

Global II Curriculum Map

Ms. Omodumbi & Ms. Caroselli & Mr. Heney & Ms. Rodriguez

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/ CORE CONTENT STANDARDS
<p>Unit 1: Global Studies II</p> <p>Essential Questions: I will be able to identify what led to the Enlightenment and who led the movement.</p> <p>I will be able to analyze secondary sources to build my knowledge and comprehension of the key ideas of the Enlightenment thinkers.</p>	<p>September 20th- October 13th (4 weeks)</p>	<p>RCHS Focus Skills for this unit:</p> <p>10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.</p>	<p>Primary Sources</p> <p>Enlightenment Thinkers: Thomas Hobbes, John Locke, Voltaire, Jean Jacques Rousseau, Baron de Montesquieu, Mary Wollstonecraft</p> <p>https://docs.google.com/document/u/0/d/1nVEEYQp_Ljk3o9uHmottqe9ljxjvgfT3QjEHwWmClvA/edit?usp=drive_web</p>	<p>Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative: Enlightenment Figures Poster Assignment Enlightenment Quiz Enlightenment Unit Test</p>	<p>A. Gathering, Interpreting, and Using Evidence 4. Describe, analyze, and evaluate arguments of others.</p> <ul style="list-style-type: none"> ◆ Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. ◆ Take risks and view mistakes as opportunities to grow academically and emotionally. ◆ Work cooperatively toward goals and hold each other accountable in supportive ways. ◆ Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in 	<p>10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV) 10.2a Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works. 10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people’s rights in reform movements, such as</p>

						<p>women’s rights and abolition; some leaders may be considered enlightened despots. Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce. Students will examine enlightened despots including Catherine the Great. 10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas. Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte. Students will examine the evidence related to the impacts of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L’Ouverture and Simon Bolivar. 10.2d Cultural identity and nationali</p>
<p>Unit 2: French Revolution</p> <p>How did the Enlightenment Affect the French Revolution?</p>	<p>2 weeks</p> <p>October 13th to October 29th</p>	<p>Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the</p>	<ul style="list-style-type: none"> • Document Analysis of Estates • Events that Increased the French Debt 	<p>Formative: Google Form</p> <p>Exit Tickets</p> <p>Answers to handouts</p> <p>This or That</p> <p>Red, Yellow, Green Cards</p> <p>Group Work</p>	<ul style="list-style-type: none"> ◆ Take risks and view mistakes as opportunities to grow academically and emotionally. ◆ Work cooperatively 	<p>10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for</p>

		<p>roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.</p> <p>Students will examine the evidence related to the impacts of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar.</p>	<ul style="list-style-type: none"> • Diary Reflections • Close Readings - Tennis Court Oath • Stages of the French Revolution • The Reign of Terror • Political Campaign Activity • Part of Marie Video <p>https://docs.google.com/document/d/14PJufLwS1OwnjaZOkvj32KVBIEl4xvHNE3y9GAtFVAA/edit</p>	<p>Summative: French Revolution</p> <p>Poster Project</p>	<p>toward goals and hold each other accountable in supportive ways.</p> <p>-Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in</p>	<p>revolutions in France and the Americas.</p>
<p>Unit 3: Nationalism</p> <p>How does Nationalism affect both the past and our future?</p>	<p>November 1st to November 15th</p>	<p>Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.</p>	<ul style="list-style-type: none"> • Intro to the Haitan Revolution <p>https://docs.google.com/document/d/1dax3dCfbTTOCSQM0ekcKLxx7Aq61wH6cAMCAZ3Xmc/edit</p> <ul style="list-style-type: none"> • Fighting for Freedom • Independence Affected America's Economy • Independence with Principals <p>https://docs.google.com/document/d/1HoYJVPNZoR86QJyq2hG4ver_KK2jZASc/edit</p>	<p>Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative: Nationalism Quiz</p> <p>Essay on Nationalism</p>	<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.</p>	<p>10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.</p>
<p>UNIT 4: Industrialization</p> <p>Why did certain countries industrialize before others?</p>	<p>November 16th to November 30th</p>	<p>Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices. Students will</p>	<ul style="list-style-type: none"> • Causes and Effects of the Industrial Revolution <p>https://drive.google.com/drive/folders/1110AH63</p>	<p>Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative:</p>	<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.</p>	<p>10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution,</p>

<p>What was the worldwide result of Industrialization?</p>		<p>examine the economic theory presented in The Wealth of Nations. Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization</p> <p>Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society.</p> <p>Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution</p>	<p>vfKv1FG4DkehYoybRrEMdLSHv</p> <ul style="list-style-type: none"> Causes of the Industrial Revolution Geographic Features and Natural Resources, technology, and agriculture https://docs.google.com/document/d/1DMc0834cEVnBZm8fYOXkBRirtKuOjqTZLB67p1NY-Vw/edit Innovation of the Industrial Revolution https://docs.google.com/document/d/1Rf4RcX8qTmpYj_r_4J2PGSbcRlRA4wWQ9kGj7ZxYALo/edit Industrialization Project https://drive.google.com/drive/folders/1INSJ1rR5dGDtsYGRmAKEdFZuN_BuptWx 	<p>Industrialization Project Industrialization Quiz</p>	<p>which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems</p> <p>10.3a Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale. Students will examine the agricultural revolution in Great Britain. Grades 9-12 Page 21 10.3b Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects. Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices. Students will examine the economic theory presented in The Wealth of Nations. Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.</p>
--	--	--	--	---	---

						10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.
<p>Unit 5: Imperialism</p> <p>Why were certain countries' Imperialized while others were Imperial powers?</p> <p>Where did Imperialism take place in the Late 19th to Early 20th century?</p>	<p>3 weeks</p> <p>December 1st to December 22nd</p>	<p>10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world.</p>	<ul style="list-style-type: none"> ● Picture Analysis ● MAIN ● Britain's Rise to Power in India ● The Sepoy Rebellion ● Imperialism in China ● Opium Wars ● The Boxer Rebellion <p>https://docs.google.com/document/d/1cDRhX-fXOGLNmpwByjMvzZ0JdYZO9Flb/edit</p> <ul style="list-style-type: none"> ● Imperialism in Africa ● White Man's Burden ● https://docs.google.com/document/d/1rB3R3kSXjJNE6SWdB D9Smw6lWtVWwKzv/edit 	<p>Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative: Quiz on Imperialism and Essay</p>	<p>In this unit, students will:</p> <p>-Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.</p>	<p>10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH) 10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials. Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in</p>

						<p>China. 10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success. Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi). Students will investigate how Japan reacted to the threat of Western imperialism in Asia. 10.4c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference). Grades 9-12 Page 22 Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuities of ethnic groups and regions, African states, and European claims.</p>
<p>Unit 6: World War 1</p> <p>What was the lasting impact of the first World War?</p> <p>Why did the Great War change the way we fight wars?</p>	<p>January 1st to January 17th</p>	<p>10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace</p>	<ul style="list-style-type: none"> Introduction to WW1 and Vocab https://docs.google.com/document/d/1WCVtuaRej40BEqJuRmPLs2nHg2jHkiIt6OXlfg_5Yvo/edit WW1 - What was it? 	<p>Formative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative: World War I Quiz (who were the Central and Allied Powers Regents Level Questions)</p>	<p>In this Unit students will:</p> <p>Connect in-school learning with the world outside the classroom. Students will investigate the causes of the Great War and its influence on the changing landscape</p>	<p>10.5a International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars. Students will compare and contrast long- and short-term causes and effects of World War I and World</p>

<https://docs.google.com/document/d/1ym43QchKuto8iXI8N8x3dXCZdk1j9t4xGiOaJpKkhGE/edit>

- The End: Independent Close Reading and Diary Activity

https://docs.google.com/document/d/1U60BrN9D4KX5NliIVVES_FM6oghLkCpGHh1NORNTbw0/edit

within Europe and the Middle East.

War II. 10.5b Technological developments increased the extent of damage and casualties in both World War I and World War II. Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation. 10.5c The devastation of the world wars and use of total war led people to explore ways to prevent future world wars. Students will examine international efforts to work together to build stability and peace, including Wilson's Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations. 10.5d Nationalism and ideology played a significant role in shaping the period between the world wars. Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin. Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. Students will examine the role of nationalism and militarism in Japan. Students will investigate the causes of the Great Depression and its influence on the rise of

						totalitarian dictators and determine the common characteristics of these dictators. 10.5e Human atrocities and mass murders occurred in this time period. Students will examine the atrocities against the Armenians; examine the Ukrainian Holodomor, and examine the Holocaust.
<p>Unit 7: World War 2</p> <p>How does WW2 differ from WW1? What were the effects of WW2?</p>	<p>January 17th to January 31st</p>	<p>Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects.</p>	<ul style="list-style-type: none"> Document Analysis on the Treaty of Versailles https://docs.google.com/document/d/1sw_1r48pd_aOTDrgPMkAiC2k0L-VYgGY5Ju86G0B2lzQ/edit Vocabulary for World War 2 https://docs.google.com/document/d/1PoOyecQg_xW2xmKJAVx32S2Dg4mo57RSWhvHnNySjDzE/edit The Rise in Dictators Document https://docs.google.com/document/d/1efcGAeosf4eejkNuYjQrMwFBBUcngGgYwIVMyfbrDrY/edit Comparing and Contrasting Dictators & Letter Writing to another country from different perspectives https://docs.google.com/document/d/1u8ueeKcOYJXzd54lItj_kCFsylvrowr_nHDmJAGZ_uEg/edit 	<p>Formative:</p> <p>Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative: World War 2 Quiz (Regents Questions)</p>	<p>In this Unit students will:</p> <p>-Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.</p>	<p>10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)</p> <p>10.5c The devastation of the world wars and use of total war led people to explore ways to prevent future world wars. Students will examine international efforts to work together to build stability and peace, including Wilson’s Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.</p> <p>10.5d Nationalism and ideology played a significant role in shaping the period between the world wars. Students will examine the Russian Revolution and the</p>

			<ul style="list-style-type: none"> ● Hitlers Rise to Power and propaganda posters https://docs.google.com/document/d/171-dBkp6RZWdx8s5h5q1nDXP5OCxfTOGhS9mwzsHx-I/edit ● How did Hitler keep his power? ● Hitler Youth, Mass Demonstrations and Rallies, Nuremberg Laws, SS (Secret Police), Rearmament https://docs.google.com/document/d/1hYNYZKhclXnF_0Gqfl-XF3Mof9xpFkXujoorhpdkrY/edit ● Photo Analysis https://docs.google.com/document/d/1tYmQvYcHU88SNk3vmRbHjoces4StxhvWbi4qPfvMEWo/edit ● Holocaust Document Analysis https://docs.google.com/document/d/1pRwwgnl376ltYct7Oh9yTUKot_POCrEA1oTHhru_h90/edit 			<p>development of Soviet ideology and nationalism under Lenin and Stalin. Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. Students will examine the role of nationalism and militarism in Japan. Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.</p> <p>10.5e Human atrocities and mass murders occurred in this time period. Students will examine the atrocities against the Armenians; examine the Ukrainian Holodomor, and examine the Holocaust.</p>
--	--	--	---	--	--	--

			<ul style="list-style-type: none"> • THE HOLOCAUST: RESPONSES TO GENOCIDE & THE BEGINNING OF THE END OF WW2 https://docs.google.com/document/d/1Ni01Z8WD9P7yzqkauiD48j8jkCsAR75hggx_wP4tSfM/edit • World War II Ends https://docs.google.com/document/d/1-bqExqLP9YN8N54jlszTb85rf6UncBDrm-NcOlyi3ol/edit 			
<p>Unit 8: Cold War</p> <p>What lies behind the meaning of the Cold War?</p>	February 1st to February 15th	<p>Students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects.</p> <p>Within in each unit of study, students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may limited based on the previous aspects.</p>	<ul style="list-style-type: none"> • The Cold War Intro and Basics https://docs.google.com/document/d/1S2_dnDVjsMi33it4iTNEbz8cPQy0fTNoATydiC188NM/edit • The Truman Doctrine and Containment • The Marshall Plan • Berlin Blockade • The Berlin Wall https://docs.google.com/document/d/10nGo09Vo5nxH7wEJIfFgO3wTSvzmP86GM60sR2XZetE/edit • Nuclear Arms Race • The Cold War Ends 	<p>Formulative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative: Cold War Quiz</p>	<p>In this Unit Students will:</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</p>	<p>10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition.</p> <p>Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).</p>

		<p>Within each unit of study, need to be able to analyze arguments in both primary and secondary sources whether it is text-based or non-text based. Comparing arguments, explaining how evidence supports, modifies, or refutes a source's argument.</p> <p>Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives.</p> <p>Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.</p> <p>Students will examine the reasons countries such as Egypt and India chose nonalignment. Students will explore the era of détente from both American and Soviet perspectives.</p>	https://docs.google.com/document/d/1RGXisQF4MTn5OVASKpx9pM_xfjlj_0BAgkVn_Aj5LUo/edit			<p>Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.</p> <p>Students will examine the reasons countries such as Egypt and India chose nonalignment.</p> <p>Students will explore the era of détente from both American and Soviet perspectives.</p>
<p>Unit 9: Nationalism and Decolonization</p> <p>How did Decolonization affect the world today?</p>	<p>March 10th to March 30th</p>	<p>Students will identify and EXPLAIN the source(s) significance, point of view, purpose, historical situation, and/or audience. The students will explain how the sources may be limited based on the previous aspects.</p>	<ul style="list-style-type: none"> Chinese Nationalism Origins of the Chinese Civil War <p>https://docs.google.com/document/d/109eLN-g1QQa52i2AWmTkJR_4e13K3LCOxCEHDcGOM28/edit</p> <ul style="list-style-type: none"> Communism Under Mao Zheng Great Leap Forward 	<p>Formulative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative: Nationalism Quiz and Decolonization Quiz</p>	<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.</p> <p>Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work)</p>	<p>10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose. (Standard</p>

		<p>Within each unit of study, students will use the historical reasoning processes mentioned next (comparison, causation, and continuity/ change) Analyze connections, patterns, and relationships regarding historical developments and processes.</p> <p>Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.</p>	<ul style="list-style-type: none"> • Deng Xiaoping’s Four Modernizations https://docs.google.com/document/d/1gCcd0w4dGmQaraig30YRtb82B8-7CoyQsQJ9WVcWPH0/edit • Indian Decolonization • Gandhi’s Letter to the Viceroy, Lord Irwin, March 2, 1930 https://docs.google.com/document/d/1yf3ziKoSVFQJjn6xARS9ShZBzsq-vChlpHcd3vriEus/edit • Mohandas (Mahatma) Gandhi & An Intro to the Indian Independence Movement https://docs.google.com/document/d/1BOZnW21orYO0dR03QghTrtT1gkbtTDeUr4w_VkBFa2Q/edit • Decolonization in Africa https://docs.google.com/document/d/1ysyvD7qJRkunQyuu26Xc2VHzziT8Ez8B2jxQkYjWoDw/edit • Decolonization in South Africa and Apartheid https://docs.google.com/document/d/1qE2yy_Nstqejw241-pUIH5dNCPoB000WZIKpNCBo3T8/edit 		<p>that accommodate the diverse learning styles and interests of those in the</p>	<p>Students will explore Gandhi’s nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent.</p> <p>Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.</p> <p>Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.</p> <p>Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism</p> <p>Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communist People’s Republic of China and a nationalist-run Taiwan.</p> <p>Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies</p>
--	--	--	---	--	---	--

<p>Unit 10: Traditionalism v. Modernization</p> <p>What are the positive and negative effects of Modernization?</p>	<p>April 3rd to April 17th</p>	<p>Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights.</p> <p>Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.</p>	<ul style="list-style-type: none"> ● Traditionalism v. Modernization Example to real life situations ● Modernization in TURKEY ● Iran Revolution <p>https://docs.google.com/document/d/1wc-yMj-vbDqkXt3ySlXnEg3u7ym5wMm/edit</p>	<p>Formulative: Google Form Exit Tickets Answers to handouts This or That Red, Yellow, Green Cards Group Work</p> <p>Summative: Modernization Quiz</p>	<p>-Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.</p> <p>-Connect in-school learning with the world outside the classroom.</p>	<p>10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.</p> <p>10.9a Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.</p>
---	--------------------------------	--	--	--	--	--