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

	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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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.
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.
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

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

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

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

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

Textbook

*** Patterns of Civilization in World History**

Primary Sources

Globalization DBQ

Globalization political cartoon analysis

Economic theories

Secondary Sources

Body Rituals of 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

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

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 Lexile/Different reading levels

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

Las Casas - Letters Regarding Native Americans

Columbus to Raphael Sanchez

Account of Aztecs being conquered

Medieval Europe: Myths of the Middle Ages and the Impact of Islam

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

American Indian Museum

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

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

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit