to take more than one class period, such as simulations and debates. Each unit of the course features big fun. And some units feature a ton of big fun—those activities are highlighted in the WHP 1750 Placemat.

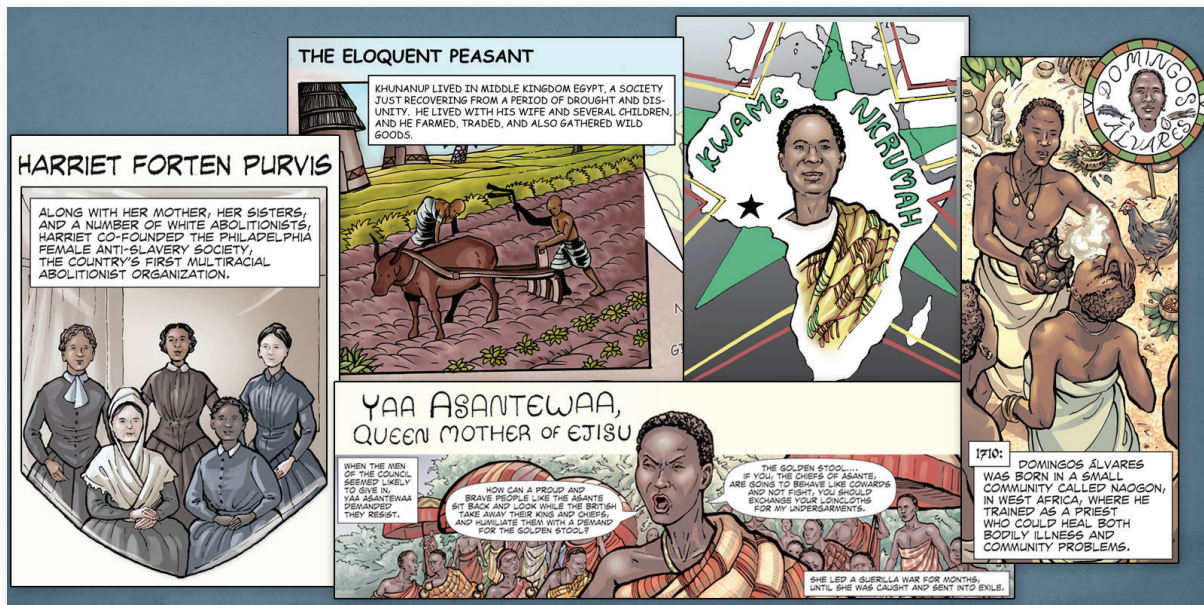
Now, you can't have big fun without some little fun. We think of little fun as quick openers and other short activities that will liven things up a bit. Vocab is a great way to get creative—in addition to some of the ideas we suggest in the course, you can use vocab for trivia (for that matter, you can do all kinds of stuff with trivia in history). We also recommend that you add your own flair to repeated activities to make them more fun. For example, maybe instead of drawing the frames, students can act them out. Bottom line—please have a good time with our materials, and when you find ways to make them more fun, please share your ideas in the community!

### Graphic Biographies

Graphic biographies help you and your students figure out where they fit into world history. The history of the world is an immeasurably large topic spanning millennia and huge expanses of land and ocean. A person, by contrast, is usually between three and six feet tall and generally lives for less than a century. It follows that humans fit into world history in such a way that they basically disappear in the vastness of space and time. In fact, that has been a problem for world historians as long as the field has existed: How can we talk about world history in a way that makes visible the actions and experiences of human beings? Our answer to this problem is the graphic biography.

Graphic biographies are one-page histories of people—usually *not* the ones you're likely to know of. However, most of these graphic biography subjects are not what you'd call "everyday" people, because powerful people are more likely to have their stories preserved in the historical record. But powerful or not, the people whose stories we share in this collection are individuals with unique connections to world history. We do get to tell the stories of *some* everyday people, such as refugees in the twentieth century, a period for which we have lots of records, and there's the occasional everyday person who arises almost by chance out of the archival records of the distant past.





Examples of graphic biographies

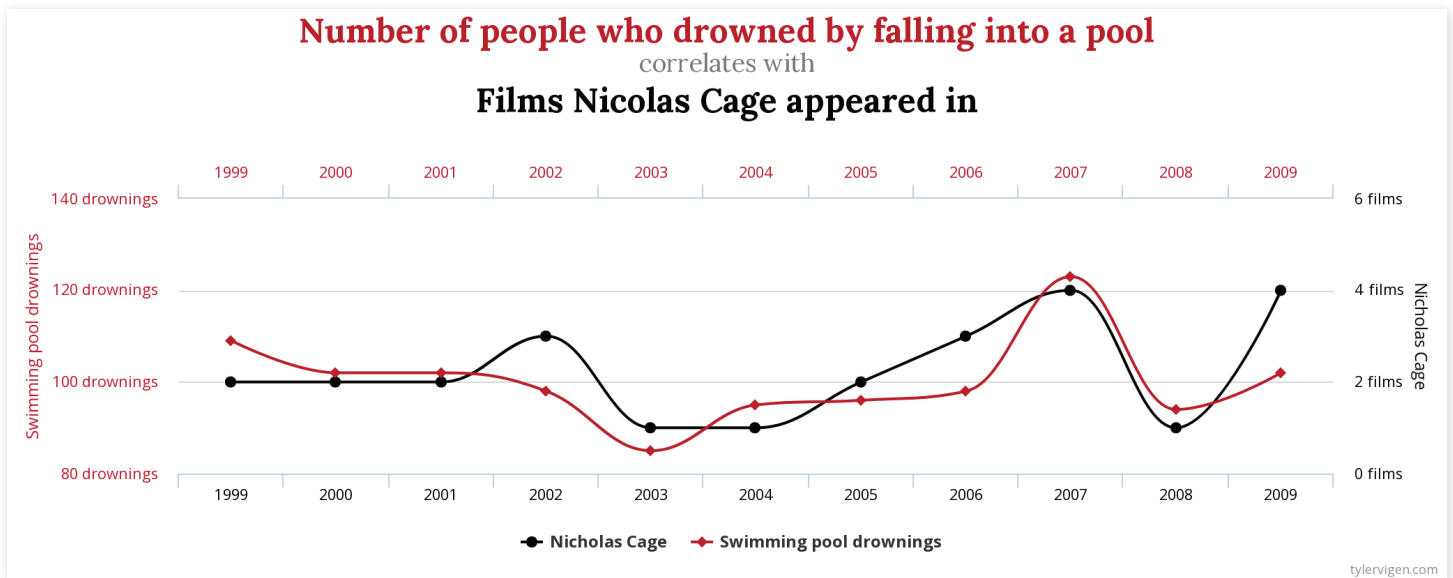
Whether they're "important" or "everyday," each of these individuals has their own story, their own history, and those stories weave in and out of the global themes of their unit. Their experiences highlight, and sometimes bring into question, developments on a global scale that students are studying as part of the frame narratives presented in the course. These biographies are one of the best ways for students to zoom in, and doing so helps bring nuance to their understanding of history. In some cases, the biographies will complicate the frame narratives—the experience of an individual will not necessarily fit with the global experience—they doesn't invalidate the frames; they just deepen and enrich them.

To maximize what your students get out of these graphic biographies, they—just like all our articles and videos—are meant to be read using the [Three Close Reads](#) approach. This approach is described in more detail in the OER Project Reading Guide. You can also learn more about the biographies and their amazing authors in [this blog post](#), and you can really dig in by reading the Graphic Biographies Guide.

## Project X and Data Explorations

### Project X

Project X is meant to help students understand and evaluate the data they encounter, and help them learn to use data in their own arguments. Students are constantly bombarded with representations of data. These charts and maps can be confusing and misleading. As data becomes a bigger part of our lives—just one result of the Information Revolution—students need to learn to be critical consumers of it. That's what Project X is all about. Project X culminates in a final presentation in which students use historical data to predict the future and offer solutions to some of humanity's biggest challenges.



*Correlation does not equal causation!*

Project X kicks off with this prompt:

"You are a historian of the future, and data is your crystal ball. As our species confronts the challenges of the twenty-first century, we carry the knowledge and burdens of history. In Project X, you'll use that knowledge of the past to predict the future. Choose one significant issue and use data to predict how it will change during your lifetime."

We've designed materials to guide students step-by-step through how to read charts, evaluate data, and make predictions. Project X has three main components:

### Data Explorations

At the core of Project X are 10 exercises we call *Data Explorations*. These explorations are organized thematically around significant topics of world history. Each Data Exploration includes two elements:

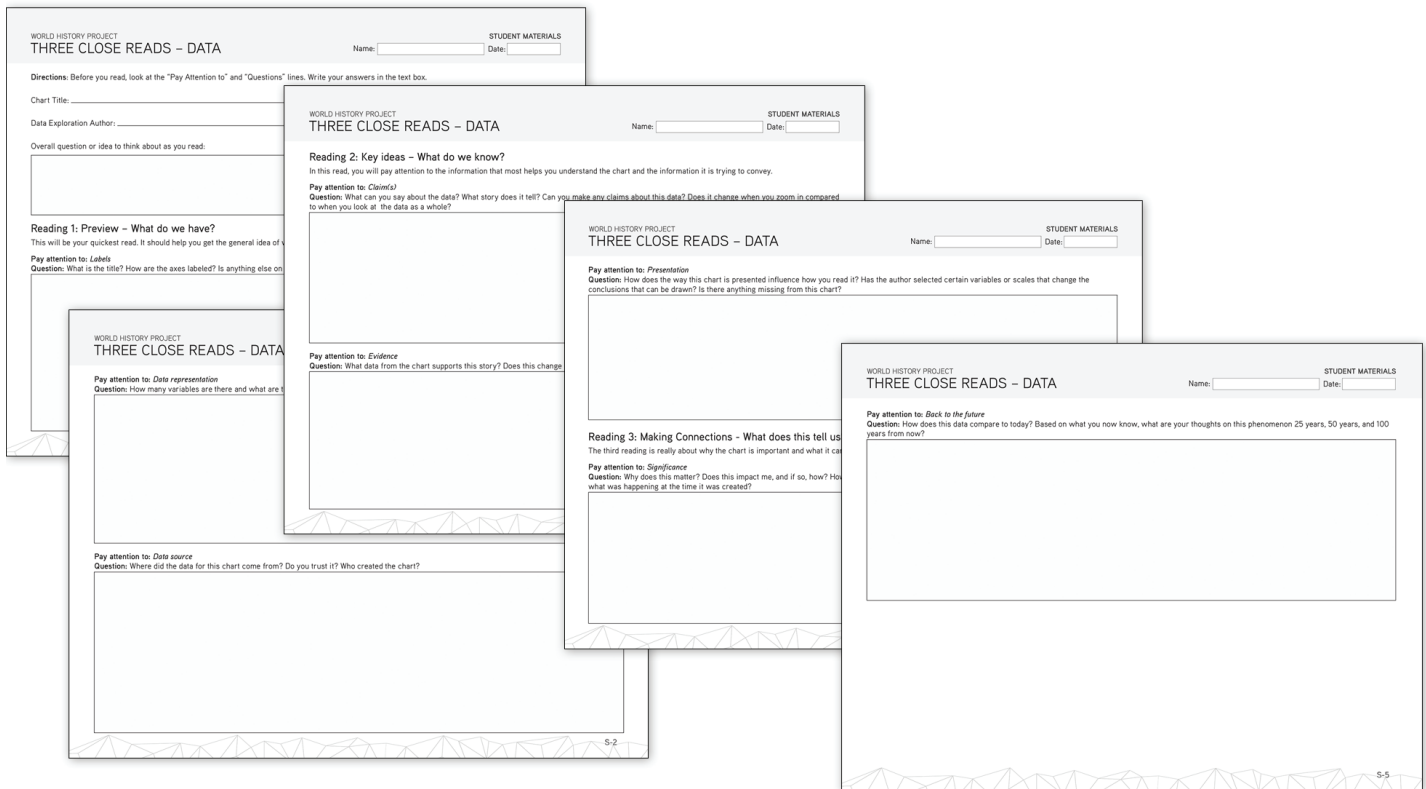
- **Articles** – Every Data Exploration begins with an introductory article that introduces students to the charts included in that exploration and provides historical context. These articles are written by Max Roser and the team at Our World in Data (OWID), which you'll find here: [www.ourworldindata.org](http://www.ourworldindata.org).
- **Charts** – Each Data Exploration centers around a selection of thematic charts from the OWID website. Students should spend the bulk of their time during Data Explorations "reading" the charts.



*Project X Data Exploration and chart*

### Three Close Reads for Data

“Reading” data and charts requires different skills than reading text does. To develop those skills, Project X introduces a new tool: Three Close Reads for Data. Like our [Three Close Reads for Data](#) tool, this one guides students through the process of understanding and evaluating reading material—but with this new tool they’re learning to read charts rather than normal text. Students should follow the Three Close Reads for Data process for each chart in the Data Exploration (though you may want to assign groups of students to different charts and have them report back to the class). A Three Close Reads for Data—Introduction activity introduces students to the thinking practice of three close reads. As you progress through Project X, keep an ear open for when your students start to grumble about the three reads. It might mean that they’re ready for a less-scaffolded reading experience. Use your knowledge of your students and how their skills are developing to make a determination about when they need less guidance and structure.



WORLD HISTORY PROJECT  
THREE CLOSE READS - DATA

Name: \_\_\_\_\_ Date: \_\_\_\_\_ STUDENT MATERIALS

Directions: Before you read, look at the “Pay Attention to” and “Questions” lines. Write your answers in the text box.

Chart Title: \_\_\_\_\_

Data Exploration Author: \_\_\_\_\_

Overall question or idea to think about as you read:

Reading 1: Preview - What do we have?  
This will be your quickest read. It should help you get the general idea of \_\_\_\_\_

Pay attention to: Labels  
Question: What is the title? How are the axes labeled? Is anything else on \_\_\_\_\_

Reading 2: Key ideas - What do we know?  
In this read, you will pay attention to the information that most helps you understand the chart and the information it is trying to convey.

Pay attention to: Claims?  
Question: What can you say about the data? What story does it tell? Can you make any claims about this data? Does it change when you zoom in compared to when you look at the data as a whole?

Pay attention to: Evidence  
Question: What data from the chart supports this story? Does this change \_\_\_\_\_

Reading 3: Making Connections - What does this tell us?  
The third reading is really about why the chart is important and what it can \_\_\_\_\_

Pay attention to: Significance  
Question: Why does this matter? Does this impact me, and if so, how? How was what was happening at the time it was created?

Pay attention to: Data source  
Question: Where did the data for this chart come from? Do you trust it? Who created the chart?

WORLD HISTORY PROJECT  
THREE CLOSE READS - DATA

Name: \_\_\_\_\_ Date: \_\_\_\_\_ STUDENT MATERIALS

Pay attention to: Presentation  
Question: How does the way this chart is presented influence how you read it? Has the author selected certain variables or scales that change the conclusions that can be drawn? Is there anything missing from this chart?

WORLD HISTORY PROJECT  
THREE CLOSE READS - DATA

Name: \_\_\_\_\_ Date: \_\_\_\_\_ STUDENT MATERIALS

Pay attention to: Back to the future  
Question: How does this data compare to today? Based on what you now know, what are your thoughts on this phenomenon 25 years, 50 years, and 100 years from now?

*Three close reads for data*

### Final Project

There are a series of activities that scaffold up to the final project. These activities culminate in a presentation in which students make a claim about the future supported by data and historical evidence.

## WHP 1750 Course Planning and Pacing

The WHP 1750 course has a lot of content, likely more than any one teacher can get through in an entire year. Because different schools and districts have different needs, we wanted to cover a variety of subject-matter content, allowing teachers to make decisions that will best support their local context. The OER Project recognizes



that state standards play a big role in defining the content and skills you use in your classroom. That's why we've created [standards alignment crosswalks for a number of states](#)—don't worry if your state isn't on the map yet, our team is hard at work adding more states. In addition to the general guidelines below, we also have a variety of detailed and specific course plans, created by teachers working in different contexts, which should help you plan a course that is the best fit for your students. WHP 1750 course plans can be found here, as part of the Teaching World History course.

Some overall notes:

- The table below shows how many articles, videos, and activities are in each unit, which should help you determine how long each unit will take, or where you might need to use fewer resources.
- The student audience is on-level tenth graders in the United States (15- to 16-year-olds).
- We assume that an article will take about half of a 50-minute class period, with some overview articles taking longer. We encourage you to teach all overview articles.
- We assume that most videos will take about half of a 50-minute class period. We encourage you to teach all overview videos.
- Most progression activities will take an entire 50-minute class period. We encourage you to teach all these activities since they build in a spiraling progression.
- Opening activities should take half of a 50-minute class period or less. If the activity title doesn't include "Opening," it may take longer.
- Each unit has at least one activity that we refer to as "big fun." These activities will often take longer than one class period, typically two to three class periods depending on your class size and students' abilities. These include simulations and longer projects.
- Each unit, except the first, culminates with either a DBQ or LEQ. These can be taught in either one or two days, depending on how you choose to administer them.
- This guide does not account for homework you may assign.

	Unit 1 The World in 1750	Unit 2 Liberal and National Revolutions	Unit 3 Industrialization	Unit 4 Labor and Society	Unit 5 Imperialism, Colonialism, and Responses	Unit 6 World War I	Unit 7 Interwar and World War II	Unit 8 End of Empire and Cold War	Unit 9 Globalization
WHP 1750 Asset Count by Unit*									
Articles	14	16	13	13	11	11	21	15	23
Videos	8	9	5	4	6	6	5	7	10
Activities	22	24	22	20	20	18	17	16	23
% of Course	12%	13%	11%	10%	10%	9%	11%	10%	15%

\*Please note that these are rough estimates since not all assets require an equal amount of time.