Unit 5: Decolonization and Globalization

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **6 weeks**
Status: **Published**

Summary

In World History, students serve as novice historians as they engage in historical inquiry and refine key skills necessary for post-secondary success through a global lens. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events. In each unit, students are presented with a key framework that can be applied to different case studies and allows them to analyze new information and comprehensively engage in comparative analysis.

In line with the three core course trajectory, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

This unit is part of the larger aforementioned course sequence and specifically focuses on Decolonization and Globalization where students will examine how colonized people achieved independence and the increasingly globalized society that followed.

Students will analyze the process of decolonization and will build historical thinking skills through case studies analysis, primary source investigation, and conducting independent and collaborative research using the following framework to contextualize their analysis:

- In most cases, colonizers did not willfully give up their territory but were forced to by colonized people.
- Attempts at decolonization did not follow a singular pattern; some were peaceful while others took more aggressive forms due to the colonizer's unwillingness to give up the territory.
- National liberation movements became a popular method of decolonization through armed insurgencies against the colonizer.
- Decolonization left many countries in a position where they had to develop infrastructure and governmental institutions due to lack of development by the colonizer.
- Newly independent states often had issues governing. This was typically a result of borders that were created by colonizers that arbitrarily grouped many ethnic groups together, which sometimes caused conflict and tension within the country.
- Newly independent states faced many foreign challenges related to the Cold War; some sided with the US, while others sided with the Soviet Union, but most attempted to remain neutral.
- Many newly independent states had to borrow money in order to build their infrastructure. As a result, some fell into debt that would later become integral to the attempts at privatizing state-controlled utilities and industries during a period of increased globalization.

Instructors are required to teach about the Indian Independence movement and the dismantling of Apartheid in South Africa, and then must select two of the following case studies to engage students with the aforementioned framework:

- Northern Ireland
- Libya
- Egypt
- Myanmar
- Syria

When studying globalization in the modern era, students will use the following framework to examine how globalization has far-reaching and varied results:

- Globalization has led to increased interconnectivity and interdependence among nations and across various areas.
- Globalization has led to greater outsourcing, greater access to diverse goods and services, economic

development, and cheaper prices, all of which has been reinforced by free trade agreements and organizations. New technologies have further shaped how markets function and expanded the way people consume goods.

- The process of globalization has been linked both directly and indirectly to an increase in human rights, especially when international pressure from a globalized society is used as a tactic to enact change.
- Globalization has also led to uneven distribution of power and wealth, environmental degradation, and cultural loss in some parts of the world.
- Due to increased interconnectivity, globalization has spurred an increase in migration, including labor migrants, refugees, and internally displaced people; many migrations crises can be tied to changing living conditions related to globalization.

After being introduced to major catalysts for globalization in the modern era, students will be encouraged to conduct comprehensive research and comparative analysis to the following areas impacted by globalization:

- Culture (ex: food, music, language, pop culture)
- Environment (ex: climate change, invasive species, pandemics/epidemics, resource extraction)
- Social (ex: migration, social media)
- Economics (ex: trade agreements/reduced trade barriers, employment, manufacturing, cryptocurrency, multinational corporations, labor)

By the end of this unit, students will be able to identify the social, political and economic effects of decolonization and globalization and engage in analysis by collectively utilizing the skills they refined throughout the year.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2023

Standards

6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.

6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).

6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth

of communism and shift toward a market economy in China

6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.HistoryCC.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.HistoryCC.5.g: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5 - Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7,).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, and religious tolerance

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent was decolonization a peaceful process?
- To what extent were former colonies underdeveloped by European powers?

- To what extent has the legacy of slavery and imperialism impacted modern Africa?
- To what extent has the process of globalization had a universally positive impact?

Enduring Understandings:

- With a few notable exceptions, most European powers attempted to maintain their empires after WWII and were willing to employ violence in order to hold onto their colonies.
- Globalization has brought the world closer together and increased the power of developing countries, but its critics point to economic inequality and environmental degradation as reasons as to why the process has been problematic.

Objectives

Students Will Know:

- Terms, concepts and individuals (including, but not limited to): Decolonization, Third World, Developing World, Global South, Mahatma Gandhi, FLN (Algeria), Gamel Abdel Nasser, Suez Canal, Ghana, Apartheid, Free Trade, World Bank, World Trade Organization, International Monetary Fund, Bandung Conference, Patrice Lumumba, Fidel Castro, Frantz Fanon, privatization, neo-colonialism, social movements
- Why colonial nations were able to assert their independence after WWII.
- The methods of national liberation varied greatly depending on location and the colonial power with peaceful methods used in some places and violent methods used in others.
- Ethnicity and religion often played significant roles in the establishment of the newly freed states.
- Post-independent states faced many difficulties due to underdevelopment, lack of resources, and political persuasion from the US and Soviet Union as part of Cold War strategy.
- Latin American states often voted for leaders with a desire to lessen US influence and even introduce some socialist programs, but these were often actively attacked through US foreign policy influence.
- Many post-independence states became dictatorships due to a variety of issues including, but not limited to US and Soviet influence.
- The collapse of the USSR served as a catalyst for globalization in the modern era.
- In the modern era of globalization, many countries have instituted liberal trade policies or formed trade organizations to reduce barriers to international trade.
- The changes that have ensued from an increasingly globalized world are both beneficial and detrimental and are dependent on point of view. As a result, pro- and anti- globalization movements

and organizations have emerged.

Students Will Be Skilled At:

- Explaining the impact of WWII on the desire for self-determination for nations in Africa and Asia.
- Identifying and explaining the causes and effects of decolonization in Africa.
- Explaining the rise of Pan-Africanism during and after decolonization.
- Explaining the roles and responsibilities of international organizations such as the African Union.
- Explaining how decolonization of India led to geographic changes and conflict, specifically in relation to partition and debate over Kashmir.
- Identifying that many European nations engaged in decolonization efforts quickly, often leaving little framework or support in establishing new governments in newly freed nations.
- Explaining the long term impact colonial resource extraction had on the development of decolonized nations.
- Evaluating the role of outside nations in attempting to shape countries of interests' governments for their own political and economic gains.
- Assessing the causes and effects of increasing globalization.
- Comparing and contrasting how globalization has impacted quality of life in varying nations.
- Evaluating the benefits and detriments of an increasingly globalized world.
- Explain the role of the rise of the internet in changing our global economy.
- Analyzing the impact of globalization on the environment and climate change.
- Assessing the extent to which current environmental protections are sustainable and effective.
- Explaining the social impacts of globalization, such as increased migration and the impact on workers
- Examining the function of international economic organizations such as the International Monetary Fund and World Bank in promoting economic stability.

Learning Plans

This unit includes, but is not limited to, the following learning strategies:

A Move Towards Decolonization in Africa: Students will analyze primary and secondary sources focused on the causes for desire for self-rule in Africa. Students will examine how desire for decolonization came from both long histories of resistance to colonialism, as well as newfound desires for self-governance which stemmed from the aftermath of World War II.

Decolonization in Africa Inquiry: Students will address the questions, "To what extent did European nations grant independence to African Nations peacefully? What factors contributed towards European nations' decolonization in Africa?" Students will examine case studies of Algeria, Kenya, and Ghana to examine the varying ways in which decolonization took shape in Africa. Students will then examine a timeline of decolonization of African States to connect to their case studies.

Source Analysis - Resolution on Imperialism and Colonialism: Students will analyze the Resolution made at the All-African's People's Conference in Ghana to examine the influence of Pan-Africanism during Decolonization and the goals of newly freed nations in Africa.

Foundations of the African Union - Connection to Current Events: Students will examine the African Union and its role in shaping African diplomacy today. Students will reflect on its principles, then examine a current event related to the African Union to examine the ways in which it continues to fulfill these goals today.

Analyzing Nonviolent Action: Students will examine Gandhi's use of nonviolent political action in the Quit India Movement by examining the Salt March, Satyagraha, and political speeches of Gandhi. Students will assess why Gandhi took this course of action and how it contributed to the decolonization of India.

Effects of Partition - Then and Now: Students will examine how and why India was partitioned into present-day India, Pakistan, and Bangladesh, evaluating the tactics used by Great Britain to create national borders. Students will then watch a video on the effects of nationalism and partition in present-day India and Pakistan, reflecting on the extent to which partition has brought about greater political tension in the region.

The Rise of the Internet Case Study - Arab Spring: Students will analyze the role of the internet in the dissemination of information in relation to the Arab Spring. Students will assess how the internet allowed for not only larger coalitions within revolting states such as Bahrin, Tunisia, Syria, Yemen, and Libya. Students will reflect on the impact of the Arab Spring in recent years and how some nations gained greater representation in government while others continue to fight against oppression.

Globalization Discussion - Is Globalization beneficial for all nations?: Students will debate the benefits and detriments of globalization by examining its impact on trade, creation of global economic organizations

such as the IMF and the World Bank, migration, overpopulation, labor, and the environment. Students will research how globalization has impacted the overall condition of nations to support their argument, and engage in a class discussion.

Environmental Impacts of Globalization: Students will act as members of G20 to address the environmental impacts of Globalization including Climate Change, Overproduction and Emissions. Students will attempt to create a proposal that sets goals on how to improve these challenges so that the effects of climate change can be mitigated to an extent. Students will compare their proposals to those made by G20 and the Paris Accord in recent years, as well as analyze current events either attempting to improve or actively deterring climate action.

Case Studies on Decolonization Teaching Strategies:

- **Decolonization of Asia Case Studies:** Students will analyze the decolonization of Myanmar, Indonesia, Cambodia or Vietnam to assess the violent tactics taken to secure independence. Students will reflect on why these tactics were taken considering the actions of colonial powers and how the independence of these nations led to competing influence within the Cold War. Students will engage in comparative analysis to the attempts at Decolonization in Southeast Asia to that studied in India.

- **Decolonization of Egypt:** Students will examine how the rise in nationalism led to the decolonization of Egypt from British forces. Students will examine the role of Gamal Abdul Nasser, the Free Officers, and the Muslim Brotherhood in Egypt's independence, and examine the effects of new leadership in Egypt. Students will engage in comparative analysis to other attempts at decolonization in Africa studied within this unit.

- **Apartheid in South Africa:** Students will examine the long-lasting attempts to end Apartheid in South Africa, starting under British Rule and continuing under the rule of the Afrikaner government. Students will examine the use of nonviolent action, armed protest, and political means to end Apartheid in South Africa, as well as the lasting impacts on South African society today. Students will draw connections to other resistance and liberation movements from the unit through comparative analysis.

Case Studies for Globalization Teaching Strategies:

- **Cuban Revolution:** Students will analyze the factors that led to the Cuban Revolution and the impact of Fidel Castro's leadership. Students will examine how Cuba changed under a new form of government, as well as assess the role of Cuba in the Cold War. Students will compare the impact of globalization in Cuba's development to that in other regions studied during the unit.

- **Chinese Communist Revolution:** Students will examine the causes and effects of the Chinese Communist Revolution and rule under Mao Zedong post World War II. Students will reflect on how Mao Zedong rose to power in the end of Japanese Imperial rule in parts of China, and the influence of the Soviet Union in the rule of the Communist Party of China.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film

analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows
- Exit Slips
- Classwork/Homework
- Written Reflections
- Inquiry on the Decolonization of Africa
- Foundations of the African Union: Current Events
- Analyzing Nonviolence Action
- Effects of Partition: Then and Now
- Iranian Coup Source Analysis
- The Rise of the Internet- Arab Spring
- Globalization Debate
- Environmental Impacts on Globalization
- Impacts of Globalization on Labor Case Studies

Summative Assessments:

- Unit Test (Multiple Choice, Free Response)
- How it's Made: Globalization Edition: Students will examine a product and research “How it's Made” considering the effects of globalization on production and the global economy. Students will consider

the role of corporations, national, and international organizations, and NGOs in protecting the environment and worker's rights, while also considering the benefits and detriments of globalization. Sample topics include: Diamond Industry, Cell Phones, Clothing (such as the fast-fashion industry SHEIN), and Cars. Students will create a map representing where aspects of their chosen product are made and include written descriptions of how globalization has impacted those involved in its development and consumption.

Benchmark Assessments:

- Comparative analysis of historical case studies in relation to the provided unit framework
- Document Analysis Questions (following the core course format)

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts discussed in this unit. They will explain in narrative form how their chosen artifacts reflect concepts discussed in class.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention and home environments. Associated web content and media sources are infused into the unit as applicable and a connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Fordham University Online Primary Sourcebook

Timeline of the Decolonization of Asia Post-WWII

Colonization and Independence in Africa Choices Brown University

The Iranian Revolution Choices Brown University

Nigeria: History, Identify, and Change Choices Brown University

Freedom in Our Lifetime: South Africa's Struggle Choices Brown University

The Syrian Civil War Choices Brown University

How This Border Transformed a Subcontinent: VOX Borders Video

Ten Years After the Arab Spring - Al Jazeera

Video on Suez Crisis

The Birth of the African Union- Michigan State University

BRICS Research Guide- Library of Congress

The Battle of Seattle lesson plans

Excerpts to be approved by the supervisor from the film Cada la Lluvia (Even the Rain) - (film on Bolivian wat

Excerpts to be approved by the supervisor from the film The Battle of Algiers - (film on Algerian independence

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor be reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials, including graphic organizers for writing.