

Modern Global Studies 21 &22

Description

Modern Global Studies provides students with the opportunity to explore the fundamental issues, events, and concepts of world history from the French Revolution to modern times. This curriculum is based on key essential questions which require students to think critically and make connections across regions and time periods while investigating themes from multiple perspectives. Interactions and linkages among nations and peoples will be explored to demonstrate how the past influences the present, and to study the similarities and differences between cultures. In addition, students will have multiple opportunities to develop the intellectual skills of history and the social sciences, including research, writing, and document analysis. This course is based on chronology with a thematic approach to exploring civilizations and eras.

Course Overview

Course Goals

Students should:

- Analyze the cause and results of political/social revolution (S1 -27).
- Compare and contrast economic systems across historical time periods (S1 -23).
- Analyze the impact of technological and scientific change on societies throughout the world (S1 -25).
- Apply chronological thinking to examine relationships among events and explain causes and effects of events (S1 -17).
- Evaluate the role and impact of the significant individuals on historical events (S1-28).
- Assess the causes and impacts of imperialism (S1 -20).
- Analyze how the abundance of scarcity of resources affects the nation and the individual (S1 -50).
- Explain the significance of globalization on the world's nations and societies (S1 -19).
- Analyze nationalism's impact on world events (S1 -26).
- Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture (S1 -62).

Essential Questions

- Who gets to decide?
- What makes a responsible citizen?
- Is all change progress?
- Is conflict inevitable when cultures meet?

Assessments

Common Assessments

- Mid-term exam
- Final exam
- 3 CAPT writing benchmark assessments

Skill Assessments

<p><u>Content Outline</u></p> <p>I. Unit 1 II. Unit 2 III. Unit 3 IV. Unit 4</p>	<p><u>Standards</u></p> <p>Link to CT Social Studies Curriculum Framework</p> <p>Connecticut State Standards are met in the following areas:</p> <ul style="list-style-type: none"> • Standard 1: Content Knowledge • Standard 2: History/Social Studies Literacy • Standard 3: Civic Engagement 	<p><u>Grade Level Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Skills Matrix
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Pacing Guide										
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June	
Unit 1			Unit 2			Unit 3			Unit 4	
Title			Title			Title			Title	
9 weeks			9 weeks			9 weeks			9 weeks	

Unit 1 – Revolutions, Revolutionary thought and global impact Marking Period 1

Standards

Connecticut Social Studies Curriculum Framework

- 1.3

Unit Objectives from Standard 1

Students will be able to:

- Analyze the cause and results of political/social revolution (S1-27).
- Compare and contrast economic systems across historical time periods (S1-23).
- Analyze the impact of technological and scientific change on societies throughout the world (S1-25).
- Apply chronological thinking to examine relationships among events and explain causes and effects of events (S1-17).
- Evaluate the role and impact of the significant individuals on historical events (S1-28).

Topics

- Enlightenment
- Political Revolutions (French, American, Latin American, Haitian)
- Reaction Against Revolutionary Ideas (CofV)
- Global Nationalism (India, Turkey, Zionism, Balkans, Italy, Germany)
- Economic & Social Revolution (Industrialization, Capitalism, Socialism, Communism)
- Introduction to Imperialism

Essential Questions

- Who gets to decide?
- What is the relationship between citizenship and government?
- Is all change progress?
- Is conflict inevitable?
- Are we more alike than different?
- What is more important, believing or knowing?

Focus Questions

- Why was the Enlightenment period a turning point in the evolution of modern democracies? How does it relate to new assumptions regarding power and criticisms of authority?
- What are the political and economic causes of the French Revolution?
- How can nationalism be considered both a unifying and dividing force in global history?
- How did European revolutions set the stage for global revolution?
- What characteristics define a revolutionary?
- What conservative reactions emerged against revolutionary ideas in Europe, Russia and Latin America?
- How did social class inequity provide a platform for revolution?
- What were the specific effects of the Industrial revolution on the existing social, economic and political order?
- Why did industrialization occur in Japan before the rest of Asia, Africa and Russia?
- What is the relationship between nationalism, industrialism and imperialism?

Assessments

- Revolutionary Roundtable/Jigsaw

Vocabulary

- Natural rights
- Social contract
- Philosophe
- Democracy
- Bill of Rights
- Checks and Balances
- Declaration of Rights of Man
- Guillotine
- Napoleonic Code
- Nationalism
- Old Regime
- Reign of Terror
- Self-determination
- Congress of Vienna
- Conservative
- Liberal
- Radical
- Reactionary
- Real Politik
- Young Turks
- India National Congress
- Muslim League
- Sepoy Mutiny
- Zionism
- Bourgeoisie
- Anti-Semitism
- Capitalism
- Communism
- Socialism
- Factors of Production
- Marxism
- Suffrage
- Urbanization
- Market Economy
- Imperialism
- Direct and Indirect Rule
- Paternalism
- Social Darwinism
- White Man's Burden

Skill Objectives From Standard 2:

Students will:

- Conduct short as well as more sustained research projects to answer a question (S2-3).
- Integrate and evaluate multiple sources of information presented in diverse formats (S2-11).
- Interpret social/political messages of visuals (S2-12).
- Compose a thesis statement using primary and secondary sources (S2-17).
- Write arguments using discipline-specific content (S2-18).
- Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics (S2-21).
- Represent information in various formats, including strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest (S2-27).

Suggested Materials/Resources

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Unit 2 – A Half Century of Crisis & Achievement, Marking Period 2

Standards

Connecticut Social Studies Curriculum Framework

- 1.3
- 1.10
- 1.13

Unit Objectives from Standard 1

Students will be able to:

- Assess the causes and impacts of imperialism (S1-20).
- Analyze how the abundance or scarcity of resources affects the nation and the individual (S1-50).
- Explain the significance of globalization on the world's nations and societies (S1-19).
- Analyze nationalism's impact on world events (S1-26).
- Analyze the impact of family, religion, gender, ethnicity and socio-economic status on the development of culture (S1-62).

Topics

- Imperialism: Causes & Consequences (Africa, India, China, Japan)
- WWI Causes & Course
- Armenian Massacre & Collapse of the Ottomans
- Russian Revolution
- Treaty of Versailles
- Global Economic Depression
- The Road to War...Again (Weimar Republic, Appeasement, Hitler)
- Japan Militarism and Imperialism
- Colonial Response to Imperialism (Africa, Asia, Middle East)

Essential Questions

- Is it all about the money?
- What is the relationship between citizenship and government?
- Is all change progress?
- Is conflict inevitable?

Focus Questions

- What role does nationalism play in the development of nineteenth century Asia, Africa and the Middle East?
- How did economic "revolution" affect nationalism, global migration and self-determination?
- What strategies did colonial peoples adopt to resist and survive imperialism?
- How did imperialism play a role in the development of a global economy?
- What roles did imperialism, nationalism, alliances, militarism and ethnic conflict play in World War I?
- How did technological advances affect the course of World War I?
- How did the Treaty of Versailles set the stage for 20th century upheaval?
- What were the social, economic and political causes and consequences of the Russian Revolution of 1917?
 - During the time period between the wars, what was the colonial response to imperialism?

Assessments

Vocabulary

- Extraterritorial Rights

- Propaganda
- Stalemate

- New Economic Policy
- Mensheviks

<ul style="list-style-type: none"> • Spheres of Influence • Annexation • Meiji Restoration • Takugana Shogunate • Alliances • Allied and Central Powers • Armenians • Armistice • Blockade • Entente • Ethnic Conflict • Fascism • 14 Points • Genocide • Militarism 	<ul style="list-style-type: none"> • Total War • Treaty of Versailles • Trench Warfare • Abdicate • Bolshevik • Proletariat • Duma • Czar • Bloody Sunday • Collectivization • Communism • Counter Revolution • 5 Year Plans • Purge 	<ul style="list-style-type: none"> • Peasants • Provisional Government • Soviet • Appeasement • Totalitarianism • Treaty of Brest Litovsk • Civil Disobedience • Depression • Guomindang • League of Nations • Mandate System • Nazism • Reparations • Satyagraha • Westernization
<p><u>Skill Objectives From Standard 2:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (3). • Integrate and evaluate multiple sources of information presented in diverse formats (11). • Interpret social/political messages of visuals (12). • Compose a thesis statement using primary and secondary sources (17). • Write arguments using discipline-specific content (18). • Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics (21). • Represent information in various formats, including strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest (27). 	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> • Webquest resources (LMC) • Expanding Networks of Exchange and Encounter http://worldhistoryforall.sdsu.edu/ • ABC-Clio Database 	

Unit 3 –Twentieth Century since 1939, Marking Period 3

Standards

Connecticut Social Studies Curriculum Framework

- 1.3
- 1.7
- 1.9

Unit Objectives from Standard 1

Students will be able to

- Explain the significance of globalization on the world’s nations and societies (S1-19).
- Analyze conflict and cooperation in world affairs (S1-21).
- Compare and contrast political systems across historical time periods S1- (22).
- Analyze the relationship between national governments and international relations S1-40).
- Investigate how individuals or groups have worked to expand or limit citizen’s rights (S1-46).

Topics

- World War II
- Holocaust
- Role of Japan & China (Nanjing)
- Creation of the UN & War Crimes
- Totalitarian Personalities
- Cold War Outbreak & Strategies
- Colonies Become States: Crisis or Progress? (S. Africa & Africa, India, China, Israel, Vietnam, Latin America, Eastern Europe)

Essential Questions

- Is it all about the money?
- What is the relationship between citizenship and government?
- Is all change progress?
- Is conflict inevitable?

Focus Questions

- What roles did leaders like Hitler, Mao, Castro, Stalin, Churchill, and Roosevelt play in the outbreak and progression of the Cold War?
- How did World War II change global power structures?
- How did differing ideologies between the United States and the Soviet Union heighten Cold War tensions?
- Why did vulnerable and developing nations become important in superpower rivalries?
- How has the presence of vast quantities of resources affect the economic, political, and social development of the vulnerable nations?
- What characteristics define a totalitarian leader?
- How might the word “liberation” differ among different peoples and nations?
- What are the key elements of nation building?
- What characteristics define a nation in crisis versus a nation in progress?

Assessments

- UN Simulation: Voting for Statehood

Vocabulary

- Axis
- Blitzkrieg
- Concentration camps

- Superpowers
- Surrogate
- Third World Nations
- Declaration of Human Rights

- Apartheid
- Ethnic Conflict
- Human Rights
- Sanctions

<ul style="list-style-type: none"> • Final Solution • Holocaust • Long March • Lebensraum • Phony War • Second Front • Arms Race • Berlin Airlift • Cold War • Containment • De-colonization • Domino Theory • Iron Curtain • Non-aligned nations • Satellite states • Soviet bloc • Space Race • Sputnik 	<ul style="list-style-type: none"> • UN General Assembly • UN Security Council • Yalta • Terrorism • Balance of Trade • Euro • Communes • Cultural Revolution • Special Economic Zones • Four Modernizations • Great Leap Forward • One Child Policy • Red Guard • Tiananmen Square 	<ul style="list-style-type: none"> • Truth and Reconciliation Commission • Non-governmental Organizations • Arab-Israeli Conflict • Camp David Accords • Resolution 242 • Islamic Fundamentalism • Détente • Ethnic Cleansing • Glasnost • Perestroika • Satellite States • Solidarity
<p><u>Skill Objectives From Standard 2:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (S2-3). • Integrate and evaluate multiple sources of information presented in diverse formats (S2-11). • Interpret social/political messages of visuals (S2-12). • Compose a thesis statement using primary and secondary sources (S2-17). • Write arguments using discipline-specific content (S2-18). • Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics (S2-21). • Represent information in various formats, including strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest (S2-27). 	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> • Webquest resources (LMC) • Expanding Networks of Exchange and Encounter http://worldhistoryforusall.sdsu.edu/ • ABC-Clio Database 	

Unit 4 –The Search for Humanity within the Global Community, Marking Period 4

Standards

Connecticut Social Studies Curriculum Framework

- 1.3
- 1.5
- 1.9
- 1.10
- 1.13

Unit Objectives from Standard 1

- Analyze globalizations impact on peoples around the world (S1-33).
- Analyze conflict and cooperation in world affairs (S1-21).
- Analyze examples of the impact of cultural diversity in different nations (S1-60).
- Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels (S1-48).
- Analyze how the abundance or scarcity of resources affects the nation and the individual (S1-50).

Topics:

- Globalization

Choose a minimum of two bullets:

- Ethnic, gender and religious tension (options include genocide, refugees, Ireland, Balkans, East Timor, Tibet, India/Pakistan/Kashmir)
- Resources (nuclear, oil, water, food)
- Environment (options include population, global warming, deforestation)
- Modernization vs. Tradition (options include technology vs. fundamentalism)
- Poverty, Education and Disease
- Hope for future peace- times of conflict (options would include Arab Spring, Israel/Palestine, Sudan/Darfur, China/Taiwan, India/Pakistan)

Essential Questions

- Is it all about the money?
- What is the relationship between citizenship and government?
- Is all change progress?
- Is conflict inevitable?

Focus Questions

- How has economic decision-making become more global as the world has becomes increasingly interdependent? What does the term globalization mean?
- To what extent can societies be both traditional and modern? What tensions often arise when these two forces meet in the same society?
- How will ethnic and religious tensions affect the world in the next few decades?
- What role do resources play in the competition and/or cooperation between nations?
- What nations and regions of the world will continue to experience difficulties with regards to social, economic and political stability? What predictors assure progress vs. crisis?
- Have women’s roles really evolved?

Assessments

<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Drug Cartels • Embargo • Machismo • NAFTA • Famine • Genocide 	<ul style="list-style-type: none"> • Interdependence • Outsourcing • Consumerism • Post-colonialism 	<ul style="list-style-type: none"> • Resource depletion • Epidemics • Life Expectancy • Nuclear Proliferation • Population Density
<p><u>Skill Objectives From Standard 2:</u> Students will:</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (S2-3). • Integrate and evaluate multiple sources of information presented in diverse formats (S2-11). • Interpret social/political messages of visuals (S2-12). • Compose a thesis statement using primary and secondary sources (S2-17). • Write arguments using discipline-specific content (S2-18). • Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics (S2-21). • Represent information in various formats, including strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest (S2-27). 	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> • Webquest resources (LMC) • Expanding Networks of Exchange and Encounter http://worldhistoryforall.sdsu.edu/ • ABC-Clio Database 	