2021/22 SAMPLE YEAR-LONG COURSE PLAN – 1750

Todd Nussen, World History Teacher, Oceanside, NY

## Overview

After the success of Big History in our school, as a founding member of the WHP teaching team, I started integrating some of the earlier pieces of material from this curricuum in 2018. Since the website went live in 2019, I have been transitioning from a traditional New York State Global History & Geography II course to one rooted in the skills, themes, and spirit of the World History Project. My school runs on 41-minute periods that meet every day. The resources on the WHP website not only allow me to meet the needs of all my students but challenge them as well. I use the resources from the WHP 1750 curriculm with a diverse group of learners, inlcuding general education students, English Language Leaners, as well as those with IEPs and 504s. The variety of material available makes the website usable for new and veteran teachers alike. The WHP 1750 course gives students an honest depiction of history while providing them with the thinking and writing skills that they will embrace as they continue their education and navigate through the world.

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| Name | Todd Nussen |
| School | Oceanside High School |
| A brief bio | I am a National Board Certified Teacher who has been teaching at Oceanside High School for the past 16 years. We are a suburban public school district located about 40 minutes from New York City. In addition to teaching high school social studies, I am also an adjunct professor of education at Molloy College on Long Island. I have been fortunate enough to be part of the BHP team since 2014 as a Teacher Leader and as the author of the BHP Course Plan for New York. As a founding member of the WHP teaching team, I also helped design several of the activities included in the 1750-Present course menu.  |
| Grades taught | 9th (BHP) and 10th (WHP 1750) |
| Classes per day | Two periods of BHP, two periods of WHP, one period of integrated social studies-ELA.  |
| Length of time per class | 41 minutes  |
| Length of school year | 184 days  |
| Number of WHP students per year | About 60 (30 per class)  |
| How is your course content different from the 1750 course plan? | In New York, our curriculum follows a mandated framework that includes specific skills and content. Our course also ends with a New York State Regents Exam in Global History & Geography. Therefore, in each unit of WHP, I have included some additional content that is covered as well as some other writing practices. You’ll see that after Unit 7 on World War II, our curriculum does a deeper dive into the modern history of some specific regions.  |
| How does your skills instruction differ from the 1750 course plan? | Transitioning to the WHP was a logical choice for us since so many of the skills that are reinforced throughout the course are part of our New York State Social Studies framework.  |
| What adjustments are you making to the content and skills to fit your students’ needs? | In addition to the resources found on the WHP website, we also teach our students the necessary skills to complete Constructed Response Questions (CRQs) as well as Enduring Issues Essays. These are both found on our Global History & Geography state exam.  |
| What suggestions do you have for teachers who might choose to follow your course plan? | If you’re a social studies teacher in New York, this course plan might be helpful (not to discourage those from other places from using it). It will allow your students to utilize the amazing resources from the WHP curriculum while simultaneously following the NYS framework for Global History and Geography. If you have any questions about this course plan or teaching WHP1750, please feel free to reach out to me in the OER Project community or by email at: tnussen@oceansideschools.org.  |

**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.

## 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\*

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| --- | --- | --- |
| Unit | Estimated Start | Estimated Duration |
| 1 | September 4 | 2 weeks |
| 2 | September 16 | 2 weeks |
| 3 | October 1 | 2 weeks |
| 4 | October 15 | 2 weeks |
| 5 | November 1 | 3 weeks |
| 6 | December 1 | 3 weeks |
| 7 | January 2 | 4 weeks |
| 8 | February 20 |  8 weeks |
| 9 | May 1 | 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.

# Unit 1—The World in 1750

**Unit 1 Problem:** In 1750, how were humans and societies connected to each other, and how were they distinct and unique?

1. Why do we start this course in 1750? What are some advantages or limitations of that decision?
2. What are some narratives that are used by historians to interpret the history of the period from 1750 to the present? How might we test those narratives?
3. How can we describe the world in this era in terms of communities, networks, and systems of production and distribution?

## Learning Objectives

1. Understand and evaluate history as a discipline of study.
2. Examine how historians have framed history by creating narratives by employing different scales of time and space.
3. Analyze the advantages, disadvantages, and challenges to creating historical narratives and using different temporal and spatial scales and perspectives.
4. Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.
5. Analyze and evaluate concepts such as claim testing, contextualization, causation, continuity and change over time, sourcing, and historical comparison.

### 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:** Three Close Reads – Introduction
5. **Read:** “The Rise of the West?”
6. **Activity:** Vocab – Word Wall 1.0
7. **Activity:** UP Notebook 1.0
8. **Closing:** Claim Testing – Introduction

### Lesson 1.1: History Frames

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. **Closing:** Draw the Frames

### Lesson 1.2: Scaling to Two Places in the World

1. **Activity:** Our Interconnected World
2. **Watch:***Unit 1 Overview*
3. **Read:** “Unit 1 Overview: The World in 1750”
4. **Activity:** CCOT – Introduction
5. **Activity:** Causation – Alphonse the Camel

### Lesson 1.3: Expanding to a Global Scale

1. **Activity:** Comparison – Life in 1750 and Today
2. **Activity:** Empire Building
3. **Read:** “Ottoman Empire”
4. **Read:** “Mughal Empire”
5. **Read:** “Tokugawa Shogunate”
6. **Read:** “Sub-Saharan Africa”
7. **Read:** “Americas in 1750”
8. **Read:** “Oceania and the Pacific”
9. **Activity:** Introduction to Three Close Reads for Graphic Biographies
10. **Read:** “Qing Shih” (Graphic biography)
11. **Closing:** UP Notebook

**Teacher Unit Notes:**Since all of my students have already taken Big History in 9th grade, they are familiar with ideas and skills like scale, three close reads, and claim testing but I reinforce them earlier in the year anyway. In addition to exams and essays, after each unit I also utilize other informal assessments. The readings on the different regions of the world work well as some type of jigsaw activity and because of the Lexile options, the readings are appropriate for all students. My favorite new resources are the graphic biographies. I think I used almost of them last year. They provide students with different voices and stories of historical events. At just one page each, they are student friendly and really insightful. In addition to these individual stories, I also have students create narratives of history. I ask them to think of three different voices (child, farmer, woman, slave, king, factory workers, soldier, etc.) and have them explain the topic from each individual’s perspective. One final task I include in each unit is asking students to use the responses in their problem notebooks to create original graphic novels or pages of a Google site for the entire course. These allow students to think creatively about the information they have learned in order to design visuals that demonstrate how the history makes sense to them. As we progress through the course, it also gives students a way to keep track of all of the content and provides them with an original writing and review resource. I also make sure to share the Gapminder chart during the first few days of school (<https://www.gapminder.org/>). It’s a visual display of the current state of the world for every country based on health and wealth. I inform my students that our goal this year is to try and understand how the world got to where it is today and to think about where we might be heading.

# Unit 2—Liberal and National Revolutions

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

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

## Learning Objectives

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

### Lesson 2.0: Unit 2 Overview

1. **Watch:** *Unit 2 Overview*
2. **Read:** “Unit 2 Overview”
3. **Watch:***Frames in Unit 2*
4. **Activity:** Vocab – Tracking 2.0
5. **Activity:** Vocab – Word Wall 2.0
6. **Activity:** UP Notebook 2.0
7. **Read:** “A Guide to Reading Charts”

### Lesson 2.1: Ingredients for Revolution

1. **Opening:** Revolution or Evolution?
2. **Watch:** *The Scientific Revolution and the Age of Enlightenment*
3. **Activity:** Sourcing – The Inoculation Debate
4. **Read:** “The Enlightenment”
5. **Activity:** Enlightenment Quotes
6. **Activity:** Claim Testing – Authority
7. **Read:** “Economic and Material Causes of Revolt”
8. **Closing:** Causation – Revolutions

### Lesson 2.2: Revolutions Around the World

1. **Opening:** So You Want a Revolution?
2. **Read:** “The Atlantic Revolutions”
3. **Watch:** *Haitian Revolution*
4. **Activity:** Revolutionary Women
5. **Read:** “Manuela Sáenz, Jonotas, and Natan” (Graphic biography)
6. **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
7. **Activity:** Making Claims – Revolutions

### Lesson 2.3: Nationalism

1. **Opening:** Who Am I?
2. **Read:** “Origins and Impacts of Nationalism”
3. **Watch:** *Origins of Nationalism*
4. **Activity:** Responsibility and Compassion
5. **Read:** “Italian Nationalism”
6. **Read:** “Bismarck and German Unification”
7. **Read:** “Rifa’a al-Tahtawi” (Graphic biography)
8. **Activity:** UP Notebook

### Additional Assets for Alignment with State Standards

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

**Teacher Unit Notes:**
In addition to the content mentioned here, I also do a deeper dive into the French Revolution and the impact of Napoleon. While I use the three close reads activity on a regular basis, for some variety, I’ll often have students create their own graphic novel based on a reading. You’ll notice a video on nationalism in Japan and the Meiji Restoration as one of the resources on the website. I’ll typically introduce this topic on the unit on imperialism. As previously mentioned, I also include Constructed Response Questions for each unit instead of the LEQs on the website.

I should note that when it comes to including all of these resources (articles, videos, etc.) within the timeframes I provided, some of this material is used as homework or extension assignments (for this unit and others as well).

# Unit 3—Industrialization

**Unit 3 Problem:** How was the Industrial Revolution experienced differently by people around the world?

1. What were the local, regional, and global reasons that the Industrial Revolution began first in Great Britain?
2. What factors led to some regions industrializing quickly, others slowly, and some even de-industrializing during this period?
3. What were the long-term impacts of the Industrial Revolution and how are they apparent in today’s world?

## Learning Objectives

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

### Lesson 3.0: Unit 3 Overview

1. **Watch:** *Unit 3 Overview*
2. **Read:** “Unit 3 Overview”
3. **Watch:** *Frames in Unit 3*
4. **Activity:** UP Notebook 3.0
5. **Activity:** CCOT – Revolutions to Industrialization
6. **Read:** “Data Exploration: Greenhouse Gas Emissions”

### Lesson 3.1: Origins of the Industrial Revolution

1. **Activity:** Urbanization Game
2. **Read:** “Scale of the Industrial Revolution”
3. **Watch:** *Origins of the Industrial Revolution*
4. **Activity:** Images of the Industrial Revolution
5. **Read:** “The Industrial Revolution”
6. **Watch:** *Coal, Steam, and The Industrial Revolution: Crash Course World History #32*
7. **Activity:** Contextualization – How was Industrialization Possible?
8. **Closing:** Redraw the Frames

### Lesson 3.2: Global Industrialization

1. **Activity:** When Countries Industrialized
2. **Read:** “Global Transformations of the Industrial Revolution”
3. **Read:** “Japan’s Industrial Revolution”
4. **Activity:** Vocab – Word Relay
5. **Read:** “Meiji Restoration”
6. **Read:** “Iwasaki Yatar­­ō” (Graphic biography)
7. **Read:** “Industrialization and Migration”
8. **Activity:** UP Notebook
9. **Watch:** *The Railroad Journey and the Industrial Revolution: Crash Course World History 214*

### Additional Assets for Alignment with State Standards

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

**Teacher Unit Notes:**
I actually combine Units 3 and 4 together when I teach. We examine the topics as the causes of Industrialization and its effects. Although I left it in this unit, I typically teach the Meiji Restoration as a comparison to Imperialism (Unit 5) in Africa and Asia. This unit presents another great opportunity to teach causation. After introducing the skill in the previous unit, I now give my students a bit more latitude in creating visuals on the causes and effects of Industrialization. After this unit, I’ll typically assign our first Enduring Issues Essay. This is also the unit when I introduce my favorite teaching tool—Gapminder.org. This allows my students to understand how impactful industrialization has been in modern world history.

# Unit 4—Transformation of Labor and Social Relations

**Unit 4 Problem:** How did nineteenth-century transformations in the way people worked, lived, and learned shape our world today?

1. What are the different explanations presented in this unit for the abolition of slavery and which ones do you agree with the most?
2. What new ideas emerged about labor and production and distribution during this period and how do they relate to today’s world?
3. How did conceptions of gender and childhood change in this period and how widespread were these changes?

## Learning Objectives

1. Analyze how industrialization impacted people’s lives in the long nineteenth century and how these impacts continue to affect our modern world.
2. Critique a number of theories about what prompted the abolition of slavery.
3. Assess the new labor and economic systems that emerged during the long nineteenth century.
4. Evaluate why people’s perceptions of gender and childhood changed during this era.
5. Use historical thinking practices and reasoning skills such as claim testing, historical comparison, contextualization, and sourcing to evaluate historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 4.0: Unit 4 Overview

1. **Watch:** *Unit 4 Overview*
2. **Read:** “Unit 4 Overview”
3. **Watch:** *Frames in Unit 4*
4. **Activity:** UP Notebook 4.0

### Lesson 4.1: Labor

1. **Activity:** Assembly Line Simulation
2. **Read:** “The Emergence of Industrial Capitalism” (title change from “Overview of New Economic Systems”)
3. **Read:** “The Rise of the Proletariat”
4. **Read:** “Responses to Industrialization”
5. **Read:** “Ottilie Baader” (Graphic biography)
6. **Activity:** The Sadler Report
7. **Activity:** Contextualization – Child Labor
8. **Read:** “Child Labor”
9. **Activity:** Economic Systems Simulation
10. **Watch:** *Capitalism and Socialism: Crash Course World History #33*
11. **Closing:** Making Claims – Capitalism and Socialism

### Lesson 4.2: The End of Slavery?

1. **Read:** “Why Was Slavery Abolished? Three Theories”
2. **Read:** “Harriet Forten Purvis” (Graphic biography)
3. **Closing:** Sourcing – Why Was Slavery Abolished?

### Lesson 4.3: Gender

1. **Activity:** Comparison – Women’s Suffrage
2. **Read:** “A World Tour of Women’s Suffrage”
3. **Read:** “Changing Gender Roles”
4. **Activity:** UP Notebook

### Additional Assets for Alignment with State Standards

**Read:** “Post-Abolition Societies”

**Teacher Unit Notes:**
As I mentioned, I typically include content related to labor in our unit on industrialization. In addition, I’ll use the material on slavery in the unit on imperialism. The Economic Systems Simulation continues to be one of my favorite social studies lessons. It engages all learners, helps students to understand some really complex topics, and we get to eat some chocolate. As a simulation, it becomes a valuable reference for students throughout the year. Being able to refer to the origins and foundations of both capitalism and communism throughout a world history curriculum, by simply saying: “think of the Hershey kisses activity,” allows students to understand the impact these systems have had on history throughout the world. If you want to increase the energy, anxiety, and humor of the Assembly Line Simulation, try playing “Sabre Dance” by Aram Khachaturian. I’d also recommend doing the Saddler Report activity as a scene to be acted out as it increases the energy in the room a bit before students need to do some analysis and writing.

# Unit 5—Imperialism, Colonialism, and Responses

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

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

## Learning Objectives

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

### Lesson 5.0: Unit 5 Overview

1. **Watch:** *Unit 5 Overview*
2. **Read:** “Unit 5 Overview”
3. **Watch:** *Frames in Unit 5*
4. **Activity:** UP Notebook 5.0
5. **Activity:** CCOT – Transformations to Responses

### Lesson 5.1: The System of Imperialism

1. **Opening:** A Different View
2. **Watch:** *Imperialism: Crash Course World History #35*
3. **Read:** “Industrial Imperialism, the ‘New’ Imperialism
4. **Read:** “Tools of Imperialism”
5. **Activity:** Imperialism Cartoons
6. **Closing:** Claim Testing – Imperialism

### Lesson 5.2: Colonialism

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 Transformations in China”
7. **Watch:** *Opium Wars*
8. **Closing:** Redraw the Frames

### Lesson 5.3: Responses to Colonialism

1. **Activity:** Causation – Indian Uprising
2. **Read:** “1857 Indian Uprising”
3. **Read:** “Azizun of Lucknow” (Graphic biography)
4. **Read:** “Dadabhai Naoroji – Graphic Biography”
5. **Activity:** UP Notebook
6. **Read:** “Dual Consciousness”

### Additional Assets for Alignment with State Standards

**Read:** “Appraising Napoleon”

**Read:** “The Berlin Conference”

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

**Teacher Unit Notes:**
In addition to the content included on the OER Project website, I also have students examine the Berlin Conference (see Other Materials) and analyze “The White Man’s Burden.” I definitely recommend using the “A Different View” opener which suggests using the blue dress/gold dress debate as a way to start the conversation on perspectives and opinions. The graphic novels become a really valuable resource in this unit as they allow students to begin to appreciate the significance of the different narratives of history. As I had mentioned, it is within this unit that I include the Meiji Restoration (from Lesson 3.2) as a comparison to colonization and imperialism in Africa and Asia.

I should note that when it comes to including all of these resources (articles, videos, etc.) within the timeframes I provided, some of this material is used as homework or extension assignments (for this unit and others as well).

# 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. Evaluate how capitalism affected the first global war.
3. Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide.
4. Assess the effects of the First World War on the communities that participated.
5. Use historical thinking practices and reasoning skills such as historical comparison and continuity and change over time to analyze historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 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. **Read:** “Data Exploration: Democracy”

### Lesson 6.1: Origins of the First World War

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

### Lesson 6.2: Experiences and Outcomes

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. **Read:** “The Power of One: Russian Revolution”
6. **Activity:** Comparison – Russian Revolution and \_\_\_\_
7. **Activity:** UP Notebook
8. **Read:** “Dr. Rosa Luxemburg” (Graphic biography)
9. **Activity:** World War I Peace Talks

### Additional Assets for Alignment with State Standards

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

**Teacher Unit Notes:**
Compared with many of the other units we study, my students usually see World War I as a topic that had very clear causes, events, and effects. If your students are also able to appreciate this flow, then it becomes a great opportunity to really challenge their understanding of history through a deeper dive into content and perfect some of their skills (like demonstrating an understanding of causation with drawings and analyzing political cartoons and propaganda posters). I’ll also include a connection between women during the Industrial Revolution, WWI, and suffrage. I actually recommend using the Data Exploration: Democracy as well as the reading on the Mexican Revolution from Unit 2 – Liberal and National Revolutions. In addition, I’ll save the information on the Armenian Genocide for the project I do later in the year on genocide and human rights violations. In regard to pacing, World War I and the Russian Revolution typically take me right up to our holiday break at the end of the December.

# 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. Understand the rise of fascism in various regions of the world, including its causes and consequences.
2. Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.
3. Analyze the causes, scale, and consequences of World War II.
4. Understand and evaluate the causes, scale, and consequences of the Holocaust.
5. Use historical thinking practices and reasoning skills such as claim testing, causation, and contextualization to analyze historical events and processes.
6. 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”
3. **Watch:** *Frames in Unit 7*
4. **Activity:** UP Notebook 7.0
5. **Read:** “Data Exploration: War and Peace”

### Lesson 7.1: Totalitarianism or Liberal Internationalism?

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

### Lesson 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:** “Appeasement”

### Lesson 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

### Lesson 7.4: Experience and Outcomes

1. **Watch:** *The Fallen of World War II*
2. **Read:** “The Holocaust”
3. **Read:** “Primary Sources: Causes, Scale, and Consequence of the Holocaust”
4. **Activity:** Assessing Responsibility and Conscience
5. **Activity:** UP Notebook
6. **Read:** “Nuclear Weapons”
7. **Activity:** Human Rights and Asylum Debate
8. **Read:** “Nuremberg Laws, Nuremberg Trials”
9. **Activity:** Claim Testing – Global Conflict

### Additional Assets for Alignment with State Standards

**Read:** “Art and the World Wars”

**Teacher Unit Notes:**I think the Data Exploration: War and Peace works well with *The Fallen of World War II* video. This video is a must. It contains a wealth of important information regarding the war and an interesting look at history since 1945. Although the information is complex, it is presented in a way that allows students to understand it and reflect. Our midterm exam (which follows the same format as the NYS Global History & Geography Regents) includes content from the first six units as well as the information from 7.1 on the Great Depression and the impact of new political ideas. The material on fascism and communism become incredibly important in later units, as we examine how these ideologies competed with democracy throughout the 20th century. In regard to pacing, I typically start with 7.2 at the end of January. This unit will then take me until February break. In addition to the content from the website, we also examine major turning points of the war including: invasion of Poland, Battle of Britain, Pearl Harbor, D-Day, as well as a debate on the dropping of the atomic bomb. After examining the Holocaust, before I start Unit 8, I will usually do a project on genocide and human rights violations. The topics students cover include atrocities in Armenia, China, Cambodia, Iraq, Rwanda, Bosnia, Sudan, Syria, and Myanmar. This project and the activity on human rights and asylum could probably be used closer to the end of the year as well.

# 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. 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”
3. **Watch:** *Frames in Unit 8*
4. **Activity:** UP Notebook 8.0
5. **Activity:** CCOT – WWII to the Cold War
6. **Read:** “Data Exploration: Nuclear Weapons”

### Lesson 8.1: The Cold War

1. **Opening:** Redraw the Frames
2. **Read:** “The Cold War: An Overview”
3. **Activity:** Sourcing: Who Started the Cold War?
4. **Watch:** *USA vs USSR Fight! The Cold War: Crash Course World History #39*
5. **Read:** “The Cold War Around the World
6. **Activity:** Simulation– Cold War Crisis
7. **Read:** “Connecting Decolonization and the Cold War”
8. **Activity:** Who is “Winning” the Cold War?
9. **Read:** “Collapse of Communism”

### Lesson 8.2: End of Empire

1. **Read:** “End of Old Regimes’”
2. **Watch:** *Decolonization and Nationalism Triumphant: Crash Course World History #40*
3. **Read:** “And Then Gandhi Came: Nationalism, Revolution, and Sovereignty”
4. **Read:** “Kwame Nkrumah” (Graphic biography)
5. **Read:** “The Middle East and the End of Empire”
6. **Read:** “Chinese Communist Revolution”
7. **Watch:** *The Chinese Communist Revolution in a Global Perspective*
8. **Activity:** UP Notebook
9. **Watch:** *Resisting Colonialism: Through a Ghanaian Lens*
10. **Read:** “Apartheid”

### Additional Assets for Alignment with State Standards

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

**Read:** “Civil Rights and Global Liberation”

**Read:** “Arms Race, Space Race”

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

**Read:** “The Oil Revolution”

**Teacher Unit Notes:**In New York, this unit coves a lot of important material for us. The articles and videos on the OER Project website examine many important themes and events related to the Cold War, but I also make sure to put some emphasis on the following: United Nations, Yalta Conference, Iron Curtain, Marshall Plan, Truman Doctrine, NATO, Warsaw Pact, Berlin Airlift, containment, Korean War, Vietnam War, the Cuban Missile Crisis, as well as resistance to communism including Hungary in 1956, Prague Spring, and Solidarity. Similar to the WHP course, we have always examined the Cold War from beginning to end in one unit. Therefore, we also examine: SALT, détente, perestroika, glasnost, the fall of the Berlin Wall as well as the political, economic, and geographic changes of Eastern Europe in the 1990s. One of my favorite assessments in this unit is having students analyze all these events and create a Cold War Thermometer. I would also recommend using *The Shadow Peace* on Nuclear War (<https://www.youtube.com/watch?v=bIAF7kBbGKk>) from the same people who made *The Fallen of World War II* video. It works well with the Data Exploration on Nuclear Weapons.

Within this unit, we also cover the modern history of China, Taiwan, Hong Kong, North and South Korea, and southern Asia (including India, Pakistan, and Bangladesh). We then do a deeper dive into the history of apartheid in South Africa and the history of several African nations since their independence. This is another opportunity to reference the Gapminder resource. It helps students make sense of the current state of the countries they are studying.

# 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. 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”
3. **Watch:** *Frames in Unit 9*
4. **Activity:** UP Notebook 9.0
5. **Activity:** CCOT – Unit Comparison
6. **Read:** “Data Exploration: Future Population Growth”

### Lesson 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”
5. **Read:** “Is the World Flat or Spiky?”

### Lesson 9.2: Rights in an Age of Intense Globalization

1. **Read:** “’Universal Rights and A Century of Mass Killings”
2. **Read:** “Why Does Genocide Still Happen?”
3. **Watch:** *Nonviolence and Peace Movements: Crash Course World History #228*

### Lesson 9.3: Economic Interactions in an Age of Intense Globalization

1. **Activity:** Dollar Street Project
2. **Read:** “The Rise of China”
3. **Watch:** *Global China into the 21st Century*
4. **Read:** “Hua Guofeng” (Graphic biography)
5. **Read:** “Following Goods Across the World”
6. **Activity:** Follow the Product
7. **Activity:** The Interconnected World – Frames

### Lesson 9.4: Identity in an Age of Intense Globalization: Nationalism, Ethnicity, Internationalism

1. **Opening:** Making Claims – Globalization
2. **Read:** “A Century of Refugees”
3. **Read:** “Transnationalism and the Revival of Nationalism”
4. **Activity:** Claim Testing – Globalization
5. **Watch:** *Conflict in Israel and Palestine: Crash Course World History #223*
6. **Read:** “Islam Alhashel” (Graphic biography)
7. **Read:** “Our Networks Today”
8. **Read:** “Ugandan Migrants” (Graphic biography)
9. **Read:** “September 11, 2001”
10. **Closing:** Redraw the Frames

### Lesson 9.5: The Environment in an Age of Intense Globalization

1. **Activity:** UN Sustainable Development Goals
2. **Read:** “The Anthropocene”
3. **Read:** “Population and Environmental Trends: 1880 to the Present”
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. **Activity:** The World in 2050
8. **Read:** “Conflicts Over Natural Resources”
9. **Read:** “LaDonna Brave Bull Allard” (Graphic biography)

### Additional Assets for Alignment with State Standards

**Read:** “Modern Latin America”

**Read:** “Non-State Terrorism”

**Read:** “Movements to End Racial Injustice: From Civil Rights to Black Lives Matter”

**Teacher Unit Notes:**In this last unit and month of school, we first start with case studies in the Middle East. Using the issue of tradition v. change, we examine the following: the Arab-Israeli Conflict, Iraq, Iran, Syria, Afghanistan and Turkey. We also study the impact of oil on the region and the formation of OPEC before ending our curriculum by learning about globalization, international trade, environmental issues, the refugee crisis, the UN Sustainable Goals and finally begin to make predictions about the foreseeable future. The population resources (Data Exploration from 9.1 and Population Trends article from 9.5) are introduced when we examine modern China and India.

Having students use Gapminder and Dollar Street to complete a project is an excellent way for them to learn about how people around the world live today while also demonstrating their knowledge of how history has gotten us to where we are.

Before I started using this curriculum, I would typically end the year with a final progression of content and Global Regents review. The WHP 1750 approach to studying history, however, truly helps students understand the current state of the world and allows them to make real predications about our future.

I should note that when it comes to including all of these resources (articles, videos, etc.) within the timeframes I provided, some of this material is used as homework or extension assignments (for this unit and others as well).