



WHP AND OHIO'S LEARNING
STANDARDS FOR MODERN
WORLD HISTORY



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Ohio WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Ohio's high school students to develop a well-grounded foundation for deep understanding of world history through WHP's readings, videos, and activities. WHP aligns with the vast majority of Ohio's Learning Standards for Modern World History. Accordingly, teachers are encouraged to revise or include additional materials at any point in the WHP course in order to focus on, or dig more deeply into, specific topics or periods such as the Scientific Revolution or the effects of the dissolution of the Soviet Union. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the present. Ohio's Modern World History course starts with the Scientific Revolution and Age of Enlightenment c. 1600, so we recommend using materials from the 1750 course, which also includes these historical topics and content. The accompanying crosswalk provides examples of aligned materials.

WHP and Ohio's Learning Standards for Modern World History

While completing the WHP curriculum, students will learn historical content, through various frames, and will develop and apply their inquiry skills.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 the Content Statements in Ohio's Learning Standards for Modern World History such as "2. The use of primary and secondary sources of information includes an examination of the credibility of each source" and "4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations." WHP includes multiple opportunities for students to engage in inquiry-based learning: close reading strategies for both text and video, evidence-based writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. As noted, 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 political revolutions and imperialism, which are aligned to Ohio's content expectations for Modern World History. Additional information on the frames and scales can be found in the WHP Course Guide. Moreover, in Ohio's Modern World History course, there is an emphasis on 1600 to the present day. Specifically, Ohio's standards document states that the course "explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence." All of these course expectations are found throughout the WHP Course. The 1750 course dives into the Enlightenment as a period that acts as a bridge to the modern world and the catalyst for the political revolutions of the eighteenth and nineteenth centuries. Students continue their learning

by exploring topics such as nationalism, industrialization, imperialism, colonialism, the world wars, Cold War, and globalization. Because of its strong alignment with specific standards, WHP is an excellent fit for meeting Ohio's Learning Standards for Modern World History course expectations.

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

Ohio's Learning Standards for Social Studies were 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. An in-depth discussion of the progressions can be found in the "WHP Practice Progressions Guide." 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 Ohio's students to meet the 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 Ohio's Modern World History course.

Ohio Standards WHP Objectives Crosswalk

OHIO'S LEARNING STANDARDS FOR MODERN WORLD HISTORY	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; U#-##=#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT OHIO SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT OHIO SKILLS AND STANDARDS
TOPIC: HISTORICAL THINKING AND SKILLS <i>Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.</i>		
CONTENT STATEMENTS:		
1. The use of primary and secondary sources of information includes an examination of the credibility of each source.	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies, to gain a deeper understanding of human history. CO5: 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.	U1: "Primary Sources: Europe and China in 1750"; "Primary Sources: The World In 1750". U2: Sourcing – The Inoculation Debate. U3: "Industrial Revolution Primary Sources". U4: Sourcing – Why Was Slavery Abolished? U5: Sourcing - Differing Perspectives on Imperialism. U7: "Primary Sources of Internationalism". U8: Sourcing - Who Started the Cold War? Note: The Three Close Reads strategy can also be applied to readings throughout the course.
2. Historians develop theses and use evidence to support or refute positions	CO1: 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. CO5: 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.	U2: Claim Testing - Authority; Unit 2 LEQ. U3: Claim Testing - Evidence; DBQ 3. U4: Claim Testing - Social Class and Gender; Unit 4 LEQ. U5: Claim Testing - Imperialism; DBQ 5. U7: Claim Testing - Global Conflict; Human Rights and Asylum Debate; DBQ 7. U8: Cold War Crisis; Unit 8 LEQ. U9: Claim Testing - Globalization; DBQ 9.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.	CO5: 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.	U2: Causation - Revolutions; Causation - Recipe for a Revolution. U3: Causation - Industrialization to Migration; Urbanization Game. U5: Causation - Indian Uprising. U7: Causation – WWII
TOPIC: AGE OF ENLIGHTENMENT (1600-1800) <i>The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.</i>		
CONTENT STATEMENTS:		
4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.	U3-1.2: Describe how European thinkers built upon scientific and technological exchanges with Asia and the Muslim world to develop "revolutionary" ideas that helped drive industrialization.	U2: <i>The Scientific Revolution and the Age of Enlightenment.</i> U3: "The Scientific Revolution"
5. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.	U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U2: <i>Unit 2 Overview Video</i> ; "Unit 2 Overview: Liberal and National Revolutions"; <i>The Scientific Revolution and the Age of Enlightenment</i> ; Sourcing - The Inoculation Debate; "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Primary Sources: Words of the Enlightenment"; "Sovereignty"; Edmund Burke (Graphic Biography)
6. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.	U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U2: <i>Unit 2 Overview Video</i> ; "Unit 2 Overview: Liberal and National Revolutions"; <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Primary Sources: Words of the Enlightenment"; "Sovereignty"; Edmund Burke (Graphic Biography); "Economic and Material Causes of Revolt"
TOPIC: AGE OF REVOLUTIONS (1750-1914) <i>The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.</i>		
CONTENT STATEMENTS:		
7. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.	U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U2: <i>Unit 2 Overview Video</i> ; "Unit 2 Overview: Liberal and National Revolutions"; "Sovereignty"; "Economic and Material Causes of Revolt"; "The Atlantic Revolutions"; <i>The Haitian Revolution</i> ; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i> ; <i>Latin American Revolutions: CCWH</i> ; Making Claims - Revolutions

8. Industrialization had social, political and economic effects on Western Europe and the world.	U3-1: 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.	U3: <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; Urbanization Game; "Scale of the Industrial Revolution"; "The Scientific Revolution"; <i>Coal, Steam, and the Industrial Revolution: CCWH</i> ; Contextualization - How Was Industrialization Possible?; Redraw the Frames; When Countries Industrialized; "Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Migration and Industrialization"; Causation - Industrialization to Migration; <i>The Railroad Journey and the Industrial Revolution: CCWH</i> ; "Innovations and Innovators of the Industrial Revolution"
TOPIC: IMPERIALISM (1800-1914) <i>The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This "new imperialism" focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.</i>		
CONTENT STATEMENTS:		
9. Imperial expansion had political, economic and social roots.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. U5-1: Describe how industrialization led to imperialism and the expansion of empires. U5-2: Examine the ways in which colonialism directly impacted societies, and continue to do so today.	U5: <i>Unit 5 Overview Video</i> ; "Unit 5 Overview: Imperialism, Colonialism and Response?"; <i>Imperialism: CCWH</i> ; "Industrial Imperialism, the 'New' Imperialism"; "Images of Industrial Imperialism"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Gentlemen of the Jungle; Claim Testing - Imperialism; "Struggle and Transformation in China"; "Tools of Imperialism"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons
10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. U5-1: Describe how industrialization led to imperialism and the expansion of empires. U5-2: Examine the ways in which colonialism directly impacted societies, and continue to do so today.	U5: <i>Unit 5 Overview Video</i> ; "Unit 5 Overview: Imperialism, Colonialism and Response?"; <i>Imperialism: CCWH</i> ; "Industrial Imperialism, the 'New' Imperialism"; "Images of Industrial Imperialism"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Gentlemen of the Jungle; Claim Testing - Imperialism; "Struggle and Transformation in China"; "Tools of Imperialism"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons
11. The consequences of imperialism were viewed differently by the colonizers and the colonized.	U5-2: Examine the ways in which colonialism directly impacted societies, and continue to do so today. U5-4: Understand and evaluate how communities responded to increased industrialization and the expansion of empires	U5: "Unit 5 Overview: Imperialism, Colonialism and Response?"; Sourcing - Differing Perspectives on Imperialism; "Colonial Violence"; Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; Contextualization - Opium Wars; "Struggle and Transformation in China"; <i>Opium Wars</i> ; Causation - Indian Uprising; "1857 Indian Uprising"; Azizun of Lucknow (Graphic Biography); "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Dadabhai Naoroji (Graphic Biography)
TOPIC: ACHIEVEMENTS AND CRISES (1900-1945) <i>The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.</i>		
CONTENT STATEMENTS:		
12. Advances in technology, communication and transportation improved lives, but also had negative consequences.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	U6: "World War I: A Total War?"; World War I Letters; "A Lost Generation"; <i>British Gas Hood</i> ; <i>Trench-fighting Tools</i> ; "The Course of the First World War". U7: "The Second World War"; <i>World War II: CCWH</i> ; "Nuclear Weapons"
13. The causes of World War I included militarism, imperialism, nationalism and alliances.	U6-1: Understand the causes and consequences of World War I and how this war was the first global and total war.	U6: "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; "World War I: A Total War?"; WWI Letters; World War I Peace Talks; Our Interconnected World - World War I; "Capitalism and World War I"; "A Lost Generation"; Unit 6 Problem Notebook

<p>14. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.</p>	<p>U6-1: Understand the causes and consequences of World War I and how this war was the first global and total war. U7-3: Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. U7-4: Assess the effects of the First World War on the communities that participated. U7-1: Understand the rise of fascism in various regions of the world, including its causes and consequences. U7-2: Analyze the causes, scale, and consequences of World War II.</p>	<p>U6: "The Power of One: The Russian Revolution"; World War I Peace Talks. U7: <i>Unit 7 Overview Video</i>; "Unit 7 Overview: Interwar and World War II"; Geography - Unit 7 Mapping Part 1; Contextualization - The Great Depression; "Global Great Depression"; <i>Internationalism Between the Wars</i>"; "Primary Sources: Internationalism"; "Fascist Histories, Part 1"; Political Party Platform; Appeasement; "The Global Story of the 1930s"; "Fascism in Germany"; "Fascism in Italy"; "Communism in the Soviet Union"; "Fascist Histories, Part 2: Exercising Authoritarianism"; "Appeasement"</p>
<p>15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.</p>	<p>U6-3: Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. U7-4: Understand and evaluate the causes, scale, and consequences of the Holocaust.</p>	<p>U6: <i>Armenian Genocide</i>. U7: "The Holocaust"; Manuel Quezon (Graphic Biography); "Primary Sources: The Holocaust"; Assessing Responsibility and Conscience"; Debate - Universal Declaration of Human Rights and Asylum; "Nuremberg Laws, Nuremberg Trials"</p>
<p>16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.</p>	<p>7.0-3: Analyze the causes, scale, and consequences of World War II.</p>	<p>U7: "The Second World War"; <i>World War II: CCWH</i>; "The Holocaust"; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict "Nuremberg Laws, Nuremberg Trials"</p>
<p>TOPIC: THE COLD WAR (1945-1991) <i>Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.</i></p>		
<p>CONTENT STATEMENTS:</p>		
<p>17. The United States and the Soviet Union became superpowers and competed for global influence.</p>	<p>U8-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period. U8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War.</p>	<p>U8: <i>Unit 8 Overview</i>; "Unit 8 Overview"; "Devastation of Old Markets"; "The Cold War: An Overview"; Sourcing - Who Started the Cold War?; <i>USA vs. USSR Fight! The Cold War: CCWH</i>; "The Cold War Around the World"; Simulation - Cold War Crisis; <i>Decolonization and the Cold War: Through a Caribbean Lens</i>; <i>Decolonization and the Cold War: Through an Asian Lens</i>; Who Is "Winning" the Cold War?</p>
<p>18. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p>	<p>U8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War.</p>	<p>U8: <i>Unit 8 Overview</i>; "Unit 8 Overview"; "Devastation of Old Markets"; "The Cold War: An Overview"; <i>USA vs. USSR Fight! The Cold War: CCWH</i>; "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>; Who Is "Winning" the Cold War? U9: "International Institutions"</p>
<p>19. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.</p>	<p>U8-2-4: Assess how the Cold War, colonial resistance, and decolonization were intertwined in the Middle East.</p>	<p>U8: "The Middle East and the End of Empire". U9: <i>Conflict in Israel and Palestine: CCWH</i></p>
<p>20. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p>	<p>U8-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period. U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>	<p>U8: <i>Unit 8 Overview</i>; "Unit 8 Overview"; "Devastation of Old Markets"; <i>Decolonization and the Cold War: Through an Asian Lens</i>; Who Is "Winning" the Cold War?; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i>; Kwame Nkrumah (Graphic Biography); <i>Resisting Colonialism: Through a Ghanaian Lens</i>; "Apartheid"</p>
<p>21. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p>	<p>CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies, to gain a deeper understanding of human history. Origins</p>	<p>U8: <i>Decolonization and Nationalism Triumphant: Crash Course</i>; "And Then Gandhi Came"; Comparison - Decolonizing Women; "Decolonizing Women"; "Apartheid"; "Connecting Decolonization in Africa and the US Civil Rights Movement"; "Civil Rights and Global Liberation". U9: "The Zapatistas in Mexico"; <i>Indigenous Americans and Globalization</i>; "Universal Rights"; Comparison - Rights Documents; <i>Nonviolence and Peace Movements: CCWH</i>; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter"</p>

TOPIC: GLOBALIZATION (1991-PRESENT) <i>The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.</i>		
CONTENT STATEMENTS:		
22. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	U8: "Collapse of Communism"; Who is "Winning" the Cold War?
23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	U9-2.3: Analyze how genocides happen in a modern world. U9-2.4: Investigate how different groups have responded to globalization.	U9: "Why Does Genocide Still Happen?"; "A Century of Refugees"; "Transnationalism and the Revival of Nationalism"; <i>Conflict in Israel and Palestine: CCWH</i> ; Islam Alhashel (Graphic Biography); "September 11, 2001"; "Non-State Terrorism"
24. Political and cultural groups have struggled to achieve self-governance and self-determination.	U9-2: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	U9: "Universal Rights"; "Why Does Genocide Still Happen?"; <i>Nonviolence and Peace Movements: CCWH</i> ; "A Century of Refugees"; "Transnationalism and the Revival of Nationalism"; <i>Indigenous Americans and Globalization</i> ; <i>Conflict in Israel and Palestine: CCWH</i> ; UN Sustainable Development Goals; "Modern Latin America"
25. Emerging economic powers and improvements in technology have created a more interdependent global economy.	U9-2: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	U9: "Is the World Flat or Spiky?"; Dollar Street Project; "International Institutions"; "Rise of China"; "Goods Across the World"; Follow the Product; "WTO Resistance"; Our Interconnected World - Frames; <i>Indigenous Americans and Globalization</i> ; "The Zapatistas in Mexico"; Claim Testing - Globalization; "The Trouble with Globalization"; UN Sustainable Development Goals; "Our Networks Today"; "The Anthropocene"; <i>Humans and Energy: CCWH</i> ; "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Green Revolution; Drought and Famine: CCWH</i> ; <i>Humans and Energy: CCWH</i> ; "Environmentalism"
26. Proliferation of nuclear weapons has created a challenge to world peace.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	U7: "Nuclear Weapons". U8: Data Exploration - Nuclear Weapons
27. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.	U9-2: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	U9: Data Exploration - Future Population Growth; Making Claims - Globalization; "A Century of Refugees"; UN Sustainable Development Goals; "Population and Environmental Trends, 1880 to the Present"; Unit 9 Problem Notebook; Claim Testing - Globalization
28. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	U9-5.1: Evaluate the impact of globalization on the environment. U9-5.4: Create and support arguments with historical evidence to assess the impact of increased interconnection from the Second World War to today.	U9: Making Claims - Globalization; UN Sustainable Development Goals; "The Anthropocene"; "Population and Environmental Trends, 1880 to the Present"; <i>Green Revolution</i> ; Unit 9 Problem Notebook; <i>Drought and Famine: CCWH</i> ; <i>Humans and Energy: CCWH</i> ; "Environmentalism"; The World in 2050; "Conflict Over Natural Resources"; LaDonna Brave Bull Allard (Graphic Biography); <i>Water and Classical Civilizations: CCWH</i> ; "Bangalore: City of High Tech"; "The Flower Industry in Colombia: The Good, the Bad and the Ugly of Globalization"; <i>The Atmosphere and Climate</i> ; Claim Testing - Globalization