2020/21 SAMPLE COURSE PLAN – ORIGINS/1750 (Michigan)

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## Overview

I started teaching with the World History Project course materials in the fall of 2019. My sophomores take two trimesters of World History & Geography, each lasting twelve weeks. Our district has 72-minute class periods. World History & Geography is a required class in Michigan, so students of all readiness levels take the course. The WHP materials have provided a strong foundation of historical thinking skills. My on-level students are practicing skills that I hadn’t previously taught outside of AP World History. The flexibility has also been a tremendous asset – WHP materials are conducive to blending with other resources. One of my most memorable moments of the school year occurred when a new student transferred in mid-course. I introduced her to her new tablemates and explained that I wouldn’t be issuing her a textbook. Another student leaned over and said, “Trust me. You’re going to like this SO much better!”

*World History & Geography is a two-trimester course. Each trimester is twelve weeks long.*

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| **Name** | Anne Koschmider |
| **School** | Cadillac High School |
| **A brief bio** | I have been teaching World History for 15 years, along with AP World History, AP Psychology, and History of Rock and Roll. The courses I teach often allow me to have students in class for two or three consecutive years. I love watching them grow into conscientious, informed young adults! Outside of school, I enjoy traveling, reading, and spending time with my family. |
| **Grades taught** | 10th, 11th & 12th |
| **Classes per day** | 5 |
| **Length of time per class** | 72 minutes |
| **Length of school year** | 40 weeks |
| **Number of WHP students per year** | 120 |
| **How is your course content different from the Origins course plan?** | Here in Michigan, our standards span from the postclassical era to the present. Therefore, I used a combination of materials from the Origins and 1750 courses. |
| **How does your skills instruction differ from the Origins course plan?** | I used the WHP introduction activities for each historical thinking skill. However, I skipped the applications of those skills that used content prior to the postclassical era to align with Michigan state standards. |
| **What adjustments are you making to the content and skills to fit your students’ needs?** | I skipped over the first few eras of the Origins course to align with Michigan state standards. Also, especially in the second trimester, I relied more on materials from the 1750 course. Due to time constraints, I shortened, modified, or omitted activities. There are plenty of outstanding WHP resources not included in this course plan, simply due to limited class time. |
| **What suggestions do you have for teachers who might choose to follow your course plan?** | I prefer a student-centered classroom with minimal lecture and varied activities. Student engagement is paramount for me. Your student population is different from mine, so don’t be afraid to customize and try new things! I try to be very open with my students when I am trying something new to let them know that it’s okay to take risks. Debrief, revise, rinse and repeat! |

**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 you’ve used or will use to supplement your lessons to adhere to state standards should be added in blue to the plans below.

## 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. Use 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.

## Projected Pacing Guide\*

| Era/Unit | Estimated Start | Estimated Duration |
| --- | --- | --- |
| **Trimester A** | | |
| Era 4: Regional Webs in Asia and the Middle East  *(also includes assets from Eras 1, 3, and 5)* | September 8 | 3 weeks |
| Era 4: Regional Webs in Africa and the Americas  *(also includes an asset from Era 1)* | September 28 | 2 weeks |
| Era 4: Regional Webs in Western Europe and the Byzantine Empire  *(also includes assets from Era 5)* | October 12 | 2 weeks |
| Era 5: The First Global Age  *(also includes assets from Unit 1 of the 1750 course)* | October 26 | 2.5 weeks |
| Era 6: The Long Nineteenth Century | November 11 | 2.5 weeks |
| **Trimester B** | | |
| Unit 6: World War I | November 30 | 3 weeks |
| Unit 7: Interwar and World War II | December 21 | 3 weeks |
| Unit 8: End of Empire and Cold War | January 25 | 3 weeks |
| Unit 9: Globalization | February 16 | 3 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.

# Origins Era 4: Regional Webs in Asia and the Middle East (200 – 1500 CE

**Era 4 Problem:** How do human systems restructure themselves after catastrophe? How did societal collapse affect the lives of people in different instances?

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. Assess the theory of collapse and the historical narrative of a “Dark Age”, in particular regions of the world that challenge this notion.
5. Understand the formation and spread of Islam and how this belief system influenced communities and networks.
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 these historical events and processes.
7. Critique the narrative of the “Dark Ages” by analyzing and using evidence from multiple sources to support historical thinking.

### 1.0—History Stories

1. Opening: Draw Your History
2. Watch: *What Makes History Usable*
3. Watch: *The Danger of a Single Story*

### 1.2—History Frames

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

### 1.3—The Big History Story

1. Activity: Causation - Alphonse the Camel

### 4.2—Systems Restructure

1. Era Problem Notebook: How does trade affect culture? (from Crash Course World History curriculum)
2. Watch: *Rebuilding the Silk Road*
3. Read: “The Silk Road”
4. Activity: Silk Road Simulation
5. Watch: *International Commerce, Snorkeling Camels, and The Indian Ocean Trade: Crash Course World History #18*
6. Read articles about Ibn Battuta, Marco Polo, and Zheng He in jigsaw groups from Lesson 8.1 of Big History Project and fill in corresponding chart from “An Age of Adventure”
7. Option assignment: Participate in a debate about whether the Silk Road or Indian Ocean trade route made a greater impact on history OR write an obituary for a merchant traveling along the Silk Road or Indian Ocean trade route (from Crash Course World History curriculum).

### 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: EP Notebook 4.0
5. Activity: Claim Testing - Introduction **(Lesson 1.1)**
6. Watch: *Islam, the Quran, and the Five Pillars All Without a Flamewar: Crash Course World History #13*
7. Read: “Islam”
8. Use Flipgrid to create a 60-second informative summary of Islam’s major beliefs and practices.
9. Read: “Networks and Exchange in the Islamic World”
10. Activity: Claim Testing – The Muslim World

### 3.5—Development of Portable Ideas and Belief Systems

1. Opening: [hiring a principal scenario](https://docs.google.com/document/d/1BOXjiBwPfISwPi9LJM1sAOFWh81atKWXpyijIs_3yQo/edit?usp=sharing)
2. Activity: Silent Conversation
3. Read: “Confucianism”
4. Read: “Daoism”
5. Read: “Buddhism”
6. Read: “Legalism”

### 4.2—Systems Restructure

1. Read: “Between the Han and the Tang: The Period of (Relative) Disunion in Chinese History”
2. Activity: Vocab – Word Sneak
3. Activity: An Open Letter to Chinese Emperors

*5.1—Land-Based Empires in Eurasia*

1. Watch: *Wait for It...The Mongols!: Crash Course World History #17*
2. Sourcing - Introduction **(Lesson 1.1)**
3. Read: “Sources of Mongol History”

# Origins Era 4—Regional Webs in Africa and the Americas (200 – 1500 CE)

### 1.2—History Frames

1. Activity: Contextualization – Introduction

### 4.2—Systems Restructure

1. Activity: Contextualization – Mansa Musa
2. Watch: *Mansa Musa and Islam in Africa: Crash Course World History #16*
3. Read: “States and Empires of West Africa”
4. Read: “Cycles of Collapse in Mesoamerica” **(Lesson 4.1)**
5. Watch: Crash Course History of Science Episode 5: The Americas and Time Keeping
6. Read: “New World Webs: Diversity and Exchange in the Americas” **(Lesson 5.2)**
7. Watch: Peak of the Incan Empire
8. Watch: 19:20-27:00 of The Aztecs: Engineering an Empire

# Origins Era 4—Regional Webs in Western Europe and the Byzantine Empire (200 – 1500 CE)

### 4.3—A Dark Age?

1. Opening: What Were the Dark Ages?
2. Read: “The ‘Dark Ages’ Debate”
3. [Historic Tale Construction Kit](http://htck.github.io/bayeux/#!/%23/) - - design a tapestry that gives a snapshot of life in Medieval Europe. Note that there is an option to create multiple pages and export as a PNG or GIF. Include a paragraph (100-200 words) describing your tapestry and explaining how it is an accurate portrayal of history.
4. Activity: Naming This Time Period
5. Activity: EP Notebook 4.3
6. Read: “Christendom” **(Lesson 4.2)**
7. Write a newspaper article from 1054 about the split in the Christian Church.

### 5.2—Old World Webs

1. Activity: Contagion!
2. Read: “Trade Networks and the Black Death”
3. Read: “Reactions to the Black Death”
4. Activity: Vocab – What’s My Word?

**Teacher Era Notes:** During the first week of class, it’s helpful to start by teaching the course frames. These are foundational concepts that students will revisit throughout the remainder of the course.

Michigan standards begin with the postclassical era. I chose to break this time period into three units based on region to make the content more manageable for my student population. I also interspersed the WHP skill introductory activities throughout the first several weeks of class. Therefore, you’ll notice that the resources listed here are not in numerical order.

I found it most effective to introduce a skill with a non-history, high-interest example, model the skill with history content, then support students as they moved toward independent practice of the skill. The introductory skill activities are great for engagement, so I found it to be helpful to leverage those activities to bolster energy levels in the classroom and give students an occasional, well-earned break from rigorous content.

Era 4 of the WHP corresponds with Michigan state standards 4.1 and 4.2.

# Origins 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 impacted political systems, trade networks, and the biosphere/environment.
3. Evaluate the development of new hierarchies based upon social class and race during this era.
4. Assess the impact of the Columbian Exchange and the transatlantic slave trade on indigenous populations and on the human communities of Africa.
5. Evaluate the connection between the Columbian Exchange and new economic theories and how these theories influenced the creation of the transatlantic slave trade and the plantation system.
6. Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.
7. Interpret primary source documents to understand and analyze multiple perspectives of the Black Death, Columbian Exchange, and the transatlantic slave trade.

### 5.0—Era 5 Overview

1. Watch: *Frames in Era 5*
2. Activity: EP Notebook 5.0
3. World Zone Game from Big History Project Lesson 8.0

### 5.3—Columbian Exchange

1. Opening: A Different View
2. Read: “The Columbian Exchange”
3. Option Activity: World Zone Café or Columbian Exchange Infographic from Big History Project Lesson 8.2
4. Watch: *The Columbian Exchange: Crash Course World History #23*
5. Read: “The Disastrous Effects of Increased Global Interactions”
6. Closing: Sourcing – The Spanish Conquest of the Aztec Empire

### 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: “First Person Accounts: The Transatlantic Slave Trade”
5. [Activity – Transatlantic Slave Trade Inscriptions](https://docs.google.com/document/d/1S_8EaNlTP3NtnL-enznqhmSY-kpjN5nRo6HzeUrS-XA/edit?usp=sharing)

### 5.5—New Economic Systems

1. Closing: Era 5 DBQ

### 1750 Couse Unit 1.2—Scaling to Two Places in the World

1. Read: “Qing Dynasty”

### 1750 Couse Unit 1.3—Expanding to a Global Scale

1. Read: “Ottoman Empire”
2. Read: “Tokugawa Shogunate”
3. Read: “Mughal Empire”
4. Activity: Empire Building

**Teacher Era Notes:** In the latter portion of this instructional unit, I started to transition to materials from the 1750 to Present Course. The Land-Based, “Gunpowder Empires” materials came from the 1750 course.

Era 5 of the WHP corresponds with Michigan state standards 5.1.1, 5.1.2, 5.2.1, 5.2.2, and 5.2.3

# Origins 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 centuries’ 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, and the fight for equality influenced political revolutions of this era.
2. 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, and production and distribution, as well as its impact on the environment.
3. Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state.
4. Analyze and evaluate how people both experienced and resisted the changes to human societies that came as a result of industrialization and imperialism.
5. Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this era.
6. Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this era.
7. Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.

### 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: EP Notebook 6.0

### 6.1—Liberal and National Revolutions

1. Opening: Revolution or Evolution?
2. Read: “Ingredients for Revolution”
3. Read: “The Enlightenment”
4. Activity: Enlightenment Quotes
5. Read: “The Atlantic Revolutions”
6. Activity: Causation – Recipe for a Revolution
7. Read: “Origins and Impacts of Nationalism”
8. Watch: *Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34*
9. Activity: Revolutionary Women

### 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

### 6.3—Imperialism

1. Read: “Industrial Imperialism, the ‘New’ Imperialism”
2. Read: “Responses to Industrial Imperialism”
3. Activity: Claim Testing – Imperialism
4. Watch: *Experiencing Colonialism: Through a Ghanaian Lens*
5. Watch: *Asian Responses to Imperialism: Crash Course World History #213*
6. Read: “Struggles and Transformations in China”
7. Activity: EP Notebook 6.3
8. Activity: Sourcing – Differing Perspectives on Imperialism
9. Watch: *Resisting Colonialism: Through a Ghanaian Lens*
10. Closing: Imperialism Cartoons
11. Unit 5 DBQ

### 6.4—Transformation of Labor

1. Activity: CCOT – The Long Nineteenth Century
2. Read: “Why Was Slavery Abolished? Three Theories”
3. Read: “The Rise of the Proletariat”
4. Activity: Economic Systems Simulation
5. Watch: *Capitalism and Socialism: Crash Course World History #33*
6. Activity: Contextualization - Child Labor
7. Read: “Child Labor”
8. Activity: Women’s Suffrage
9. Read: “A World Tour of Women’s Suffrage”
10. Read: “Responses to Industrialization”
11. Activity: Sadler Report

**Teacher Era Notes:** Era 6 of the WHP corresponds with Michigan state standards 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, and 6.2.4

# 1750 Unit 6—World War I

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

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

## Learning Objectives

1. Understand the causes and consequences of World War I and how this war was the first global and total war.
2. Analyze multiple scholarly perspectives regarding the causes of World War I.
3. Evaluate how capitalism affected the first global war.
4. Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide.
5. Assess the effects of the First World War on the communities that participated.
6. Apply historical thinking practices and reasoning skills such as historical comparison and continuity and change over time to analyze these historical events and processes.

### 6.0—Unit 6 Overview

1. Watch: *Unit 6 Overview*
2. Read: “Unit 6 Overview”
3. Watch: *Frames in Unit 6*
4. Activity: UP Notebook 6.0
5. Activity: CCOT - Imperialism and Colonialism to WWI

### 6.1—Origins of the First World War

1. Read: “What Caused the First World War
2. Watch: *How World War I Started: CCWH #209*
3. Watch: *Southeast Asia and World War I*
4. Activity: Our Interconnected World – World War I
5. Read: “The First World War as a Global War”
6. Closing: WWI Poster Analysis

### 6.2—Experiences and Outcomes

1. Opening: Making Claims – World War I
2. Read: “World War I: A Total War?”
3. Activity: World War I Letters
4. Watch: *Armenian Genocide*
5. Read: “The Power of One: Russian Revolution”
6. Activity: UP Notebook
7. Activity: World War I Peace Talks

**Teacher Unit Notes:** Unit 6 of the WHP corresponds with Michigan standards 7.1.1, 7.1.2, 7.1.3, 7.1.4 and 7.2.1.

# 1750 Unit 7—Interwar and World War

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

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

## Learning Objectives

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

### 7.0—Unit 7 Overview

1. Watch: *Unit 7 Overview*
2. Activity: UP Notebook 7.0

### 7.1—Totalitarianism or Liberal Internationalism?

1. Activity: Contextualization – The Great Depression”
2. Read: “Global Great Depression”
3. Watch: *What is Fascism?*
4. Read: “Fascist Histories, Part I”
5. Activity: Political Party Platform

### 7.2—The Road to War

1. Opening: Appeasement
2. Read: “Fascism in Germany”
3. Read: “Fascism in Italy”
4. Read: “Communism in the Soviet Union“
5. Activity: Communism vs. Fascism
6. Read: “Authoritarianism in Japan”
7. Activity: Communism, Fascism, Both, or Neither!
8. Read: “Fascist Histories Part II: Exercising Authoritarianism”
9. Read: “Appeasement”
10. Read: *Yertle the Turtle* by Dr. Seuss and relate to Appeasement

### 7.3—World War II

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

### 7.4—Experience and Outcomes

1. Read: “The Holocaust”
2. Activity: Assessing Responsibility and Conscience
3. Activity: UP Notebook
4. Read: “Nuclear Weapons”
5. Activity: Human Rights and Asylum Debate
6. Read: “Nuremberg Laws, Nuremberg Trials”
7. Activity: Revising Historical Writing – Organization, Language, and Style
8. Closing: DBQ

**Teacher Unit Notes:** Unit 7 of the WHP corresponds with Michigan state standards 7.2.2, 7.2.3, and 7.2.6.

# 1750 Unit 8—End of Empire and Cold War

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

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

## Learning Objectives

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

### 8.0—Unit 8 Overview

1. Watch: *Unit 8 Overview*
2. Watch: *Frames in Unit 8*
3. Activity: UP Notebook 8.0

### 8.1—The Cold War

1. Read: “Devastation of Old Markets”
2. Read: “The Cold War: An Overview”
3. Read: *The Butter Battle Book* by Dr. Seuss and relate to the Cold War
4. Activity: Sourcing: Who Started the Cold War?
5. Read: “Arms Race, Space Race”
6. Watch: *USA vs USSR Fight! The Cold War: Crash Course World History #39*
7. Read: “The Cold War Around the World”
8. Activity: Simulation– Cold War Crisis
9. Activity: Who is “Winning” the Cold War?
10. Read: “Collapse of Communism”

### 8.2—End of Empire

1. Read: “Survey of Political Decolonization”
2. Watch: *Decolonization and Nationalism Triumphant: Crash Course World History #40*
3. Read: “And then Gandhi Came: Nationalism, Revolution, and Sovereignty”
4. Read: “Middle East in the 20th century”
5. Read: “Chinese Communist Revolution”
6. Activity: UP Notebook
7. Watch: *Resisting Colonialism: Through a Ghanaian Lens*
8. Read: “Apartheid”

**Teacher Unit Notes:** Unit 8 of the WHP corresponds with Michigan state standards 7.2.4 and 7.2.5

# 1750 Unit 9—Globalization

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

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

## Learning Objectives

1. Evaluate the causes and consequences of globalization.
2. Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.
3. Discover how new international institutions formed and their impact on societies and human communities around the world.
4. Understand the “lumpiness” of globalization and how communities have responded to inequalities that occur as a result of this interconnectedness.
5. Analyze a variety of indigenous responses to globalization.
6. Assess how genocides happen in a modern world.
7. 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.

### 9.0—Unit 9 Overview

1. Watch: *Unit 9 Overview*
2. Watch: *Frames in Unit 9*
3. Activity: UP Notebook 9.0

### 9.1—Introduction to an Age of Intense Globalization

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

### 9.2—Rights in an Age of Intense Globalization

1. Read: “’Universal Rights”
2. Activity: Comparison – Rights Documents
3. Read: “Why Does Genocide Still Happen?”

### 9.3—Economic Interactions in an Age of Intense Globalization

1. Activity: Dollar Street Project
2. Read: “International Institutions”
3. Read: “Goods Across the World”
4. Activity: Follow the Product
5. Activity: Our Interconnected World – Frames

### 9.4—Identity in an Age of Intense Globalization

1. Opening: Making Claims - Globalization
2. Watch: *Conflict in Israel and Palestine: Crash Course World History #223*
3. Read: “Our Networks Today”
4. Read: “September 11, 2001”
5. Closing: Redraw the Frames

### 9.5—The Environment in an Age of Intense Globalization

1. Activity: UN Sustainable Development Goals
2. Read: “Population Explosion and Environmental Trends: 1880 to the Present”
3. Watch: *Green Revolution*
4. Activity: UP Notebook
5. Watch: *Drought and Famine: Crash Course World History #208*
6. Watch: *Humans and Energy: Crash Course World History #207*
7. Read: “Environmentalism”
8. Activity: The World in 2050
9. Read: “Conflicts Over Natural Resources”
10. Closing: DBQ

**Teacher Unit Notes:** Unit 9 of the WHP corresponds with Michigan state standards 7.2.6, CG1, CG2, CG3, and CG4.