

Fairfield Public Schools Social Studies Curriculum

Global Studies Grade 9



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Global Studies: Description

Global Studies provides students with an exploration of global history from the Classical Civilizations through the Enlightenment 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 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 early global history, a distinct focus of the course is the development of 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.

Global Studies: Overview

Central Understandings

- Understand the fundamental events, ideas, and personalities that define early global history from the classical period to the Enlightenment.
- Compare and evaluate the early development of various global political, economic and social institutions.
- Evaluate the role of belief systems in shaping the way societies and individuals make decisions.
- Analyze the ways in which diffusion of cultures has shaped the development of the modern world.
- 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

- What factors cause civilizations to rise and fall?
- How do belief systems shape the way individuals and governments make decisions?
- In what ways do new ideas spark change?
- How has the world been changed by the diffusion of ideas and people?
- What events in world history could be called “turning points” and why?
- What characteristics connect people and civilizations from various regions throughout different eras?

Global Studies: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Foundations of Civilization (500BCE – 600 CE)	<ul style="list-style-type: none"> ● What factors allowed for early civilizations to rise and be successful? ● How did early civilizations maintain order? ● How were various religious and belief systems used to organize social groups in early civilizations? ● What factors led to the decline of early civilizations?
2	Evolving Regional and Trans-regional Interactions (600 - 1450)	<ul style="list-style-type: none"> ● What were the reasons for the rise of feudalism and how did it impact civilizations around the world? ● What impact did the wave of bubonic plague have on China, the Middle East and Europe in the 1300s? ● How did Islam emerge and spread in Southwest Asia, North Africa, and Europe? ● How did inter-regional contacts and conflicts encourage technological and cultural transfers? ● What roles did religions play in solidifying political development in Europe, the Middle East, Asia and Africa? ● How did cultural blending lead to key intellectual and cultural developments in Europe, the Middle East, Asia and Africa at this time?
3	Expanding Global Interactions (1450-1600s)	<ul style="list-style-type: none"> ● How did Humanism and the questioning spirit of the Renaissance impact society? ● How did reform influence existing beliefs during the Reformation? ● How did trade lead to economic prosperity and political power? ● How did the policies of empires reflect the religious beliefs of their rulers? ● How did religion and belief systems impact the way civilizations interacted with one another? ● What technologies facilitated exploration and an exchange of ideas? ● How did European encounters with the Americas, India, China, and Japan link economic, social and political activities?
4	Aftermath of Global Contact (1500s - 1700s)	<ul style="list-style-type: none"> ● What were the global effects of political and economic expansion? ● How did global human migrations increase and affect societies in different parts of the world? ● How did colonization lead to great social stratification and more pronounced hierarchies? ● What were some long term effects of the slave trade on Africa's later development? ● What are the social and political consequences of the rise of commerce in various societies? ● In what ways did the Enlightenment impact the way people respond to their surroundings?

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 (INQ DIM 1-3; 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. (INQ DIM 1-4; CCSS.ELA-LITERACY.RH.9-10.1).
3. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.9-10.1).
4. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; 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. (INQ DIM 1-3; CCSS.ELA-LITERACY.RH.9-10.6).
6. Compare and contrast treatments of the same topic in several primary and secondary sources. (INQ DIM 1-3; 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 (INQ DIM 1-4; 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 (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.9-10.8).
9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinary-specific tasks, purposes, and audiences (INQ DIM 4; CCSS.ELA-LITERACY.WHST.9-10.10)

Unit I: Foundations of Civilizations 500 BCE – 600 CE

Overview

The early civilizations of the classical era provide a unique perspective on how our modern ancestors organized into societies, forged belief systems, and used intellect and ingenuity to adapt to their physical world. This opening unit introduces students to the foundational civilizations that set into motion thousands of years of human achievement. The civilizations featured in this unit provide a diverse cross-section of the foundational societies around the world. The period between 500 BCE and 600 CE saw the emergence of the most powerful and most highly centralized states and empires ever seen in the world. In the east, great empires in India and China flourished. In the west, Greek and Roman civilizations in the Mediterranean irrevocably impacted the course of history. And across the Atlantic, the Americas gave rise to several powerful civilizations. Many of these “classical” civilizations weakened or collapsed, however their legacy lived on. After they faded, they left behind important cultural-intellectual and linguistic legacies and golden-age memories of political unity and socioeconomic stability.

Unit Content Objectives

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

- Demonstrate an understanding of how various early civilizations and religions arose during the era 500 BCE – 300 CE.
- Demonstrate an understanding of how geography influenced the development of early civilizations during the era 500 BCE – 300 CE.
- Compare and analyze the methods in which rulers in various early civilizations maintained control over their people, and the effectiveness of those methods.
- Demonstrate an understanding of the development of core belief systems (e.g. Judaism, Christianity, Hinduism, Buddhism, Confucianism, Legalism, and/or Daoism) and prescriptions for an orderly society of religious and cultural traditions during the era 500 BCE - CE.
- Explain how physical environment and technology influenced the development of trans-regional communication and exchange networks during this time period.
- Identify and analyze the factors that led to the decline of various empires during the era 100 BCE – 600 CE.

Unit Compelling Questions

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

- What factors allowed for early civilizations to rise and be successful?
- How did early civilizations maintain order?
- How were various religious and belief systems used to organize social groups in early civilizations?
- What factors led to the decline of early civilizations?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in ninth grade 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*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in ninth grade 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.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in ninth grade 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*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in ninth grade 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*

Evolving Regional and Trans-regional Interactions 600 - 1450

Overview

Between 600 and 1450 CE, newer world civilizations matured, largely on the foundations of the classical cultures that had collapsed or faded away. This unit provides regional studies of how societies progressed and evolved in their aftermath. Medieval Europe was forged in the shadow of the fallen Roman Empire. To the East, dynastic rule became standard in China and Japan. Cultural patterns defined by shared traditions and belief systems emerged during this period. In the Middle East and Africa, Islam emerged as a unifying political and religious force. This was also an age when world civilizations came into ever-increasing contact with one another. Growth of communication networks and exchange made transcontinental contact standard.

Unit Content Objectives

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

- Analyze reasons for the rise of feudalism and the effects it had on disparate societies around the world
- Assess the ways in which belief systems affected political, economic, and social systems within various civilizations.
- Understand how migrations and religious reform movements contributed to the rise of new states and the expansion of Islam.
- Determine how the establishment of trade routes along the Mediterranean, the Silk Road, Trans-Sahara, and the Indian Ocean led to the creation of many cities and ports and fostered inter-regional contact.
- Analyze the ways that distinct artistic, scientific and cultural traditions developed in various regions of the world.

Unit Compelling Questions

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

- What were the reasons for the rise of feudalism and how did it impact civilizations around the world?
- What impact did the wave of bubonic plague have on China, the Middle East and Europe in the 1300s?
- How did Islam emerge and spread in Southwest Asia, North Africa, and Europe?
- How did inter-regional contacts and conflicts encourage technological and cultural transfers?
- What roles did religions play in solidifying political development in Europe, the Middle East, Asia and Africa?
- How did cultural blending lead to key intellectual and cultural developments in Europe, the Middle East, Asia and Africa at this time?

Standards Emphasized in the Unit: Inquiry in the Social Studies

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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.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

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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.

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Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in ninth grade 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.6-8.1; CCSS.ELA-Literacy.WHST.6-8.1-8

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

Expanding Global Interactions 1450 - 1600s

Overview

Between 1450 CE and the 17th century, the world's civilizations became truly connected for the first time in history. This unit introduces students to the early stages of global interactions, beginning with the earliest explorers. In Europe, political, religious and intellectual movements caused nations to grow powerful domestically and turn their focus abroad. The nations of Europe conquered, colonized or created by force, foreign markets and networks of trade driven by scientific curiosity, the quest for political power and the spread of Christianity. Encounters with the Americas, India, China, and Japan set into motion linkages among economic, social and political activities. What emerged were rivalries over trade and competition for global dominance.

Unit Content Objectives

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

- Compare the development of European monarchies to other non-European powers.
- Describe how established belief systems changed and evolved during this time period.
- Analyze the way competition over trade impacted the global balance of power and patterns of interaction.
- Determine what technologies contributed to greater global interaction.
- Assess how the incorporation of the Americas into existing networks of exchange led to the emergence of a truly global economic system.

Unit Compelling Questions

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

- How did Humanism and the questioning spirit of the Renaissance impact society?
- How did reform influence existing beliefs during the Reformation?
- How did trade lead to economic prosperity and political power?
- How did the policies of empires reflect the religious beliefs of their rulers?
- How did religion and belief systems impact the way civilizations interacted with one another?
- What technologies facilitated exploration and an exchange of ideas?
- How did European encounters with the Americas, India, China, and Japan link economic, social and political activities?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in ninth grade 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.

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Causation and Argumentation

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

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DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

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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.

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DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

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

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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 9–12.16 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.

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Aftermath of Global Contact 1500s - 1700s

Overview

By the 1700s, the world's connectedness had intensified. This unit builds on the narrative of contact established in the unit above to further study the effects of connection and exchange on the global community. Discovery and trade led to faster movement of people and ideas, and brought the world's cultural groups closer than ever before. In this unit of study students will discuss the transformation of areas during and after this global age of contact. European, Asian, African, and American Indian societies and commerce were forever changed by this connection. Much of this interaction consisted of warfare, exploitation, and slavery and is responsible for many of the issues still evident in our modern world. Discovery during this period was not limited to the physical world. Philosophers and social scientists, as a product of the era, constructed new understandings about the nature of humans and the distribution of power. These enlightened notions may have been born in an era of exploration, but its far reaching reverberations are still felt today.

Unit Content Objectives

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

- How were the states of Africa and the Americas similar and different from those in Europe and Asia?
- Compare the growing Atlantic slave trade and slavery in the Western Hemisphere with other systems of coerced labor.
- Understand how the introduction of Afro-Eurasian diseases such as smallpox and measles into the Americas caused a massive demographic crisis, killing at least one-fourth to one-half of the indigenous population.
- Assess ways in which the exchange of plants and animals around the world in the late 15th and the 16th centuries affected European, Asian, African, and Native American societies and commerce.
- Determine how large territorial empires dominated much of Eurasia between the 16th and 18th centuries.
- Assess the effects of the introduction of American food crops and importation of American silver on demographic, economic, and social change in China.
- Compare how various groups responded to or resisted the process of globalization during this period.
- How does the exercise of absolute power impact a society?
- Evaluate the impact of Enlightenment ideas on existing social and political orders.

Unit Compelling Questions

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

- What were the global effects of political and economic expansion?
- How did global human migrations increase and affect societies in different parts of the world?
- How did colonization lead to great social stratification and more pronounced hierarchies?
- What were some long term effects of the slave trade on Africa's later development?
- What are the social and political consequences of the rise of commerce in various societies?
- In what ways did the Enlightenment impact the way people respond to their surroundings?

Standards Emphasized in the Unit: Inquiry in the Social Studies

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