Unit 9: Globalization c.1900 to the present

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **8-11 class periods**
Status: **Published**

Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

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.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.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.

Rationale

This unit examines globalization since 1900 and the technological, economic, and cultural effects.

Enduring Understandings

Content Specific	Skills Specific
• Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technologial advances have shaped human development and interactions with both intended and unintended consequences. • The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments. • As societies develop, they affect and are affected by the ways that they produce, exchange and consume goods and services. • The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political,	• Claims and arguments are constructed with specific purposes, evidence, and reasoning; recognizing and describing these elements enables people to evaluate credibility, reveal bias or perspective, and make informed decisions across various contexts. • Historical understanding comes from analyzing events within their specific time and place, examining causes and consequences, tracing patterns of continuity and change, and integrating evidence from multiple perspectives to form a well-reasoned interpretation of their significance. • Explaining a historical concept, development, or process involves understanding its context, key features, and significance within the

economic, and cultural institutions and organization. • The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.	broader context of the historical narrative. • Purpose, point of view, and audience shape the meaning and reliability of a source.

Essential Questions

Content Specific	Skills Specific
• How did the development of new technologies change the world? • How did environmental factors affect human populations over time? • What were the causes and effects of environmental changes in the period from 1900 to the present? • What were the continuities and changes in the global economy from 1900 to the present? • How have social categories, roles, and practices been maintained and challenged over time? • How and why did globalization change culture over time? • What were the various responses to increasing globalization? • How and why did globalization change international interactions among states? • In what ways did science and technology bring change in the period from 1900 to the present?	• How do purpose, audience, and point of view shape a source's meaning and reliability? • How can we use evidence, context, and multiple perspectives to interpret the significance of historical events and developments? • How do patterns and connections among historical events help us understand change over time? • How can we clearly explain the significance of a historical concept, development, or process?

Key Resources

This section houses the essential required resources for this unit.

- Strayer, R. W., & Nelson, E. (2023). Ways of the world: A brief global history with sources: For the

AP world history: Modern course since 1200 C.E. Bedford, Freeman & Worth Publishers.

- AP Classroom

Supplementary Resources

This section houses additional approved resources for this unit.

- OPTIC organizer
- PIECES organizer

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential **skills** taught. Look to the verbiage of the **standards** for the essential skills in the unit. →	What **content** is used to teach the skill? →	What **activities** are used to teach this content/skill? →	How do we **assess** this content/skill? Include benchmarks, formative assessments, and pretests.
Identify patterns among or connections between historical developments and processes.	• radio, cellular, internet • petroleum • nuclear power • birth control • Green Revolution • vaccines, antibiotics	• Impact of new technologies chart	• AP classroom practice

Explain how a historical development or process relates to another historical development or process.	• Diseases associated with poverty:
	  ○ Malaria
	  ○ Tuberculosis
	  ○ Cholera
	• Emergent epidemic diseases
	  ○ 1918 influenza pandemic
	  ○ Ebola
	  ○ HIV/AIDS
	• Diseases associated with
		• Guided viewing: epidemics
		• Source Analysis
			• AP classroom practice

	increased longevity: ○ Heart disease ○ Alzheimer's disease		
Explain how a specific historical development or process is situated within a broader historical context	• deforestation • Greenhouse gases • climate change	• Human impact on the environement chart	• AP Classroom Practice
Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the uses of a source.	• Governments' increased encouragement of free-market policies: ○ The United States under Ronald Reagan ○ Britain under Margaret Thatcher ○ China under Deng Xiaoping ○ Chile under Augusto Pinochet • Knowledge economies: ○ Finland ○ Japan ○ US • Asian production and manufacturing economies: ○ Vietnam ○ Bangladesh • Latin American production and manufacturing economies: ○ Mexico ○ Honduras • Economic institutions and regional trade agreements: ○ World Trade Organization (WTO) ○ North American Free Trade Agreement (NAFTA) ○ Association of	• Changes in the free market economy chart • sourcing practice • Changing global organizations chart	• AP Classroom Practice

	Southeast Asian Nations (ASEAN)
	• Multinational corporations:
	  ○ Nestle
	  ○ Nissan
	  ○ Mahindra and Mahindra		

Explain how a specific historical development or process is situated within a broader historical context	• Challenges to assumptions about race, class, gender, and religion:
	  ○ The UN Universal Declaration of Human Rights
	  ○ Global feminism movements
	  ○ Negritude movement
	  ○ Liberation theology in Latin America
	• Increased access to education and political and professional roles:
	  ○ The right to vote and/or to hold public office granted to women in the US (1920), Brazil (1932), Turkey (1934), Japan (1945), India (1947), and Morocco (1963)
	  ○ The rising rate of female literacy and the increasing numbers of women in higher education, in most parts of the world
	  ○ The US Civil Rights Act of
		• Contextualization practice
		• Visual source analysis
		• Source Analysis: The cracked mirror
			• AP Classroom Practice

	1965 ○ The end of apartheid ○ Caste reservation in India • Environmental movements: ○ Greenpeace ○ Professor Wangari Maathai's Green Belt Movement in Kenya • Economic movements: ○ World Fair Trade Organization		
Explain how a specific historical development or process is situated within a broader historical context	• Global Culture: ○ Music: Reggae ○ Movies: Bollywood ○ Social Media: Facebook, Twitter ○ Television: BBC ○ Sports: World Cup soccer, the Olympics • Global Consumerism: ○ Online commerce: Alibaba, eBay ○ Global brands: Toyota, Coca-Cola	• Contextualization practice	• AP Classroom Practice
Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the uses of a source.	• Anti-IMF and anti-World Bank activism • Advent of locally developed social media (Weibo in China)	• Visual source analysis	• AP Classroom Practice

Compare the main arguments or ideas presented in two sources.	• League of Nations • United Nations	• Source Analysis	• AP classroom practice
Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.	• Continuity and change in the globalized world • Green Revolution	• Argument/Claim practice • Corroboration practice	• AP classroom practice • DBQ

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Identifying evidence • Identifying a claim • Support an argument using relevant evidence	• Unit 6 AP World History

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases,

	sufficient for reading, writing, speaking, and listening at the college and career readiness level.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).