



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

## WHP Course Objectives

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

## Projected Pacing Guide\*

Era	Estimated Start	Estimated Duration
1	Aug 26	2 weeks
2	Sep 9	4 weeks
3	Oct 7	6 weeks
4	Nov 18	8 weeks
5	Jan 27	7 weeks
6	March 17	7 weeks
7	Apr 14	8 weeks

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

## Era 1—Our Big History (13.82 billion years ago to the future)

**Era 1 Problem:** Why begin a course in human history before humans existed?

1. In what ways can using a “frame” help us develop a more meaningful understanding of history?
2. How might physical, geographic, and biological contexts impact human lives and history?
3. How do scales such as time and space help you make sense of your world?

### Learning Objectives

1. Understand and evaluate history as a discipline of study.
2. Examine how historians frame history by creating narratives of different scales of time and space.



3. Analyze the advantages, disadvantages, and challenges of creating historical narratives and using different temporal and spatial scales and perspectives.
4. Evaluate the impact that the Earth has had and continues to have on humans and how humans have impacted the Earth.
5. Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.
6. Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.

### Lesson 1.0: History Stories

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

### Lesson 1.1 Era 1 Overview

1. **Watch:** Era 1 Overview Video
2. **Activity:** Claim Testing - Introduction
3. **Activity:** Three Close Reads - Introduction
4. **Read:** Era 1 Overview – “History of Many Shapes and Sizes”
5. **Activity:** Geography – Era 1 Mapping
6. **Watch:** Collective Learning
7. **Closing:** Sourcing - Introduction

### Lesson 1.2 History Frames

1. **Activity:** Contextualization – Introduction
2. **Watch:** *Frame Concept*
3. **Watch:** *Communities Frame Introduction*
4. **Watch:** *Networks Frame Introduction*
5. **Watch:** *Production and Distribution Frame Introduction*
6. **Closing:** Draw the Frames

### Lesson 1.3 The Big History Story

1. **Activity:** Vocab – Live Concept Mapping
2. **Activity:** Comparison – Life in the Neolithic and Today
3. **Read:** “An Introduction to Big History”
4. **Activity:** Causation - Alphonse the Camel
5. **Closing:** EP Notebook
6. **Assessment:** DBQ 0



## Era 2—Early Humans (250,000 years ago – 3000 BCE)

**Era 2 Problem:** What caused some humans to shift from foraging to farming and what were the effects of this change?

1. How did our ancestors migrate across much of the Earth and figure out how to survive in new regions?
2. In what ways were foraging cultures similar to each other despite differences in the environments in which they lived?
3. In what ways were farming cultures similar to each other despite differences in the environments in which they lived?
4. Which way of living do you think was more desirable, foraging or farming—and why?
5. What different interpretations and evidence are used to explain why farming developed?

### Learning Objectives

1. Analyze how humans have diverged from other species in terms of language, networks, and social life.
2. Evaluate, create, and support arguments using historical evidence for why many early human communities made the switch from foraging to farming.
3. Understand and evaluate the positive and negative aspects of different types of human communities and how foraging, pastoral, and farming communities interacted.
4. Apply historical thinking practices and reasoning skills such as claim testing, causation, comparison, and continuity and change over time to evaluate historical events and processes.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 2.0: Era 2 Overview

1. **Watch:** *Era 2 Overview Video*
2. **Read:** “Era 2 Overview - The Earliest Humans”
3. **Watch:** *Frames in Era 2*
4. **Activity:** *Geography – Era 2 Mapping Part 1*
5. **Activity:** EP Notebook 2.0
6. **Activity:** Vocab – Tracking 2.0
7. **Activity:** Vocab – Word Wall 2.0
8. **Read:** “A Guide to Reading Charts”
9. **Activity:** Three Close Reads for Data – Intro
10. **Read:** “Data Exploration: Population”

### Lesson 2.1: Humans as a Divergence

1. **Activity:** Claim Testing – Authority
2. **Read:** “Human Communities Populate the Earth”
3. **Read:** “Art of the Paleolithic”
4. **Activity:** The Importance of Art as a Historical Evidence
5. **Read:** “The Chronometric Revolution”
6. **Activity:** When Did Humans Get to the Americas?



### Lesson 2.2: Foragers

1. **Opening:** Foraging Simulation
2. **Read:** “Foraging Communities and Networks”
3. **Activity:** Comparison – Archaeological Sites
4. **Read:** “Paleolithic Culture and Common Human Experiences”
5. **Watch:** *Language Networks and Social Life*
6. **Activity:** Why Does Language Matter?

### Lesson 2.3: Farmer Revolution

1. **Opening:** Making Claims – Foraging vs. Farming
2. **Activity:** Vocab – Word Wheel
3. **Watch:** *The Agricultural Revolution: Crash Course World History #1*
4. **Activity:** Introduction to Three Close Reads for Graphic Biographies
5. **Read:** “The Eloquent Peasant” (Graphic biography)
6. **Read:** “The First Farmers in Africa, the Cradle of Humanity”
7. **Read:** “The Xianrendong Pottery” (Graphic biography)
8. **Activity:** What Is This Asking? Introduction
9. **Closing:** Marketing 101 – Foraging or Farming?

### Lesson 2.4: Was Farming a Good Idea?

1. **Activity:** CCOT – Introduction
2. **Opening:** EP Notebook
3. **Read:** “The Transition to Farming: Differing Perspectives?”
4. **Watch:** *Farming and the State*
5. **Activity:** Causation – From Foraging to Complex Societies
6. **Activity:** Geography – Era 2 Mapping Part 2
7. **Activity:** Writing – Claim and Focus Part 1
8. **Assessment:** Era 2 LEQ

## Era 3—Cities, Societies, and Empires (6000 BCE – 700 CE)

**Era 3 Problem:** How did complex societies develop and how did they impact humans inside and outside these communities?

1. What made life in cities and agrarian societies different from life in pastoral communities, nomadic communities, or Neolithic villages?
2. How did life differ between various cities and agrarian societies?
3. Why did most complex societies develop differing social classes—aristocrats, merchants, artisans, peasants, and the enslaved—when these categories had never existed earlier?
4. How did the emergence of portable belief systems affect how people lived and support new types of networks among them?

### Learning Objectives

1. Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.



2. Analyze how networks of exchange expanded during this era.
3. Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies.
4. Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, writing, urbanization, population increases, and gender roles.
5. Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 3.0: Era 3 Overview

1. **Watch:** *Era 3 Overview*
2. **Read:** “Era 3 Overview – Cities, Societies, and Empires”
3. **Watch:** *Frames in Era 3*
4. **Activity:** *Geography – Era 3 Mapping Part 1*
5. **Activity:** EP Notebook
6. **Activity:** Vocab – Tracking 3.0
7. **Activity:** Vocab – Word Wall 3.0
8. **Activity:** Project X – Make a Prediction Part 1
9. **Read:** “Data Exploration: Urbanization”

### Lesson 3.1: Village Networks

1. **Opening:** Redraw the Frames
2. **Activity:** Claim Testing – Evidence
3. **Watch:** *Rethinking Civilization: Crash Course World History #201*
4. **Read:** “Village Networks”
5. **Read:** “Pastoralist, Nomads, and Foragers”

### Lesson 3.2: Long Distance Trade

1. **Activity:** Mapping Regional Trade Networks
2. **Read:** “Regional Trade Networks”
3. **Watch:** *The Silk Road and Ancient Trade: Crash Course World History #9*
4. **Activity:** Making Claims – Expanding Networks
5. **Read:** “Phoenicians: Masters of the Sea”
6. **Read:** “The Iron Age”
7. **Read:** “The Hittites and Ancient Anatolia”
8. **Closing:** Trade Impacts

### Lesson 3.3: Comparing Early Agrarian Societies

1. **Read:** “Introduction to Agrarian Societies”
2. **Read:** “Growth of Cities”
3. **Activity:** Causation – Population Growth
4. **Watch:** *Mesopotamia: Crash Course World History #3*



5. **Closing:** Contextualization – Agrarian Societies
  - a. **Read:** “Ancient Agrarian Societies - China - Shang Dynasty”
  - b. **Read:** “Ancient Agrarian Societies – Nubian and Ancient Egypt”
  - c. **Read:** “Ancient Agrarian Societies: Mesoamerica - Olmec and Chavin de Huantar”
  - d. **Read:** “Ancient Agrarian Societies - Aksum”
  - e. **Read:** “Ancient Agrarian Societies - Nok”
  - f. **Read:** “Ancient Agrarian Societies - Indus River Valley”

### Lesson 3.4: What is a State

1. **Closing:** EP Notebook
2. **Read:** “Teotihuacan and Classic Mesoamerica”
3. **Watch:** *First States*
4. **Read:** “First States”
5. **Activity:** Jenne-Jenno
6. **Read:** “The Nobleman of Rao” (Graphic biography)

### Lesson 3.5: Development of Portable Ideas and Belief Systems

1. **Opening:** Belief vs. Religion
2. **Read:** “Overview of Belief Systems”
3. **Activity:** Silent Conversation
  - a. **Read:** “Confucianism”
  - b. **Read:** “Daoism”
  - c. **Read:** “Buddhism”
  - d. **Read:** “Legalism”
4. **Read:** “Why Do Belief Systems Spread?: How China Made Buddhism Its Own”
5. **Watch:** *Christianity from Judaism to Constantine: Crash Course #11*
6. **Watch:** *Islam, the Quran, and the Five Pillars All Without a Flamewar: Crash Course World History #13*
7. **Activity:** Comparison– Belief Systems
  - a. **Read:** “Judaism”
  - b. **Read:** “Christianity”
  - c. **Read:** “Hinduism”
  - d. **Read:** “Islam”
8. **Read:** “Syncretism”
9. **Watch:** *Cultural Syncretism in Central Asia*
10. **Closing:** What is This Asking?

### Lesson 3.6: The Growth of Empires

1. **Opening:** EP Notebook
2. **Read:** “What Is an Empire?”
3. **Read:** “Authority and Control in Ancient Empires”
4. **Activity:** Vocab – Word Relay
5. **Read:** “The Rise of Empires: Akkadians and Assyrians”
6. **Watch:** *The Persians and Greeks: Crash Course World History #5*



7. **Activity:** Empire Building
  - a. **Read:** “The Persian Empire”
  - b. **Read:** “The Macedonian Empire”
  - c. **Read:** “The Ptolemaic Dynasty”
  - d. **Read:** “The Mauryan and Gupta Empires”
  - e. **Read:** “The Zhou and Qin Empires”
8. **Closing:** CCOT – Empires

### Lesson 3.7: Comparing the Roman Empire and the Han Dynasty

1. **Opening:** Redraw the Frames
2. **Watch:** *The Roman Empire. Or Republic. Or... Which Was It?: Crash Course World History #10*
3. **Read:** “The Roman Empire”
4. **Activity:** Sourcing – “The Deeds of the Divine Augustus”
5. **Read:** Introducing the Han Dynasty
6. **Watch:** *2,000 Years of Chinese History! The Mandate of Heaven and Confucius: Crash Course World History #7*
7. **Read:** “Women and Families in Classical Society”
8. **Watch:** *Comparative Roles of Women in Rome and Han China*
9. **Read:** “Babatha” (Graphic biography)
10. **Activity:** Geography – Era 3 Mapping Part 2
11. **Activity:** Writing – Analysis and Evidence and WHP Concepts Part 1
12. **Assessment:** Era 3 DBQ

## Era 4—Regional Webs (200 – 1500 CE)

**Era 4 Problem:** How do human systems restructure themselves after catastrophe?

1. How did societal collapse affect the lives of people in different instances?
2. How and why did the interconnections among human societies grow and shrink at different times, and how did these changes affect both human lives and the environment?
3. In what ways can the label of the medieval “Dark Ages” be both useful and inaccurate?

### Learning Objectives

1. Evaluate and critique the historical narrative of the rise and fall of societies.
2. Understand and analyze why networks of interaction both increased and decreased during this era.
3. Evaluate how new innovations in technology and transportation affected trade networks and human communities.
4. Understand the formation and spread of Islam and how this belief system influenced communities and networks, including Afro-Eurasian Silk Road connections.
5. Critique the narrative of the “Dark Ages” by analyzing and using evidence from multiple sources to support historical thinking.
6. Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate historical events and processes.



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

#### Lesson 4.0: Era 4 Overview

1. **Watch:** *Era 4 Overview*
2. **Read:** “Era 4 Overview – Collapse and Restructuring”
3. **Watch:** *Frames in Era 4*
4. **Activity:** *Geography – Era 4 Mapping Part 1*
5. **Activity:** EP Notebook
6. **Activity:** Vocab – Tracking 4.0
7. **Activity:** Vocab – Word Wall 4.0
8. **Activity:** Project X – Make a Prediction Part 2
9. **Read:** “Data Exploration: War and Peace”
10. **Activity:** CCOT – Regional Webs

#### Lesson 4.1: Systems Collapse

1. **Opening:** Causes of Collapse
2. **Read:** “Empires Fall”
3. **Read:** “The Fall of Rome”
4. **Read:** “The Fall of the Han Dynasty”
5. **Read:** “Cycles of Collapse in Mesoamerica”
6. **Watch:** *Collapse!*
7. **Read:** “The Xalla Sculpture of Teotihuacan” (Graphic biography)
8. **Closing:** Causation - Autopsy of an Empire

#### Lesson 4.2: Systems Restructure

1. **Read:** “The Caliphate”
2. **Read:** “Networks and Exchange in the Islamic World”
3. **Watch:** *Emergence of Islam*
4. **Read:** “Khanzada Begum – Graphic Biography”
5. **Activity:** Claim Testing – The Muslim World
6. **Activity:** Contextualization – Mansa Musa
7. **Watch:** *Mansa Musa and Islam in Africa: Crash Course World History #16*
8. **Read:** “States and Empires of West Africa”
9. **Read:** “Between the Han and the Tang: The Period of (Relative) Disunion in Chinese History”
10. **Activity:** Vocab – Word Sneak
11. **Read:** “The Spread of Farming in Sub-Saharan Africa: Bantu Migration”
12. **Read:** “Oceania”
13. **Read:** “Kupe the Navigator – Graphic Biography”
14. **Read:** “Christendom”
15. **Read:** “Long-Distance Trade in the Americas”
16. **Watch:** *Rebuilding the Silk Road*
17. **Read:** “The Silk Road”
18. **Activity:** Silk Road Simulation



### Lesson 4.3: A Dark Age?

1. **Opening:** What Were the Dark Ages?
2. **Read:** “The ‘Dark Ages’ Debate”
3. **Read:** “Was There Ever a ‘Dark Age’?”
4. **Activity:** Naming This Time Period
5. **Watch:** *Samurai, Shoguns, and the Japanese Middle Ages*
6. **Read:** “China Under the Tang and Ming”
7. **Activity:** Sourcing – “An Imperial Edict Restraining Officials from Evil”
8. **Watch:** *International Commerce, Snorkeling Camels, and The Indian Ocean Trade: Crash Course World History #18*
9. **Activity:** EP Notebook
10. **Watch:** *The Impact of the Crusades*
11. **Activity:** Comparison – Women in Medieval Europe and Song China
12. **Read:** “Medieval Women in Western Europe”
13. **Read:** “Women in Song Dynasty China”
14. **Read:** “Du Huan” (Graphic biography)
15. **Activity:** **Geography – Era 4 Mapping Part 2**
16. **Activity:** Writing – Organization and Language and Style
17. **Assessment:** Era 4 LEQ

## Era 5—The First Global Age (1200 – 1750 CE)

**Era 5 Problem:** How did the first ongoing connections between the hemispheres promote change both globally and regionally?

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

### Learning Objectives

1. Understand and evaluate the formation of regional and global networks of interaction.
2. Analyze how global interconnections positively and negatively impacted political systems, trade networks, and the environment.
3. Evaluate the development of new hierarchies based upon social class and race during this era.
4. Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade.
5. Interpret primary source documents to understand and analyze multiple perspectives of the Mongol Empire, Black Death, and the transatlantic slave trade.
6. Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate historical events and processes.



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

### Lesson 5.0: Era 5 Overview

1. **Watch:** *Era 5 Overview*
2. **Read:** “Era 5 Overview – The First Global Age”
3. **Watch:** *Frames in Era 5*
4. **Activity:** *Geography – Era 5 Mapping Part 1*
5. **Activity:** EP Notebook
6. **Activity:** Vocab – Tracking 5.0
7. **Activity:** Vocab – Word Wall 5.0
8. **Read:** “Data Exploration: Life Expectancy”
9. **Activity:** Project X – Topic Selection
10. **Activity:** CCOT – The First Global Age

### Lesson 5.1: Land-Based Empires

1. **Opening:** What Is This Asking?
2. **Watch:** *Wait for It...The Mongols!: Crash Course World History #17*
3. **Read:** “*Sorqoqtani Beki – Graphic Biography*”
4. **Read:** “Primary Sources: Mongol Collection”
5. **Read:** “*Rashid al-Din – Graphic Biography*”
6. **Read:** “*Rumi – Graphic Biography*”
7. **Watch:** *Comanche Empire*
8. **Closing:** Contextualization – Pastoral Empires: Mongols and Comanche
9. **Watch:** *Ottoman, Safavid, and Mughal Empires*

### Lesson 5.2: Old World Webs

1. **Opening:** Making Claims – Pastoral Empires
2. **Read:** “Archipelago of Trade”
3. **Watch:** *Guilds, Wool, and Trade: Medieval England in a Global Economy*
4. **Watch:** *Silk and Song Dynasty*
5. **Read:** “*Zheng He – Graphic Biography*”
6. **Read:** “New World Webs: Diversity and Exchange in the Americas”
7. **Watch:** *Pre-colonial Caribbean*
8. **Watch:** *Aztec Empire*
9. **Read:** “*Macuilxochitl – Graphic Biography*”
10. **Watch:** *Inca Empire*
11. **Activity:** Traveler Postcards
12. **Activity:** Contagion!
13. **Read:** “Trade Networks and the Black Death”
14. **Read:** “Primary Sources: Reactions to the Black Death”
15. **Activity:** Vocab – What’s My Word?
16. **Watch:** *Disease! Crash Course World History 203*



### Lesson 5.3: Columbian Exchange

1. **Opening:** A Different View
2. **Read:** “Crops that Grew the World”
3. **Read:** “The Columbian Exchange”
4. **Activity:** World Zone Café
5. **Watch:** *The Columbian Exchange: Crash Course World History #23*
6. **Read:** “The Disastrous Effects of Increased Global Interactions”
7. **Read:** “Transatlantic Migration Patterns”
8. **Read:** “Amonute – Graphic Biography”
9. **Read:** “Religious Syncretism in Colonial Mexico City”
10. **Closing:** Sourcing – Excerpts from “The Broken Spears: Aztec accounts of the Spanish-Aztec War”

### Lesson 5.4: The Transatlantic Slave Trade

1. **Opening:** Our Interconnected World
2. **Read:** “The Transatlantic Slave Trade”
3. **Watch:** *Impact of the Slave Trade: Through a Ghanaian Lens*
4. **Read:** “Primary Sources: First Person Accounts: The Transatlantic Slave Trade”
5. **Read:** “Domingos Álvares” (Graphic biography)
6. **Activity:** CCOT – Africa and the Americas
7. **Read:** “Race and Coerced Labor I: How Did People Become Property in the Americas?”
8. **Read:** “Race and Coerced Labor II: Motivations and Justifications”
9. **Closing:** EP Notebook

### Lesson 5.5: New Economic Systems

1. **Read:** “Overview of New Economic Systems”
2. **Activity:** Redraw the Frames
3. **Read:** “Sor Juana Inés de la Cruz” (Graphic biography)
4. **Watch:** *The Spanish Empire, Silver, and Runaway Inflation: Crash Course World History #25*
5. **Watch:** *Capitalism and the Dutch East India Company: Crash Course World History #229*
6. **Read:** “Yasuke – Graphic Biography”
7. **Read:** “Slavery and Capitalism?”
8. **Activity:** Geography – Era 5 Mapping Part 2
9. **Activity:** Writing – Claim and Focus Part 2
10. **Assessment:** Era 5 DBQ

## Era 6—The Long Nineteenth Century and the Birth of the Modern World (1750 – 1914 CE)

**Era 6 Problem:** What were the engines of change that created our “modern” world?

1. What were the features of national and liberal revolutions in the Atlantic world and how widespread was their impact by 1914?
2. How did the energy shift to fossil fuels accelerate the creation of a “modern” world?



3. What was the short-term and longer-term impact of the Industrial Revolution and how did these differ for different groups and communities?
4. What demographic, economic, political, and intellectual factors help explain the long nineteenth century's global movement to end legalized slavery and reform the way people worked?
5. This era is sometimes introduced as the birth of "modernity" and an era of "revolutions." What made this era distinctive or different from previous eras? In what ways did the era continue trends or patterns that we saw in previous eras? What explains the changes and continuities in this era?

### Learning Objectives

1. Analyze how the roles of sovereignty, individualism, nationalism, and the fight for equality influenced political revolutions and the rise of the nation-state.
2. Analyze the causes and consequences of industrialization.
3. Examine the ways in which colonialism and imperialism have impacted societies.
4. Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era.
5. Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 6.0: Era 6 Overview

1. **Watch:** *Era 6 Overview*
2. **Read:** "Era 6 Overview – The Long Nineteenth Century"
3. **Watch:** *Frames in Era 6*
4. **Activity:** *Geography – Era 6 Mapping Part 1*
5. **Activity:** EP Notebook
6. **Activity:** Vocab – Tracking 6.0
7. **Activity:** Vocab – Word Wall 6.0
8. **Read:** "Data Exploration Greenhouse Gas Emissions"
9. **Activity:** Project X - Research

### Lesson 6.1: Liberal Revolutions and National Revolutions

1. **Opening:** Revolution or Evolution?
2. **Read:** "Sovereignty"
3. **Watch:** *Scientific Revolution and the Age of the Enlightenment*
4. **Read:** "Ingredients for Revolution"
5. **Read:** "The Enlightenment"
6. **Activity:** Enlightenment Quotes
7. **Read:** "Edmund Burke" (Graphic biography)
8. **Read:** "The Atlantic Revolutions"
9. **Watch:** *The Haitian Revolution*
10. **Read:** "West Africa in an Age of Revolution"
11. **Activity:** Causation – Recipe for a Revolution



12. **Watch:** *Nationalism*
13. **Read:** “Origins and Impacts of Nationalism”
14. **Watch:** *Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34*
15. **Activity:** Revolutionary Women

### Lesson 6.2: Industrialization

1. **Opening:** Images of the Industrial Revolution
2. **Read:** “The Industrial Revolution”
3. **Read:** “Scale of the Industrial Revolution”
4. **Watch:** *Origins of the Industrial Revolution*
5. **Activity:** Urbanization Game
6. **Read:** “Global Transformations of the Industrial Revolution”
7. **Watch:** *The Railroad Journey and the Industrial Revolution: Crash Course World History 214*
8. **Activity:** Comparison – Egypt and Japan
9. **Read:** “Japan’s Industrial Revolution”
10. **Read:** “Egypt’s Industrial Revolution”
11. **Activity:** When Countries Industrialized

### Lesson 6.3: Imperialism

1. **Opening:** What Is This Asking?
2. **Read:** “Industrial Imperialism, the ‘New’ Imperialism”
3. **Read:** “Responses to Industrial Imperialism”
4. **Watch:** *Experiencing Colonialism: Through a Ghanaian Lens*
5. **Read:** “Ottolie Baader” (Graphic biography)
6. **Activity:** Claim Testing – Imperialism
7. **Watch:** *Asian Responses to Imperialism: Crash Course World History #213*
8. **Read:** “Dadabhai Naoroji” (Graphic biography)
9. **Read:** “Struggles and Transformations in China”
10. **Watch:** *Opium Wars*
11. **Activity:** EP Notebook
12. **Read:** “Dual Consciousness”
13. **Activity:** Sourcing – Differing Perspectives on Imperialism
14. **Watch:** *Resisting Colonialism: Through a Ghanaian Lens*
15. **Closing:** Imperialism Cartoons

### Lesson 6.4: Transformation of Labor

1. **Activity:** CCOT – The Long Nineteenth Century
2. **Read:** “Why Was Slavery Abolished? Three Theories”
3. **Read:** “Race and Post-Abolition Societies”
4. **Read:** “The Rise of the Proletariat”
5. **Activity:** Economic Systems Simulation
6. **Watch:** *Capitalism and Socialism: Crash Course World History #33*
7. **Activity:** Contextualization - Child Labor
8. **Read:** “Child Labor”



9. **Activity:** Women’s Suffrage
10. **Read:** “A World Tour of Women’s Suffrage”
11. **Read:** “Responses to Industrialization”
12. **Activity:** Geography – Era 6 Mapping Part 2
13. **Activity:** Sadler Report
14. **Activity:** Writing – Analysis and Evidence and WHP Concepts Part 2
15. **Assessment:** Era 6 LEQ

## Era 7—The Great Convergence and Divergence (1880 CE – the future)

**Era 7 Problem:** What are the virtues and challenges of trying to tell one human history as opposed to many human histories?

1. How important have population explosion, extensive urbanization, and migration been in shaping the world in which you live?
2. In what ways were the global conflicts, economic and demographic crises, and racialized actions against groups of people in the twentieth century a continuation of, or a break with, trends and movements of the previous two centuries?
3. Globalization can be seen as a “flattening” of human experiences, yet also as something that is “lumpy” because of the way in which differences remain among communities and people. How were (and are) people living during this era similar and why? How were (and are) people living during this era different and why?
4. Over the past 250 years, we have seen increases in world population; the number of people living in cities; energy use; the world economy; the average standard of living; popular sovereignty and global transportation, communication, and interconnection. During this time, we have also seen an increase in the gap between the wealthy and impoverished as well as the deterioration of the environment. Given these patterns, what do you think will be the most important transformations in the near future?

### Learning Objectives

1. Assess the causes and consequences of global conflict and mass atrocities during this era.
2. Evaluate how nationalism influenced political revolutions, wars, and the migration of people.
3. Evaluate how the Cold War and decolonization are intertwined in the history of this period.
4. Analyze and critique the positive and negative impacts of globalization on human society and the environment.
5. Use historical thinking practices and reasoning skills such as claim testing, historical comparison, and continuity and change over time to evaluate these historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 7.0: Era 7 Overview

1. **Watch:** *Era 7 Overview*
2. **Read:** “Era 7 Overview – The Great Convergence and Divergence”



3. **Watch:** *Frames in Era 7*
4. **Activity:** *Geography – Era 7 Mapping Part 1*
5. **Activity:** EP Notebook 7.0
6. **Activity:** Vocab – Tracking 7.0
7. **Activity:** Vocab – Word Wall 7.0
8. **Read:** “Data Exploration: Future Population Growth”
9. **Activity:** Project X – Final Project

### Lesson 7.1: World War I

1. **Opening:** *Making Claims - Frames*
2. **Activity:** CCOT – Era Comparisons
3. **Read:** “What Caused the First World War?”
4. **Watch:** *Britain and World War I*
5. **Watch:** *Southeast Asia and World War I*
6. **Watch:** *The Middle East and World War I*
7. **Activity:** World War I Poster Analysis
8. **Watch:** *How World War I Started: CCWH #209*
9. **Read:** “The First World War as a Global War”
10. **Read:** “World War I: A Total War?”
11. **Activity:** World War I Letters
12. **Read:** “The Mexican Revolution”
13. **Read:** “The Power of One: Russian Revolution”
14. **Watch:** *Armenian Genocide*
15. **Read:** “Capitalism and World War I”
16. **Activity:** World War I Peace Talks

### Lesson 7.2: Interwar

1. **Activity:** Our Interconnected World – World War I
2. **Read:** “Global Great Depression”
3. **Activity:** Political Party Platform
4. **Watch:** *What is Fascism?*
5. **Read:** “Fascist Histories, Part I”
6. **Read:** “Fascist Histories, Part II: Exercising Authoritarianism”
7. **Activity:** Communism, Fascism, Both or, Neither!
8. **Watch:** *Internationalism Between the Wars*
9. **Activity:** Who Am I?

### Lesson 7.3: World War II

1. **Opening:** Responsibility and Compassion
2. **Watch:** *The Fallen of World War I*
3. **Read:** “The Second World War”
4. **Read:** “Economics in the Second World War”
5. **Watch:** *World War II: Crash Course World History #38*
6. **Read:** “The Holocaust”



7. **Read:** “Primary Sources: Causes, Scale, and Consequence of the Holocaust”
8. **Activity:** Assessing Responsibility and Conscience
9. **Read:** “Nuclear Weapons”
10. **Read:** “Thirty Years of Continuous War”
11. **Activity:** Claim Testing – Global Conflict

#### Lesson 7.4: End of Empires/Cold War

1. **Opening:** What Is This Asking?
2. **Read:** “Devastation of Old Markets”
3. **Read:** “Connecting Decolonization and the Cold War”
4. **Watch:** *USA vs USSR Fight! The Cold War: Crash Course World History #39*
5. **Read:** “The Cold War: An Overview”
6. **Activity:** Simulation – Cold War Crisis
7. **Read:** “The Cold War Around the World”
8. **Watch:** *The Chinese Communist Revolution in a Global Perspective*
9. **Activity:** Who Is “Winning” the Cold War?
10. **Read:** “And then Gandhi Came: Nationalism, Revolution, and Sovereignty”
11. **Watch:** *Decolonization and Nationalism Triumphant: Crash Course World History #40*
12. **Watch:** *Conflict in Israel and Palestine: Crash Course World History 223*
13. **Activity:** Debate – Human Rights and Asylum Debate
14. **Activity:** Comparison – Decolonizing Women
15. **Read:** “Decolonizing Women”
16. **Activity:** Geography – Era 7 Mapping Part 2

#### Lesson 7.5 Global Interactions and Institutions

1. **Activity:** Our Interconnected World – Frames
2. **Read:** “Introduction to Globalization”
3. **Read:** “International Institutions”
4. **Read:** “The Rise of China”
5. **Watch:** *Global China into the 21<sup>st</sup> Century*
6. **Read:** “Following Goods Across the World”
7. **Watch:** *Globalization I - The Upside: Crash Course World History #41*
8. **Activity:** Comparison – Rights Documents
9. **Watch:** *Nonviolence and Peace Movements: Crash Course World History 228*
10. **Activity:** EP Notebook 7.5
11. **Read:** “Population and Environmental Trends: 1880 to the Present”
12. **Read:** “Is the World Flat or Spiky?”
13. **Closing:** Dollar Street Project

#### Lesson 7.6: Yeah, But?

1. **Opening:** Redraw the Frames
2. **Read:** “WTO Resistance”
3. **Watch:** *Indigenous Americans and Globalization*



4. **Read:** “The Zapatistas in Mexico”
5. **Read:** “The Trouble with Globalization”
6. **Read:** “A Century of Refugees”
7. **Read:** “Islam Alhashel” (Graphic biography)
8. **Read:** “Ugandan Migrants” (Graphic biography)
9. **Activity:** Claim Testing – Globalization
10. **Activity:** UN Sustainable Development Goals
11. **Read:** “The Anthropocene”
12. **Read:** “Why Does Genocide Still Happen?”
13. **Watch:** *Globalization II - Good or Bad?: Crash Course World History #42*
14. **Watch:** *Humans and Energy: Crash Course World History #207*
15. **Activity:** The World in 2050
16. **Activity:** Writing – Self Editing
17. **Assessment:** Era 7 DBQ