

# Fairfield Public Schools Social Studies Curriculum

## Modern Global Studies Grade 10



**FAIRFIELD**  
**PUBLIC SCHOOLS**

## Modern Global Studies: Description

Modern Global Studies is a continuation of the ninth grade offering that provides students with an exploration of global history from the late 18th century to the modern era. A critical study of history is emphasized through a conceptual examination of such themes as politics and government, religion, social structures, and economic motives. The culmination of the course is an examination of the consequences of globalization, and an emphasis on human rights. The curriculum is based on key compelling questions which require students to think critically, analyze and synthesize information, and make connections across regions and time periods while investigating issues from multiple perspectives. As students explore the larger concepts and themes of modern global history, they will continue to develop and apply the intellectual skills of social studies including critical reading, argumentative and informational writing, research, and document analysis.

Objectives and Standards:

**Historical Understandings:** Shown as content objectives, these goals define what students should know about global history upon completion of each unit. These understandings are drawn from the *Connecticut Social Studies Frameworks* (2015), with input from various other state frameworks, as well as the *National Standards for History* developed by the National Center for History in the Schools. These understandings represent the record of aspirations, accomplishments, and failures in global politics, economics, society, and culture. They also provide students with the historical perspectives required to analyze contemporary issues and problems confronting citizens today.

**Historical Thinking / Inquiry Skills:** These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks* (2015) and the *C3 Social Studies for the Next Generation National Framework* (2013), these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

# Modern Global Studies: Overview

## Central Understandings

- Demonstrate an understanding of the fundamental events, ideas, and personalities that define modern global history from the late eighteenth century to the present.
- Compare and evaluate the development of various global political, economic and social institutions.
- Evaluate the role of nationalism and political ideology in altering the global balance of power.
- Explain how new ideas of political authority and the failure of diplomacy have led to war and political revolution.
- Evaluate the evolution of values pertaining to human rights, and the key events that have accelerated these values.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze the importance of context and point of view in historical interpretation (e.g. interpret past events and issues in historical context rather than in terms of present norms and values; recognize that historians interpret the same events differently).
- Analyze and evaluate historical sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data.
- Compose arguments / positions, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify a claim.
- Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity.
- Develop open-ended historical questions that can be addressed through historical research and interpretation.

## Course Compelling Questions

- How do belief systems shape the way individuals and governments make decisions?
- In what ways do new ideas spark change?
- What events in world history could be called “turning points” and why?
- How have different global perspectives led to both cooperation and conflict?
- How has the diversity of human and physical geography impacted the development of various states and regions of the world?
- In what ways does a nation’s economic system and economic motives impact its foreign and domestic actions?
- To what extent is the international community responsible for the protection of human rights?

## Modern Global Studies: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Revolutions, Revolutionary Thought, and Global Impact	<ul style="list-style-type: none"> <li>• How did the French Revolution contribute to political and social transformations around the world in the eighteenth and nineteenth centuries?</li> <li>• How did states in the western hemisphere establish independence in the eighteenth and nineteenth centuries?</li> <li>• In what ways did early industrialization impact the global community?</li> <li>• What effect did modern nationalism have on the development of government and societal institutions?</li> <li>• How have various socioeconomic theories evolved in the modern era?</li> <li>• What roles does nationalism and industrialization play in the development of global imperialism?</li> </ul>
2	A Half Century of Crisis and Achievement	<ul style="list-style-type: none"> <li>• What role did nationalism and imperialism play in the development of nineteenth century Asia, Africa and the Middle East?</li> <li>• How did colonized peoples around the world respond to western imperialism?</li> <li>• What factors led to war on an unprecedented global scale beginning in 1914?</li> <li>• What made “The Great War” different from previous conflicts?</li> <li>• What were the immediate and enduring consequences of the Russian Revolution of 1917?</li> <li>• What are the legacies of the Treaty of Versailles and the League of Nations?</li> <li>• What circumstances and conditions led to a global economic depression by the 1930s?</li> </ul>
3	20 <sup>th</sup> Century Since 1939	<ul style="list-style-type: none"> <li>• How did fascist and authoritarian regimes seize power and gain mass support in the years following World War I?</li> <li>• What political, economic, and social conditions led to the Second World War?</li> <li>• How did World War II impact the international power structure and lead to Cold War tensions?</li> <li>• How did global power shifts created by the Cold War impact developing states?</li> <li>• What were the benefits and costs of ideological policies in post-World War II communist and capitalist states?</li> <li>• What were the similarities and differences amongst nationalist movements in Africa and Asia post World War II?</li> <li>• What impact did the end of the Cold War have on the international power structure? Is it still emerging?</li> </ul>
4	The Modern World: Promises and Paradoxes	<ul style="list-style-type: none"> <li>• How has increasing economic interdependence transformed human society?</li> <li>• Has the UN Declaration of Human Rights impacted the progress of human and civil rights around the world?</li> <li>• To what extent have efforts to reduce tension and conflict in the contemporary world been successful?</li> <li>• How are human rights values interpreted differently by various nations and cultures?</li> <li>• What issues will continue to threaten peace and stability in the future?</li> </ul>

## Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of historical content; provide an accurate summary of how events or ideas developed and evolved (CCSS.ELA-LITERACY.RH.9-10.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (CCSS.ELA-LITERACY.RH.9-10.1).
3. Produce arguments (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.9-10.1).
4. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.9-10.2).
5. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (CCSS.ELA-LITERACY.RH.9-10.6).
6. Compare and contrast treatments of the same topic in several primary and secondary sources. (CCSS.ELA-LITERACY.RH.9-10.9).
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (CCSS.ELA-LITERACY.WHST.9-10.7).
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (CSS.ELA-LITERACY.WHST.9-10.8).

# Revolutions, Revolutionary Thought, and Global Impact

## Overview

In this unit, the students will be exposed to the global influence of Enlightenment ideas on the modern era. Through studying several revolutions students will explore the potent ideas of popular sovereignty, inalienable rights, and nationalism that were key components of worldwide revolutionary movements. The translating of these ideas into political movements had the effect of mobilizing unprecedented numbers of ordinary people to participate in public life and to believe in a better future for all. Not only were political movements a significant component of this era, but also there was widespread social and economic change. Industrialization was a consequence of centuries of expanding economic activity around the world. Throughout this unit, students will understand the “isms” that have absorbed contemporary society - industrialism, capitalism, nationalism, liberalism, socialism, imperialism, and communism - by investigating these concepts within the historical context of the 18th and 19th centuries.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Explain the causes and consequences of political/social revolutions in the eighteenth and nineteenth centuries.
- Analyze the patterns of nationalism, state-building, and social reforms in the eighteenth and nineteenth centuries.
- Examine the evolution and implementation of economic theories in the modern era.
- Synthesize major global trends to examine relationships among events in the eighteenth and nineteenth centuries.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How did the French Revolution contribute to political and social transformations around the world in the eighteenth and nineteenth centuries?
- How did states in the western hemisphere establish independence in the eighteenth and nineteenth centuries?
- In what ways did early industrialization impact the global community?
- What effect did modern nationalism have on the development of government and societal institutions?
- How have various socioeconomic theories evolved in the modern era?
- What roles does nationalism and industrialization play in the development of global imperialism?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.9-10.1; CCSS.ELA-Literacy.WHST.9-10.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

### Change, Continuity, and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

**HIST 9–12.3** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

### Perspectives

**HIST 9–12.4** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.5** Analyze how historical contexts shaped and continue to shape people’s perspectives.

**HIST 9–12.6** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**HIST 9–12.7** Explain how the perspectives of people in the present shape interpretations of the past.

**HIST 9–12.8** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

### Historical Sources and Evidence

**HIST 9–12.9** Analyze the relationship between historical sources and the secondary interpretations made from them.

**HIST 9–12.10** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.11** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

**HIST 9–12.12** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.13** Critique the appropriateness of the historical sources used in a secondary interpretation.

#### Causation and Argumentation

**HIST 9–12.14** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.15** Distinguish between long-term causes and triggering events in developing a historical argument.

**HIST 9–12.16** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**HIST 9–12.17** Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

#### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

**GEO 9–12.2** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

**GEO 9–12.3** Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

#### Human-Environment Interaction: Place, Regions, and Culture

**GEO 9–12.4** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

#### Human Populations: Spatial Patterns and Movement

**GEO 9–12.5** Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

**GEO 9–12.6** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

#### Global Interconnections: Changing Spatial Patterns

**GEO 9–12.7** Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

**GEO 9–12.8** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

#### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.



Exchange and Markets

**ECO 9–12.2** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

The National Economy

**ECO 9–12.3** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy

**ECO 9–12.4** Analyze the role of comparative advantage in international trade of goods and services.

**ECO 9–12.5** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

**CIV 9–12.2** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9–12.3** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

**CIV 9–12.4** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.5** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.6** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.7** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.9-10.1-10; CCSS.ELA-WHST.9-10.1-2; CCSS.ELA-Literacy.WHST.9-10.7-10**  
**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.9-10.1; CCSS.ELA-Literacy.WHST.9-10.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# A Half Century of Crisis and Achievement

## Overview

In this unit, students will apply the impact of the mass social, political, and economic changes from the 19th and early 20th century to the emergence of global powers. Countries that successfully industrialized and achieved political stability sought to expand their power and influence throughout the globe, heralding in an emerging era of globalization. Mass production of new weaponry, coupled with the revolution of transport and communication, permitted this surge of power, thus enabling European powers to establish colonies around the world. The active responses of the peoples of Africa, Asia, and Latin America to the crisis of European hegemony are an important part of the developments of this era: armed resistance against invaders, collaboration or alliance with colonizers, economic reform or entrepreneurship, and movements for cultural reform. As World War I approached, accelerating social change and new efforts at resistance and renewal characterized colonial societies far more than consolidation and stability. The consequences of World War I set the stage for continued power struggles throughout the 20th century.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Evaluate the causes and impact of imperialism on global societies in the modern era.
- Explain the significance of globalization on the world's nations and societies in the modern era.
- Analyze the global causes and consequences of World War I.
- Discuss and analyze the impact the Treaty of Versailles had on subsequent twentieth century upheaval.
- Evaluate how daily life around the world changed as a result of the evolving global community into the early part of the twentieth century.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What role did nationalism and imperialism play in the development of nineteenth century Asia, Africa and the Middle East?
- How did colonized peoples around the world respond to western imperialism?
- What factors led to war on an unprecedented global scale beginning in 1914?
- What made “The Great War” different from previous conflicts?
- What were the immediate and enduring consequences of the Russian Revolution of 1917?
- What are the legacies of the Treaty of Versailles and the League of Nations?
- What circumstances and conditions led to a global economic depression by the 1930s?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

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#### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

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**ECO 9–12.2** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

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**ECO 9–12.3** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

#### The Global Economy

**ECO 9–12.4** Analyze the role of comparative advantage in international trade of goods and services.

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**CIV 9–12.3** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

#### Processes, Rules, and Laws

**CIV 9–12.4** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.5** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

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**CIV 9–12.7** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.9-10.1-10; CCSS.ELA-WHST.9-10.1-2; CCSS.ELA-Literacy.WHST.9-10.7-10**  
**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.9-10.1; CCSS.ELA-Literacy.WHST.9-10.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***



# 20<sup>th</sup> Century Since 1939

## Overview

In this unit, students will trace the development of the Modern World. Beginning with the horrors of World War II and the Holocaust, and culminating with the struggle for democracy, students will evaluate the efforts of various groups to secure human rights. World War II ended amid anxious hopes for genuine world peace. However, the hopes attached to the creation of the United Nations in 1945, were limited by the emergence of the Cold War. For forty years recurrent international crises and the doubtful consolations of mutually assured destruction dominated world affairs. In addition to studying the major policies of the superpowers, in this unit students will be exposed to the impact of the Cold War on the developing world through the period of decolonization. In this era, the European colonial empires were dismantled and power transferred to new nationalist leaders. The experience of these new leaders differed greatly, which in large part shaped the direction of these modern nations. When the Soviet Union collapsed, a new power structure emerged; one where new nations sought to expand their influence. Post-Cold War policies have had lasting consequences on geopolitics into the 20th and 21st centuries.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Explain the causes and global consequences of World War II.
- Assess how post-World War II reconstruction led to a new international power structure.
- Evaluate the role of nationalism in the breakup of colonial empires.
- Analyze major shifts in world geopolitics between 1939 and the present.
- Explain how individuals or groups have worked to expand or limit citizens' rights.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How did fascist and authoritarian regimes seize power and gain mass support in the years following World War I?
- What political, economic, and social conditions led to the Second World War?
- How did World War II impact the international power structure and lead to Cold War tensions?
- How did global power shifts created by the Cold War impact developing states?
- What were the benefits and costs of ideological policies in post-World War II communist and capitalist states?
- What were the similarities and differences amongst nationalist movements in Africa and Asia post World War II?
- What impact did the end of the Cold War have on the international power structure? Is it still emerging?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.9-10.1; CCSS.ELA-Literacy.WHST.9-10.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

#### Change, Continuity, and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

**HIST 9–12.3** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

#### Perspectives

**HIST 9–12.4** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.5** Analyze how historical contexts shaped and continue to shape people's perspectives.

**HIST 9–12.6** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**HIST 9–12.7** Explain how the perspectives of people in the present shape interpretations of the past.

**HIST 9–12.8** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

### Historical Sources and Evidence

**HIST 9–12.9** Analyze the relationship between historical sources and the secondary interpretations made from them.

**HIST 9–12.10** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.11** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

**HIST 9–12.12** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.13** Critique the appropriateness of the historical sources used in a secondary interpretation.

### Causation and Argumentation

**HIST 9–12.14** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.15** Distinguish between long-term causes and triggering events in developing a historical argument.

**HIST 9–12.16** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**HIST 9–12.17** Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

**GEO 9–12.2** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

**GEO 9–12.3** Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

### Human-Environment Interaction: Place, Regions, and Culture

**GEO 9–12.4** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

### Human Populations: Spatial Patterns and Movement

**GEO 9–12.5** Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

**GEO 9–12.6** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

### Global Interconnections: Changing Spatial Patterns

**GEO 9–12.7** Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

**GEO 9–12.8** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

**ECO 9–12.2** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

The National Economy

**ECO 9–12.3** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy

**ECO 9–12.4** Analyze the role of comparative advantage in international trade of goods and services.

**ECO 9–12.5** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Civic and Political Institutions

**CIV 9–12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

**CIV 9–12.2** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9–12.3** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

**CIV 9–12.4** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9–12.5** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9–12.6** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9–12.7** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.9-10.1-10; CCSS.ELA-WHST.9-10.1-2; CCSS.ELA-Literacy.WHST.9-10.7-10**  
**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in tenth grade Modern Global Studies will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

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**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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# The Modern World: Promises and Paradoxes

## Overview

In the final unit of the course, students will use the knowledge they have built to help them examine both the promises and paradoxes of the modern world. The transformations that the world experienced in the previous three eras appear modest in comparison with the bewildering pace and complexity of change in the late 20th and 21st centuries. Despite the ruthless confrontations of local wars, terrorist assaults, and ethnic or nationalist feelings, the international community has continued to seek peace. The achievements and limitations of the post-World War II settlements, the United Nations, Middle East negotiations, and numerous other forms of international cooperation are all worthy of serious study for the lessons they may offer the coming generation. Many of the newer independent states have also faced daunting challenges in raising their peoples' standard of living while at the same time participating in a global economic system where industrialized countries have had a distinct advantage. The political, and in some places economic, reform movements that bloomed in Africa, Eurasia, and Latin America in the 1980s are evidence of the vitality of civic aspirations that originated more than two centuries ago. This is the world with all the promises and pitfalls associated with the past that our students will inherit; therefore this unit is essential for their global awareness.

## Unit Content Objectives

- Analyze the impact of globalization on individuals and societies around.
- Examine the search for community, stability, and peace in an increasingly interdependent world.
- Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international level.
- Examine and evaluate how ethnic, religious, economic, and political tensions continue to impact the modern world.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How has increasing economic interdependence transformed human society?
- Has the UN Declaration of Human Rights impacted the progress of human and civil rights around the world?
- To what extent have efforts to reduce tension and conflict in the contemporary world been successful?
- How are human rights values interpreted differently by various nations and cultures?
- What issues will continue to threaten peace and stability in the future?

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