

# Unit 3: Challenges to State Power and the Global Order

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **Five Weeks**  
Status: **Published**

## Summary

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In the Current Global Issues course, students examine global phenomena through the central themes of: **globalization, human rights, challenges to state power/global order and global health, technology and the environment**. During each unit, students use a set of core skills to examine the central theme and how it impacts individual nations and the global community, including problems that are shared by all nations and ways of addressing them. Moreover, a key pillar of the course is daily international news that fortifies the continuing story of world events.

This unit examines challenges to state power and the global order that have occurred in the last two decades since 9/11. The instructor is required to teach about the global refugee crisis as the main case-study and then will select from one additional case study from the following list:

- Terrorism and Responses (Iraq/Afghanistan; Syria; Africa; Asia)
- Global Conflicts (Russia, China, North Korea, Middle East or another recent conflict that has evolved since the writing of this curriculum)
- Multinational corporations
- Media Literacy and Fake News

By the end of this unit, students will be able to explain the origins of and global impact of the current global refugee crisis; analyze the refugee crisis from multiple perspectives; assess government actions as part of the War on Terror; make connections between world history and current ongoing conflicts in places including, but not limited to, Russia, China, the Koreas and the Middle East; and debate the best ways for the global community to respond to challenges to the current global order.

Revised: August 2023

## Standards

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6.2.12.Civics.PI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's

ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

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).

6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the

economic and democratic growth of developing nations.

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

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.

6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

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

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

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.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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 race and ethnicity, and religious tolerance.

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 African-Americans to the growth and development of American society in a global context.

This unit further reflects the goals of the Holocaust 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.

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**

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### **Essential Questions:**

- What are the primary causes and consequences of the refugee crisis in the twenty-first century and how can it be seen as a response to globalization?
- What is the best way for the world community to confront the global refugee crisis and the threat of terrorism in the 21st century?
- What are other threats to the current global order and what are the best ways to address them?

### **Enduring Understandings:**

- The current refugee crisis is a global phenomenon with people being forced to migrate for many reasons, including war, terrorism, resource depletion and ethnic or religious persecution. Responses to the refugee crises have not been uniform and have caused conflict within countries that host refugees.
- Terrorism as a phenomenon can be viewed as a reaction against the forces of globalization and transcends any single ethnic or religious origin. Terrorism and the response to it has been a global problem that has and will continue to shape the twenty-first century.

## **Objectives**

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### **Students will know:**

- Definitions such as immigrant, migrant, refugee, illegal immigrant, undocumented worker.
- The countries and regions that people are migrating out of and the reasons for these migrations: Mexico and Latin America/Caribbean, North Africa and the Middle East, Southeast Asia.
- The countries and regions that are the most frequent destination of migrants/immigrants: The U.S. and Canada, the European Union, Australia.
- The historical connection between imperialism and immigration. For example, many Pakistani-Indians have moved to Great Britain because India was a British colony before 1948.
- That there are multiple causes of and different views of terrorism (i.e. “one person’s terrorist is another person’s freedom fighter”)
- That terrorism transcends any single ethnic or religious group and is a global phenomenon.
- Since September 11th, the global war on terrorism led by the United States has been controversial and has in part driven the current refugee crisis, especially from North Africa and the Middle East.
- The United States has used a variety of tactics to combat terrorism that have been considered controversial, such as detention without charges, torture, and drone attacks.
- The global aspirations of countries such as Russia, Iran, and China have driven conflict and can potentially disrupt the current world order.
- Multinational corporations, while supportive of globalization, often have interests that conflict with the sovereignty of national governments.
- That media bias and fake news have been a threat to democracies around the world, including our own.

### **Students will be skilled at:**

- Learning about and empathizing with the stories of people who have been forced to migrate.
- Proposing solutions on a national and/or global level to address the current refugee crisis.
- Identifying current news stories that are connected to the refugee crisis and global terrorism.
- Analyzing the responses of the global community toward terrorism and working with their classmates to propose solutions.
- Articulating their opinion on current global conflicts in written and/or oral formats,
- Thinking critically about the historic origins of global terrorism and making connections between

current global issues and world history.

## **Learning Plan**

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

### ***Core Unit Activities:***

**Choices Series Terrorism Readings:** Students will read “Responding to Terrorism: Challenges to Democracy” to gain a general understanding of the history of terrorism. In addition to the study guide worksheets, the instructor may select from a variety of extension activities in the series for students to complete. These include political cartoon interpretation and debating government policy on terrorism.

**Global Terrorism Research:** Students will research global terror groups and create a brief presentation on what motivates the group, attacks, and countermeasures taken against the group. As presentations are delivered, students will use a chart to document global terrorist organizations. The groups assigned will reflect a diversity of terrorist groups to counter common stereotypes about terrorism.

**Truth and Reconciliation Project:** Students will learn about organized efforts to bring about peace and reconciliation in the aftermath of terrorism or genocide (Rwanda and South Africa are examples) and work in groups to create a detailed peace and reconciliation plan for one of the modern examples of global terrorism they researched. Multiple means of delivering this plan such as posters, Google Slides, or a short video offer student and teacher choice.

**Human Flow Documentary:** Students will watch and discuss all or selected portions of the 2017 documentary Human Flow. The instructor may choose to have students submit a reaction/thought paper, respond to predetermined film questions, or ask students to produce an original reflection piece (written or artistic).

### ***Optional Case-Studies:***

**Choices Series Options:** As the core reading for this unit, students will read from the Choices Series titles as a second case study relevant to this unit, including, but not limited to:

1) The United States in Afghanistan

- 2) The Middle East in Transition: Questions for U.S. Policy
- 3) Conflict on the Korean Peninsula: North Korea and the Nuclear Threat
- 4) China on the World Stage: Weighing the U.S. Response
- 5) International Trade in a Global World
- 6) A Global Controversy: The U.S. War in Iraq.

\* Note: The instructor may choose from any of the above and can switch case studies from semester to semester. These are updated periodically by Choices and additional units published periodically. The instructor may choose to do any of the in-depth activities included in the units, including options role play of meetings or primary source/political cartoon analysis.

**Media Literacy and the Fake News:** The instructor can choose to explore the issue of fake news and how it has been a threat to democracies around the world in the last decade. Students evaluate social media profiles to distinguish real from fake profiles from “Spot the Troll” included in the resources. Students evaluate past news articles to detect fake news and learn about the difference between fake news and satirical news. If time allows, the instructor may ask students to write satirical news articles based on real current events and publish a class newspaper.

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**

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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 -**

- Choices Series worksheets provide students an opportunity to form a knowledge base and ask



questions.

- Discussions based on documentaries or sources selected by the instructor.
- Analysis of political cartoons related to terrorism and refugees.
- Fake news detection activities as part of the optional media literacy case study

### **Summative Assessments –**

- Global Terrorism presentations: Students research and present on one terror group (see learning plan).
- Human Flow film assignment: Students submit a written film reflection or alternative assignment based on the film.
- Truth and Reconciliation Project: Students create a program to promote peace and tolerance in the aftermath of terrorism, ethnic violence or genocide.
- Media Literacy Project: Students write satirical news articles and create a fake-newspaper as a culminating activity in the optional media literacy case study

### **Alternative Assessments –**

- Read and summarize current event articles in the news on various topics regarding terrorism and the refugee crises around the world.
- Any of the summative assessments can be modified or extended for learners of different abilities.

## **Materials**

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The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link 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:

- Refugee Stories: Mapping a Crisis: <https://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-crisis/>
- Genocide Convention and War in Ukraine: <https://www.choices.edu/teaching-news-lesson/the-genocide-convention-and-war-in-ukraine/>

- Ukraine Crisis: <https://www.choices.edu/teaching-news-lesson/the-ukraine-crisis/>
- Syrian Refugees Comics: <https://www.choices.edu/teaching-news-lesson/syrian-refugees-understanding-stories-comics/>
- Myanmar and Rohingya: <https://www.choices.edu/teaching-news-lesson/myanmar-and-the-rohingya/>
- Global Controversy: War in Iraq: <https://www.choices.edu/curriculum-unit/global-controversy-u-s-invasion-iraq/>
- Responding to Terrorism: <https://www.choices.edu/curriculum-unit/responding-terrorism-challenges-democracy/>
- Any other Choices series related to this unit that are not listed
- *Human Flow* (2017) documentary by Ai Weiwei on the global refugee crisis.
- Refugee Movements interactive map: <https://refugeemovements.com/>
- “What Neo-Nazis have inherited from original Nazism” (2020, DW Documentary): <https://www.youtube.com/watch?v=rcCu3Yia6WU>
- “Is the United States Navy Ready? How the US Navy is Preparing for Military Buildup of China: <https://www.youtube.com/watch?v=rEc5hsWNsCQ>
- “Inside North Korea” PBS Frontline: <https://www.youtube.com/watch?v=N-cX1d4BSCI>
- “Putin and the Presidents” PBS Frontline: [https://www.youtube.com/watch?v=aJI8XTa\\_DII](https://www.youtube.com/watch?v=aJI8XTa_DII)
- Other relevant episodes of PBS Frontline not listed here may be screened upon consultation with supervisor,
- “Portraits of Reconciliation” on the Rwanda genocide from the New York Times Magazine: <https://www.nytimes.com/interactive/2014/04/06/magazine/06-pieter-hugo-rwanda-portraits.html>
- Mission Joy: Finding Happiness in a Troubled World (2021) Documentary on the Dalai Lama and Desmond Tutu, detailing the Truth and Reconciliation Commission of South Africa and other relevant content.
- “Desmond Tutu and the Truth and Reconciliation Commission: <https://www.youtube.com/watch?v=YY-ee1hhghQ>
- Terrorist Organizations: <https://www.dni.gov/nctc/groups.html>
- Selected articles and resources on the role of multinational corporations in our global world from the book *Rethinking Globalization: Teaching for Justice in and Unjust World*” edited by Bob Bigelow (2002)
- Fake News and Media Literacy from PBS: <https://ny.pbslearningmedia.org/collection/newsandmedialiteracy/t/fake-news/>
- Spot the Troll: <https://spotthetroll.org/start>

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

### **Suggested Strategies for Modification**

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

<https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aCIW-bkRGPDRHXVrk/edit?usp=sharing>

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

- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials, including graphic organizers for writing.
- Mark texts with a highlighter.
- Provide time for students to process their responses before asking for contributions during class.
- Model expectations for assignments and provide clear rubrics with detailed instructions