



# WHP AND MICHIGAN'S SOCIAL STUDIES STANDARDS



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## Michigan WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Michigan's World History students to develop a well-grounded foundation for deep understanding of world history through its readings, videos, and activities. WHP aligns with the vast majority of Michigan's World History and Geography course. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as secularization or the expansion of Sikhism. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. While Michigan's world history course starts at 300 CE, the beauty of the WHP courses is that it can be molded to conform to a variety of periodizations. Therefore, for Michigan, we recommend that teachers use the 1200 course. Assets from the Origins and 1750 courses may also be used to meet Michigan state standards. The accompanying crosswalk provides examples of aligned materials from these courses.

## WHP and Michigan's Social Studies Standards

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. These aspects of WHP are aligned to Michigan's Social Studies Standards. WHP also includes multiple opportunities for students to engage in inquiry-based learning: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, the WHP course focuses on the frames, or "big pictures" of history, which include the following:

1. Networks: How have our networks of interaction changed over our long history?
2. Production and Distribution: How have our systems of production and distribution of goods and services changed over our long history?
3. Communities: How have our communities changed over our long history?

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include such topics as the Crusades, the Columbian Exchange, World Wars I and II, and the Cold War, which are aligned to the content expectations outlined in Michigan's standards. Additional information on the frames and scales can be found in the WHP Course Guide. In Michigan's world history course, there is an emphasis on cultural interactions, trade, and revolutions. Specifically, the Michigan K-12 Standards Social Studies document suggests that the expectations outlined in the standards document will enable students to answer content questions. Some of these questions are as follows: "How does trade affect culture?"; "What happens when separate 'worlds' converge?"; "What constitutes a 'revolution'?"; and "Did an accelerating pace of technological and scientific innovations improve people's lives?" The WHP supports students as they study the historical content expressed in these questions, which occurs throughout various scales. Accordingly, scale switching is a major theme of the WHP course. Assets encourage students to understand historical events and processes on global, regional, national, local, and individual spatial and temporal scales. These course expectations are found throughout the WHP Course.

In addition, Michigan organizes the course around the following overarching eras: 1) WHG Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 CE; 2) WHG Era 5: The Emergence of the First Global Age, 15th to 18th Centuries; 3) WHG Era 6: An Age of Global Revolutions, 18th Century to 1914; 4) WHG Era 7: Global Crisis and Achievement, 1900 to Present; and 5) Contemporary Global Issues. Further, Michigan's K-12 Standards Social Studies document outlines its inclusion of the C3 Framework, and the Civics, Economics, Geography, and History concepts outlined in Dimension 2. WHP uses the frames of communities, networks, and production and distribution to help students understand, evaluate, and question the WHP narrative. The WHP communities frame aligns with Michigan's focus on civics and revolutions. The networks frame compliments the history and geography disciplines and the study of the emergence of the first global age and the world wars. Finally, the production and distribution frame aligns with Michigan's focus on economics and global trade. WHP is an excellent fit for meeting Michigan's World History course expectations.

## WHP, the Common Core State Standards, and the C3 Framework

WHP was created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, WHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. WHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The WHP eras and units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop and test claims, create arguments, and develop their writing skills. These inquiry-based opportunities are reinforced through practice progressions. WHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity.

WHP provides resources for literacy practices and historical thinking processes that teachers can adapt for their other social studies courses. These resources include readings, writing assignments including DBQs and LEQs, and activities that incorporate historical thinking practices.

## Conclusion

WHP provides an engaging and coherent curriculum that enables Michigan's students to meet a vast majority of the standards and to develop the ways of thinking, reading, and writing set forth in the College and Career Readiness Standards and the C3 Framework. WHP will reinforce the inquiry skills and the content and knowledge that is expected from Michigan's World History and Geography course.

## Michigan Standards WHP Objectives Crosswalk

### Skills

MICHIGAN SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT MICHIGAN SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT MICHIGAN SKILLS AND STANDARDS
<b>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS</b>		
<b>P1 Reading and Communication – Read and Communicate Effectively</b>		
<b>P1.1</b> Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>U1:</b> Geography - Unit 1 Mapping. <b>U2:</b> Geography - Unit 2 Mapping Part 1; Project X - A Guide to Reading Charts; Project X - Three Close Reads for Data - Introduction; Data Exploration - Population; "Indian Ocean Routes"; Unit 2 Mapping Part 2. <b>U3:</b> Geography - Unit 3 Mapping Part 1; Data Exploration: Urbanization; Geography - Unit 3 Mapping Part 2; DBQ 3. <b>U4:</b> Geography - Unit 4 Mapping Part 1; Project X - Making a Prediction Part 1; Data Exploration: War and Peace; Geography - Unit 4 Mapping Part 2. <b>U5:</b> Geography - Unit 5 Mapping Part 1; Data Exploration: Child Labor; When Countries Industrialized; Geography - Unit 5 Mapping Part 2; DBQ 5. <b>U6:</b> Geography - Unit 6 Mapping Part 1; Project X - Making a Prediction Part 2; Making a Prediction Part 2: Examining China Through Charts; Data Exploration: Greenhouse Gas Emissions; Geography - Unit 6 Mapping Part 2. <b>U7:</b> Geography - Unit 7 Mapping Part 1; Data Exploration: Democracy; Geography - Unit 7 Mapping Part 2; DBQ 7. <b>U8:</b> Geography - Unit 8 Mapping Part 1; Data Exploration: Global Inequality; "The Cold War: An Overview"; Geography - Unit 8 Mapping Part 2. <b>U9:</b> Data Exploration - Future Population Growth; Project X - Final Presentation; "Population and Environmental Trends, 1880 to the Present"; DBQ 9
<b>P1.2</b> Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.	<b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO3:</b> 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. <b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>U2:</b> Sourcing - Introduction; <b>U3:</b> Sourcing - Spanish Conquest of the Aztec Empire. <b>U5:</b> Sourcing - Why Was Slavery Abolished? <b>U6:</b> Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. <b>U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <b>1750 U1:</b> Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. <b>U2:</b> Sourcing – The Inoculation Debate 1750. <b>U3:</b> Industrial Revolution Primary Sources. <b>U7:</b> Primary Sources of Internationalism
<b>P1.3</b> Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.	<b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>U1-1:</b> Examine how historians have framed history by creating narratives by employing different scales of time and space.	<b>U2:</b> Claim Testing - Authority; Unit 2 LEQ. <b>U3:</b> DBQ 3. <b>U4:</b> Sourcing – Why Was Slavery Abolished?; Unit 4 LEQ. <b>U5:</b> Sourcing - Differing Perspectives on Imperialism; DBQ 5. <b>U6:</b> Unit 6 LEQ. <b>U7:</b> Nuclear Bombs; DBQ 7. <b>U8:</b> Sourcing - Who Started the Cold War?; Unit 8 LEQ. <b>U9:</b> DBQ 9.
<b>P1.4</b> Express social science ideas clearly in written, spoken, and graphic forms.	<b>CO1:</b> Demonstrate an understanding of the past as usable, explaining how historians and others create narratives to explain the past, and that those narratives are used to understand the world and make decisions and actions in the present and in preparation for the future. <b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>U1:</b> DBQ 0. <b>U2:</b> CCOT - Introduction; CCOT - The Global Tapestry to Transoceanic Connections; Unit 2 LEQ. <b>U3:</b> DBQ 3. <b>U4:</b> CCOT - Transoceanic Connections to Revolutions; Unit 4 LEQ. <b>U5:</b> CCOT - Revolutions to Industrialization; DBQ 5. <b>U6:</b> Unit 6 LEQ. <b>U7:</b> CCOT - Empire to Global Conflict; DBQ 7. <b>U8:</b> Unit 8 LEQ. <b>U9:</b> CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9. <b>1750 U7:</b> Human Rights and Asylum Debate

<p><b>P1.5</b> Construct and present an argument supported with evidence.</p>	<p><b>CO1:</b> Demonstrate an understanding of the past as usable, explaining how historians and others create narratives to explain the past, and that those narratives are used to understand the world and make decisions and actions in the present and in preparation for the future. <b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p><b>U1:</b> DBQ 0. <b>U2:</b> CCOT - Introduction; CCOT - The Global Tapestry to Transoceanic Connections; Unit 2 LEQ. <b>U3:</b> DBQ 3. <b>U4:</b> CCOT - Transoceanic Connections to Revolutions; Unit 4 LEQ. <b>U5:</b> CCOT - Revolutions to Industrialization; DBQ 5. <b>U6:</b> Unit 6 LEQ. <b>U7:</b> CCOT - Empire to Global Conflict; DBQ 7. <b>U8:</b> Comparison - Decolonizing Women; Unit 8 LEQ. <b>U9:</b> CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>P2 Inquiry, Research, and Analysis</b></p>		
<p><b>P2.1</b> Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p>	<p><b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p><b>U2:</b> Claim Testing - Authority; Unit 2 LEQ. <b>U3:</b> DBQ 3. <b>U4:</b> Sourcing – Why Was Slavery Abolished?; Unit 4 LEQ. <b>U5:</b> Sourcing - Differing Perspectives on Imperialism; Comparison - Women's Suffrage; DBQ 5. <b>U6:</b> Unit 6 LEQ. <b>U7:</b> DBQ 7. <b>U8:</b> Sourcing - Who Started the Cold War?; Unit 8 LEQ. <b>U9:</b> DBQ 9. <b>1750 U4:</b> Sadler Report. <b>U7:</b> Human Rights and Asylum Debate</p>
<p><b>P2.2</b> Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>	<p><b>CO5:</b> 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. <b>U1-3:</b> Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.</p>	<p><b>U1:</b> Geography - Unit 1 Mapping. <b>U2:</b> Geography - Unit 2 Mapping Part 1; Project X - A Guide to Reading Charts; Project X - Three Close Reads for Data - Introduction; Data Exploration - Population; "Indian Ocean Routes"; Unit 2 Mapping Part 2. <b>U3:</b> Geography - Unit 3 Mapping Part 1; Data Exploration: Urbanization; Geography - Unit 3 Mapping Part 2; DBQ 3. <b>U4:</b> Geography - Unit 4 Mapping Part 1; Project X - Making a Prediction Part 1; Data Exploration: War and Peace; Geography - Unit 4 Mapping Part 2. <b>U5:</b> Geography - Unit 5 Mapping Part 1; Data Exploration: Child Labor; When Countries Industrialized; Geography - Unit 5 Mapping Part 2; Urbanization Game; DBQ 5. <b>U6:</b> Geography - Unit 6 Mapping Part 1; Project X - Making a Prediction Part 2; Making a Prediction Part 2: Examining China Through Charts; Data Exploration: Greenhouse Gas Emissions; Geography - Unit 6 Mapping Part 2. <b>U7:</b> Geography - Unit 7 Mapping Part 1; Data Exploration: Democracy; Geography - Unit 7 Mapping Part 2; DBQ 7. <b>U8:</b> Geography - Unit 8 Mapping Part 1; Data Exploration: Global Inequality; "The Cold War: An Overview"; Geography - Unit 8 Mapping Part 2. <b>U9:</b> Data Exploration - Future Population Growth; Project X - Final Presentation; "Population and Environmental Trends, 1880 to the Present"; DBQ 9</p>
<p><b>P2.3</b> Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p>	<p><b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>U1-1:</b> Examine how historians have framed history by creating narratives by employing different scales of time and space.</p>	<p><b>U2:</b> Claim Testing - Authority; Unit 2 LEQ. <b>U3:</b> DBQ 3. <b>U4:</b> Sourcing – Why Was Slavery Abolished?; Unit 4 LEQ. <b>U5:</b> Sourcing - Differing Perspectives on Imperialism; DBQ 5. <b>U6:</b> Unit 6 LEQ. <b>U7:</b> Nuclear Bombs; DBQ 7. <b>U8:</b> Sourcing - Who Started the Cold War?; Unit 8 LEQ. <b>U9:</b> Project X - Final Presentation; The World in 2050; DBQ 9</p>

<p><b>P2.4</b> Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p>	<p><b>CO1:</b> Demonstrate an understanding of the past as usable, explaining how historians and others create narratives to explain the past, and that those narratives are used to understand the world and make decisions and actions in the present and in preparation for the future. <b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>CO6:</b> Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.</p>	<p><b>U1:</b> DBQ 0. <b>U2:</b> CCOT - Introduction; CCOT - The Global Tapestry to Transoceanic Connections; Unit 2 LEQ. <b>U3:</b> DBQ 3. <b>U4:</b> CCOT - Transoceanic Connections to Revolutions; Unit 4 LEQ. <b>U5:</b> CCOT - Revolutions to Industrialization; DBQ 5. <b>U6:</b> Unit 6 LEQ. <b>U7:</b> CCOT - Empire to Global Conflict; DBQ 7. <b>U8:</b> Comparison - Decolonizing Women; Unit 8 LEQ. <b>U9:</b> CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>P3 Public Discourse and Decision Making</b></p>		
<p><b>P3.1</b> Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p>	<p><b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.</p>	<p><b>U8:</b> Simulation - Cold War Crisis <b>U9:</b> UN Sustainable Development Goals; Project X - Final Presentation; The World in 2050. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>P3.2</b> Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p>	<p><b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.</p>	<p><b>U8:</b> Simulation - Cold War Crisis <b>U9:</b> UN Sustainable Development Goals; Project X - Final Presentation; The World in 2050. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>P3.3</b> Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p>	<p><b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.</p>	<p><b>U8:</b> Simulation - Cold War Crisis <b>U9:</b> UN Sustainable Development Goals; Project X - Final Presentation; The World in 2050. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>P3.4</b> Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.</p>	<p><b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>U1-3:</b> Analyze and evaluate historical thinking skills and reasoning practices such as causation, claim testing, and contextualization.</p>	<p><b>All Units:</b> Three Close Reads. <b>U2:</b> Claim Testing - Authority; Unit 2 LEQ. <b>U3:</b> Claim Testing - Evidence; DBQ 3. <b>U4:</b> Claim Testing - Social Class and Gender; Unit 4 LEQ. <b>U5:</b> DBQ 5. <b>U6:</b> Claim Testing - Imperialism; Unit 6 LEQ. <b>U7:</b> Claim Testing - Global Conflict; DBQ 7. <b>U8:</b> Cold War Crisis; Unit 8 LEQ. <b>U9:</b> Claim Testing - Globalization; DBQ 9. <b>1750 U7:</b> Human Rights and Asylum Debate.</p>
<p><b>P4 Civic Participation</b></p>		
<p><b>P4.1</b> Act within the rule of law and hold others to the same standard.</p>	<p><b>U9-6:</b> Use historical thinking skills such as causation, contextualization, comparison, continuity and change over time, and the analysis of primary source documents to evaluate the historical narrative presented in this era.</p>	<p><b>U9:</b> Comparison – Rights Documents; UN Sustainable Development Goals; The World in 2050. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>P4.2</b> Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p>	<p><b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.</p>	<p><b>U9:</b> UN Sustainable Development Goals; Project X - Final Project; The World in 2050. <b>1750 U7:</b> Human Rights and Asylum Debate</p>
<p><b>P4.3</b> Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>	<p><b>CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.</p>	<p><b>U9:</b> UN Sustainable Development Goals; Project X - Final Project; The World in 2050. <b>1750 U7:</b> Human Rights and Asylum Debate</p>

# Michigan Standards WHP Objectives Crosswalk

## Inquiry Practices

MICHIGAN SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT MICHIGAN SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT MICHIGAN SKILLS AND STANDARDS
<b>F1 World Historical and Geographical Inquiry and Literacy Practices</b>		
Explain and use disciplinary processes and tools from world history. These processes and tools include but are not limited to:		
<ul style="list-style-type: none"> <li>framing questions to guide inquiry.</li> </ul>	<b>CO5:</b> 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. <b>U1-3:</b> Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.	<b>U2:</b> Sourcing - Introduction; <b>U3:</b> Sourcing - Spanish Conquest of the Aztec Empire. <b>U5:</b> Sourcing - Why Was Slavery Abolished? <b>U6:</b> Sourcing - Differing Perspectives on Imperialism. <b>U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <b>1750 U2:</b> Sourcing – The Inoculation Debate 1750.
<ul style="list-style-type: none"> <li>determining historical significance.</li> </ul>	<b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>U2:</b> Unit 2 Problem Notebook. <b>U3:</b> Unit 3 Problem Notebook. <b>U5:</b> Unit 5 Problem Notebook. <b>U6:</b> Unit 6 Problem Notebook. <b>U9:</b> Unit 9 Problem Notebook.
<ul style="list-style-type: none"> <li>applying concepts of change over time, continuity, and multiple causes and consequences.</li> </ul>	<b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>U2-3:</b> Assess the causes and effects of the expansion and contraction of networks during this era. <b>U4-3.5:</b> Create and support arguments using historical evidence to assess the economic, social, and intellectual causes of the political revolutions of the long nineteenth century. <b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era.	<b>U2:</b> CCOT - Introduction. <b>U3:</b> CCOT - The Global Tapestry to Transoceanic Interconnections; Causation - Migrations. <b>U4:</b> CCOT - Transoceanic Interconnections to Revolutions; Causation - Recipe for a Revolution. <b>U5:</b> CCOT - Revolutions to Industrialization. <b>U6:</b> Causation - Indian Uprising. <b>U7:</b> CCOT - Empire to Global Conflict; Causation - World War II. <b>U9:</b> CCOT - Unit Comparisons; Causation - Environmental Change. <b>1750 U5:</b> CCOT - Transformations to Responses. <b>U8:</b> CCOT - WWII to Cold War.
<ul style="list-style-type: none"> <li>contextualizing evidence and historical phenomena under study.</li> </ul>	<b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>U3:</b> Contextualization - Mongol and Comanche Empires. <b>U4:</b> Revolutionary Women. <b>U5:</b> Urbanization Game; Contextualization- Child Labor. <b>U6:</b> Contextualization - Opium Wars. <b>U7:</b> "What Caused the First World War?"; World War I Letters; World War I Peace Talks; Contextualization - The Great Depression. <b>U8:</b> Who Is "Winning" the Cold War?; Simulation - Cold War Crisis. <b>1750 U3:</b> Contextualization - How Was Industrialization Possible?
<ul style="list-style-type: none"> <li>explaining and applying different periodization schemes.</li> </ul>	<b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>U1-3:</b> Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.	<b>U3:</b> Contextualization - Mongol and Comanche Empires. <b>U4:</b> Revolutionary Women. <b>U5:</b> Contextualization- Child Labor. <b>U6:</b> Contextualization - Opium Wars. <b>U7:</b> Contextualization - The Great Depression. <b>1750 U3:</b> Contextualization - How Was Industrialization Possible?
<ul style="list-style-type: none"> <li>using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).</li> </ul>	<b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>U1-3:</b> Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.	<b>U3:</b> Contextualization - Mongol and Comanche Empires. <b>U4:</b> Revolutionary Women. <b>U5:</b> Contextualization- Child Labor. <b>U6:</b> Contextualization - Opium Wars. <b>U7:</b> Contextualization - The Great Depression. <b>1750 U3:</b> Contextualization - How Was Industrialization Possible?



<ul style="list-style-type: none"> <li>recognizing that perspectives are shaped by different experiences across time and space.</li> </ul>	<p><b>CO3:</b> 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. <b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p><b>U2:</b> Sourcing - Introduction. <b>U3:</b> Sourcing - Spanish Conquest of the Aztec Empire. <b>U5:</b> Sourcing - Why Was Slavery Abolished? <b>U6:</b> Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons; Gentlemen of the Jungle. <b>U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis. <b>1750 U1:</b> Primary Sources: Europe and China in 1750; Primary Sources: The World in 1750. <b>U2:</b> Sourcing – The Inoculation Debate 1750. <b>U3:</b> Industrial Revolution Primary Sources. <b>U7:</b> Primary Sources of Internationalism</p>
<ul style="list-style-type: none"> <li>sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</li> </ul>	<p><b>CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>CO5:</b> 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. <b>U1-3:</b> Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.</p>	<p><b>U2:</b> CCOT - Introduction; CCOT - The Global Tapestry to Transoceanic Connections; Unit 2 LEQ. <b>U3:</b> Sourcing - Spanish Conquest of the Aztec Empire; DBQ 3. <b>U4:</b> CCOT - Transoceanic Connections to Revolutions; Unit 4 LEQ. <b>U5:</b> CCOT - Revolutions to Industrialization; Sourcing - Why Was Slavery Abolished?; DBQ 5. <b>U6:</b> Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons; Gentlemen of the Jungle; Unit 6 LEQ. <b>U7:</b> CCOT - Empire to Global Conflict; DBQ 7. <b>U8:</b> Sourcing - Who Started the Cold War?; Cold War Crisis; Unit 8 LEQ. <b>U9:</b> CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9.</p>
<ul style="list-style-type: none"> <li>analyzing maps and graphs to understand large-scale movement, trends, and patterns.</li> </ul>	<p><b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>U1-3:</b> Analyze and evaluate historical thinking skills and reasoning practices such as causation, claim testing, and contextualization.</p>	<p><b>U1:</b> Geography - Unit 1 Mapping. <b>U2:</b> Geography - Unit 2 Mapping Part 1; Project X - A Guide to Reading Charts; Project X - Three Close Reads for Data - Introduction; Data Exploration - Population; "Indian Ocean Routes"; Unit 2 Mapping Part 2. <b>U3:</b> Geography - Unit 3 Mapping Part 1; Data Exploration: Urbanization; Geography - Unit 3 Mapping Part 2; DBQ 3. <b>U4:</b> Geography - Unit 4 Mapping Part 1; Project X - Making a Prediction Part 1; Data Exploration: War and Peace; Geography - Unit 4 Mapping Part 2. <b>U5:</b> Geography - Unit 5 Mapping Part 1; Data Exploration: Child Labor; When Countries Industrialized; Geography - Unit 5 Mapping Part 2; DBQ 5. <b>U6:</b> Geography - Unit 6 Mapping Part 1; Project X - Making a Prediction Part 2; Making a Prediction Part 2: Examining China Through Charts; Data Exploration: Greenhouse Gas Emissions; Geography - Unit 6 Mapping Part 2. <b>U7:</b> Geography - Unit 7 Mapping Part 1; Data Exploration: Democracy; Geography - Unit 7 Mapping Part 2; DBQ 7. <b>U8:</b> Geography - Unit 8 Mapping Part 1; Data Exploration: Global Inequality; "The Cold War: An Overview"; Geography - Unit 8 Mapping Part 2. <b>U9:</b> Data Exploration - Future Population Growth; Project X - Final Presentation; "Population and Environmental Trends, 1880 to the Present"; DBQ 9</p>
<ul style="list-style-type: none"> <li>using spatial reasoning to evaluate the role of human-environment interactions in history.</li> </ul>	<p><b>U3-1.2:</b> Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange. <b>U5-1:</b> 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. <b>U9-5:</b> Analyze how globalization has impacted the environment.</p>	<p><b>U3:</b> Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; World Zone Cafe; "Columbian Exchange"; "The Effects of Global Interactions"; Geography - Unit 3 Mapping, Part 2. <b>U5:</b> Urbanization Game; When Countries Industrialized; "The Industrial Revolution"; <i>Railroads &amp; the Industrial Revolution: CCWH</i>; "The Global Transformations of the Industrial Revolution". <b>U6:</b> Data Exploration - Greenhouse Gas Emissions. <b>U7:</b> Our Interconnected World - World War I; "World War I - A Total War?". <b>U9:</b> "Population and Environmental Trends, 1880 to the Present"; "Is the World Flat or Spiky?"; Dollar Street; "The Anthropocene"</p>
<ul style="list-style-type: none"> <li>comparing and contrasting physical, political, economic, and cultural characteristics across time and space.</li> </ul>	<p><b>CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>U1-3:</b> Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.</p>	<p><b>U1:</b> Comparison - Life in 1200 and Today. <b>U2:</b> Comparison - Economic Systems. <b>U5:</b> Comparison - Egypt and Japan; Urbanization Game; Comparison – Women’s Suffrage. <b>U7:</b> Comparison - Russian Revolution and _____ Revolution. <b>U8:</b> Comparison - Decolonizing Women. <b>U9:</b> Comparison - Rights Documents</p>

# Michigan Standards WHP Objectives Crosswalk

## World History

MICHIGAN SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT MICHIGAN SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT MICHIGAN SKILLS AND STANDARDS
<b>WORLD HISTORY &amp; GEOGRAPHY</b>		
<b>4.1 Global or Cross-Temporal Expectations:</b> Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some powerful empires.		
<b>4.1.1 Growth and Interactions of World Religions –</b> analyze the significance of the growth of and interactions between world religions.	<b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>U2-4.1:</b> Investigate the role of world religions in the formation of communities and networks before 1450.	<b>U2:</b> "State and Religion in Afro-Eurasia"; <i>The Emergence of Islam</i> ; "World Religions Prior to 1450". <b>Origins E3:</b> "Overview of Belief Systems"; "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; <i>Christianity from Judaism to Constantine: CCWH</i> ; <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Judaism"; "Christianity"; "Hinduism"; "Islam"; "Syncretism"; <i>Cultural Syncretism in Central Asia</i> . <b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Islamic World"; "Christendom"; <i>Impact of the Crusades</i>
<b>4.1.2 Intensifying Trade Networks and Contacts –</b> compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.	<b>U2-2:</b> Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. <b>U2-3:</b> Assess the causes and effects of the expansion and contraction of networks during this era. <b>U2-4:</b> Evaluate the positive and negative impacts of interconnection on different communities around the world.	<b>U2:</b> <i>Unit 2 Overview Video</i> ; "Unit 2 Overview: The Global Tapestry 1200 to 1450 CE"; Geography - Unit 2 Mapping Part 1; Contextualization - Mansa Musa; <i>Mansa Musa and Islam in Africa: CCWH</i> ; "Written in the Stars: Secrets of the Mongol Empire"; "Oceania and the Pacific"; "Archipelago of Trade"; <i>Guilds, Wool, and Trade: Medieval England in a Global Economy</i> ; "New World Networks: 1200-1490s"; "Trans-Saharan Routes"; <i>Silk and the Song Dynasty</i> ; "Indian Ocean Routes"; Zheng He (Graphic Biography); Making Claims - Expanding Networks; "Trade Networks and the Black Death"; Unit 2 Problem Notebook; Geography - Unit 2 Mapping Part 2.
<b>4.2 Interregional or Comparative Expectations:</b> Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.		
<b>4.2.1 Growth of Islam and Dar al-Islam</b> (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.	<b>U2-1:</b> Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. <b>U2-2:</b> Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	<b>U2:</b> "Communities in Afro-Eurasia"; "State and Religion in Afro-Eurasia"; <i>The Emergence of Islam</i> ; Contextualization - Mansa Musa; <i>Mansa Musa and Islam in Africa: CCWH</i> ; Rashid al-Din (Graphic Biography); Rumi (Graphic Biography); "Trans-Saharan Routes"; "Indian Ocean Routes"; Zheng He (Graphic Biography); "World Religions Prior to 1450". <b>Origins E3:</b> "Islam"; <i>Islam, the Quran, and the Five Pillars Without a Flamewar: CCWH</i> . <b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Islamic World". <b>AP:</b> "Dar al-Islam 1200-1450"
<b>4.2.2 Unification of Eurasia under the Mongols –</b> analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire's disintegration.	<b>U2-2:</b> Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. <b>U2-3:</b> Assess the causes and effects of the expansion and contraction of networks during this era. <b>U2-4:</b> Evaluate the positive and negative impacts of interconnection on different communities around the world.	<b>U2:</b> "Communities in Afro-Eurasia"; "State and Religion in Afro-Eurasia"; "Written in the Stars: Secrets of the Mongol Empire"; Sorqoqtani Beki (Graphic Biography); <i>Wait for it...The Mongols! CCWH</i> ; Primary Sources: Mongol Collection; "Trade Networks and the Black Death"; "Reactions to the Black Death"; Causation - The Black Death; Geography - Unit 2 Mapping Part 2. <b>U3:</b> Contextualization - Mongol and Comanche Empires.
<b>4.2.3 Spheres of Interaction and Influence in the Americas –</b> compare and contrast the diverse characteristics and interactions of peoples in the Americas.	<b>U2-1:</b> Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. <b>U2-2:</b> Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	<b>U2:</b> "The Americas 1200-1450"; <i>Pre-Colonial Caribbean</i> ; <i>Aztec Empire</i> ; Macuilxochitl (Graphic Biography); <i>Inca Empire</i> ; "New World Networks: 1200-1490s". <b>U3:</b> <i>Comanche Empire</i> ; <i>The Spanish Empire, Silver &amp; Runaway Inflation: CCWH</i> . <b>Origins E4:</b> "Cycles of Collapse in Mesoamerica".
<b>5.1 Global or Cross-Temporal Expectations:</b> Analyze the global impact of and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.		
<b>5.1.1 Emerging Global System –</b> differentiate between the global systems of trade, migration, and political power from those in the previous era.	<b>U3-1:</b> Understand how historians create narratives to explain how human communities entered a global age during this era. <b>U3-0.2:</b> Evaluate the historical narrative of the formation of a new global age.	<b>U2:</b> "Archipelago of Trade"; "New World Networks: 1200-1490s"; "Trans-Saharan Routes"; <i>Silk and the Song Dynasty</i> ; "Indian Ocean Routes". <b>U3:</b> <i>Unit 3 Overview Video</i> ; "Unit 3 Overview" Transoceanic Connections 1450-1750"; Unit 3 Mapping - Part 1; CCOT - The Global Tapestry to Transoceanic Connections; <i>The Spanish Empire, Silver &amp; Runaway Inflation: CCWH</i> ; "Crops That Grew the World"; "The Columbian Exchange"; "The Effects of Global Interactions"; "Transatlantic Migration Patterns"; Our Interconnected World; "Survey of Transoceanic Empires"; "The Transatlantic Slave Trade"
<b>5.1.2 Diffusion of World Religions –</b> evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.	<b>CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>U2:</b> "State and Religion in Afro-Eurasia"; <i>The Emergence of Islam</i> ; "World Religions Prior to 1450". <b>U3:</b> "Religious Syncretism in Mexico City". <b>U5:</b> "Responses to Industrialization"; "Why Was Slavery Abolished?". <b>Origins E3:</b> <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam"; "Syncretism"; <i>Cultural Syncretism in Central Asia</i> . <b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Islamic World"; "Christendom"; <i>Impact of the Crusades</i>

# Michigan Standards WHP Objectives Crosswalk

## World History 2

MICHIGAN SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT MICHIGAN SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT MICHIGAN SKILLS AND STANDARDS
<b>WORLD HISTORY &amp; GEOGRAPHY</b>		
5.2 Interregional or Comparative Expectations: Evaluate the impact of the global convergence on interregional developments and interactions in various contexts.		
5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.	<p><b>U3-2:</b> Evaluate and analyze the historical narrative of the formation of a new global age.</p> <p><b>U3-1.2:</b> Learn about the Columbian Exchange and evaluate the changes to communities, networks, and the environment that occurred because of this exchange.</p>	<p><b>U3:</b> <i>Unit 3 Overview Video</i>; "Unit 3 Transoceanic Interconnections 1450 to 1750"; Geography - Unit 3 Mapping Part 1; "The Columbian Exchange"; "Crops That Grew the World"; World Zone Café; "The Effects of Global Interactions"; <i>The Columbian Exchange: CCWH</i>; Causation - Migration; "Transatlantic Migration Patterns"; "Religious Syncretism in Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; Our Interconnected World; "Overview of New Economic Systems"; "European Colonies in the Americas"; Sor Juana Inés de la Cruz (Graphic Biography); <i>The Spanish Empire, Silver, &amp; Runaway Inflation: CCWH</i>; <i>Capitalism and the Dutch East India Company: CCWH</i>; Geography - Unit 3 Mapping Part 2</p>
5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.	<p><b>U3-4:</b> Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas. <b>U3-4.1:</b> Understand how conceptions of race affected communities and labor systems. <b>U3-4.2:</b> Evaluate the motivations for slavery and how people attempted to justify this practice. <b>U3-4.3:</b> Analyze primary source documents to assess different perspectives of those involved in the transatlantic slave trade.</p>	<p><b>U3:</b> "The Transatlantic Slave Trade"; "Race and Coerced Labor Part I; How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II; Motivations and Justifications"; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Álvares (Graphic Biography); <i>Impact of the Slave Trade: Through a Ghanaian Lens. AP: "State Centralization and Resistance"</i></p>
5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.	<p><b>U3-2.1:</b> Examine early modern empires to understand how these communities were structured and how they interacted with others through networks of exchange.</p>	<p><b>U3:</b> CCOT - Global Tapestry to Transoceanic Connections; Empire Building; "A Sublime Empire: Ottoman Rule on Land and Sea"; <i>The Omani Empire</i>; "Mughal Empire"; "China Under Ming and Qing Rule"; "From Muscovy to the Russian Empire"; "Survey of Transoceanic Empires". <b>1750 U1:</b> "The Rise of the West?"; "European States and Empires"; "Qing Dynasty"; "Ottoman Empire"; "Tokugawa Shogunate"; "Sub-Saharan Africa";</p>
6.1 Global or Cross-Temporal Expectations: Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political, and economic structures in an era of increasing global trade and consolidations of power.		
6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.	<p><b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>U4-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. <b>U5-1:</b> 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. <b>U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century. <b>U5-2.2:</b> Evaluate how the Industrial Revolution spread to a variety of global regions and how different nations adapted to these immense changes to communities, networks, and production and distribution</p>	<p><b>U4:</b> <i>Unit 4 Overview Video</i>; "Unit 4 Overview: Revolutions 1750 to 1914"; Unit 4 Problem Notebook; Revolution or Evolution?; "Ingredients for Revolution"; "The Enlightenment"; "The Atlantic Revolutions"; Revolutionary Women; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: CCWH</i>; <i>The French Revolution: CCWH</i>; <i>Haitian Revolution</i>; <i>Latin American Revolutions: CCWH</i>. <b>U5:</b> Unit 5 Overview Video; "Unit 5 Overview: Industrialization 1750 to 1914"; Urbanization Game; <i>Origins of the Industrial Revolution</i>; "The Industrial Revolution"; Images of the Industrial Revolution; <i>Railroads &amp; the Industrial Revolution: CCWH</i>; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i>; Assembly Line Simulation; "Responses to Industrialization"; Otilie Baader (Graphic Biography); Contextualization - Child Labor; "Child Labor"; Claim Testing - Social Class and Gender; "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Industrialization and Migration"</p>

<p><b>6.1.2</b> Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p>	<p><b>U5-1:</b> 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. <b>U9-5:</b> Analyze how globalization has impacted the environment.</p>	<p><b>U3:</b> Data Exploration - Urbanization; "Transatlantic Migration Patterns"; Our Interconnected World; "Crops that Grew the World"; "The Effects of Global Interactions"; Geography - Unit 3 Mapping, Part 2. <b>U5:</b> Urbanization Game; "The Global Transformations of the Industrial Revolution". <b>U7:</b>Our Interconnected World - World War I. <b>U9:</b>"Population and Environmental Trends, 1880 to the Present"; "The Anthropocene"; Data Exploration: Future Population Growth"</p>
<p><b>6.1.3</b> Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.</p>	<p><b>U5-2.2:</b> Evaluate how the Industrial Revolution spread to a variety of global regions and how different nations adapted to these immense changes to communities, networks, and production and distribution. <b>U5-4:</b> Assess the new labor and economic systems that emerged during the long nineteenth century.</p>	<p><b>U3:</b> "Overview of New Economic Systems". <b>U5:</b> "The Global Transformations of the Industrial Revolution"; Urbanization Game; "Rise of the Proletariat"; Economic Systems Simulation; "Responses to Industrialization"; "A World Tour of Women's Suffrage". <b>U7:</b> The Power of One: The Russian Revolution</p>
<p><b>6.2</b> Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state building, social and economic reform, and imperialism.</p>		
<p><b>6.2.1</b> Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.</p>	<p><b>CO5:</b> 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. <b>U4-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.</p>	<p><b>U4:</b> <i>Unit 4 Overview Video</i> ; "Unit 4 Overview: Revolutions 1750 to 1914"; Unit 4 Problem Notebook; Revolution or Evolution?; "Ingredients for Revolution"; "The Enlightenment"; "The Atlantic Revolutions"; Revolutionary Women; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: CCWH</i>; <i>The French Revolution: CCWH</i>; <i>Haitian Revolution</i>; <i>Latin American Revolutions: CCWH</i> .</p>
<p><b>6.2.2</b> Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.</p>	<p><b>U4-3.2:</b> Analyze how nationalism affected different societies and ethnic groups during this era.</p>	<p><b>U4:</b> "Origins and Impacts of Nationalism; <i>Nationalism</i> ; "The World Revolution of 1848"; "Ethnic Nationalism"; Rifa'a al-Tahtawi (Graphic Biography); <i>Haitian Revolution</i>; <i>Latin American Revolutions: CCWH</i> . <b>U7:</b> "The Mexican Revolution". <b>1750 U2:</b> "Italian Nationalism: A Point of View"; "Bismarck and German Nationalism"; <i>Samurai, Daimyo, Matthew Perry, and Nationalism: CCWH</i></p>
<p><b>6.2.3</b> Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.</p>	<p><b>U5-2.1:</b> Assess the scale of the Industrial Revolution and its impact on various regions of the world. <b>U5-2.2:</b> Evaluate how the Industrial Revolution spread to a variety of global regions and how different nations adapted to these immense changes to communities, networks, and production and distribution. <b>U5-2.4:</b> Use the historical reasoning practice of comparison to analyze how industrialization was implemented differently in two regions of the world.</p>	<p><b>U5:</b> <i>Unit 5 Overview Video</i> ; "Unit 5 Overview: Industrialization 1750 to 1914"; Unit 5 Problem Notebook; Geography - Unit 5 Mapping, Part 1; Urbanization Game; "The Industrial Revolution"; "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Imperialism and De-Industrialization in India"; "Industrialization and Migration"; "Rise of the Proletariat"; "Responses to Industrialization"; Ottilie Baader (Graphic Biography); Contextualization - Child Labor; "Changing Gender Roles"; Geography - Unit 5 Mapping Part 2</p>
<p><b>6.2.4</b> Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>	<p><b>U6-1:</b> Describe how industrialization led to imperialism and the expansion of empires. <b>U6-5:</b> Use historical thinking skills and reasoning practices such as claim testing, causation, contextualization, and sourcing to analyze historical events and processes.</p>	<p><b>U6:</b> <i>Unit 6 Overview Video</i>; "Unit 6 Overview: Empire and Other Consequences of Industrialization 1850 to 1950"; Geography - Unit 6 Mapping Part 1; Unit 6 Problem Notebook; "Industrial Imperialism, the 'New' Imperialism"; <i>Imperialism: CCWH</i>; Gentlemen of the Jungle; " Tools of Imperialism"; Imperialism Cartoons; <i>Contextualization - Opium Wars</i>; <i>Opium Wars</i>; "Struggle and Transformation in China"; Sourcing - Differing Perspectives on Imperialism; "Colonial Violence"; Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; "Imperialism and De-Industrialization in India"; Causation - Indian Uprising; "1857 Indian Uprising"; "responses to Industrial Imperialism"; Claim Testing - Imperialism; <i>Asian Responses to Imperialism: CCWH</i> ; "Dual Consciousness"; Geography - Unit 6 Mapping Part 2</p>

# Michigan Standards WHP Objectives Crosswalk

## World History 3

MICHIGAN SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT MICHIGAN SKILLS AND	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT MICHIGAN SKILLS AND STANDARDS
<b>WORLD HISTORY &amp; GEOGRAPHY</b>		
7.1 Global or Cross-Temporal Expectations: Analyze the impact of changes in global balances of military, political, economic, and technological power throughout the 20th century and to the present.		
7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.	<p><b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era. <b>U8-2:</b> Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>U7:</b> "What Caused the First World War?"; "The First World War as a Global War"; "World War I: A Total War?"; "The Global Story of the 1930s"; <i>Internationalism Between the Wars</i>; "The Second World War"; <i>World War II: CCWH</i>; "Nuclear Weapons". <b>U8:</b> "Devastation of Old Markets"; "The Cold War: An Overview"; "The Cold War Around the World"; <i>Decolonization and the Cold War Through a Caribbean Lens</i>; <i>Decolonization and the Cold War Through an Asian Lens</i>; "Connecting Decolonization and the Cold War"; Who is "Winning" the Cold War?; "Collapse of Communism"; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i>; "Decolonizing Women"; <i>Resisting Colonialism: Through a Ghanaian Lens</i>; "The Middle East and the End of Empire"; "Chinese Communist Revolution"; <i>Chinese Communist Revolution</i>; "Civil Rights and Global Liberation"; "Apartheid". <b>U9:</b> "Globalization I - The Upside: CCWH"; "The Trouble With Globalization"; "Is the World Flat or Spiky?"; <i>Nonviolence and Peace Movements: CCWH</i>; "International Institutions"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; <i>Conflict in Israel and Palestine: CCWH</i>; "September 11, 2001"; "Conflict Over Natural Resources"</p>
7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era. <b>U7-2:</b> Assess World War I as a total and global war.</p>	<p><b>Comparison Tool; U4:</b> "The Atlantic Revolutions"; <i>Tea, Taxes, and the American Revolution: CCWH</i>; <i>The French Revolution: CCWH</i>; <i>Haitian Revolution</i>; <i>Latin American Revolutions: CCWH</i>. <b>U6:</b> "Tools of Imperialism"; "Colonial Violence"; "Struggle and Transformation in China"; <i>Opium Wars</i>. <b>U7:</b> Unit 7 CCOT - Empire to Global Conflict; "What Caused the First World War?"; "The First World War as a Global War"; "World War I: A Total War?"; "The Second World War"; Causation - World War II; <i>World War II: CCWH</i>; "Nuclear Weapons".</p>
7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.	<p><b>U7-3:</b> Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. <b>U7-6:</b> Understand and evaluate the causes, scale, and consequences of the Holocaust. <b>U9-2.2:</b> Analyze how genocides happen in a modern world.</p>	<p><b>U7:</b> <i>Armenian Genocide</i>; "The Holocaust"; "Fascist Histories, Part I"; Manuel Quezon (Graphic Biography). <b>U9:</b> "Universal Rights"; "Why Does Genocide Still Happen?". <b>1750 U7:</b> "Fascist Histories, Part II: Exercising Authoritarianism"; "Fascism in Germany"; Unit 7 Problem Notebook; "Nuremberg Laws, Nuremberg Trials"; Primary Sources - The Holocaust; Assessing Responsibility and Conscience</p>
7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>U7:</b> <i>World War II: CCWH</i>; "The Second World War"; "Nuclear Weapons". <b>U9:</b> "Introduction to Globalization"; "Is the World Flat or Spiky?"; <i>Globalization I – The Upside: CCWH</i>; "The Trouble With Globalization"; "Our Networks Today"</p>
7.2 Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars, revolutions, and independence movements during this era.		
7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.	<p><b>CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era. <b>U7-2:</b> Assess World War I as a total and global war. <b>U7-3:</b> Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide.</p>	<p><b>U7:</b> <i>Unit 7 Overview Video</i>; "Unit 7 Overview: Global Conflict, 1914 to 1945"; Geography - Unit 7 Mapping Part I; Unit 7 Problem Notebook; "What Caused the First World War?"; <i>Britain in World War I</i>; <i>Southeast Asia in World War I</i>; <i>The Middle East in World War I</i>; Our Interconnected World - WWI; "The First World War as a Global War"; World War I Poster Analysis; Making Claims - World War I; "World War I: A Total War?"; Helen Fairchild (Graphic Biography); World War I Letters; <i>Armenian Genocide</i>; "The Power of One - The Russian Revolution"; "A Lost Generation"; Dr. Rosa Luxemburg (Graphic Biography); World War I Peace Talks; <i>Internationalism Between the Wars</i>; "Fascist Histories, Part I"; Geography - Unit 7 Mapping Part 2. <b>1750 U7:</b> <i>How World War I Started: CCWH</i>; "Capitalism and World War I"; Geography - Unit 6 Mapping Part 2</p>



<p><b>7.2.2</b> Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>	<p><b>CO5:</b> 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. <b>U7-4:</b> Understand the rise of fascism in various regions of the world, including its causes and consequences. <b>U7-5:</b> Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.</p>	<p><b>U7:</b> "The Power of One: The Russian Revolution"; CCOT - Empire to Global Conflict; "A Lost Generation"; Contextualization - The Great Depression; "Global Great Depression"; <i>Internationalism Between the Wars</i>; <i>What is Fascism?</i>; "Fascist Histories, Part I"; Political Party Platform; "The Global Story of the 1930s"; "Communism in the Soviet Union"; Communism vs. Fascism. <b>1750 U7:</b> Appeasement; "Thirty Years of Continuous War"; "Fascism in Germany"; "Fascism in Italy"; "Authoritarianism in Japan"; Communism, Fascism, Both, or Neither!; "Fascist Histories Part II: Exercising Authoritarianism"; "Appeasement"</p>
<p><b>7.2.3</b> World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>	<p><b>U7-1:</b> Analyze the causes, scale, and consequences of global conflict in this era. <b>U7-4.1:</b> Analyze the causes, scale, and consequences of World War II.</p>	<p><b>U7:</b> "The Second World War"; Causation - World War II; <i>World War II: CCWH</i>; Plaek Phibunsongkhram (Graphic Biography); Claim Testing - Global Conflict; "The Holocaust"; Manuel Quezon (Graphic Biography); Unit 7 Problem Notebook; "Nuclear Weapons". <b>1750 U7:</b> "Economics in the Second World War"; Causation - World War II; Primary Sources - The Holocaust; Assessing Responsibility and Conscience; "Thirty Years of Continuous War"; Unit 7 Problem Notebook. <b>U8:</b> "Devastation of Old Markets"; "The Cold War: An Overview"</p>
<p><b>7.2.4</b> Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.</p>	<p><b>U8-1:</b> Evaluate how the Cold War and decolonization are intertwined in the history of this period. <b>U8-2:</b> Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. <b>U8-3:</b> Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>	<p><b>U8:</b> <i>Unit 8 Overview Video</i>; "Unit 8 Overview: Cold War &amp; Decolonization, 1945-1990"; Geography - Unit 8 Mapping Part 1; "Devastation of Old Markets"; "The Cold War: An Overview"; "The Cold War Around the World"; Simulation - Cold War Crisis; Sourcing - Who Started the Cold War?; Who Is "Winning" the Cold War? <i>Decolonization and the Cold War: Through a Caribbean Lens</i>; <i>Decolonization and the Cold War: Through an Asian Lens</i>; Unit 8 Problem Notebook; "Connecting Decolonization and the Cold War"; "Collapse of Communism"; Geography - Unit 8 Mapping Part 2</p>
<p><b>7.2.5</b> Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>	<p><b>U8-1:</b> Evaluate how the Cold War and decolonization are intertwined in the history of this period. <b>U8-3:</b> Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>	<p><b>U8:</b> "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i>; Comparison - Decolonizing Women; Kwame Nkrumah (Graphic Biography); <i>Resisting Colonialism: Through a Ghanaian Lens</i>; "The Middle East and the End of Empire"; "Chinese Communist Revolution"; <i>Chinese Communist Revolution</i>; Unit 8 Problem Notebook; "Civil Rights and Liberation"; "Apartheid"; <i>Decolonization and the Cold War: Through a Caribbean Lens</i>; <i>Decolonization and the Cold War: Through an Asian Lens</i> <b>U9:</b> <i>Conflict in Israel and Palestine: CCWH</i> . <b>1750 U8:</b> "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"</p>
<p><b>7.2.6</b> Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>	<p><b>U7-3:</b> Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. <b>U7-6:</b> Understand and evaluate the causes, scale, and consequences of the Holocaust. <b>U9-2.2:</b> Analyze how genocides happen in a modern world.</p>	<p><b>U7:</b> <i>Armenian Genocide</i>; "The Holocaust"; Manuel Quezon (Graphic Biography). <b>U9:</b> "Why Does Genocide Still Happen?". <b>1750 U7:</b> Primary Sources - The Holocaust; Assessing Responsibility and Conscience</p>

# Michigan Standards WHP Objectives Crosswalk

## Global Issues

MICHIGAN SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT 1200 COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT MICHIGAN SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT MICHIGAN SKILLS AND STANDARDS
<b>CG CONTEMPORARY GLOBAL ISSUES</b>		
<b>CG1 Population</b>		
<p>Explain the causes and consequences of contemporary population changes by analyzing the:</p> <ul style="list-style-type: none"> <li>• population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</li> <li>• distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).</li> <li>• relationship of the population changes to global interactions, and their impact on different regions of the world.</li> </ul>	<p><b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>U3:</b> Data Exploration - Urbanization; "Transatlantic Migration Patterns"; World Zone Cafe; "Columbian Exchange"; "The Effects of Global Interactions". <b>U5:</b> Urbanization Game; When Countries Industrialized; "The Industrial Revolution"; <i>Railroads &amp; the Industrial Revolution: CCWH</i>; "The Global Transformations of the Industrial Revolution". <b>U7:</b> Our Interconnected World - World War I; "World War I - A Total War?". <b>U9:</b> "Population and Environmental Trends, 1880 to the Present"; "Is the World Flat or Spiky?"; Dollar Street Project</p>
<b>CG2 Resources</b>		
<p>Explain changes in the use, distribution, and importance of natural resources (including land, water, energy, food; and renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating:</p> <ul style="list-style-type: none"> <li>• changes in spatial distribution and use of natural resources.</li> <li>• the differences in ways societies have been using and distributing natural resources.</li> <li>• social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.</li> <li>• major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.</li> <li>• the impact of humans on the global environment.</li> </ul>	<p><b>CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. <b>U9-5:</b> Analyze how globalization has impacted the environment.</p>	<p><b>U6:</b> Data Exploration - Greenhouse Gas Emissions. <b>U9:</b> UN Sustainable Development Goals; "The Anthropocene"; "Population and Environmental Trends, 1880 to the Present"; "Environmentalism"; <i>Green Revolution</i>; "Conflict Over Natural Resources"; LaDonna Brave Bull Allard (Graphic Biography); Causation - Environmental Change. <b>1750 U9:</b> <i>Drought and Famine: CCWH</i>; <i>Humans and Energy: CCWH</i></p>
<b>CG3 Patterns of Global Interactions</b>		
<p>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:</p> <ul style="list-style-type: none"> <li>• economic interdependence of the world’s countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.</li> <li>• the exchanges of scientific, technological, and medical innovations.</li> <li>• cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas.</li> <li>• the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</li> <li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.</li> </ul>	<p><b>CO5:</b> 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. <b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p><b>U9:</b> <i>Unit 9 Overview Video</i>; "Unit 9 Overview: Globalization, 1900-Present"; CCOT-Unit Comparisons; Unit 9 Problem Notebook; "Introduction to Globalization"; <i>Globalization I – The Upside: CCWH</i>; What’s the Downside of Globalization?; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; Dollar Street Project; "International Institutions"; "Rise of China"; <i>Global China into the 21st Century</i>; "Goods Across the World"; Follow the Product; "WTO Resistance"; Our Interconnected World - Frames; Making Claims - Globalization; Claim Testing - Globalization</p>
<b>CG4 Conflict, Cooperation, and Security</b>		
<p>Analyze the causes and challenges of continuing and new conflicts by describing:</p> <ul style="list-style-type: none"> <li>• tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</li> <li>• causes of and responses to ethnic cleansing/genocide/mass killing.</li> <li>• local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</li> <li>• the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</li> </ul>	<p><b>U9-1:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. <b>U-3:</b> Investigate how different groups have responded to globalization. <b>U9-4:</b> Analyze how human rights have been impacted in a modern world.</p>	<p><b>U9:</b> "Universal Rights"; Comparison - Rights Documents; "Why Does Genocide Still Happen?"; <i>Nonviolence and Peace Movements: CCWH</i>; <i>Conflict in Israel and Palestine: CCWH</i>; "International Institutions"; Making Claims - Globalization; "Transnationalism and the Revival of Nationalism"; "A Century of Refugees"; <i>Indigenous Americans and Globalization</i>; Claim Testing - Globalization; "September 11, 2001"; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter"; "Conflict Over Natural Resources"</p>