

# 01 Introduction: “Foundations & Connections for World History”

Content Area: **Social Studies**  
Course(s): **World History**  
Time Period: **Semester 1**  
Length: **1 week**  
Status: **Published**

## Standards

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Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

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SOC.6.3.12.CivicsPD.1

Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

SOC.6.3.12.CivicsHR.1

Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

SOC.6.3.12.HistorySE.1

Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

## Enduring Understanding

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1. Globalization has positive & negative effects on political, social & economic areas of a nation's status.
2. 6 Elements of Culture affect how people interact with one another and explain equity, inclusion, and tolerance.
3. Geography affects a people's history & ways of life.
  - Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
  - Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
  - Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

## Essential Questions

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1. How does where you live affect how you live?
2. How do societies balance tradition vs change?
3. What are the effects of globalization?
4. What is the role of a citizen in a world community?
5. How do people make distinctions between us & them/what is identity?
6. How do we combat unconscious bias?

## Knowledge

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What Globalization is. - (why is this class is so important: We are all connected today so we need to understand the **history & culture of other lands.**)

Interdependence: How do we function as a globally connected world.

Cultural diffusion

Civilization (8 features of any civilization; what a civilization needs to survive)

Connect via the internet with students from other countries/other ethnicities (continue in units 10, 11, 12, 13, 14, 15)

Culture: (How identities are shaped)

Political spectrum vocabulary

How/why people make distinctions between “us” and “them”.

Universe of obligation- explains how ppl behave in periods of history. (how do we & they behave in various historic events?)

Identity & “Other” & ethnocentrism

The role of citizen in the world community

## **Transfer Goal**

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Students will develop the capacity to independently analyze and resolve conflicts in order to work and live in an interconnected world society and will participate actively & effectively as an informed citizen of a democracy in a global community.

Overarching Goals: Students will be able to independently communicate as to how continuity and change are embraced or rejected depending on one's perspective, experiences, and place in society and will be able to apply the lessons of the past (patterns of history) to better understand other historical issues and current events as they anticipate and prepare for the future.

## **Resources**

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### **Textbook**

\* **Patterns of Civilization in World History**

### **Primary Sources**

**Globalization DBQ**

**Globalization political cartoon analysis**

**Economic theories**

### **Secondary Sources**

**Nacerima reading**

**5 Themes of geography**

**Elements of Culture**

**Economic theories- capitalism, communism, socialism**

**Ethnocentrism readings**

**When Culture Signals Clash**

### **Digital Sources**

**Danger of a single story**

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en)

## **What the World Eats photo analysis**

<https://time.com/8515/what-the-world-eats-hungry-planet/>

## **How the World Lives divided by income**

[https://www.ted.com/talks/anna\\_rosling\\_ronnlund\\_see\\_how\\_the\\_rest\\_of\\_the\\_world\\_lives\\_organized\\_by\\_income?language=en](https://www.ted.com/talks/anna_rosling_ronnlund_see_how_the_rest_of_the_world_lives_organized_by_income?language=en)

## **David Cash- Bad Samaritan**

<https://www.youtube.com/watch?v=OAnMIXSmE40>

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

## **Assessments**

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<https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit>

## **Modifications**

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fit8XsUIe3K1VSG7nxuc4CpCec/edit>