2021/22 SAMPLE YEAR-LONG COURSE PLAN – 1200

Kandyce Burless, World History Teacher, Lakeland, FL

## Overview

I’ve taught the World History Project course to 10th graders as a year-long course since 2019. My school runs on a 45-min, 6 classes per day schedule on Mondays, Tuesdays, and Fridays and a block schedule of 100-min, 3 classes per day schedule on Wednesdays and Thursdays. I really enjoy the fact that WHP has a strong focus on *both* skills and content as well as a variety of different activities that can be incorporated into technology or printed for hands on learning. My students leave the classroom with historical thinking skills that can be converted into valuable life skills so they can be successful in the ever-changing world in which we live.

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| Name | Kandyce Burless |
| School | McKeel Academy of Technology |
| A brief bio | Kandyce Burless is a teacher of World History and AP World History. She has been with McKeel Academy of Technology for 5 years and became a National Geographic Certified Educator in 2018. Her teaching style is student-led activities with an emphasis on emerging inquiry and investigation to look at the broader picture of history and its connections to our daily lives. |
| Grades taught | 10th |
| Classes per day | 6 |
| Length of time per class | 45 mins 3 days a week and 2 days of block, 100 min classes |
| Length of school year | 180 days |
| Number of WHP students per year | 150-160 |
| How is your course content different from the 1200 course plan? | Since Florida State Standards for World History start with the Medieval Period, the 1200 course plan fits great into our year-long World History course. There are a few things that need to be added or removed, but a lot of the additional material is available through WHP. |
| How does your skills instruction differ from the 1200 course plan? | The WHP has a variety of different skills that both engage the students in history and encourage them to provoke their higher order thinking skills. The WHP also integrates a lot of different activities that work for students across skill levels so that teachers can determine the best resources and skills for their students and individual classrooms. |
| What adjustments are you making to the content and skills to fit your students’ needs? | Since I teach students of varying levels, I scaffold the content and skills depending on the class to add chances for understanding and mastery of the standards for all students. I do this through adding to, or layering, the content and skills provided and providing additional teacher-led support or allowing students to lead when appropriate. Example: Instead of an assignment being independent work, we discuss it as a class.  Teaching multiple World History preps, I love using WHP because I can add to or simplify the lessons and activities to fit all my learners’ needs without having to create completely different lessons.  I love the DBQ and LEQ options in WHP. If your district is like mine, we must do 1 DBQ per 9 weeks. There are so many options in this course. Also, the LEQs help build the skill sets for my AP students, and I do layering to teach them to my regular and honors students. |
| What suggestions do you have for teachers who might choose to follow your course plan? | Using this course plan will give you a great start and outline to prepare your students for success in the school year. You may want to integrate your favorite lessons or activities and this model is perfect for that! WHP gives a great foundation to use on its own or build off of. There are some parts of this course plan that are a little sparse compared to FL standards (ex. Byzantine Empire) so you will need to layer that into the course. There are new assets in the form of Graphic Biographies. I only mention one in my notes, but these are great! They give students a personal story in an easy to read and fun way. Students that would not typically read an article will read and enjoy these. |

## WHP Course Objectives

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

**Note from WHP:** There are a ton of videos, articles, and activities in the course so feel free to pick and choose what works best for your students. Any activities, videos, and readings that teachers use to supplement their lessons to adhere to state standards are added in blue to the plans below.

The purple assets located at the end of some eras were written to align with certain state standards. The articles are available in the respective Other Materials row on the OER Project site, but the Key Ideas and Evaluating and Corroborating questions are not available for these articles just yet.

## Projected Pacing Guide\*

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| --- | --- | --- |
| Unit | Estimated Start | Estimated Duration |
| 1 | August 9 | 1 weeks |
| 2 | August 16 | 6 weeks |
| 3 | October 4 | 3 weeks |
| 4 | October 25 | 4 weeks |
| 5 | November 29 | 4 weeks |
| 6 | January 10 | 3 weeks |
| 7 | January 31 | 6 weeks |
| 8 | March 14 | 3 weeks |
| 9 | April 11 | 6 weeks |

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

## Program Evaluation and Research

WHP will administer a beginning and end of course survey for teachers and students as well as end of unit teacher logs. Note that each of these surveys and logs should take no more than 15 minutes to complete. In addition, there will be beginning and end of course DBQ assessments, which will be used to assess student writing growth over the course and will aid in our ongoing research program.

# Unit 1—Narratives and Frames

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

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

## Learning Objectives

1. Examine how historians frame history by creating narratives of different scales of time and space.
2. Understand the course frames of communities, networks, and production and distribution, and how they can be used to analyze history.
3. Analyze and evaluate historical thinking skills and reasoning practices such as causation, claim testing, and contextualization.

### Lesson 1.0: History Stories

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

### Lesson 1.1: Unit 1 Overview

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

### Lesson 1.2: History Frames **(FL SS.912.W.1)**

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

**Teacher Unit Notes:**I start my course with the video *The Danger of a Single Story.* This is an excellent video and my students and I have a conversation on how important it is to look at history through multiple lenses. I HIGHLY recommend this video as part of your introduction into World History.

Lesson 1 is a great way to introduce students to the course. I use it to introduce the idea of looking at history through different perspectives and experiences. This is a great time to introduce claims, sourcing, and contextualization. These will be fundamental skills throughout the year. I take about a week at the beginning of the year to get students into the historical mindset and thinking about/discussing “what is history and why do we care?” You can pick and choose which resources work best for you. This is also a great resource if you need emergency lesson plans.

# Unit 2—The Global Tapestry 1200 to 1450 CE

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

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

## Learning Objectives

1. Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific.
2. Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.
3. Assess the causes and effects of expansion and contradiction of networks during this era.
4. Evaluate the positive and negative impacts of interconnection on different communities around the world.
5. Use historical thinking skills and reasoning practices such as sourcing, contextualization, comparison, continuity and change over time (CCOT), and claim testing to evaluate historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 2.0: Unit 2 Overview

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

### Lesson 2.1: Afro-Eurasia **(FL SS.912.W.2 and SS.912.W.3)**

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

### Lesson 2.2: Americas and the Pacific **(FL SS.912.W.3)**

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

### Lesson 2.3: Routes of Exchange **(FL SS.912.W.2 and SS.912.W.3)**

1. **Activity:** CCOT – Introduction
2. **Read:** “Archipelago of Trade”
3. **Watch:** *Guilds, Wool, and Trade: Medieval England in a Global Economy*
4. **Activity:** Claim Testing – Authority
5. **Read:** “New World Networks, 1200–1490s”
6. **Read:** “Trans-Saharan Routes”
7. **Watch:** *Silk and the Song Dynasty*
8. **Read:** “Indian Ocean Routes
9. **Read:** “Zheng He – Graphic Biography”
10. **Closing:** Making Claims – Expanding Networks

### Lesson 2.4: Consequences of Connectivity **(FL SS.912.W.2 and SS.912.W.3)**

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

**Teacher Unit Notes:**   
In Lesson 2.1, Mansa Musa is probably one of my students' favorite figures all year. They enjoy learning about him, and it connects Islam and Africa together. In Lesson 2.4, The Black Death and Contagion activities are fun. Also, I recommend doing the Claim and Focus activity. The claims activities throughout this course really help students dive deeper into the content.

# Unit 3—Transoceanic Connections 1450 to 1750 CE

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

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

## Learning Objectives

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

### Lesson 3.0: Unit 3 Overview

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

### Lesson 3.1: Columbian Exchange **(FL SS.912.W.4)**

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

### Lesson 3.2: Early Modern Empires

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

### Lesson 3.3: Transoceanic Connections **(FL SS.912.W.4)**

1. **Activity:** Our Interconnected World
2. **Activity:** Comparison – Economic Systems
3. **Read:** “Overview of New Economic Systems”
4. **Read:** “European Colonies in the Americas”
5. **Read:** “Amonute – Graphic Biography”
6. **Activity:** Redraw the Frames
7. **Read:** “Juana de la Cruz – Graphic Biography”
8. **Watch:** *The Spanish Empire Silver and Runaway Inflation: Crash Course World History #25*
9. **Watch:** *Capitalism and the Dutch East India Company: Crash Course World History #229*
10. **Activity:** What Is This Asking?

### Lesson 3.4: The Transatlantic Slave Trade **(FL SS.912.W.4)**

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

### Additional Assets for Alignment with State Standards

**Read:** “Technology in the Age of Exploration”

**Teacher Unit Notes:**I love the graphic biographies! “Juana de la Cruz – Graphic Biography” is a great read for students. It gives them a different look at reformers by looking at a female in the Americas. I typically discuss similarities and difference between reforms and Enlightenment in Europe, North America, and other countries. I highly recommend showing the *Impact of the Slave Trade* video. It helps students think about the impact the slave trade had on Africa and the people of Africa. I use ALL the “Through a Ghanaian Lens” videos. At the beginning of the year, we discuss getting different perspectives when learning history. I use these videos to show a different perspective and it is nice to have the continuity of looking at the Ghanaian culture over time to see that different perspective and the different effects that events had. Since we learn about Ghana in our course, it is nice to follow the culture through the years. This coming year, I am thinking of using a CCOT chart (WHP has the charts) for my students as we learn about Ghana through this course.

# Unit 4—Revolutions 1750 to 1914 CE

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

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

## Learning Objectives

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

### Lesson 4.0: Unit 4 Overview

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

### Lesson 4.1: Origins of Revolution **(FL SS.912.W.4)**

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

### Lesson 4.2: Revolutions Around the World **(FL SS.912.W.5)**

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

### Lesson 4.3: Nationalism **(FL SS.912.W.5 and SS.912.W.6)**

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

### Additional Assets for Alignment with State Standards

**Read:** “Magna Carta, the Glorious Revolution, and American Democracy”

**Teacher Unit Notes:**Recipe for Revolution is a fun activity that students really enjoy. It also makes them think about comparisons between revolutions. Activity: Enlightenment Quotes is another activity I recommend. The analyze the quote and apply it to the broader world today. Activity: CCOT – Transoceanic Connections to Revolutions. Adding CCOT to your lessons helps tie events and time periods together.

# Unit 5—Industrialization 1750 to 1914 CE

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

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

## Learning Objectives

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

### Lesson 5.0: Unit 5 Overview

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

### Lesson 5.1: The Industrial Revolution Begins **(FL SS.912.W.6)**

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

### Lesson 5.2: Global Industrialization **(FL SS.912.W.6)**

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

### Lesson 5.3: Shifting Economics **(FL SS.912.W.6)**

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

### Lesson 5.4: Social Transformation **(FL SS.912.W.6)**

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

### Additional Assets for Alignment with State Standards

**Read:** “Innovations and Innovators of the Industrial Revolution”

**Teacher Unit Notes**MUST DO: Urbanization Game. Not only do students love it—it really gives them an idea of the struggles that were going on due to industrialization. Assembly Line Simulation: Gets the students moving and gives them an idea of what assembly lines could be like, the pressure and the monotony. I also like the part 2 of Claim and Focus. The more students analyze documents, the better they get at picking out facts, claims, and writing their own essays.

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

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

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

## Learning Objectives

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

### Lesson 6.0: A New Imperialism

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

### Lesson 6.1: The System of Imperialism **(FL SS.912.W.6)**

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

### Lesson 6.2: Colonialism **(FL SS.912.W.6)**

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

### Lesson 6.3: Responses to Colonialism **(FL SS.912.W.6)**

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

### Additional Assets for Alignment with State Standards

**Read:** “Appraising Napoleon”

**Read:** “The Berlin Conference”

**Read:** “African Resistance to Colonialism”

**Teacher Unit Notes:**Some of my other favorites in this Claim Testing: Imperialism. Claim testing is a great skill. We post claims on the board and get into really good discussions. It is a great group activity that makes them dig deep and think outside the box. I use Imperialism Cartoons as a great discussion tool as well. I post the cartoons on the board and we discuss them. There is also another video on Ghana—*Experiencing Colonialism: Through a Ghanaian Lens.* I watch and discuss this with my class as well.

# Unit 7—Global Conflict 1914 to 1945 CE

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

1. To what extent was the first World War both a “global” and “total” war?
2. Why do you think internationalism failed to stop the rise of extreme nationalism and fascism in the years between the First and the Second World Wars?
3. What made the violence of war, the Holocaust, and other war crimes, crimes against humanity?

## Learning Objectives

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

### Lesson 7.0: Unit 7 Overview

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

### Lesson 7.1: Origins of World War I **(FL SS.912.W.7)**

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

### Lesson 7.2: Experiences and Outcomes **(FL SS.912.W.7)**

1. **Opening:** Making Claims – World War I
2. **Read:** “World War I: A Total War?”
3. **Read:** “Helen Fairchild – Graphic Biography”
4. **Activity:** World War I Letters
5. **Watch:** *Armenian Genocide*
6. **Read:** “Mexican Revolution”
7. **Read:** “The Power of One: Russian Revolution”
8. **Activity:** Comparison – Russian Revolution and Mexican Revolution
9. **Read:** “A Lost Generation”
10. **Read:** “Dr. Rosa Luxemburg – Graphic Biography”
11. **Activity:** World War I Peace Talks

### Lesson 7.3: Totalitarianism or Liberal Internationalism? **(FL SS.912.W.7)**

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

### Lesson 7.4: World War II **(FL SS.912.W.7)**

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

### Additional Assets for Alignment with State Standards

**Read:** “The Course of the First World War”

**Read:** “Art and the World Wars”

**Teacher Unit Notes:**The activity WWI Peace Talks was a great exercise that put decisions in the hands of the students. It opens up great discussion and I highly recommend it; students really enjoy this. I also put each class period’s decisions on the board so they can compare the decisions from class to class. There is so much wrapped up into this unit and so many great resources. The Interwar period can be done without having to take anything out and Unit 7 has some great activities to help wrap up the course and the school year. Here are my top picks for the rest:

* WWI: (Peace Talks mentioned above)
  1. World War I Poster Analysis: great way to look at and analyze propaganda
  2. WWI Letters: puts the students in the shoes of the people that were their
  3. Video on Armenian Genocide: This topic often gets glossed over but so important.
* Interwar period: All of Lesson 7.3 really helps connect the 2 World Wars.
* WWII:
  1. *The Fallen of WWII* video: really puts things into perspective. Great for class discussion.
  2. Claim Testing: Global Conflicts: Creates reflection and animated class discussion.
  3. WHP source, which is in the 1750 course, but recommended: “Primary Sources: Causes, Scale, and Consequence of the Holocaust”: Love this for analyzing primary sources and giving a more intimate look at the people connected to the Holocaust.

# Unit 8—Cold War and Decolonization 1945 to 1990 CE

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

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

## Learning Objectives

1. Evaluate how the Cold War and decolonization are intertwined in the history of this period.
2. Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War.
3. Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.
4. Use historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze historical events.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 8.0: Unit 8 Overview

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

### Lesson 8.1: The Cold War **(FL SS.912.W.8)**

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

### Lesson 8.2: End of Empire **(FL SS.912.W.8)**

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

### Additional Assets for Alignment with State Standards:

**Read:** “Political Decolonization, c. 1945–1997”

**Read:** “Arms Race, Space Race”

**Read:** “Conflict Between Countries Since 1945”

**Read:** “The Oil Revolution”

**Teacher Unit Notes:**Activity: Who Is “Winning” the Cold War? incorporates timelines, which is part of Florida State Standards for World History. It also helps students sequence all the events happening. Activity: Simulation – Cold War Crisis: Who doesn’t like a simulation. We have fun and learn! Don’t pass this activity by. There is another video on Ghana in this unit—Resisting Colonialism: Through a Ghanaian Lens. I watch and discuss this with my class. This is the last video through a Ghanian Lens. I like to do a little activity tracing or discussing Ghana through history and comparing Ghana’s experience to the European view. Decolonization and the Cold War: Through a Caribbean Lens and Decolonization and the Cold War Through an Asian Lens also bridge the gap showing different viewpoints in different parts of the world. This opens up a great class discussion.

# Unit 9—Globalization 1900 to Present

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

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

## Learning Objectives

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

### Lesson 9.0: Unit 9 Overview

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

### Lesson 9.1: Introduction to an Age of Intense Globalization **(FL SS.912.W.9)**

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

### Lesson 9.2: Rights in Global Change **(FL SS.912.W.9)**

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

### Lesson 9.3: Economics in the Global Age **(FL SS.912.W.9)**

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

### Lesson 9.4: Identity and Resistance **(FL SS.912.W.9)**

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

### Lesson 9.5: Globalization and the Environment **(FL SS.912.W.9)**

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

**Teacher Unit Notes:**Comparison – Rights Documents: This activity highlights the similarities and differences around the world. It can be quite an eye opener for students.

Dollar Street Project: Another great world comparison activity.

Claim Testing – Globalization: By now the students are claim testing experts and can do this activity with little prompting. Every time we do claim testing in class, we put claims and counterclaims on the board at the end of the activity and discuss them.

The World in 2050: This is a great end of the year activity to challenge students to take what they’ve learned and what they know about the world today and apply it to what they believe the future will look like. After students complete the activity, I recommend having a round table discussion with them. It is great for students to discuss and even have a friendly debate on what our future holds.