



WORLD HISTORY PROJECT 1750 COURSE OVERVIEW



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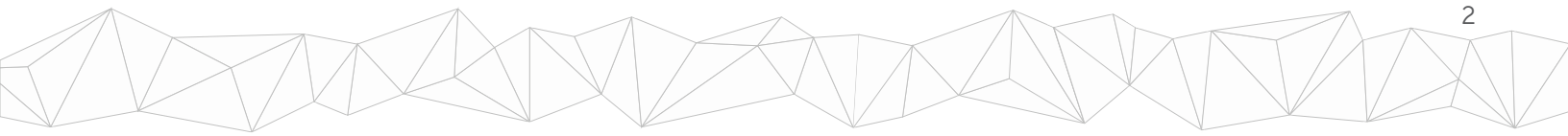
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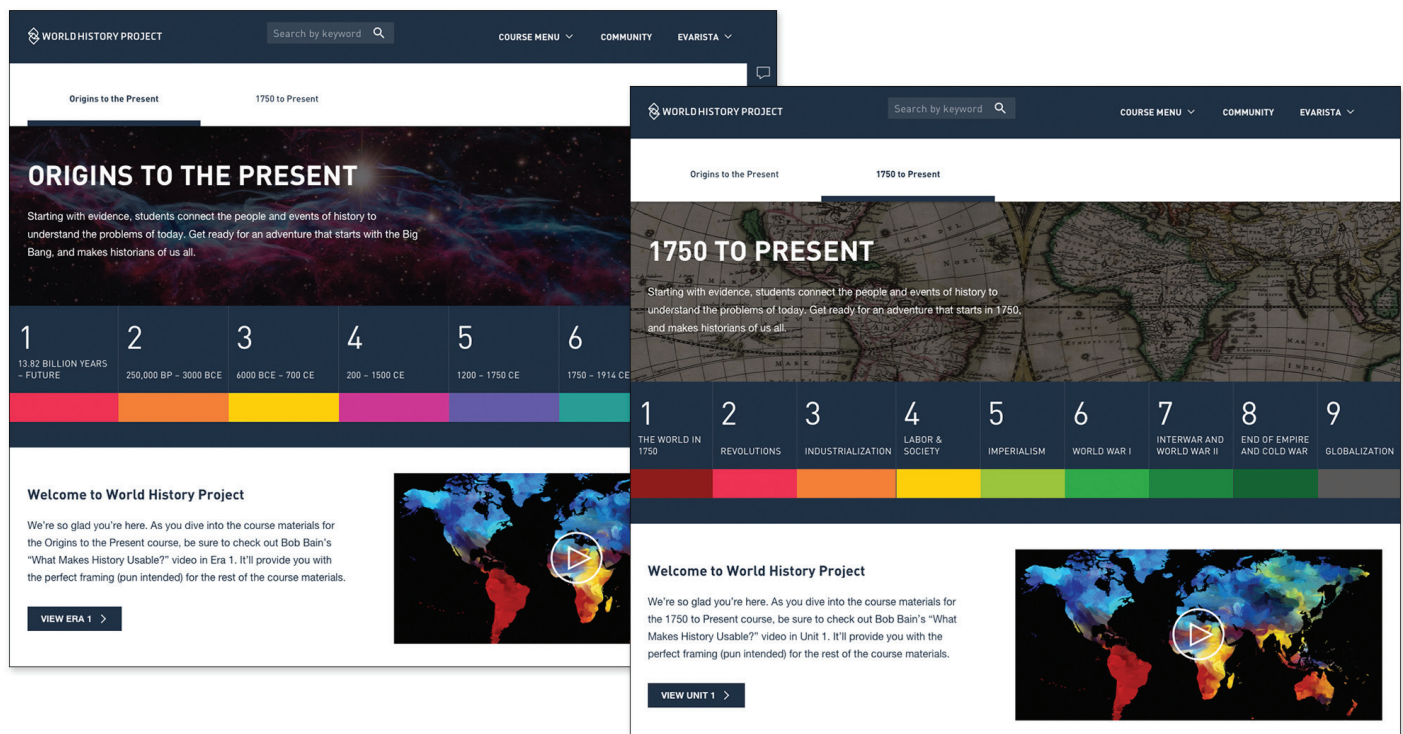
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Welcome to the World History Project 1750 Course

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 three course frames and how they have changed over time; an explanation of our periodization scheme; a detailed unit breakdown; an overview of the practice progressions that will guide your students as they learn to think, read, and write like historians; and a pacing guide. This guide is intended as an introduction to the WHP 1750 course (which covers 1750 to the present). For an overview of WHP's overall approach, including our inquiry framework, philosophy, and objectives, check out the WHP Course Guide. In addition, if you think our Origins course (which covers the Big Bang to the present) might be better for your classroom, check out the WHP Origins Course Overview.



WHP Origins course (left) and WHP 1750 course (right)

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	1750
Unit 2: Liberal and National Revolutions	1750-1941
Unit 3: Industrialization	
Unit 4: Labor and Society	
Unit 5: Imperialism, Colonialism, and Responses	
Unit 6: World War I	1900-present
Unit 7: Interwar and World War II	
Unit 8: End of Empire and Cold War	
Unit 9: Globalization	

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
THE WORLD IN 1750	REVOLUTIONS	INDUSTRIALIZATION	LABOR & SOCIETY	IMPERIALISM	WORLD WAR I	INTERWAR AND WORLD WAR II	END OF EMPIRE AND COLD WAR	GLOBALIZATION

1750 course timeline

Frame Descriptions

In WHP, we ask you and your students to examine world history through different lenses, or frames. These frames are intended to help structure students' experiences with course content. This approach highlights the idea that historical accounts are constructed based on particular perspectives. More importantly, these frames provide students with big-picture, historical "stories," thus providing a cohesive backdrop against which students can construct their historical understanding.

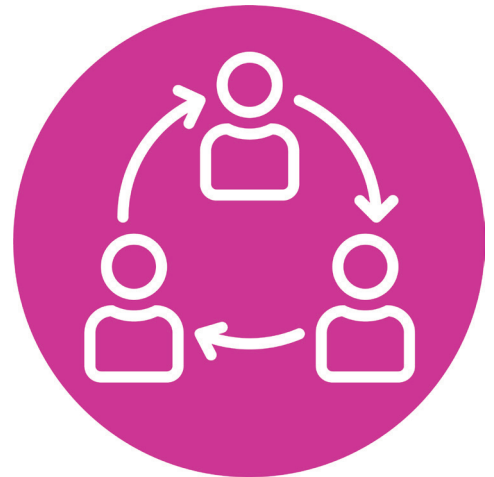
As students move through the course, they will examine how each frame has changed over our long history.

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.

*Networks*

Production and Distribution

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 octopi, 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.

*Production and Distribution*

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 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, and connect communities to, each other.

The kinds of communities in which we have lived, the ways we have 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.



Communities



Professor Bob Bain, describing WHP frames

Unit Learning Objectives and Narratives

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?

Why start a history course in 1750? 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 techniques. More importantly, we need to figure out how they are “usable” for solving problems in our own lives.

History is sometimes defined as the study of continuity and change over time. A lot was changing in 1750. Except the stuff that stayed the same. This unit provides a global overview of similarities and differences around the world in 1750 and identifies important connections linking humans and societies. The dramatic transformations that started around 1750 helped create our modern world.

Often, history courses limit themselves to a few temporal and spatial scales to tell the story of a group of people or a nation. In WHP, we will move between histories of various shapes and sizes, a practice we call *scale switching*. Spatially, we will move between the global, national, regional, local, and personal. Temporally, we will sometimes want to understand what happened in a single day; other times, in a year, or a century—and use very different scales of time to see what changed and what did not. As students grapple with the big question for this unit, they will be asked to switch scales as they compare societies around the world in 1750. We begin this course with the year 1750 and ask students to identify connections linking societies and people across the world. These similarities, differences, and connections will be crucial for understanding the massive changes that will come later in the long nineteenth century.

Unit 1 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. Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.
5. Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.

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?

It might seem that nation-states, with flags and laws and borders, have been around forever. But they're a pretty recent development. During the long nineteenth century—a 164-year period from 1750 to 1914—revolutions rocked the world. New forms of government developed, based on changing notions about sovereignty and which freedoms people deserve. About the same time, new nation-states formed as novel ideas about nationalism transformed how people thought about their communities.

This unit begins by looking for the conditions under which revolutions begin. Why did so many of these revolutions begin during the long nineteenth century? Enlightenment concepts like individual and political sovereignty gave people the tools to challenge tradition, but the material conditions under which people lived often pushed them into the streets. As we look around the world at specific revolutions, students place theoretical concepts into historical context as they encounter the American, French, Haitian, and Latin American revolutions.

The liberal revolutions of the long nineteenth century shook the foundations of the old order. But few ideologies shaped political identities more than nationalism. In this unit, we'll examine the global ripples of the revolutions of 1848 and the nationalist projects that followed. In Italy, Germany, and Japan, nationalists rose to power, united their countries, and consolidated their power. Nationalism in the nineteenth century helped lay the groundwork for the horrific violence of the twentieth century. Both liberal and national revolutions transformed human communities. By asking students to evaluate the conditions under which these revolutions begin, this unit prepares them to understand how societies reacted to the rapid changes they will encounter in the next three units.

Unit 2 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. Apply historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, and sourcing to evaluate these historical events and processes.

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?

In Unit 2, a series of global revolutions transformed the organization of human communities. But not all revolutions are political, and more than communities were transformed. At the same time that revolutionaries stormed the Bastille, humanity was beginning a revolution in production and distribution. The Industrial Revolution fundamentally changed the ways we made, used, and moved goods. In so doing, it also reshaped our relationships to each other and how societies were organized.

This unit attempts to locate the causes of the Industrial Revolution. We begin by asking why industrialization started in Britain and not in China. A collection of political, environmental, and contingent factors launched Great Britain—and soon Western Europe and the United States—into the Industrial Revolution. But other countries soon followed—or at least, attempted to. Next, we examine industrialization in Japan, Egypt, and India. Japan industrialized quite

late, but its success soon launched it to the status of a global power. In Egypt and India, however, imperialist policies undermined attempts to industrialize those economies, reinforcing structural inequalities.

The Industrial Revolution affected people in different ways. In Western Europe, it enriched a small number of capitalists while transforming the lives of the millions of people who moved to cities and became wage laborers. It made the industrial empires—Britain, France, Germany, the United States, Russia, and Japan—into seemingly unstoppable military forces while in much of the rest of the world, colonized peoples paid the price for Europe's industrialization. This unit will help students evaluate these impacts at different scales and identify the continued impacts of the Industrial Revolution on our world today.

Unit 3 Learning Objectives

1. Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.
2. Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.
3. Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this unit.
4. Apply historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, and continuity and change over time to evaluate these historical events and processes.

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?

The liberal and national revolutions of the long nineteenth century promised to deliver a better, more equal world. But the Industrial Revolution produced rapid transformations in the ways people lived that soon exposed these promises as false. A huge working class was increasingly concentrated in cities, working long hours for low pay often in miserable conditions. This system of industrial production was made possible in part on the labor of enslaved people in the Americas. Women also found themselves excluded from the new systems of democratic and national governance while also subjected to the same indignities of wage labor.

In this unit, we examine three types of reform movements that sought to address these conditions and make human communities and our social relationships more equitable. These reform movements relied on global networks of activists, and the different movements were often deeply interconnected, sharing members, goals, and tactics. We begin with labor movements, which united the working class of wage laborers as they argued for better treatment, safe working conditions, and an end to child labor. The development of socialism was integral to the success and expansion of labor movements. Beginning in the late eighteenth century, networks of formerly enslaved American and European activists began to argue for the abolition of the institution of slavery. Their success was a remarkable

turning point in world history, and in the second part of this unit, we ask students to consider why abolitionists were able to end such a lucrative system that had so much power supporting it. The unit ends with an examination of the women's suffrage movement. Like abolition, the achievement of women's suffrage around the world was a nineteenth-century transformation that overturned centuries-old inequalities.

The reform movements of the long nineteenth century did much to address the inequalities and cruelties produced by the Industrial Revolution and colonialism. But there were many more inequalities that remained. By examining what these reformers achieved and what they failed to achieve, students will gain a view of contemporary inequalities and perhaps how best to address them.

Unit 4 Learning Objectives

1. Analyze the various responses to industrialization that occurred in different regions of the world.
2. Understand the new economic systems that were developed in response to industrialization.
3. Critique the theories explaining the abolition of slavery.
4. Evaluate why people's perceptions of labor, women's rights, and human rights changed during this unit.
5. Apply historical thinking practices and reasoning skills such as claim testing, historical comparison, contextualization, and sourcing to evaluate these historical events and processes.

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?

Armed with new industrial technologies and ideas like nationalism, modern nation-states colonized billions of people and built vast empires. The power of these empires seemed absolute, but colonial subjects everywhere found ways to respond to and resist colonialism.

In this unit, we begin by examining the arguments that imperialists used to justify their attempts to control other people and resources. This system of imperialism combined with nationalism helped create the idea that the imperialists had a right to rule, while beliefs about racial superiority fueled the already deeply unequal treatment of people who were colonized. Colonialism—the system under which imperialists ruled colonial peoples—was a system by which a few people could govern many. Colonialism could be both direct or indirect, formal or informal. The violence of colonialism affected millions and produced structural inequalities between nations that, in many cases, persist to the present. But colonized peoples did not simply accept conquest and rule by foreign powers. They pushed back, often quietly or carefully, sometimes through violent rebellion, and in many cases by studying and writing, coming up with ideas like “dual consciousness” to explain how colonialism affected them. They often adopted and adapted the ideas of their colonizers to provide the means of their own liberation.

New ideas about social and political life, plus new technologies for producing and distributing goods to a rapidly growing population, turned much of the world into a competitive arena for resource-hungry industrialized states. The desire for raw materials and cheap labor led to violent conquests that exploited and often dehumanized local people. These populations tried to find ways to resist or shape empire to their own needs, but it was a difficult fight

against the powerful. Examining how empires were run, and how they were resisted, will help students identify their lasting legacy in our present.

Unit 5 Learning Objectives

1. Describe how industrialization led to imperialism and the expansion of empires.
2. Describe the difference between imperialism and colonialism.
3. Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today.
4. Understand and evaluate how communities responded to increased industrialization and the expansion of empires.
5. Analyze the different ways communities responded to colonialism.
6. Apply historical thinking practices and reasoning skills such as claim testing, causation, contextualization, continuity and change over time, and sourcing to analyze these historical events and processes.

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?

The long nineteenth century reshaped human life on this planet. That period came to an abrupt end in 1914 with one of history’s most devastating conflicts: the First World War. The transformations of the long nineteenth century helped cause this deadly war. Nationalism, imperialism, and industrialization all played important roles in starting the war and making it so deadly.

This unit begins by looking backward, at how the transformations encountered in the last four units produced the First World War. These complicated political, ideological, economic, and social factors combined to drag the world to war. Next, we examine the experiences of people through the war and how its outcomes changed the societies involved.

We often take a birds-eye-view of the First World War. It was so devastating, and on such an enormous scale, that viewing it from afar can help us make sense of the devastation. But it’s important to also keep the humanity of the war in view. Up close, the personal experiences of the war varied widely depending on who and where you were. This unit ends by looking at the disillusionment so many felt when the Enlightenment ideals they had been taught collided with the realities of trench warfare. An examination of the Russian Revolution and the Armenian Genocide will prepare students for the battles of ideology and new horrors on the horizon in the rest of the twentieth century.

Unit 6 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. Apply historical thinking practices and reasoning skills such as historical comparison and continuity and

change over time to analyze these historical events and processes.

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?

The First World War left a legacy of global economic crises and weakened democracies. This legacy and the failure of internationalism enabled the rise of fascist, totalitarian, and authoritarian ideologies. Soon the world was at war again. In this unit, we navigate the complex factors that led to the Second World War, the horrors of the Holocaust, and the aftermath that even today has us asking how we can avoid repeating such deadly events.

This unit begins by examining how the failures of old systems led to a new world war. The international capitalist system failed spectacularly during the interwar period, as the Great Depression brought economies crashing down. After World War I ended, many people came together in attempts to prevent another world war. Their efforts at internationalism failed as new fascist and authoritarian governments took power around the world, exploiting resentment over World War I and the Great Depression. Next, we'll examine how authoritarian ideologies dragged the world to war. World War II was a global total war on a scale unimaginable, even after World War I. The horrors of the war left the world in shock. The millions of soldiers and civilians killed in the war, the horrors of the Holocaust, and the use of the first nuclear weapons forced the world to confront some ugly truths after 1945. At the end of World War II, dozens of nations cooperated to build international organizations with the hope of preventing World War III.

World War II was the deadliest conflict in history. The big problem for this unit asks students to consider whether the bloodshed actually resolved any conflicts, and if so, which ones it left unresolved. The next two units will examine the successes and failures of internationalism after 1945.

Unit 7 Learning Objectives

1. Understand the rise of fascism in various regions of the world, including its causes and consequences.
2. Analyze the causes, scale, and consequences of World War II.
3. Assess how technology, combined with economic systems such as capitalism, and political ideologies such as fascism impacted World War II.
4. Understand and evaluate the causes, scale, and consequences of the Holocaust.
5. Apply historical thinking practices and reasoning skills such as claim testing, causation, and contextualization to analyze these historical events and processes.

Unit 8: End of Empire and Cold War

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

1. What was the Cold War really about? What happens if we ask this question from different perspectives—from that of the US, the Soviet Union, or from the Caribbean or Vietnam?
2. What factors made it possible for anti-colonial movements around the world to achieve independence during this period?

3. How did the Cold War and decolonization end, and how were they similar and different in the ways in which they concluded?

As the world recovered from the devastation of two world wars, a new conflict erupted between the two superpowers who emerged from the Second World War stronger than ever. At the same time, colonized peoples around the world rose up and cast off the chains of empire. The Cold War and decolonization collided to reshape global power dynamics. But many old inequalities remained in place. This unit asks how our understanding of each of these events changes when we view them together.

This unit examines how the Cold War and decolonization were entangled in a complex web of economics, conflict, diplomacy, and espionage. The Cold War was a global struggle between the capitalist United States and the communist Soviet Union. But the two superpowers weren't alone in their conflict, and not all conflicts were "cold." Colonized nations seeking independence, and the empires who ruled them, both found willing partners in the superpowers, who saw their struggle as an opportunity to oppose each other. Soldiers from the colonized world fought in the Second World War. As they returned home from this war, they asked why they had to fight and die in European wars, and they questioned an international system that could produce such brutality. European empires had promised independence to their colonies in exchange for their support in the war. After the war, it was time for empires to pay their debts, but in many places, they resisted.

By asking how the Cold War and decolonization were linked, this unit helps students understand the global order that emerged after the Second World War as newly decolonized nations stepped onto the world stage as independent nation-states. But the global struggle between capitalism and communism meant that old inequalities would be reinforced as the two superpowers undermined the new governments in efforts to find (or create) allies in decolonizing nations.

Unit 8 Learning Objectives

1. Evaluate how the Cold War and decolonization are intertwined in the history of this period.
2. Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War.
3. Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.
4. Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.

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?

This course covers over 270 years of history. During these three centuries, humanity experienced rapid changes as industrialization and globalization reshaped communities, networks, and systems of production and distribution in every corner of the world. As we grapple with our connections, diversity, and inequalities, this unit asks how the stories of our past inform our present and how they will shape our future.

This unit covers a lot of ground. It begins by introducing the processes of globalization. We look at the ways in which our world community has become both “flatter” in our shared experience, but also “spiky” in the many ways we have different experiences and opportunities. Students will be asked to evaluate the “good” and the “bad” of globalization. The last four lessons of the unit examine the effects of globalization on rights, economic interactions, identity, and the environment. Students will be tasked with explaining why genocide still happens in an era of “universal” human rights; how systems of production and distribution have transformed in different parts of the world; how globalization has changed the ways that people identify themselves and the communities to which they belong; and the shocking ways that humans are able to shape (and destroy) our environment.

The unit problem asks students to explain some pretty big issues. The readings, videos, and activities in this unit provide them with the tools to switch scales and evaluate how the answers to the unit problem change depending on where we look.

Unit 9 Learning Objectives

1. Evaluate the causes and consequences of globalization.
2. Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.
3. Understand the “lumpiness” of globalization and how communities have responded to inequalities that occur as a result of this interconnectedness.
4. Apply historical thinking practices and reasoning skills such as claim testing, historical comparison, continuity and change over time, and sourcing to analyze these historical events and processes.

Practice Progressions

Please see the WHP Course Guide for more detailed information about the rationale behind the practice progressions. Here you will see the specific activity progressions found in the WHP Origins course. Please note that activities are still being updated based on feedback from pilot teachers, so this chart, as well as the activity descriptions below, are subject to change.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Reading	1.0 “The Rise of the West”	No specific activity sequence—release of scaffolding determined by teacher in relation to Three Close Reads.							
Writing		2.3 TBD	3.2 TBD	4.3 TBD	5.3 TBD	6.2 TBD	7.4 TBD	8.2 TBD	9.5 TBD
Claim Testing	1.0 Intro to Claim Testing	2.1 Authority	3.1 Evidence	4.3 Social Class and Gender	5.1 Imperialism		7.4 Global Conflict		9.4 Globalization
Causation	1.2 Alphonse the Camel	2.1 Revolutions 2.2 Recipe for a Revolution	3.2 Industrialization to Migration		5.3 Indian Uprising		7.3 World War II		

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Comparison	1.3 Life in 1750 and Today		3.2 Egypt and Japan	4.3 Women's Suffrage		6.2 Russian Rev and ?		8.2 Decolonizing Women	9.2 Rights Documents
Contextualization	1.2 Intro to Contextualization		3.1 How Was Industrialization Possible?	4.1 Child Labor	5.2 Opium Wars		7.1 The Great Depression		
Continuity and Change Over Time (CCOT)	1.2 Intro to CCOT		3.0 Revolutions to Industrialization		5.0 Transformations to Responses	6.0 Imperialism and Colonialism to WWI		8.0 WWII to the Cold War	9.0 Unit Comparisons
Sourcing	1.2 Intro to Sourcing	2.1 The Inoculation Debate		4.2 Why Was Slavery Abolished?	5.2 Differing Perspectives on Imperialism			8.1 Who Started the Cold War?	

Reading

For more detailed information on the WHP approach to reading, please refer to the WHP Course Guide.

WHP seeks to improve students' ability to analyze, evaluate, and use a range of primary and secondary sources. In addition, these sources include arguments about the past in a variety of formats and genres. Specifically, WHP activities regularly ask 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. Students are introduced to close reading strategies in the Unit 1 Overview article, and then continue to use the process throughout. While 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. 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.

Writing

The WHP course is writing intensive. Students are asked to respond in writing to a variety of prompts, including those related to contextualization, causation, historical comparison, continuity and change over time (CCOT), and a variety of document-based questions (DBQs) and long-essay questions (LEQs). Because history teachers are not necessarily trained as writing teachers but must help students develop their writing abilities, 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.

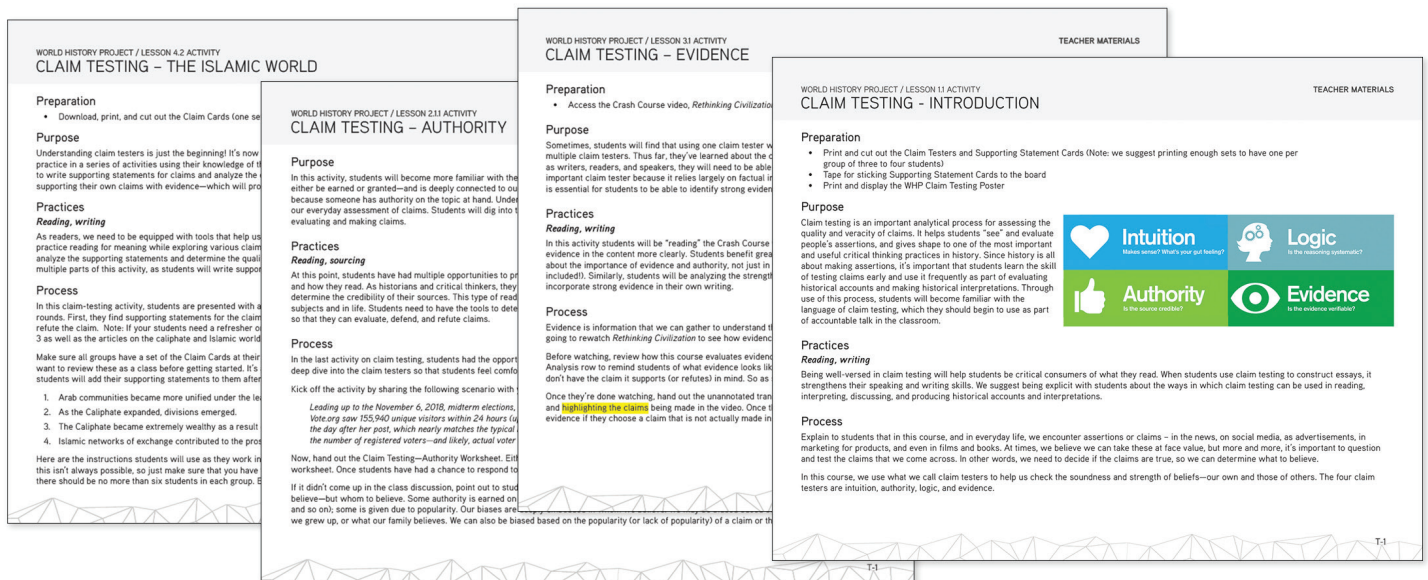
Writing Activity Progression

As with reading, there is a specific activity in each unit that focuses on developing students' writing skills. Although these are initially highly scaffolded, by the end of the course, students should be able to evaluate and edit their own writing using the WHP Writing Rubric. Note these activities are the second to last activity in each unit, often preceding a writing assessment in the form of a DBQ or LEQ.

Note: This progression is forthcoming. It will be tightly tied to the DBQs and LEQs that are currently under development in the course. There will be a progression activity in all but the first unit of the course, immediately preceding each DBQ or LEQ.

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 a useful critical thinking practice in the study of history. 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 collage displays four overlapping pages from the World History Project, each focusing on a different aspect of claim testing:

- Page 1 (Left):** Titled "WORLD HISTORY PROJECT / LESSON 4.2 ACTIVITY CLAIM TESTING – THE ISLAMIC WORLD". It includes sections for Preparation, Purpose, Practices, and Process.
- Page 2 (Middle):** Titled "WORLD HISTORY PROJECT / LESSON 2.3.1 ACTIVITY CLAIM TESTING – AUTHORITY". It includes sections for Purpose, Practices, and Process.
- Page 3 (Right):** Titled "WORLD HISTORY PROJECT / LESSON 3.1 ACTIVITY CLAIM TESTING – EVIDENCE". It includes sections for Preparation, Purpose, Practices, and Process.
- Page 4 (Bottom Right):** Titled "WORLD HISTORY PROJECT / LESSON 1.1 ACTIVITY CLAIM TESTING - INTRODUCTION". It includes sections for Preparation, Purpose, Practices, and Process. This page also features a visual aid with four icons and labels:
 - Intuition:** Makes sense? What's your gut feeling?
 - Logic:** Is the reasoning systematic?
 - Authority:** Is the source credible?
 - Evidence:** Is the evidence verifiable?

Claim Testing activities

Claim Testing Activity Progression

1. Lesson 1.0: Claim Testing - Introduction

In this activity students are introduced to the four claim testers: intuition, authority, logic, and evidence. They are given a claim—"There is one true history"—and asked to organize supporting statements for it into the four claim-testing categories.

2. Lesson 2.1: Claim Testing - Authority

Students dig into two different historical interpretations from two authorities in the field about the origins of the Enlightenment. Students use their claim-testing skills to unpack authority and to help them decide whom they should believe and why.

3. Lesson 3.1: Claim Testing - Evidence

As a class, students analyze the transcript from *Coal, Steam, and the Industrial Revolution: Crash Course World History #32* to pick out claims and supporting evidence.

4. Lesson 4.3: Claim Testing - Social Class and Gender

Students will apply what they know about *authority, logic, intuition, and evidence* to write supporting statements for claims about social class and gender. They will analyze the quality of evidence put forth by their peers, find disconfirming evidence, and write thesis statements based on their conclusions. This is an activity that will be repeated in Units 5, 7, and 9 using different topics.

5. Lesson 5.1: Claim Testing - Imperialism

Students write supporting statements for claims about imperialism. They will analyze the quality of evidence put forth by their peers, find disconfirming evidence, and use what they found to write a short paragraph about imperialism.

6. Lesson 7.4: Claim Testing - Global Conflict

Students will again examine claims, this time related to global conflict, and write supporting evidence for those claims. As with the previous activities, they will evaluate the evidence put forth by their peers as well as find disconfirming evidence. They will end by drawing some conclusions about global conflict.

7. Lesson 9.4: Claim Testing - Globalization

Students will again examine claims, this time related to globalization, and write supporting evidence for those claims. As with the previous activities, they will evaluate the evidence put forth by their peers as well as find disconfirming evidence. They will end by drawing some conclusions about globalization.

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. Students are introduced to causation in Unit 1 of the course using the fictitious story of Alphonse the Camel. 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 should not take long until the steps they follow to analyze cause and consequence are implicit, and 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 have mastered writing about cause and consequence.

*Causation poster*

Causation Activity Progression

1. Lesson 1.2: Causation – Alphonse the Camel

Students learn about the fictitious Alphonse and Frank the Camel Killer. Students are first introduced to the concept of historical causation here and will determine if it was a straw that broke the camel's back, or some other cause.

2. Lesson 2.1: Causation – Revolutions

This is a quick activity that introduces causal mapping and asks students to use the article “Causes of Revolution” to create causal maps.

3. Lesson 2.2: Causation – Recipe for a Revolution

In this activity, students build upon the Causation – Revolutions activity and create a recipe that explains the causes of a particular revolution. They use the Crash Course videos as part of this.

4. Lesson 3.2: Causation – Industrialization to Migration

Students will analyze how industrialization was the source of many changes during the modern era, including increased migration. In addition, this activity will build upon previous causation activities in this progression by having students write a causal claim.

5. Lesson 5.3: Causation – Indian Uprising

In this activity, students will analyze the causes of the 1857 Indian uprising to investigate how and why this rebellion took place when and where it did. By doing so, students will see how historical events and processes can be interpreted in different ways, not only by those involved in the actual events, but by the historians who analyze the events long after they've taken place.

6. Lesson 7.3: Causation – World War II

In this activity, students will evaluate the causes of World War II. This will continue to sharpen students' causation skills, enabling them to look at different accounts of history and make their own viable historical explanations and causal arguments to explain historical events from their own perspectives.

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 or 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 or 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. Ultimately, the goal is for students to be able to describe and explain the relevant similarities and differences between specific historical developments and processes, as well as explain the relative historical significance of similarities and differences between the topics of study. Don't 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.



Comparison poster

Comparison Activity Progression

1. Lesson 1.3: Comparison – Life in 1750 and Today

Students imagine what their lives would have been like in 1750, and will compare that to their lives today. The analysis will include attending to each of the course frames.

2. Lesson 3.2: Comparison – Egypt and Japan

In this second comparison activity, students will compare how two different nations attempted to industrialize in the nineteenth century. Instead of comparing across time (that is, on a temporal scale), as students did in the first comparison activity, they'll switch to a spatial scale to compare across regions.

3. Lesson 4.3: Comparison – Women's Suffrage

In this activity, students compare and contrast women's road to suffrage in six regions: New Zealand and Australia, Europe, Asia, North America, Latin America, and Africa. Students will construct a timeline, read an article and complete the Comparison Tool, and then use their findings to write a paragraph response to a comparison prompt.

4. Lesson 6.2: Comparison – The Russian Revolution and ?

Students compare the Russian Revolution to another revolution presented earlier in the course (ideally, their Recipe for a Revolution choice).

5. Lesson 8.2: Comparison – Decolonizing Women

Students compare women's participation in decolonization movements in Africa using the accompanying article. Additional research may be necessary to delve deeper into women's participation in these areas.

6. Lesson 9.2: Comparison – Rights Documents

In this activity, students compare rights documents from around the world. Comparing the movements that produced these documents can show students what makes people similar around the world, especially with regard to their human rights.

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, the 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 a historical event or process began. 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.



Contextualization poster

Contextualization Activity Progression

1. Lesson 1.2: Contextualization – Introduction

In this activity, students will be introduced to this historical thinking practice by using the associated tool to contextualize their own lives.

1. Lesson 3.1: Contextualization – How Was Industrialization Possible?

In this activity, students dig into the contexts and conditions that made industrialization possible during this time, with a particular focus on the geographical factors that led one region to industrialize before others.

2. Lesson 4.1: Contextualization – Child Labor

In this activity, students will contextualize child labor to understand why ideas about childhood began to change in the nineteenth century. Since the first hunting and gathering communities, children have been used for labor—that is *until* the late nineteenth century. Then, industrialized societies such as England, Japan, France, Germany, and the United States removed children from the workforce. What is it about the context of the nineteenth century that caused these changes to occur in almost all industrializing countries? What might explain why agrarian societies did not see child labor as an issue while industrial societies did?

3. Lesson 5.2: Contextualization – Opium Wars

In this activity, students will continue to work on their contextualization skills by analyzing the conditions that led to the Opium Wars. In prior contextualization activities, students examined contextualization on a fairly large, often global scale, but for this one, students will zoom in to examine the local contexts and conditions that allowed for the Opium Wars to take place.

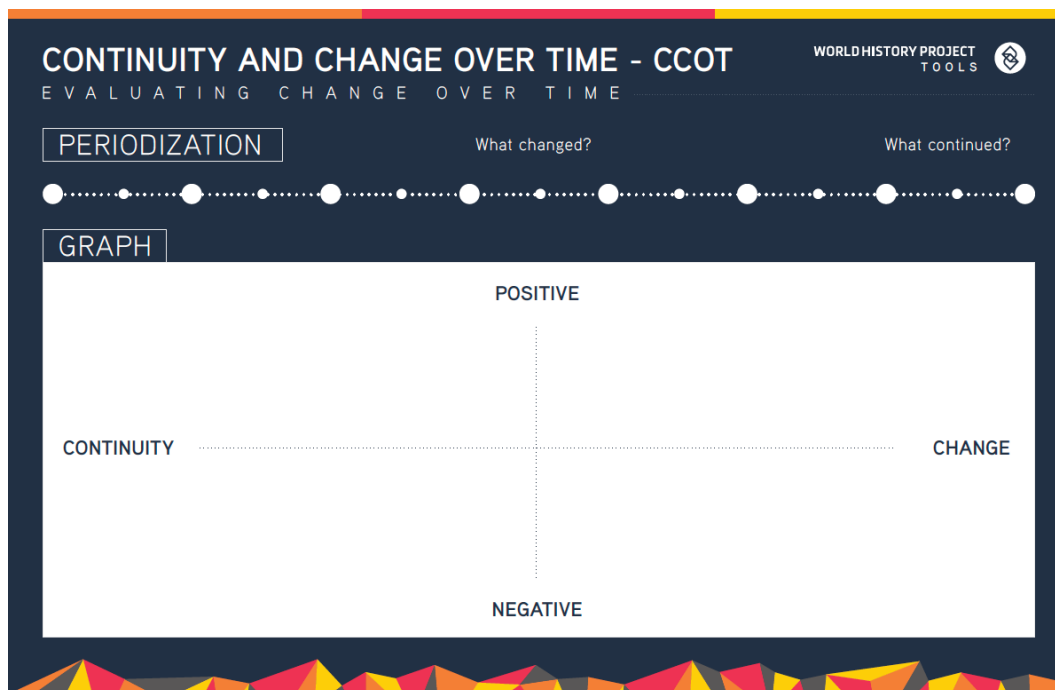
4. Lesson 7.1: Contextualization – The Great Depression

In this final contextualization activity, students will use their contextualization skills to understand the

historical events and processes that led to a global economic depression. In addition, students will see how interconnected our world ways in the early twentieth century and how this interconnection could be both positive and negative.

Continuity and Change Over Time (CCOT)

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; evaluate the degree to which change was global, interregional, regional, or local; assess different paces of change (slow, rapid); and 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.



CCOT poster

CCOT Activity Progression

1. Lesson 1.2: CCOT – Introduction

Students are first introduced to CCOT by evaluating how farms, one of the mainstays of societies since the development of agriculture, have changed and stayed the same over the course of history. Specifically, students will analyze the continuities and changes by examining images and descriptions of farms in Iowa from the 1700s to today.

2. Lesson 3.0: CCOT – Revolutions to Industrialization

Students analyze the changes and continuities that took place as people gained a greater voice in how they were governed. We'll also take a close look at the changes and continuities that were the result of societies beginning the transformation process that led from being largely agrarian societies to increasingly industrial ones.

Sourcing Activity Progression

1. Lesson 1.2: Sourcing – Introduction

In this first activity on sourcing, students will dig into different accounts of a car crash, helping them to discover that all authors frame events in certain ways, which will have an impact on how we interpret those events.

2. Lesson 2.1: Sourcing – The Inoculation Debate

Students will read a collection of primary source excerpts about smallpox inoculation and how this was a controversial topic in the eighteenth century. They focus in on historical context, audience, and purpose, answering the question: What factors may have influenced how each author wrote about inoculation?

3. Lesson 4.2: Sourcing – Why Was Slavery Abolished?

At this point in the sourcing progression, students will read a number of primary and secondary source excerpts. As they read, they should focus on purpose, point of view, and historical context to answer the following questions: Why was slavery abolished? Was the main reason a result of morality, economics, or empathy?

4. Lesson 5.2: Sourcing – Differing Perspectives on Imperialism

In this activity, students will be combining their sourcing skills with their knowledge of comparison and contextualization as they read two primary sources that provide differing perspectives on imperialism and European justifications for colonialism. As students analyze the documents they'll be thinking about the following question: To what extent were the moral justifications for European imperialism truly an attempt to aid other nations?

5. Lesson 8.1: Sourcing – Who Started the Cold War?

In this final sourcing activity of the course, students will put all their sourcing skills to use by completing the Sourcing Tool and writing an essay that answers the question: Who started the Cold War?

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. In this section, we provide an overview of how much content each unit contains. Note that to some degree, these are estimates based on our own experience and the experience of pilot teachers. Over time, as more teachers teach the course, we will gain a better understanding of how long everything takes and will further refine these estimates. We will provide a variety of more detailed and specific course plans, created by teachers working in different contexts, which will help you plan a course that is the best fit for your students.

Some overall notes:

- In the table below, we define a class as equal to 50 minutes.
- The student audience are on-level tenth graders in the United States, or 15 to 16 year olds around the world.
- We calculated these estimates based on the assumption that most articles will take about a half of a class period, with some overview articles taking longer. We encourage you to teach all overview articles.
- We assume that most videos will take about a half of a class period. We encourage you to teach all overview videos.

- Most progression activities will take an entire class period. We encourage you to teach all of these activities since they build in a spiraling progression.
- Opening activities should take a half class period or less. If the activity title doesn't include "Opening," it may take longer.
- Each unit has an 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 upon how you choose to administer them. Our pacing accounts for a two-day administration.
- This guide does not account for homework you may assign.
- We recommend you examine your local standards and do some picking and choosing according to what is required teaching in your area. It may make sense to use this table to **first** determine how many weeks you would like to spend on each unit, and then make content selections based on the amount of time you have allotted per unit.

1 The World in 1750	2 Liberal and National Revolutions	3 Industrialization	4 Transformations of Labor and Social Relations	5 Imperialism, Colonialism, and Responses
24 classes	26 classes	10 classes	18 classes	23 classes

6 World War I	7 Interwar and World War II	8 End of Empire and Cold War	9 Globalization, Internationalism, and Nationalism
18 classes	27 classes	19 classes	29 classes