

NORTH CAROLINA UNPACKING DOCUMENT FOR WORLD HISTORY

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students Will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students Will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards: [View the Glossary of Instructional Terms](#)

Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

Inquiry 9-12

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Standard	Indicator
<p>Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions</p>	<p>I.1.1 Compelling Questions</p> <ul style="list-style-type: none"> Identify issues and problems in social studies Formulate questions based upon disciplinary concepts
	<p>I.1.2 Supporting Questions</p> <ul style="list-style-type: none"> Identify related issues and problems related to the compelling question Formulate supporting questions
	<p>I.1.3 Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> Locate credible primary and secondary sources Identify a variety of primary and secondary sources in support of compelling and supporting questions Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies Determine the origin, context, and bias of primary and secondary sources Differentiate between facts and interpretation of sources Evaluate competing historical narratives and debates among historians
	<p>I.1.4 Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> Analyze data from charts, graphs, timelines, and maps Analyze visual, literary, and musical sources Examine change and continuity over time Analyze causes, effects, and correlations Determine the relevance of a source in relation to the compelling and supporting questions
	<p>I.1.5 Communicating Ideas</p>

- Construct written, oral, and multimedia arguments
- Support arguments with evidence and reasoning while considering counterclaims
- Use proper formatting in citing sources for arguments
- Develop new understandings of complex historical and current issues through rigorous academic discussions
- Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues

I.1.6 Taking Informed Action

- Generate ideas through which the inquiry facilitates change
- Devise a plan to enact change based on the results of the inquiry
- Organize and take individual or collaborative action in order to affect change and inform others

The time period and focus for this course is from 1200 C.E. to present day.

Unpacking the Behavioral Science Objectives

Standard WH.B.1 Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions
Overarching Concepts: Artistic Ideas, Philosophical Ideas, Technological Ideas, Societal Development, Society

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
WH.B.1.1 Deconstruct societies and institutions around the world in terms of the ways in which they were shaped by art, literature, philosophical thought, and religion, now and in the past	Students must be able to demonstrate the ability to examine how cultural elements and behaviors, such as art, literature, philosophical thoughts, and religion have contributed to the development of various societies and institutions throughout world history. <i>Teacher note: In</i>	Art, music, and literature can bring people together around shared cultural expressions that contribute to the development of societies and their institutions Philosophical thought and ideas may influence society by challenging existing thought and lead to societal change Religion can be an important factor in supporting societal or institutional expectations	Examples of art, music, and literature that express the beliefs and values of various societies and institutions throughout history Examples of various philosophies and ideas that have helped shape the practices and behaviors of different societies Various religions and religious beliefs have influenced the ways a society or institutions within a society run	Africa <ul style="list-style-type: none"> • Ife bronze statues • Dogon sculptures • Bambara mask • Gondar art • Hundred Flowers campaign • Mamluk architecture • Griots and oral storytelling • Ibn Batutta • Bantu Philosophy Asia <ul style="list-style-type: none"> • Calligraphy and ink wash painting in Asia 	Students analyze teacher-selected art movements that influenced and changed society (e.g., conceptual art, modernism, feminist art, Black arts movements, etc.). Then, students attribute how the art influenced ways in which society or institutions changed or evolved, using a student-created chart. Examples of content to include in the chart can be: 1) Tiananmen 1989 by Ricardo Levins

	<p><i>deconstructing a society or institution, the students should work to analyze the parts of a society or institution by examining the parts that come together to make up the society or institution as a whole.</i></p>	<p>and behavior</p>		<ul style="list-style-type: none"> • Noh masks • Mughal art • Timurid Renaissance • Indian Renaissance and Reform movement • Brutalist • Sikh and Neo-Tropical Architecture • Kabuki • Sizhu Chamber Music • Bollywood • Haiku • Neo-Vedanta • Neo-Confucianism <p>Europe</p> <ul style="list-style-type: none"> • Gothic • Renaissance • Romanticism • Surrealism • Chaucer • Shakespeare • Jane Austin • Humanism • St. Thomas Aquinas • Nicholo Machiavelli • Enlightenment • Reformation • Deism <p>North America</p> <ul style="list-style-type: none"> • American Indian Art 	<p>Morales helped encourage conversation around issues of human rights in China and the social action to improve human conditions; 2) Images of injured kids in the Vietnam War helped expose the atrocities of war on children and civilians and shaped movements that demand an end to the war; or 3) Albert Bierstadt created paintings of western America in the 1850s and 1860s, causing people to travel and settle west. This helped shape the development of the “Western frontier” of the United States.</p> <p>Students create a Twitter-style feed as though they are philosophers. Within the Twitter-style feed, the student describes the philosophy presented and what the philosopher hopes to impact or change with the idea(s). The philosopher should respond to people’s replies to the original tweet. The replies can be</p>
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				<ul style="list-style-type: none"> ● Folk Art ● Abstract Expressionism ● Pop Art ● Harlem Renaissance ● Rock and Roll ● Hip Hop ● Jazz ● Hollywood ● Transcendentalism ● Pragmatism ● Great Awakenings <p>South America</p> <ul style="list-style-type: none"> ● Maya and Aztec Codices ● Mexicanidad Art ● Muralism ● Latin American dance and music- Mambo ● Tango ● Modernismo Literature ● Rise of the Pentecostal and Neo-Pentecostal Church <p>Oceania</p> <ul style="list-style-type: none"> ● Maori wood carving ● Samoan dance ● Oral storytelling 	<p>from real people of the time and should relate to how the philosopher's ideas have shaped society (good or bad). The number of ways the philosophic idea(s) have shaped society and/or institutions as well as supporting historical textual evidence must be included in the rubric.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.B.1.2 Explain the impact of scientific and technological innovations on societal change around the world, both now and in the past</p>	<p>Students must be able to demonstrate an understanding of how science and technology have caused changes in societies in various regions, throughout history.</p> <p><i>Teacher Note: Make sure to study societies from various periods in history, in multiple regions around the world.</i></p>	<p>Innovations in science and technology can increase awareness of societal issues and may contribute to the improvement of human conditions</p> <p>Innovations in science and technology can change how people live, work, travel, communicate, and play</p>	<p>Examples of inventions and technological innovations that have improved communication, transportation, medicine, agriculture, etc.</p> <p>Examples of the ways various societies changed due to technological innovation</p> <p>Examples of the ways various societies changed due to innovations in science</p>	<p>Agriculture</p> <ul style="list-style-type: none"> ● Chinampas ● Crop rotation ● Genetically Modified Organisms (GMOs) ● Pesticides ● Fertilizers <p>Military</p> <ul style="list-style-type: none"> ● Cannons ● Muskets ● Rifles ● Machine guns ● Tanks ● Nuclear weapons ● Drones <p>Industrial</p> <ul style="list-style-type: none"> ● Bessemer process ● Steam engine ● Internal combustion engine ● Interchangeable parts ● Assembly line <p>Transportation</p> <ul style="list-style-type: none"> ● Caravel ● Compass ● Steamboat ● Junk (Ship) ● Locomotive ● Automobile ● Airplane 	<p>Students create an advertisement for a specific technological or scientific innovation highlighting how the innovation changed society in at least “x” different locations around the world or during “x” different time periods in history.</p> <p>Students write an entry for the <i>Encyclopedia of Science and Technology</i> highlighting the ways major advancements impacted society in various regions of the world. The number of entries should be determined by the teacher, based on the time period or events the students are studying.</p> <p>Students develop a flowchart showing how changes in modes of communication during various times in world history (from the printing press to social media) have impacted the spread of information</p>

				<ul style="list-style-type: none"> • Space race <p>Medical</p> <ul style="list-style-type: none"> • Smallpox vaccine • Medical mask • Penicillin • Eugenics • Cloning • Stem-cells • Human Genome Project <p>Communication</p> <ul style="list-style-type: none"> • Printing press • Telegraph • Telephone • Radio • Television • Computer • Satellite • Internet • Social media <p>Energy Sources</p> <ul style="list-style-type: none"> • Water • Steam • Coal • Oil/gas • Wind • Solar • Nuclear <p>Science</p> <ul style="list-style-type: none"> • Heliocentrism • Scientific method • Empiricism • Kaozheng 	<p>and ideas, using specific examples. This activity can be used multiple times as modes of communication evolve.</p>
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Standard WH.B.2 Understand the concept of identity in historic and contemporary societies in terms of its development and impacts
Overarching Concepts: Identity, Society, Societal Development

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past</p>	<p>Students must be able to demonstrate their understanding of the effects, values, and beliefs have on national and tribal identities.</p>	<p>Shared values and beliefs along with cultural and social influences often contribute to the development of both dominant and nondominant groups within a society</p> <p>Individual and group adherence to historical traditions, celebrations, and ways of life often result from the shared values and beliefs that help them identify with and feel connected to a particular nation, tribe, or ethnic group</p> <p>Conflict can occur when individuals and groups within a society do not share an agreed-upon set of cultural values or beliefs</p>	<p>Examples of both shared cultural beliefs and shared cultural values</p> <p>Ways shared cultural values and beliefs impact national, tribal, and group identities</p> <p>Ways customs or traditions influence the development of tribal or group identity within a nation or region</p>	<p>Shared values and beliefs</p> <ul style="list-style-type: none"> ● Religious syncretism ● Influence on government and law ● Fundamentalism or orthodoxy ● Influence on social norms ● Liberalism ● Conservatism ● Capitalism ● Communism ● Socialism ● Nationalism <p>Cultural identity markers</p> <ul style="list-style-type: none"> ● Food ● Clothing ● Language ● Art ● Literature ● Entertainment <p>Social norms</p> <ul style="list-style-type: none"> ● Role of education ● Family structures ● Marriage norms ● Individualism ● Collectivism 	<p>Students create a fishbone diagram showing how the shared values and beliefs of the citizens of ancient Athens impacted the identity of the city-state. This activity can be replicated with multiple nations and groups.</p> <p>Students select a nation or group based on the content they are studying. Students complete a table showing how the shared beliefs of their chosen Nation/Group impacted the national, tribal, or group identity of a nation or region. The students then describe how the impact on that identity influenced the relationship between the nation/group and the people of that country, a tribe, or a group. The teacher can provide a worksheet for students to record their thoughts or ask students to create</p>

				Gender <ul style="list-style-type: none"> • Patriarchy • Matriarchy • Foot binding • Sati • Feminism • Property ownership 	their own table with the following column headings: 1) Nation/Group; 2) Shared Beliefs of the Nation/Group; 3) Impact of Shared Beliefs on Identity; and 4) How the Impact of Shared Beliefs on Identity Influenced the Relationship Between the Nation/Group and People of the Nation, Tribe, or Group.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past	Students must be able to demonstrate knowledge and understanding of the effects that competing identities have on societies, paying specific attention to the identities of various religious, secular, racial, ethnic, and tribal groups.	Differing values, beliefs, customs, and traditions can lead to conflict within and between societies Competing ideologies between church and state can create conflicting expectations of behavior and can lead to tensions between the power and authority in a society	Examples of various racial, ethnic, and tribal groups and their shared values and beliefs Examples of how racial, ethnic, and tribal identities have clashed with the dominant group of a society, region, or nation How competing ideologies on race, societal hierarchy, and class impact societies Examples of how the identities of religious and secular groups have impacted societies	Religion <ul style="list-style-type: none"> • Reformation • Islamophobia • Anti-semitism • The Inquisition • Mughal India • Tibet • Israel/Palestine • Sunni/Shia • Secularism Race/ethnicity <ul style="list-style-type: none"> • Social Darwinism • Immigration restrictions • Apartheid • Assimilation • Detribalization • Nationalist movements 	Students are assigned a post-1200 CE example where there was a conflict that resulted from competing religious identities. The students complete a flow chart identifying the competing identities, how those competing identities led to conflict, and the impact the outcome of that conflict had on society. Students use information from a time period they are studying to develop a graphic organizer outlining how the

				<ul style="list-style-type: none"> • Nazism • German and Italian unification • Boxer Rebellion • Sepoy Rebellion • African National Congress <p>Pogrom and genocide</p> <ul style="list-style-type: none"> • Strasbourg Pogrom • 1905 Kiev Pogrom • Armenian • Holocaust • 1950 East Pakistan Pogrom • Bosnia • Cambodia (Khmer Rouge) Rwanda <p>Social class systems</p> <ul style="list-style-type: none"> • Feudalism • Hindu caste system • China's civil service system • Encomienda system • French estates • Industrial classes 	<p>competing identities of at least 2-3 groups impacted the society within which the groups lived or interacted in some way. Categories include: Religious Group, Secular Group, Racial Group, Ethnic Group, and Tribal Group. Categories should be applicable based on the era, historical event, and society/region of the world.</p> <p>Students complete a Jigsaw activity examining how competing identities impacted the ethnic cleansing that took place in areas controlled by the Bosnian Serb Army, targeting Bosniaks and Bosnian Croats. The Jigsaw groups consist of the following: 1) Identity of the Bosniaks and how that identity led to conflict; 2) Identity of the Bosnian Croats and how that identity led to conflict; 3) Identity of the Bosnian Muslims and how that identity led to conflict; and 4) Serbia's</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past</p>	<p>Students must be able to demonstrate their knowledge and understanding of how intercontinental and regional interactions have impacted the national, tribal, and ethnic identities of individuals and groups.</p>	<p>Global interaction may contribute to the continued observance of the identity of a nation, tribe, or ethnic group</p> <p>Cultural assimilation can be the result of global interaction and can lead to the impact of not only native lands, but also the identities of indigenous peoples</p> <p>Religious, political, economic, and military campaigns can drive global interactions that result in the exchange of ideas and beliefs that may eventually foster a complete transformation of a group's identity</p>	<p>Examples of global interaction</p> <p>Examples of how global interaction has contributed to the development of a national or nation-state identity</p> <p>Examples of how global interaction has impacted the identity of various tribal and ethnic identities throughout history</p> <p>Examples of how global interaction has impacted the native identity of a place and the rise of a new identity in its place</p>	<p>Vehicles of cultural diffusion</p> <ul style="list-style-type: none"> ● Crusades ● Columbian Exchange ● Colonization ● Imperialism ● African Diaspora ● Globalization <p>Effects of cultural diffusion</p> <ul style="list-style-type: none"> ● Enculturation ● Acculturation ● Assimilation ● Detribalization ● Islamification ● Christianization ● Westernization ● Americanization ● Pan-Africanism ● Cultural blending 	<p>national identity and the role it played as a nation in the Bosnian Genocide. This activity can be repeated multiple times throughout the course when studying or comparing other genocides of history.</p> <p>Students read excerpts of primary source accounts detailing the interactions of cultures from Marco Polo and Ibn Battuta to contemporary reactions to globalization, focusing on interactions with indigenous populations. Students then complete a cause-and-effect graphic organizer to show the impact the interaction had on the indigenous society.</p> <p>Students create a bubble map showing at least 10 impacts of global interaction on the development of the Americas between 1500-1600. Students should ensure each</p>

					<p>bubble has an accompanying short explanation.</p> <p>Students create a LinkedIn-style profile pretending they are “global interaction.” The profile should explain how, as “global interaction,” they have impacted the identity of a particular group or nation. The profile should include the following sections: 1) <i>Background</i>- Describe yourself pretending you are “global interaction” explaining what national, tribal, or ethnic group you are connecting yourself to as “global interaction,” and what brought you to the area or region of the world in which you interacted; 2) <i>About</i>- Talk about the people and groups with whom you have interacted (e.g., their beliefs, culture, way of life, government, etc.); 3) <i>Impact</i>- Share at least one impact you had on the lives of the people with whom you interacted; and 4)</p>
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					Recommendations- Provide at least one recommendation that someone might make about you.
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Unpacking the Civics and Government Objectives

Standard WH.C&G.1 Analyze the relationship between various societies and government in terms of freedom, equality, and power

Overarching Concepts: Relationship, Society, Government, Freedom, Equality, Power

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power	Students must be able to describe and discuss the similarities and differences of how power has been both acquired and maintained in various places around the world throughout history.	<p>The methods individuals and groups use to gain or maintain power may be dependent on the type of government</p> <p>Governmental power may be obtained through the consent of the governed or by force</p>	<p>Similarities and differences in the ways people have acquired and maintained power</p> <p>Similarities and differences in the ways various governments have acquired and maintained power</p> <p>Examples of individuals, groups, and governments that acquired power in a civilization, society, empire, or nation</p>	<p>Individuals</p> <ul style="list-style-type: none"> ● Genghis Khan ● King John and the Magna Carta ● Moctezuma I ● Sunni Ali ● Timur Lenk ● Queen Elizabeth I ● Catherine the Great ● Napoleon Bonaparte ● Otto von Bismarck ● Simon Bolivar ● Mao Zedong ● Pol Pot ● Idi Amin ● Winston Churchill ● Juan Perón ● Indira Gandhi ● Golda Meir <p>Groups</p> <ul style="list-style-type: none"> ● Catholic Church ● Feudal Lords ● French Estates ● Al Qaeda 	Students create a comic strip or TikTok-style 60-second video starring two individuals/leaders sharing advice on how to gain and maintain power. Within the comic/video, the individuals/leaders should debate the best way to gain or maintain power by using personal examples from their history. A rubric should be included requiring students to explain the similarities and differences the individuals/leaders had in gaining and maintaining power. The individuals/leaders can be from the same or different time periods or regions.

				<ul style="list-style-type: none"> • Bolshevik Party <p>Governments</p> <ul style="list-style-type: none"> • Holy Roman Empire • British Empire • Tokugawa Shogunate • Colonial Brazil • Fascist Italy • Communist North Korea <p>Vehicles for Gaining Power</p> <ul style="list-style-type: none"> • Hereditary/Dynastic Treaties • Coup D'etat • Schism • Revolution • Civil War • Imperialism • Election • Economic Crisis • Foreign Intervention <p>Vehicles for Maintaining Power</p> <ul style="list-style-type: none"> • Divine Right • Hereditary • Schism • Corruption • Election • Political Marriage • Military Force 	<p>Students complete a graphic organizer comparing feudal systems in Europe and Japan. The teacher should ensure students compare how the government's power was gained and maintained.</p> <p>Students create a "Boxing Match" between two individuals or groups to compare the tactics used to create large empires and maintain power within the empires (e.g., Moctezuma I, Napoleon, Mongols, Britain, Russia, etc.). The students compare the tactics used by each ruler in the opening speech for the boxing match (e.g, "In this corner... and in this corner..."). Then, students write about the rounds of the boxing match to determine a winner by including ways the individuals or groups gained power, created empires, and maintained those empires. The winner of the match should be the individual or groups the students</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality</p>	<p>Students must be able to make distinctions between religious and secular authority.</p> <p>Students must be able to differentiate what does and what does not constitute a political system.</p> <p>Students must be able to make distinctions between the ways in which religious and secular power have been used to maintain, increase, or limit both freedom and equality throughout history, in various places across the globe.</p>	<p>Political systems that do not have the legitimate consent of power and authority from the people often rule through fear, intimidation, and the restriction of freedom</p> <p>Both freedom and equality may be maintained, restricted, or expanded by the decisions and actions of the people who are in charge of the political systems of a society</p> <p>The functions of the political systems of a society are carried out by leadership</p>	<p>Examples of different types of political systems</p> <p>Examples of how different religious and secular leaders have used power to restrict freedom and equality</p> <p>Examples of how different religious and secular leaders have used power to sustain or expand freedom and equality</p>	<p>Religious leaders</p> <ul style="list-style-type: none"> ● Pope Paul III ● John Calvin ● Bartolomé de Las Casas ● Pope John XXXIII ● Ayatollah Khomeini ● 14th Dalai Lama <p>Secular leaders</p> <ul style="list-style-type: none"> ● King John ● Suleyman the Lawgiver ● Oda Nobunaga ● Ivan the Terrible ● Akbar ● Abbas the Great ● Emperor Qianlong ● Juan Peron ● Hồ Chí Minh ● Indira Gandhi ● Nelson Mandela ● Sahle-Work Zewde <p>Political systems</p> <ul style="list-style-type: none"> ● Absolutism ● Authoritarianism ● Totalitarianism ● Democracy ● Theocracy ● Secularism 	<p>felt had the best method of gaining and maintaining power.</p> <p>The teacher provides students with a dossier of religious and secular leaders. Students choose one religious and one secular leader. The teacher has students read the dossiers and circle the information in the dossier to show what is relevant to each type of leader and to highlight information that shows how they used their power to sustain, expand, or restrict freedom and equality.</p> <p>Students analyze a set of Leadership Trading Cards created by the teacher. Each card should have an image of a secular or religious leader the students have studied. The card should also include the leader's name. The backside of the trading card should include a brief bio and a statement of leadership</p>

				<p>Sustain freedom and equality</p> <ul style="list-style-type: none"> • Laws • Free elections • Free press • Free speech <p>Expand freedom and equality</p> <ul style="list-style-type: none"> • Laws • Constitutions • Religions • Edicts • Treaties • Multilateral agreements <p>Restrict freedom and equality</p> <ul style="list-style-type: none"> • Corruption • Pogrom • Genocide • Separate racial or ethnic groups • Caste systems • Inquisition • Heresy • Aparthied 	<p>from the leader. The statement of leadership should show how the leader thinks it is best to use power to sustain, expand, or restrict freedom and equality. The teacher assigns each student one of the following tasks to distinguish the religious and secular leaders who have used power to sustain, expand, or restrict freedom and equality. The teacher may choose to ask some students to pick leaders who have restricted freedom and equality, some students to pick leaders who have expanded freedom and equality, and some students to pick leaders who focus on sustaining freedom and equality. Students pair up with a partner who had a different assignment and discuss how their different leaders used power to sustain, expand, or restrict freedom and equality.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.C&G.1.3 Compare various revolutions, rebellions, and movements in terms of motive, consequence, and lasting impact on the freedom and equality of individuals and groups in society</p>	<p>Students must be able to discuss the similarities and differences of the motives for, consequences of, and lasting impacts of political, economic, cultural, and social revolutions, paying specific attention to freedom and equality of people and groups.</p> <p>Students must be able to discuss the similarities and differences of rebellions in terms of the struggle for freedom and equality, paying specific attention to multiple groups of people in various parts of the world, throughout history.</p> <p>Students must be able to discuss the similarities and differences of social movements</p>	<p>Political revolutions, rebellions, and movements can be caused by dissatisfaction of the people with government as well as the presence of new or competing ideas about freedom and equality</p> <p>Competing ideas about freedom and equality may spark conflict that can lead to a change in the political system or the creation of a new political system</p> <p>Although social and political movements for freedom and equality may be similar, the consequences and lasting impact of those movements may differ</p>	<p>Various revolutions in different parts of the world (causes and effects)</p> <p>Various rebellions in different parts of the world (causes and effects)</p> <p>Various social movements in different parts of the world (causes and effects)</p> <p>The lasting impact various revolutions, rebellions, and social movements have had on freedom and equality</p> <p>The similarities and differences of various revolutions, rebellions, and movements throughout history</p>	<p>Revolutions</p> <ul style="list-style-type: none"> ● Glorious ● French ● Haitian ● Meiji Restoration ● Russian ● Chinese ● August ● Rwandan ● Iranian ● Arab Spring <p>Rebellions</p> <ul style="list-style-type: none"> ● Jingnan ● Revolt of the Brotherhoods ● Khmelnytsky Uprising ● Stono ● Ottoman Coups of 1807-1808 ● Taiping ● Eureka ● Sepoy ● Boxer ● Maji Maji uprising ● Warsaw Ghetto uprising ● Mau Mau ● Tibetan uprising <p>Movements</p> <ul style="list-style-type: none"> ● Abolitionist ● Communist ● Decolonization 	<p>The teacher assigns students to work in pairs. Each set of pairs is given one nation/empire depending on the time period being studied. Each pair of students is given several revolutions and rebellions that occurred in that nation/empire since 1200 CE. Students create a three-column chart. The titles of the columns should be "Motive," "Consequence," and "Lasting Impact." Each pair of students completes the chart based on the revolutions and rebellions for the nation/empire they were assigned. Once finished, each pair of students team up with another pair of students to compare their answers. As a combined group of 4, the two sets of student pairs then come up with commonalities they see within their two charts.</p> <p>Students work in pairs to compare the</p>

	in terms of the struggle for freedom and equality, paying specific attention to multiple groups of people in various parts of the world, throughout history.			<ul style="list-style-type: none"> • Feminist • Human rights • Indigenous people 	similarities and differences between two revolutions, two rebellions, or two political or social movements. The students use their knowledge to craft three Venn Diagrams. Diagram #1 should compare the motives of the revolutions, rebellions, or movements. Diagram #2 should compare the consequences of the revolutions, rebellions, or movements. Diagram #3 should compare any lasting impacts the revolutions, rebellions, or movements had on freedom and equality. It is also acceptable if the students want to compare a revolution to a rebellion instead of revolution to revolution or rebellion to rebellion.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated	Students must be able to discuss the similarities and differences in how various groups have been able to resist and endure	The strategies used to resist injustices, inequities, and the restriction of freedoms may vary depending on a nation's system of government	Examples of resistance and resilience to injustice in various parts of the world, throughout history Examples of various racial, religious and ethnic	Religious groups <ul style="list-style-type: none"> • Protestant Reformation • French Huguenots • Puritans • Mughal India • Religious groups in 	Students create a comparison chart between two different racial, ethnic, or religious groups that worked to address inequalities, injustice, and restriction

<p>resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past</p>	<p>inequities, injustice, and the restriction of freedoms, paying specific attention to racial, ethnic, and religious groups, throughout world history.</p> <p><i>Teacher Note: Make sure to study and address examples not only across time but in various regions and places across the globe.</i></p>	<p>Global communication and interaction may allow individuals and groups to witness different ways to effectively address or protest unfair treatment that may exist in a society</p> <p>The decisions on how to resist inequities, injustice, and the restriction of freedom may vary depending on the historical background of the groups involved, the pattern of unjust treatment and the level of success experienced from any past attempts at resistance</p> <p>The ability to recognize and resist discriminatory behaviors and practices can equip individuals to overcome the negative impact of the inequities and injustices that may exist in a society</p>	<p>groups that suffered inequities and injustice</p> <p>Similarities and differences in the ways racial ethnic and religious groups demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms</p>	<p>communist nations</p> <ul style="list-style-type: none"> • Buddhists during the Meiji Restoration • Bahá'ís in Iran • Zoroastrians in the Middle East • Tribal belief systems in response to European colonialism and imperialism <p>Racial/ethnic groups</p> <ul style="list-style-type: none"> • Mamluks • French Maquis • Umkhonto we Sizwe in South Africa • Viet Minh • Mau Mau • Prague Spring • Irish Republican Army • Palestine Liberation Organization • Kurds • Taliban • Tamil Tigers • Sandinistas • The Basques <p>Resistance</p> <ul style="list-style-type: none"> • Develop militia • Terrorist actions • Negotiate 	<p>of freedoms. In the first and last columns of the chart, the student writes about what each group did that was different in particular categories. The categories should be: 1) Location; 2) The people who created or enforced the restrictions; and 3) Restrictions encountered, method of resistance, etc. In the center column, students write how the differences in the particular categories had similarities.</p> <p>Students create a Janus figure for two different racial/ethnic groups. One-half of the Janus figure should address the methods used by the first group to resist and show resilience to the inequalities, injustice, and restriction of freedoms. The other half of the Janus figure should address the methods used by the second group. At the bottom of the Janus figure, students provide a comparison. Each side of the Janus figure can be designed to</p>
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				<ul style="list-style-type: none"> ● Boycott ● Request foreign intervention ● Civil disobedience ● Passive resistance ● Peaceful protest ● Draw international attention ● Propaganda ● Subterfuge <p>Resilience</p> <ul style="list-style-type: none"> ● Migration ● Negotiation ● Acculturation ● Responses to natural disasters ● Holocaust survivors 	represent the group being represented.
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Standard WH.C&G.2 Evaluate international diplomacy and the policies of a nation in terms of influence on global conflict and resolutions
Overarching Concepts: Diplomacy, Policy, Nation, Conflict, Resolution

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
WH.C&G.2.1 Explain how policies and treaties have led to international conflict, now and in the past	Students must be able to demonstrate knowledge and understanding of how and why international treaties and political, economic, and social policies have been causes of various international conflicts in world history.	<p>Changes in policies and treaties can lead to international conflict</p> <p>The policies and conditions that nations agree upon at the end of one international conflict may become catalysts for future international conflicts</p> <p>Violation of international laws and agreements</p>	<p>How policies and treaties have led to international conflict</p> <p>Examples treaties and policies that have led to international conflict</p> <p>The impact of various foreign policies and treaties</p>	<p>Policies/Laws</p> <ul style="list-style-type: none"> ● Mercantilism ● Imperialism ● Capitalism ● Fascism ● Nationalism ● Militarism ● Alliance systems ● Nuremberg Laws ● Spanish Reconcentration Policy ● Appeasement ● Isolationism 	Students complete a two-column cause-and-effect chart in which they define/describe key policies or treaties that led to conflict in the left column and how those policies led to international conflict in the right column. Students should include specific examples in the right column.

		can contribute to political, economic, and social conflict which may eventually require international interference		<ul style="list-style-type: none"> ● Containment ● Nation-building ● Brinkmanship ● Peaceful coexistence ● Self-determination <p>Treaties</p> <ul style="list-style-type: none"> ● Treaty of Tordesillas ● Treaty of Paris 1763 ● Congress of Vienna ● Treaty of Nanjing ● Triple Alliance ● Treaty of 1882 ● Treaty of Versailles 1919 ● German-Soviet Nonaggression Pact ● North Atlantic Treaty ● Marshall Plan ● Truman Doctrine ● Molotov Plan 	In small groups of five, students put key policies or treaties on trial for causing international conflict. For each group there should be a prosecutor, a defense lawyer, and 2-3 witnesses. After both sides have presented their cases, each student decides the verdict and explains how the policy or treaty has or has not led to international conflict.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
WH.C&G.2.2 Critique the effectiveness of cooperative efforts among nations, groups, and international organizations in	Students must be able to demonstrate the ability to make judgments about how effectively conflicts have been resolved through the cooperation among	The lack of cooperation between nations and international groups can fuel regional or global instability and pose challenges that may increase global tension and crisis	Examples of groups that have been a part of seeking resolutions to international conflict Examples of successful and unsuccessful cooperative efforts at	International efforts led by nations <ul style="list-style-type: none"> ● Concert of Europe ● Inter-Parliamentary Union ● Big Four ● League of Nations ● United Nations 	Students read scenarios or real descriptions about various peacekeeping organizations and their historical or current efforts to resolve conflict. Students create a Likert scale showing their

<p>resolving conflicts and maintaining international stability, now and in the past</p>	<p>nations, groups, and international organizations.</p> <p>Students must be able to demonstrate the ability to make judgments about how effectively international stability has been able to be maintained when nations, groups, and international organizations have cooperated to achieve agreed upon goals.</p>	<p>Nations may engage in bilateral and multilateral relationships as a measure to help achieve maximum effectiveness of strategies used to resolve conflict and maintain global stability</p> <p>The cooperative efforts of international peacekeeping organizations may be more successful in resolving conflict and maintaining international stability than the efforts of a single nation</p>	<p>resolving international conflict</p> <p>Examples of successful and unsuccessful cooperative efforts at maintaining international stability</p> <p>Criteria by which to measure the success of international cooperative efforts</p>	<ul style="list-style-type: none"> ● European Union ● African Union ● Warsaw Pact ● North Atlantic Treaty Organization (NATO) <p>International organizations and groups</p> <ul style="list-style-type: none"> ● World Trade Organizations ● International criminal court ● Interpol ● World Bank ● International Monetary Fund ● Amnesty International ● G7/G8 ● Organization of the Petroleum Exporting Countries (OPEC) ● Greenpeace ● Doctors without Border 	<p>critique of the effectiveness of the cooperative efforts of the nations and groups involved to resolve conflict and maintain international stability.</p> <p>In small groups, students are assigned an international organization. Each group reads through a list of specific actions taken by their group's international organization and use (+) to indicate an action that helped resolve international conflict or maintain stability and a (-) for an action that has not done those things. Each group writes a paragraph critiquing the effectiveness of the cooperative efforts of their assigned organization in resolving conflicts and maintaining international stability, based on the pluses and minuses.</p>
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Unpacking the Economics Objectives

Standard W.H.E.1 Understand the economic relationships between groups and nations in terms of power and interdependence

Overarching Concepts: Economic Relationships, Group, Nation, Power, Interdependence

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>W.H.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past</p>	<p>Students must be able to understand and discuss the effects that the desire for resources have had on global interactions and economic interdependence as they study various regions, empires, societies, and nations throughout the course of world history.</p>	<p>The desire for new markets and resources may require dependency on global interaction and economic networks outside a nation's borders, which may or may not promote economic growth</p> <p>The desire for markets to sell goods and services may require a nation to become economically dependent on the resources of multiple nations</p> <p>Competition for control over limited resources can promote the dependency of larger nations on smaller nations and may lead to local and international conflict</p>	<p>Reasons why different empires, societies, and nations needed resources found in other places</p> <p>Examples of how exploration impacted the global economy and led to global interaction</p> <p>How and why powerful nations have benefited from the acquisition of colonial and imperial possessions</p> <p>Examples of various groups that compete for resources post-nineteenth century</p>	<p>Desire for resources</p> <ul style="list-style-type: none"> ● Exploration ● Colonization ● Mercantilism ● Imperialism ● Industrialization ● Expansion ● Transnational corporations <p>Impact on global interactions and economic interdependence</p> <ul style="list-style-type: none"> ● Columbian Exchange ● Triangle Trade ● Partitioning of Africa ● Opium Wars ● Banana Republics ● Formation of economic alliances and trading blocs <ul style="list-style-type: none"> ○ Organization of Petroleum Exporting Countries ○ European Union ○ United States-Mexico-Canada Agreement ● Trade wars ● Economic sanctions 	<p>Students create a flowchart to illustrate how the desire for resources impacted global interactions between two empires, societies, or nations. Students list three to five events or incidents and provide an explanation of how each event/incident impacted global interactions and economic interdependence.</p> <p>Students create a "Grand Opening Announcement" for an economic alliance or trading bloc. Within the "Grand Opening Announcement," the students include who is sponsoring the grand opening (the nations involved), the history leading to the grand opening (why this is being formed), and how it will impact the economic interdependence of the</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>W.H.E.1.2 Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past</p>	<p>Students must be able to discuss how and why economic interdependence is a cause for the development, interaction between, and transformation of regions, empires, societies, and nations throughout the course of world history.</p>	<p>The influence of economic interdependence depends on the nature and content of international relationships and the balance of global economic power</p> <p>The interdependence of the economies of different nations can expand international trade as well as the exchange of ideas and culture, which can result in the long-term transformation of a society</p>	<p>How the desire for new trade markets by industrialized countries has impacted the distribution of global power and economic dependency</p> <p>Examples of how economic interdependence impacts empires, societies, nations, and regions</p> <p>Examples of economic interdependence</p>	<ul style="list-style-type: none"> • Embargos • Quotas • Tariffs • Outsourcing <p>Examples of economic interdependence and interactions</p> <ul style="list-style-type: none"> • China’s and Aztec’s tributary systems • Britain’s need for resources due to industrialization • Japan’s entry into the industrial market after World War II • Latin America’s Import Substitution Industrialization (ISI) strategy after World War II • Outsourcing of tech support to India • Development of the Euro as a common currency • Development of the African Continental Free Trade Area (ACFTA) • United States and China - Trade & Investment • China and Brazil - Iron ore to 	<p>community (nations participating).</p> <p>In pair-share partnerships, students are provided a before and after visual relating to a specific empire, nation, or geographic region. The students create a 2-3 minute infomercial explaining how economic interdependence influenced the transformation of the nation seen in the “after” image of the visual. The infomercial can be written, done in a slide deck, or in video.</p> <p>Students examine a country that has been highly involved in global trade (e.g., Singapore, Malaysia, India, Brazil, etc.). Students explain at least 2-3 ways in which the development of the country has been impacted by the economic</p>

				<p>manufacture steel, agricultural products, and manufactured goods</p> <ul style="list-style-type: none"> • China and Russia - Raw materials and commodities <p>Examples of transformations</p> <ul style="list-style-type: none"> • Chile's tech boom • India's response to United States' outsourcing of tech support • Industrial Revolution • Spain's silver exports from the New World • Commercial Revolution 	interdependence, using a tree map.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
W.H.E.1.3 Compare how empires, nations, and groups have used economic decisions and policies to gain or maintain power, now and in the past	Students must be able to discuss the similarities and differences of how economic decisions and policies have been used to gain and/or keep power in various empires, societies, political groups, and nations in multiple places around the	<p>Empires, nations, or groups may experience decline when the ability to maintain power decreases due to economic decisions and policies</p> <p>Empires rise and grow as they expand power and influence and may decline if economic policies do not support the ability to control the</p>	<p>Examples of economic decisions and policies that fostered the increase of power for empires, nations, and groups</p> <p>Examples of economic decisions and policies that have allowed empires, nations, and groups be able to maintain power</p>	<p>Economic decisions/policies</p> <ul style="list-style-type: none"> • Mercantilism • Imperialism • Economic Isolationism • Capitalism • Communism • Socialism • Free Trade Agreements • Protectionism <ul style="list-style-type: none"> ○ Embargos ○ Sanctions 	The teacher provides students with a brief summary of economic policy decisions of the Mughal emperors and the British Raj. Students annotate the summary by underlining the economic policies and policy decisions they find in the summary. Then, the teacher asks students to place a "G" or "M" next to the policy

	world, throughout history.	maintenance of territorial expansion		<ul style="list-style-type: none"> ○ Tariffs ○ Quotas <p>Empires, nations, and groups</p> <ul style="list-style-type: none"> ● Tribute policies of the Barbary Pirates ● Mongolian Empire's use of taxes policies ● Belgium in the Congo ● Singapore's economic tax policies over time ● North Korea's State Planning Commission ● Brazil's policies of the Plano Real in the 1990s 	<p>or decision depending on if the policy or decision would help with gaining power or maintaining power. Finally, students compare the annotations and write a newspaper report comparing how the economic policy decisions helped India gain and maintain power under both the Mughal emperors and under the British Raj.</p> <p>Students create a debate/rap battle between two nations discussing the best ways to use economic decisions and policies to gain and maintain power. Students should use real examples from each nation to demonstrate how each nation used economic decisions and policies to gain and maintain power. Like a true debate/rap battle, each time one nation speaks/raps its voice, it should point out how the economic decisions and strategies of the opposing nation in the debate/rap battle</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>W.H.E.1.4 Explain how economic policies have challenged international interdependence and national and tribal sovereignty in various regions around the world</p>	<p>Students must be able to discuss how economic policies have been the cause of various challenges to international interdependence and national and tribal sovereignty.</p> <p><i>Teacher Note: Make sure to include multiple regions around the world, throughout multiple eras of world history.</i></p>	<p>International interdependence can be affected by the economic policies of a nation</p> <p>Global interdependence may positively or negatively impact the sovereignty of tribal governments</p>	<p>Examples of how economic policies can impact tribal sovereignty</p> <p>Examples of how economic policies have challenged national sovereignty</p> <p>Examples of various economic policies of different nations throughout various periods of history</p> <p>The definition of tribal sovereignty</p>	<p>Policies of various economic systems</p> <ul style="list-style-type: none"> ● Mercantilism ● Imperialism ● Economic Isolationism ● Capitalism ● Communism ● Socialism ● Free Trade Agreements ● Protectionism <ul style="list-style-type: none"> ○ Embargos ○ Sanctions ○ Tariffs ○ Quotas <p>Example challenges</p> <ul style="list-style-type: none"> ● Napoleon's Continental system ● UN sanctions against Iran in the 1990s ● India's boycott of British goods ● Anti-apartheid boycott of South Africa ● German reparations after World War I ● Meiji Restoration ● Peter the Great's reforms ● Qing China's 	<p>compare.</p> <p>Students create a comic strip explaining how a particular international economic policy challenged international interdependence, national sovereignty, or tribal sovereignty.</p> <p>Students are given a selection of teacher-provided resources which describe various economic policies used by specific nations. Students select the economic policies of one nation. After reading the resource, the students write a summary of the economic policies and explain how the nation's economic policy challenged international interdependence, national sovereignty, or tribal sovereignty.</p>

				response to western imperialism	
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Unpacking the Geography Objectives

Standard WH.G.1 Understand how movement has influenced societies now and in the past
Overarching Concepts: Movement, Society

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past</p>	<p>Students must be able to demonstrate knowledge and understanding of the causes of immigration, forced migration, slavery, and settlement on various empires, societies, and indigenous populations throughout world history.</p> <p>Students must be able to demonstrate knowledge and understanding of the effects of immigration, forced migration, slavery, and settlement on various empires, societies, and indigenous populations throughout world</p>	<p>The immigration of groups to places of permanent settlement can change the physical environment of a place</p> <p>The immigration of groups to places of permanent settlement may influence cultural changes as a result of diffusion</p> <p>The immigration of groups to places of permanent settlement can bring about a decline in the native population</p> <p>Various push-pull factors can have a tremendous impact on the reasons people voluntarily migrate or immigrate to a place</p>	<p>How and why the conflict between civilizations contributed to slavery and territorial expansion</p> <p>Why immigration, forced migration, and slavery contributed to the rise or decline of empires</p> <p>Examples of how slavery, immigration, and forced migration, have impacted indigenous populations</p> <p>The effects settlement of various groups have had on various places across the globe</p> <p>How and why the physical geography of a region contributes to the flow of migration</p>	<p>Causes</p> <ul style="list-style-type: none"> ● Opportunity ● Industrialization ● Jobs ● Cheap labor ● Disease ● Famine ● War ● Persecution ● Oppression ● Territorial encroachment ● Environmental changes <p>Effects</p> <ul style="list-style-type: none"> ● Quality of life ● Cultural diffusion ● Assimilation ● Acculturation ● Environmental changes ● Innovation ● Genocide ● Spread of disease ● Cultural diversity within societies 	<p>Students complete a “Somebody Wanted, But, So” chart for several different groups that were forced to migrate or were enslaved. Students provide reasons for, and the effects of, the selected immigration (e.g., <i>Somebody- Irish; Wanted- food; But- their main food source, the potato, was impacted by the potato blight; So- rather than starve to death, over a million Irish migrated to other parts of the world, particularly the United States).</i></p> <p>Students create “Change of Address” cards for several different immigrant groups. Within the change of address, students provide information about where the groups are going to,</p>

	history.		and settlement	<p>Immigration/forced migration/slavery</p> <ul style="list-style-type: none"> ● 1600s Chinese to Taiwan ● Potato famine in Ireland ● Late 1800s immigration to the United States ● Post World War II Africa and Asian immigration to Western Europe ● Jews to Israel ● 1949/1950 Chinese to Taiwan ● 1975 Vietnamese to other parts of the world ● The Reformation ● Spanish Inquisition ● Chechen people to Central Asia ● Jewish Diaspora ● African Diaspora ● Expulsion of Germans after World War II ● India to Pakistan ● Afghan refugees ● Sudanese refugees ● Human trafficking ● Slavery practices throughout world history <p>Settlement</p> <ul style="list-style-type: none"> ● Colonization 	<p>moving from, and the reasons for the change of address. Students then write two follow-up texts or emails. The first email should be sent to a family member or friend still living at the old address. In this text/email, the student provides information on how the arrival of immigrants has impacted the place to which they moved. The other text/email should be from the family member or friend still living at the old address. It should discuss how the loss of immigrants has impacted the place moved from.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.G.1.2 Distinguish the relationship between movement, technology, and innovation in terms of cultural diffusion on societies around the world, now and in the past</p>	<p>Students must be able to understand cultural diffusion and be able to examine its relationship with movement, technology, and innovation in various societies throughout history.</p>	<p>Cultural diffusion can occur as a result of trade, warfare, innovation, or migration</p> <p>When people travel or migrate to a different place, they bring their customs, traditions, technologies, and innovations</p> <p>The movement of people, goods, and ideas can lead to interactions that cause cultures to adopt and use new ideas or adapt those ideas to suit the needs of the society</p>	<p>The impact innovation and technology had on movement and interactions between different cultures</p> <p>Examples of innovation and technological advancements that make increased movement and global interaction possible</p> <p>How innovative ideas and technological advances resulted from global interactions between different cultures</p>	<ul style="list-style-type: none"> • Urbanization • Manorial system • Enclosure movement • Ghettos <p>Movement of people</p> <ul style="list-style-type: none"> • Immigration • Forced migration • Settlement • Exploration • Colonization • Urbanization • Vacation travel <p>Movement of goods and ideas</p> <ul style="list-style-type: none"> • Trade • Columbian exchange • Globalization • Democracy • Liberalism • Conservatism • Equality • Property rights • Capitalism • Communism • Women’s rights • Human rights <p>Technology and innovation</p> <ul style="list-style-type: none"> • Compass • Caravel • Junk (Ship) • Locomotive • Automobile 	<p>Students choose from a short list of elements of culture that have already been diffused. The following are possible elements of culture students can choose from: <i>How does cultural diffusion show up in the language and religion of Mexico from Spain? How does cultural diffusion show up in the culture of Citrus In Florida? How does cultural diffusion show up in the music of K-Pop? How does cultural diffusion show up in fast food restaurants like McDonalds in a vegetarian nation like India?</i> The students trace that element of culture backwards by explaining how movement, innovation, and technology played a role in that culture arriving in the new place (e.g., <i>Primary language and religion of</i></p>

				<ul style="list-style-type: none"> • Airplane • Container vessel • Gutenberg Printing Press • Telegraph • Telephone • Internet • Satellite • Computers • Social media 	<p><i>Mexico from Spain</i>-students would need to investigate the role movement played in bringing Spanish language and Catholicism to Mexico. Students would also need to investigate the role technology and innovation played in bringing Spanish and Catholicism to Mexico).</p> <p>Students are given a chart listing various types of technological innovations. Students choose the three innovations they think had the greatest impact on cultural diffusion. Students then defend their response with evidence of cultural diffusion.</p>
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Standard WH.G.2 Analyze the intentional and unintentional consequences of human-environment interaction

Overarching Concepts: Intention, Consequence, Human-Environment Interaction

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.G.2.1 Deconstruct the relationship between geopolitics and demographic shifts in terms of intentional and</p>	<p>Students must be able to demonstrate an understanding of how geopolitics can be a factor in demographic shifts.</p> <p>Students must be able to demonstrate</p>	<p>Migration can contribute to political, economic, or social conflict which impacts a nation's geopolitical power</p> <p>Demographic shifts can have intentional and unintentional</p>	<p>Examples of physical or human geographic influences on political and international relation</p> <p>The difference between political geography and</p>	<p>Geopolitics</p> <ul style="list-style-type: none"> • Military strength • Economic prosperity • Nationalism • Technological innovation • Population • Population density 	<p>Students examine quarantine data on the black death pandemic of the 1600s, preventive measures, and aftermath. Students write a public health report using the important pieces of data as evidence about the</p>

<p>unintentional consequences, now and in the past</p>	<p>they can determine both intended and unintended consequences that come from the relationship between geopolitics and demographic shifts, paying specific attention to various societies, regions, and nations around the world, throughout history.</p>	<p>consequences on the geopolitics of a nation</p> <p>Demographic and geopolitical shifts can have political, economic, social, and environmental impacts</p>	<p>geopolitics</p> <p>Examples of how geographical circumstances influence political behaviors</p>	<p>Shifts in demographic characteristics</p> <ul style="list-style-type: none"> ● Emigration ● Immigration ● Birth rate ● Death rate ● Population distribution based on age, gender, etc. ● Population density ● Population diversity based on ethnicity, race, religion, etc. ● Population quality ● Family structures ● Urbanization/ ruralization <p>Intentional consequences</p> <ul style="list-style-type: none"> ● Increased employment ● Economic growth ● Population growth ● Increased geopolitical power <p>Unintentional consequences</p> <ul style="list-style-type: none"> ● Strain on resources ● Environmental concerns ● Rising unemployment and/or underemployment ● Increased poverty ● Shifting political systems ● Modified social structures 	<p>relationship between public health and human and physical geography. Students explain both intended and unintended consequences from these government decisions.</p> <p>Students are given a brief summary/scenario describing geopolitics and demographic shifts for a nation. The students must provide evidence from the scenarios given to support their reason for the possible unintentional consequences.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.G.2.2 Differentiate technological innovation and human-environment interaction in terms of intentional and unintentional consequences, now and in the past</p>	<p>Students must be able to determine both the intended and unintended consequences of what happens with the interaction of technological innovation, humans and the environment.</p>	<p>Technological innovation can have both a positive and negative impact on the natural resources of a place</p> <p>The use of technology and innovation to extract natural resources can lead to harmful consequences for people and the environment</p>	<p>Examples of technological innovations and inventions</p> <p>Examples of various ways technology and innovations have impacted the environment</p>	<ul style="list-style-type: none"> ● Cultural changes ● Rise in anti-immigrant sentiment and actions ● Racism ● International warfare ● Rebellion <p>Industrial innovations</p> <ul style="list-style-type: none"> ● Bessemer process ● Steam engine ● Internal combustion engine ● Interchangeable parts ● Assembly line ● Consequences of increased production <ul style="list-style-type: none"> ○ Pollution ○ Competition and conflict over resources and markets ○ Global warming <p>Transportation innovations</p> <ul style="list-style-type: none"> ● Caravel ● Compass ● Steamboat ● Locomotive ● Automobile ● Airplane ● Consequences <ul style="list-style-type: none"> ○ Improved access to resources, goods, and markets 	<p>Students are given a political cartoon, a reading passage, or some other teacher-determined piece of stimulus that depicts or describes the interaction of one or more technological innovations, humans, and the environment. Students analyze the stimulus to determine key pieces of evidence that show or describe intended and/or unintended consequences of the interaction between the technological innovation, humans, and the environment.</p> <p>Students read an article on an invention that has directly impacted human interaction with the environment. Within the article, students underline those things that are intended consequences</p>

				<ul style="list-style-type: none"> ○ Increased global connectivity ○ Improved ease of migration over long distances ○ Pollution ○ Suburbanization <p>Medical innovations</p> <ul style="list-style-type: none"> ● Smallpox vaccine ● Medical mask ● Penicillin ● Eugenics ● Cloning ● Stem-cells ● Human Genome Project ● Consequences <ul style="list-style-type: none"> ○ Extended life spans ○ Improved quality of living ○ Increased need and competition for resources <p>Innovations in energy sources</p> <ul style="list-style-type: none"> ● Steam ● Coal ● Oil/gas ● Wind ● Solar ● Nuclear ● Consequences <ul style="list-style-type: none"> ○ Increased need and competition 	<p>and circle those things that are unintended consequences. Students annotate the article to defend their responses. The teacher may assign several articles if desired.</p>
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				<ul style="list-style-type: none"> for resources ○ Depletion of resources ○ Shifting balance of power/wealth among nations ○ Pollution ○ Global warming ○ Increased carbon footprint <p>Agricultural innovations</p> <ul style="list-style-type: none"> ● Chinampas ● Pesticides ● Fertilizers ● Genetically Modified Organisms (GMOs) ● Dam building ● Irrigation systems ● Consequences <ul style="list-style-type: none"> ○ Increased food supply ○ Improved quality of living ○ Population growth ○ Extended lifespan ○ Deforestation ○ Species extinction <p>Human-environment interaction consequences</p> <ul style="list-style-type: none"> ● Increased living space ● Increased amount and diversity of resources ● Population growth ● Extended life span 	
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				<ul style="list-style-type: none"> • Deforestation • Desertification • Pollution • Global warming • Species extinction • Increased carbon footprint 	
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Unpacking the History Objectives

Standard WH.H.1.1 Analyze historical events and issues in world history from a variety of perspectives
Overarching Concepts: Historical Event, Historical Issues, History, Perspective

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes	<p>Students must be able to examine events and determine which are turning points in world history because they caused a lasting shift in the direction or course of history.</p> <p>Students must be able to examine turning points and determine causes and effects of those turning points.</p>	<p>Turning points can have multiple causes as well as multiple outcomes that transform the course of history</p> <p>Turning points lead to a shift in the course of history that often transforms world events</p>	<p>Examples of turning points that have significantly impacted the course of world history</p> <p>Causes of key turning points in world history</p> <p>Ways in which turning points have impacted the course of world history</p>	<p>Rise and fall of Mongol rule</p> <p>Fall of African Empires (Mali, Songhai, etc.)</p> <p>Renaissance</p> <p>Printing press</p> <p>Martin Luther protest against the Catholic Church</p> <p>Reformation</p> <p>Scientific revolution</p> <p>Fall of Constantinople</p> <p>Columbus arrival on Hispaniola</p>	<p>Using information provided to them about a turning point in world history, students create a Netflix-style episode guide for a limited series on their turning point. Each episode in the guide must include a relevant image and brief plot summary. Within the episodes, the students must address the causes of the turning point and outcomes of the turning point (e.g., The first two episodes might be about the causes of the event, one or two episodes might provide a summary of the event, then two or three</p>

				<p>The scramble for Africa</p> <p>The African diaspora</p> <p>French Revolution</p> <p>Haitian Revolution</p> <p>Discovery of penicillin</p> <p>Meiji restoration</p> <p>Berlin Conference (partitioning of Africa)</p> <p>Construction of Panama and Suez Canals</p> <p>Xinhai Revolution/end of the imperial rule of China</p> <p>Assassination of Archduke Franz Ferdinand</p> <p>German invasion of Poland</p> <p>Invasion of Nanking</p> <p>Birth of the Soviet Union</p> <p>Forming of the United Nations</p> <p>Cuban Missile Crisis</p> <p>Sputnik</p>	<p>episodes might be about the impact of the event).</p> <p>Individually, as pairs, or in small groups, students are given information packets containing information about a turning point in world history. Students use their packet of information to develop a brief presentation using a tournament bracket format. Students must include why the turning point deserves to win the title of <i>"Most Transformative Event in World History."</i> After the presentations, students (individually, in groups, or as a class) select the winner of each match-up based upon the lasting impact of each turning point until a final champion is crowned. As an extension, the students write a brief paragraph explaining their final choice.</p>
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				<p>Construction of the Berlin Wall</p> <p>Fall of the Berlin Wall</p> <p>End of apartheid in South Africa</p> <p>Handover of Hong Kong</p> <p>9/11 Attacks in the United States</p> <p>Arab Spring</p>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues</p>	<p>Students must be able to demonstrate their understanding of how both the lived experiences and achievements of individuals and groups have affected events of the past as well as present-day issues across the globe, paying specific attention to indigenous, racial, tribal, and religious groups.</p>	<p>Events can be impacted by the actions and achievements of diverse individuals and groups</p> <p>Contact with new and different people, ideas and practices can lead to changes in a civilization or society that may contribute to lasting transformations</p> <p>The actions and achievements of some people may bring about positive and negative outcomes for others</p>	<p>Examples of some actions and achievements of various indigenous, racial, ethnic, tribal, political, and religious groups</p> <p>How the actions and achievements of individuals and groups from various indigenous, racial, tribal, ethnic, and religious backgrounds impacted historical events or current issues in various regions across the globe</p>	<p>Individuals</p> <ul style="list-style-type: none"> ● Marie Curie ● Golda Meir ● Guru Nanak ● Martin Luther ● Toussaint L’ouverture ● Simon Bolivar ● John Locke ● Dowager Empress Cixi ● Mary Wollstonecraft ● Albert Einstein ● Mohandas Gandhi ● Nelson Mandella ● Margaret Thatcher ● “Tank Man” ● Malala Yousafzai ● Haile Selassie ● Rigoberta Menchú 	<p>Students select an individual or group from a provided list of various indigenous, racial, ethnic, tribal, political, and religious groups who have had a significant impact on the world, their nation, or their community. Students create a superhero or superhero team based on their selected individual or group. Students should include: 1) An origin story including the impact of their background; 2) An</p>

				<ul style="list-style-type: none"> ● Isabella I ● Catherine the Great ● Wangari Maathai ● Nellie Bly ● Kemal Atatürk ● Guiseppe Garibaldi ● Patrice Lumumba ● Pratap Singh I ● Indira Gandhi ● Diego Rivera ● Ibn Battuta <p>Groups</p> <ul style="list-style-type: none"> ● Puritans ● The Jacobins ● Rohingya of Myanmar ● Kashmiri Pandit ● Bahá'ís in Iran ● African National Congress ● Yanomami and Kayapo Tribes ● Tibetan Buddhist Monks ● Jews during and after World War II ● Aboriginal and Torres Strait Islanders ● Zulus 	<p>image (drawing or electronic) of the superhero including a rationale for the colors and symbols in their appearance; 3) A description of powers and weaknesses in relation to their accomplishments; 4) An archvillain related to what the individual/group were fighting against; and 5) A short story or comic of the hero's latest adventure depicting their impact on a historical event or global issue.</p> <p>Students write a "What If" history as if a significant person or group never existed. Students should consider: <i>What would be the impact if that person or group never existed?</i> The students should pay particular attention to the immediate and lasting impact of their individual or group. The "What If" history should adjust the course of historical events or global issues as if the</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past</p>	<p>Students must be able to demonstrate their understanding of how the human rights and social justice issues experienced by diverse groups, tribes, and nations are impacted by ethnocentrism, stereotypes, xenophobia, and racism.</p>	<p>Viewing things from one ethnic and cultural perspective can lead to misconceptions and assumptions that one group or culture is superior to all others</p> <p>Recognition of human rights can empower people to take action to shape solutions to problems and issues caused by stereotypes, ethnocentrism, xenophobia, and issues of race</p> <p>Stereotypes can lead to discriminatory behavior and practices which deny individuals and groups basic human rights</p> <p>Xenophobic beliefs can lead to practices and policies which eventually can lead to the restriction of rights and freedoms</p> <p>The presence of ethnocentrism and</p>	<p>How ethnocentrism, stereotypes, xenophobia, and racism impacts human rights of various groups</p> <p>How ethnocentrism, stereotypes, xenophobia, and racism impact social justice in various societies</p>	<p>Examples of ethnocentrism, xenophobia, stereotypes, and racism</p> <ul style="list-style-type: none"> ● Social darwinism ● Encomienda system ● Artificial African national boundaries ● Treatment of Romani (“Gypsies”) ● American internment camps for Japanese-Americans ● Holocaust ● Hitler’s master race ● Chinese occupation of Nanking ● Pinochet’s regime ● Apartheid ● Rwandan genocide ● Cambodian genocide ● Ethnic conflicts in Yugoslavia ● Immigration quotas/limits ● Hinduphobia in Australia ● Anti-Asian xenophobia ● World map depicting Europe in the center of the world 	<p>individual or group never existed.</p> <p>Students prepare a hypothetical presentation that discusses issues of ethnocentrism and xenophobia in various places. Each presentation should highlight a specific example of ethnocentrism or xenophobia and provide information on the reasons for the actions that promote each behavior and how the behaviors impact marginalized groups.</p> <p>Students work in groups. Each group works with a specific concept from the objective: one group works with the concept of ethnocentrism, one group works with the concept of stereotypes; one group works with the concept of xenophobia, and one group works with the</p>

		<p>racism can lead to systems that deny the human rights and social justice of marginalized people</p> <p>Misinformation can foster ethnocentrism, stereotypes, xenophobia, and racism, and can lead to conflict, chaos, and denial of basic human rights</p>		<p>Human rights violations</p> <ul style="list-style-type: none"> • Child labor • Child soldiers • Slavery • Eugenics • Trafficking • Forced migration • Ethnic cleansing • Torture • Contamination or denial of resources (Water) • Denial of employment • Suppression of political rights • Mutilation 	<p>concept of racism. Each group is given a packet with a set of primary source documents. Each group analyzes the documents and completes a chart describing who is impacted, by their assigned concept, within the nation or region depicted in the set of documents and how their human rights are impacted.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p>WH.H.1.4 Distinguish the challenges indigenous peoples and ethnic and tribal groups around the world have experienced as a result of colonization, imperialism, and assimilation, now and in the past</p>	<p>Students must be able to identify and examine challenges faced by indigenous peoples and ethnic and tribal groups that are specific results of colonization, imperialism, and assimilation.</p> <p>Students must be able to examine how colonization, imperialism, and</p>	<p>An increase in the quest for resources and power may foster global interactions which can lead to the destruction of a culture and historical footprint of a people, civilization, or society</p> <p>Colonialism and imperialism often create economic, political, and social challenges for majority groups living under minority rule</p>	<p>Examples of how colonialism has been experienced in various places, during different times in history</p> <p>The differences between dominant group and majority group</p> <p>Examples of challenges indigenous peoples have experienced as a result of colonization, imperialism, and assimilation</p>	<p>Examples of challenges</p> <ul style="list-style-type: none"> • Spread of disease • Changes to economic systems/practices • Plundering of resources • Economic instability • Ethnic rivalries • Human rights violations • Creation and alteration of political and tribal boundaries • Loss of political and economic 	<p>Students examine at least two teacher-provided documents with information on the colonial or imperial experiences of an indigenous, ethnic, or tribal group. Students underline or circle information in the documents that indicate what is important or relevant regarding the challenges the group experienced because of</p>

	<p>assimilation have caused the challenges identified.</p>	<p>Nations seeking to extend or retain power and authority over indigenous, ethnic, or tribal groups may impose political, economic, and cultural practices and policies that can lead to assimilation</p>	<p>Examples of challenges ethnic and tribal groups have experienced as a result of colonization, imperialism, and assimilation</p>	<p>independence</p> <ul style="list-style-type: none"> • Various slavery practices • Forced assimilation 	<p>colonialism, imperialism, or assimilation. The teacher can elect to have students discuss their underlined or circled information in a 10-minute pair-share exercise and then debrief as a whole group.</p> <p>The teacher presents three choices of political cartoons relating back to the focus of this objective. Students select one cartoon to examine and use a highlighter to identify elements of the cartoon they feel are important depictions of challenges groups may have experienced because of colonialism, imperialism, or assimilation.</p> <p>The teacher assigns “home” groups of no more than four students each. Each “home” group should be given a different document. With their “home” group, each student studies the</p>
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					<p>same document that depicts or describes the challenges different indigenous, ethnic, or tribal groups experienced living under the domination of a major expansionist nation. Students dissect and discuss the document within their "home" groups then move into Jigsaw groups identified by numbers (e.g., <i>all the twos get together as the experts to share and discuss the document from their "home" group while the other twos ask questions to ensure they have an understanding how that document shows what is most important about the challenges the group in the document experienced</i>). As students share information about their document, the Jigsaw group uses chart paper to jot down information to help them craft a well-written paragraph distinguishing the challenges groups</p>
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					experienced. Document types that should be used include: political cartoons, photographs or paintings, written descriptions or narratives, poems, newspaper articles or editorials, songs, etc.
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