

# 10th Grade Modern World History



## UNIT 1: Cultural Exchange in the Modern World (1200-1450)

### ESSENTIAL QUESTION

### BIG IDEAS

**How and why does cultural exchange shape the modern world?**

Students will...

- evaluate the forces that generate significant social, political, ideological and economic changes.
- analyze the relationship between belief systems and states.
- analyze the emergence of new social structures.
- evaluate the role of the arts and sciences in reflecting cultural changes.

### GUIDING QUESTIONS

#### Content

(Kansas HGSS Standards and Benchmarks indicated)

- What is the role of trade in spreading culture? (e.g., Silk, Sand and Sea Roads, African Kingdoms - Swahili city-states, Kush, Kaffa, Great Zimbabwe) (3.1)
- How do religions spread? (Buddhism, Islam, Christianity, Confucianism, Hinduism) (4.1)
- How do religions shape societies? (e.g., Confucianism in China, Hinduism in India) (3.1)
- What are the divisions within Christianity, Islam, & Buddhism? (e.g., Catholic/Protestant/Orthodox, Sunni/Shia, Theravada/Mahayana/Zen) (3.1)
- What is feudalism? (2.1)
- How did the Crusades lead to increased cultural contact between the Christian and Muslim worlds? (3.2)
- What technologies spread along trade networks from China to Europe? (gunpowder, compass, papermaking, banking) (4.1)
- What cultural/biological exchanges were spread by the Mongol Empire? (e.g., economic growth, Pax Mongolica, Black Plague) (5.1)
- What role did the Islamic world play in preserving and transferring knowledge and philosophy? (e.g., House of Wisdom, Islamic Golden Age, Cordoba) (3.1)
- How did the Roman Catholic Church affect the daily life of Europeans in the Middle Ages? (3.1)
- What cultural exchanges between East and West led to the Renaissance? (e.g., Chinese printing press, the Fall of Constantinople) (3.2)
- What role does the middle class play in the development of the Renaissance? (patrons, consumers) (3.1)

#### Process

(Kansas HGSS Standards and Benchmarks & NCSS C3 Framework Standards indicated)

- How do I analyze the ways in which divisions within Christianity, Islam, & Buddhism impact societies? (e.g., Catholic/Protestant/Orthodox, Sunni/Shia, Theravada/Mahayana/Zen) (3.2)
- How do I connect the decline of feudalism to new social structures? (3.2)
- How do I explain how technologies and cultures spread along trade networks from China to Europe? (5.2)
- How do I describe how the Mongol Empire facilitated cultural/biological exchange across Eurasia? (5.2)
- How do I describe how cultural exchanges between East and West led to the Renaissance? (e.g., Chinese printing press, the Fall of Constantinople) (3.2)
- How do I define and describe new ideas that caused cultural, political, and societal shifts? (e.g., Humanism, Individualism, Secularism, Reformation, religious warfare, Scientific Revolution) (3.2)
- How do I critique relationships among governments, civil societies, and economic markets? (D2.Civ.6.9-12)
- How do I use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics? (D2.Geo.2.9-12)
- How do I analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups? (D2.Eco.2.9-12)
- How do I analyze multiple and complex causes and effects of events in the past? (D2.His.14.9-12)
- How do I evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions? (D2.Geo.5.9-12)
- How do I construct explanations using sound reasoning, correct sequence (linear or non-linear), examples and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose? (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12)

### Reflective

(Kansas HGSS Standards and Benchmarks indicated)

- What are the impacts of the shift from a religious to a more secular society? (1.2)
- How does social class impact opportunities for women? (4.2)
- What is the significance of the growth of the middle class? (4.2)
- How are the ideals of a society reflected in the arts they create? (3.3)
- How did different religions/moral philosophies provide stability for states in the period 1200-1450? (3.2)

## FOCUS STANDARDS

### Kansas History, Government, and Social Studies Standards

- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

# 10th Grade Modern World History



## UNIT 2: The Age of Exploration and Expansion (1450-1750)

### ESSENTIAL QUESTION

### BIG IDEAS

**How do global interactions shape the world?**

Students will...

- compare the expansion of existing global empires and the introduction of new global powers.
- examine the means and motives that led to exploration.
- compare the different responses to European exploration on Indigenous populations.
- examine the impact of colonization.
- analyze why nations expand or isolate.

### GUIDING QUESTIONS

#### Content

(Kansas HGSS Standards and Benchmarks indicated)

- What impact did the invention and spread of gunpowder have on the creation of new states? (e.g., Portuguese domination of Indian Ocean trade, conquest of Americas, Ming Dynasty, Ottoman Empire, Safavids, Mughals, Russian Empire) (4.1)
- What drives exploration? (e.g., new technologies - Caravel, sextant, financial support, State support - Portugal, Spain, China, motivations - new trade routes, "God, Glory, Gold") (3.1)
- What new ideas led to cultural, political, and societal shifts? (e.g., Humanism, Individualism, Secularism, Reformation, religious warfare, Scientific Revolution) (3.1) (4.1)
- How did Indigenous cultures resist European colonial expansion? (e.g., Aztecs, Incas, King Philip's War) (5.1)
- What was the Trans-Atlantic Slave Trade? (3.1)
- How did different African Empires respond to European exploration? (e.g., Congo, Ghana, Songhai, Matamba). (3.1)
- What global connections impacted society? (e.g., Columbian Exchange, cultural blending, Safavid Empire, Ottoman Empire, Spanish Empire, Mughal Empire, Chinese Isolation (Qing), Japanese Isolation (Tokugawa)) (3.1)
- What changes did colonization bring to the global economy? (e.g., mercantilism, privateering, colonial wars, inflation in Spain) (5.1)

#### Process

(Kansas HGSS Standards and Benchmarks & NCSS C3 Framework Standards indicated)

- How do I analyze the impacts of the Trans-Atlantic Slave Trade? (e.g., African societies, economic motivations, enslaved people, indigenous peoples) (3.2)

- How do I describe how new global connections impacted societies? (e.g., Columbian Exchange, cultural blending, Safavid Empire, Ottoman Empire, Spanish Empire, Mughal Empire, Chinese Isolation (Qing), Japanese Isolation (Tokugawa)) (3.2)
- How do I describe how colonization drives economic competition and the global economy? (e.g., mercantilism, privateering, colonial wars, inflation in Spain) (5.2)
- How do I evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts? (D2.His.1.9-12)
- How do I analyze multiple and complex causes and effects of events in the past? (D2.His.14.9-12)
- How do I critique relationships among governments, civil societies, and economic markets? (D2.Civ.6.9-12)
- How do I analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population? (D2.Geo.7.9-12)
- How do I describe the consequences of competition in specific markets? (D2.Eco.5.9-12)
- How do I construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose? (e.g., cause and effect, chronological, procedural, technical) (D4.2.9-12)

### Reflective

(Kansas HGSS Standards and Benchmarks indicated)

- What role does geography play in modern foreign policy? (5.3)
- How does the demand for resources shape conflict? What are the current resources that societies are competing for? (5.2)
- Is conquest justifiable? (1.2)

## FOCUS STANDARDS

### Kansas History, Government, and Social Studies Standards

- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

# 10th Grade Modern World History



## UNIT 3: The Age of Reason (1450-1750)

### ESSENTIAL QUESTION

### BIG IDEAS

**How much does the role of traditional authority shift?**

Students will...

- analyze the factors that contribute to Absolutism and Constitutionalism.
- critique the success and failures of Absolutism in various world regions.
- evaluate the role of the arts and sciences in reflecting cultural changes.
- analyze how the Enlightenment challenged existing religious, social, political, and economic ideas.

### GUIDING QUESTIONS

#### Content

(Kansas HGSS Standards and Benchmarks indicated)

- What are the characteristics of Absolutism? (e.g., Divine Right, Expansion policies - 30 Years War, Ottoman/Safavid Conflict, Qing Dynasty Expansion, high taxes, reducing power of nobility) (2.1)
- What is a Constitutional Monarchy? (2.1)
- What developments impacted the Scientific Revolution of the era? (e.g., Newton, Bacon, Descartes, Vesalius, the scientific method, scientific instruments, connection with non-European influences - rediscovery of Islamic Classical Age, China, new world medicine) (3.1)
- What Western ideas influenced the European Enlightenment? (e.g., scientific thought, role of government, English philosophers, French philosophers, economic reform, arts, literature, etc.) (3.1)
- What aspects of the Enlightenment were borrowed from non-western intellectual movements? (e.g., Iroquois Great Law of Peace, rights of enslaved people in the Ottoman Empire, etc.) (3.1)
- What are the social, political, and economic impacts of the Enlightenment? (e.g., Voltaire, Wollstonecraft, the social contract, Locke, Hobbes, Montesquieu, Rousseau, Voltaire, Beccari, Adam Smith) (3.1)

#### Process

(Kansas HGSS Standards and Benchmarks & NCSS C3 Framework Standards indicated)

- How do I describe and analyze how absolute monarchies compare across the world? (e.g., Suleiman the Magnificent, Emperor Qianlong of China, Emperor Aurangzeb, Tokugawa Iyasu, Catherine the Great, Joseph II, Akbar the Great, Huayna Capac, Askia Muhammad I (Songhai Empire)) (2.2)
- How do I explain how absolute monarchs utilized science and the arts to project their power? (e.g., science - French Academy of Sciences by Louis XIV, Baroque art, monumental architecture - Versailles, Topkapi Palace, Forbidden City, Taj Mahal) (2.2)
- How do I describe how England developed into a Constitutional Monarchy? (e.g., English Civil War,

Constitutionalism) (2.2)

- How do I describe how social and political changes fostered innovation in the sciences? (e.g., Newton, Bacon, Descartes, Vesalius, the scientific method, scientific instruments, connection with non-European influences - rediscovery of Islamic Classical Age, China, new world medicine ) (3.2)
- How do I explain how new scientific processes and ideas impacted the Enlightenment? (3.2)
- How do I evaluate the impact of the Enlightenment on society, politics, and the economy? (e.g., Voltaire, Wollstonecraft, the social contract, Locke, Hobbes, Montesquieu, Rousseau, Voltaire, Beccari, Adam Smith) (3.2)
- How do I explain how social and political changes were reflected in the visual arts, music, and architecture? (Baroque, Rococo and Neoclassical, Mughal miniatures, Qing scrolls, 6 Masters in China, Kano and Rinpa School) (3.2)
- How do I analyze change and continuity in historical eras? (D2.His.2.9-12)
- How do I analyze multiple and complex causes and effects of events in the past? (D2.His.14.9-12)
- How do I critique relationships among governments, civil societies, and economic markets? (D2.Civ.6.9-12)
- How do I construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12)

**Reflective** (Kansas HGSS Standards and Benchmarks indicated)

- Where do you see Enlightenment ideologies in governments today? (3.4)
- How are the scientific discoveries of this time period still utilized in modern science? (3.3)
- What are your roles and responsibilities as a citizen? (2.3)

## FOCUS STANDARDS

**Kansas History, Government, and Social Studies Standards**

- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions how societies are shaped by identities, beliefs and practices of individuals and groups with contemporary. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument. (3.4)
- The student will recognize and evaluate continuity and change over time. (4.1)

# 10th Grade Modern World History



## UNIT 4: The Age of Revolution (1750-1900)

### ESSENTIAL QUESTION

### BIG IDEAS

#### Why do people demand change?

Students will...

- compare the causes of revolutions around the world.
- analyze the success or failures of revolutions in achieving change.
- assess the role nationalism played in political revolutions.

### GUIDING QUESTIONS

#### Content

(Kansas HGSS Standards and Benchmarks indicated)

- What were the causes of 18th century revolutions? (e.g., the Enlightenment, Declaration of the Rights of Man, Declaration of the Rights of Women, American, French) (4.1)
- What were the causes of 19th century revolutions? (e.g., Nationalism, Haitian, Latin American, German Unification, Italian Unification, revolutions of 1848) (4.1)
- What is the pattern of revolution? (e.g., long-term causes, short-term causes, initial solution, factions, conflict, resolution, American, French, Haitian, Latin American) (5.1)
- What were the characteristics of 19th century Conservatism, Liberalism and Nationalism? (3.1)

#### Process

(Kansas HGSS Standards and Benchmarks & NCSS C3 Framework Standards indicated)

- How do I compare revolutions of the 18th and 19th centuries? (4.2)
- How do I analyze the impacts of Napoleonic rule? (e.g., Haitian Revolution, Latin American Revolutions, Congress of Vienna, Conservatism, Liberalism, Nationalism) (5.2)
- How do I analyze the impact of 19th century Conservatism, Liberalism, and Nationalism? (3.2)
- How do I analyze change and continuity in historical eras? (D2.His.2.9-12)
- How do I analyze complex and interacting factors that influenced the perspectives of people during different historical eras? (D2.His.4.9-12)
- How do I distinguish between long-term causes and triggering events in developing a historical argument? (D2.His.15.9-12)
- How do I evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles? (D2.Civ.8.9-12)
- How do I construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses? (D4.1.9-12)

#### Reflective

(Kansas HGSS Standards and Benchmarks indicated)

- How does the media affect public opinion today? (3.3)



- What does nationalism look like today? (3.2)
- What impact would nationalism have today in our globalized economy? (3.4)

## FOCUS STANDARDS

### **Kansas History, Government, and Social Studies Standards**

- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument. (3.4)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

# 10th Grade Modern World History



## UNIT 5: Industrialization & Imperialism (1800-1914)

### ESSENTIAL QUESTION

**What drives the global economy?**

### BIG IDEAS

Students will...

- evaluate the causes and effects of the Industrial Revolution.
- analyze the forces that drive Imperialism.
- evaluate the causes and effects of Imperialism.
- analyze the different forms of Imperialism.

### GUIDING QUESTIONS

#### Content

(Kansas HGSS Standards and Benchmarks indicated)

- What were the causes of the Industrial Revolution? (e.g., Agricultural Revolution, resource, distribution, technological innovation, factory systems) (5.1)
- What were the social, geographic, political and economic impacts of Industrialization? (e.g., child labor, wage gap, pollution, population increase, migration, urbanization, liberalism, socialism, communism) (5.1)
- What is Imperialism? (3.1)
- What were the social, geographic, political and economic impacts of Imperialism? (e.g., British East India Company, justification, Social Darwinism, American Westward Expansion, American Imperialism in Latin America, Economic Imperialism, Spanish-American War) (3.2)
- How did countries resist Imperialism? (e.g., Indian Rebellion 1857, Opium Wars, Boer Wars, Anglo-Zulu Wars, Menelik II (Ethiopia), Emilio Aguinaldo (Philippines)) (1.1)
- What were the different forms of Imperialism used in the 19th Century? (indirect colony, direct colony, protectorate, sphere of influence) (5.1)

#### Process

(Kansas HGSS Standards and Benchmarks & NCSS C3 Framework Standards indicated)

- How do I describe the causes of the Industrial Revolution? (e.g., Agricultural Revolution, resource, distribution, technological innovation, factory systems) (5.2)
- How do I evaluate the social, geographic, political and economic impacts of Industrialization? (e.g., child labor, wage gap, pollution, population increase, migration, urbanization, liberalism, socialism, communism) (5.2)
- How do I analyze the effects of Imperialism? (negative: loss of culture, land, independence, new diseases, forced migration, arbitrary political borders, etc.; positive: increased education, improved sanitation, healthcare, roads, etc.)
- How do I describe how foreign Imperialism impacted state development? (e.g., China, India, the Boer Republic, Japan - Meiji Restoration) (3.2)
- How do I analyze change and continuity in historical eras? (D2.His.2.9-12)

- How do I analyze how historical contexts shaped and continue to shape people’s perspectives? (D2.His.5.9-12)
- How do I analyze multiple and complex causes and effects of events in the past? (D2.His.14.9-12)
- How do I describe the consequences of competition in specific markets? (D2.Eco.5.9-12)
- How do I explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living? (D2.Eco.13.9-12)
- How do I evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions? (D2.Geo.5.9-12)

### **Reflective**

(Kansas HGSS Standards and Benchmarks indicated)

- Who should an economy serve most? (1.2)
- What are the different types of imperialism today? (3.3)
- What are the effects of imperialism on the world today? (3.4)

## **FOCUS STANDARDS**

### **Kansas History, Government, and Social Studies Standards**

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument. (3.4)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

# 10th Grade Modern World History



## UNIT 6: World War I & the Interwar Years (1914-1928)

### ESSENTIAL QUESTION

### BIG IDEAS

#### What are the impacts of global conflict?

Students will...

- examine the causes and effects of the first World War.
- assess the impact of industrialization on warfare.
- analyze the factors that lead to modern revolution.

### GUIDING QUESTIONS

#### Content

(Kansas HGSS Standards and Benchmarks indicated)

- What were the long-term causes of World War I? (e.g., MAIN - Militarism, Alliances, Imperialism, Nationalism) (1.1)
- What were the short-term causes of World War I? (e.g., assassination of Archduke Franz Ferdinand, Blank Check Assurance, the Ultimatum, invasion of Belgium) (1.1)
- What made WWI the first total and industrialized war? (4.1)
  - New inventions (planes, tanks, chemical warfare, mechanized warfare)
  - Impact on civilians (homefront and along the battle lines)
  - Colonial troops used in battles (Gallipoli)
  - Armenian genocide
  - Use of Propaganda
- What were the social, political, and economic impacts of World War I? (e.g., shifts in women's roles, women's suffrage, anti-Imperialism, early decolonization - India, Gandhi, Ireland, economic depression - France, Italy) (4.1)
- What were the causes and effects of the Russian Revolution? (e.g., Revolution of 1905, WWI, emancipation of serfs, industrialization, government changes (Duma, constitution), communism, etc.) (5.1)
- What events led to the end of World War I? (e.g., American entry, German decline, blockade of Germany, Russian exit, Spanish Flu) (1.1)
- What are the main tenets of the Treaty of Versailles? (e.g., war reparations, loss of territory, military limitations, League of Nations) (1.1)
- What arts developed in the 1920s? (e.g., the Lost Generation - Fitzgerald, Siegfried Sassoon, spread of American pop culture - jazz music) (3.1)
- What are the characteristics of totalitarianism? (3.1)
- What are the characteristics of communism? (3.1)
- What factors lead to revolutions in the early 20th century? (e.g., Mexico, Russia, China, India) (5.1)

## Process

(Kansas HGSS Standards and Benchmarks & NCSS C3 Framework Standards indicated)

- How do I analyze the long-term and short-term causes of World War I? (1.2)
- How do I analyze the social, political, and economic impacts of World War I? (e.g., shifts in women's roles, women's suffrage, anti-Imperialism, early decolonization - India, Gandhi, Ireland, economic depression - France, Italy) (4.2)
- How do I explain the causes and effects of the Russian Revolution? (e.g., Revolution of 1905, WWI, emancipation of serfs, industrialization, government changes (Duma, constitution), communism, etc.) (5.2)
- How do I explain how events led to the end of World War I? (e.g., American entry, German decline, blockade of Germany, Russian exit, Spanish Flu) (1.2)
- How do I analyze how World War I led to World War II? (e.g., Treaty of Versailles, hyperinflation in Germany, Germany's punishments, ineffectiveness of the League of Nations) (1.2)
- How do I analyze the role WWI played in the development of the arts in the 1920s? (e.g., the Lost Generation - Fitzgerald, Siegfried Sassoon, spread of American pop culture - jazz music, Pablo Picasso) (3.2)
- How do I explain why certain nations gravitate towards the ideologies of communism? (China, Russia, social structures, stages of social and industrial development, political structures) (3.2)
- How do I compare revolutions of the early 20th century? (e.g., Mexico, Russia, China, India) (5.2)
- How do I evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts? (D2.His.1.9-12)
- How do I analyze complex and interacting factors that influenced the perspectives of people during different historical eras? (D2.His.4.9-12)
- How do I distinguish between long-term causes and triggering events in developing a historical argument? (D2.His.15.9-12)
- How do I analyze the impacts of constitutions, laws, treaties, and international agreements on the maintenance of national and international order? (D2.Civ.3.9-12)
- How do I evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles? (D2.Civ.8.9-12)
- How do I refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both? (D3.4.9-12)

## Reflective

(Kansas HGSS Standards and Benchmarks indicated)

- What role does the media play in shaping public opinion of domestic and global events? (4.3)
- How do global events change cultures? (5.3)
- Why do countries decide to go to war? (1.3)

## FOCUS STANDARDS

### Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)

- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

# 10th Grade Modern World History



## UNIT 7: World War II & the Cold War (1929-1989)

### ESSENTIAL QUESTION

**How does conflict shape the late 20th century?**

### BIG IDEAS

Students will...

- analyze the causes and effects of World War II.
- analyze different perspectives of the Cold War.
- examine how the Cold War shapes contemporary geopolitics.

### GUIDING QUESTIONS

#### Content

(Kansas HGSS Standards and Benchmarks indicated)

- What were the causes and effects of the worldwide economic depression? (e.g., overproduction, uneven wealth distribution, hyperinflation, post-war rebuilding, stock market crash, drought, trade restrictions, bank failures, business failures, unemployment, rise of fascism) (5.1)
- What are the characteristics of fascism? (3.1)
- What are the characteristics of communism? (3.1)
- What are the political causes and effects of World War II? (e.g., Japanese Imperialism, German Imperialism, Italian Imperialism, Soviet Imperialism, Appeasement, failure of League of Nations) (1.1)
- What strategies were used to fight and win World War II on the European Front? (e.g., Battle of Britain, blitzkrieg, Non-aggression Pact, Operation Barbarossa, Operation Torch, Invasion of Italy, D-Day, firebombing, carpet bombing, air combat, tanks, radar) (5.1)
- What strategies were used to fight and win World War II on the Pacific front? (e.g., island hopping, naval air battles, Battle of Midway, Battle of Okinawa, Battle of Iwo Jima, firebombing, Atomic bomb) (5.1)
- What did total-war look like in Britain, Germany, and Japan? (e.g., changing role of women, the home front, civilian casualties - Dresden, Hamburg, Hiroshima, Tokyo firebombing, London) (5.1)
- What process did the Nazis use to target and isolate the Jewish population? (e.g., Nuremberg laws, propaganda, scape-goating, Kristallnacht, Jewish Ghettos, Einsatzgruppen (Mobile Killing Units), Work Camps, Death Camps, Death Marches, the Final Solution) (3.1)
- How did Jews and other groups targeted by the Nazis resist in ways (large and small) that asserted their humanity? (3.2) (e.g., Warsaw Ghetto Uprising, the French Resistance, Auschwitz Uprising, continuation of cultural and religious practices during imprisonment)
- What events led to the end of World War II? (e.g., Battle of the Bulge, Hitler's suicide, war of attrition, development of Atomic weapons, full Allied mobilization) (5.1)
- What is the "Cold War"? (5.1)
- How did Western nations work together to keep communism from expanding? (NATO, containment, Marshall Plan, Truman Doctrine) (5.1)
- What does conflict between the U.S. and Soviet Union look like during the Cold War? (e.g., mutually assured destruction, proxy wars, Warsaw Pact, SALT, space race, arms race) (5.1)

- What are the causes and effects of communism in China? (e.g., impact of WWI and WWII, alliance with Russia, social motivations, Great Leap Forward, the Cultural Revolution, end of Civil War) (5.1)

## Process

(Kansas HGSS Standards and Benchmarks & NCSS C3 Framework Standards indicated)

- How do I analyze the causes and effects of the worldwide economic depression? (e.g., overproduction, uneven wealth distribution, hyperinflation, post-war rebuilding, stock market crash, drought, trade restrictions, bank failures, business failures, unemployment, rise of fascism) (5.2)
- How do I evaluate what makes a fascist leader attractive to certain countries? (Italy, Germany, Japan, Spain) (3.2)
- How do I explain how the economic turmoil of the 1930s affected authoritarian and fascist regimes? (e.g., Germany, Italy, Spain, Japan) (5.2)
- How do I describe the political causes and effects of World War II? (e.g., Japanese Imperialism, German Imperialism, Italian Imperialism, Soviet Imperialism, Appeasement, failure of League of Nations) (1.2)
- How do I explain how the Allied and Axis Powers adapted their strategies in response to changing circumstances and evolving technology on the European front? (e.g., Battle of Britain, blitzkrieg, Non-aggression Pact, Operation Barbarossa, Operation Torch, Invasion of Italy, D-Day, firebombing, carpet bombing, air combat, tanks, radar) (5.2)
- How do I explain how the Allied and Axis Powers adapted their strategies in response to changing circumstances and evolving technology on the Pacific front? (e.g., island hopping, naval air battles, Battle of Midway, Battle of Okinawa, Battle of Iwo Jima, firebombing, Atomic bomb) (5.2)
- How do I describe the impact the Holocaust had on Jewish populations and other minority groups? (e.g., Roma, Slavs, Communists, Homosexuals, Jehovah Witnesses, Black soldiers, people of mixed race, people who were disabled, dissenters) (3.2)
- How did the outcome of WWII contribute to the development of the Cold War? (Yalta & Potsdam Conferences, United Nations, occupations of Korea, East Germany, Eastern Europe) (5.2)
- How do I analyze how the end of WWI shaped the end of WWII? (Progress of battle, negotiations, Nuremberg and Tokyo Trials) (5.2)
- How do I analyze the effectiveness of how Western nations worked together to keep communism from expanding? (NATO, containment, Marshall Plan, Truman Doctrine) (5.2)
- How do I describe how the Cold War impacted different regions? (e.g., Korea, Vietnam, Iran, Egypt, Afghanistan, Nicaragua)
- How do I evaluate the conditions that motivated communist revolutions? (e.g., poverty, lack of democratic freedoms, Cuba, Vietnam) (5.2)
- How do I analyze change and continuity in historical eras? (D2.His.2.9-12)
- How do I explain how perspectives of people in the present shape interpretations of the past? (D2.His.7.9-12)
- How do I analyze the impacts of constitutions, laws, treaties, and international agreements on the maintenance of national and international order? (D2.Civ.3.9-12)
- How do I evaluate public policies in terms of intended and unintended outcomes, and related consequences? (D2.Civ.13.9-12)

## Reflective

(Kansas HGSS Standards and Benchmarks indicated)

- Should sovereign states give-up power to a world governing body? (1.2)
- How do Cold War era conflicts lead to contemporary issues? (5.3)
- What might prevent World War III? (5.4)



## FOCUS STANDARDS

### **Kansas History, Government, and Social Studies Standards**

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)
- The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument. (5.4)

# 10th Grade Modern World History



## UNIT 8: Decolonization & Global Transformations

### ESSENTIAL QUESTION

### BIG IDEAS

#### What shapes our contemporary world?

Students will...

- analyze the role of decolonization in contemporary geopolitics.
- examine the impact of the fall of the Soviet Union.
- evaluate the impacts of globalization.
- examine how war has changed in the 21st century.
- analyze the role of technology in the world today.

### GUIDING QUESTIONS

#### Content

(Kansas HGSS Standards and Benchmarks indicated)

- What is the process of decolonization? (e.g., India, Algeria, Kenya, Ghana, Vietnam) (5.1)
- What led to the fall of the Soviet Union? (e.g., economy, Gorbachev, Glasnost, Perestroika, revolutions in satellite states, fall of Berlin Wall) (4.1)
- What did former colonial powers do to protect human rights in their former colonies? (e.g., South African Apartheid, Rwandan Genocide, Israel-Palestine Conflicts, etc.) (1.1)
- What is globalization? (5.1)
- What multinational organizations shape global policies? (e.g., OPEC, EU, NAFTA) (3.1)
- What new technologies impact the 21st century? (e.g., internet access, social media) (4.1)
- What is terrorism? (3.1)
- How is war waged in the 21st century? (e.g., cyberwarfare, terrorism, insurgency, unmanned aerial vehicles (uavs-drones), panda diplomacy) (4.1)
- What environmental issues impact the 21st century? (5.1)

#### Process

(NCSS C3 Framework Standards indicated)

- How do I describe the impact of decolonization in developing countries? (e.g., genocide, civil war, dictatorships, wealth gap between industrialized vs non-industrialized countries) (5.2)
- How do I compare decolonization and independence movements? (e.g., The Partition of India, Algerian War, Mau Mau Uprising, Ghana, Vietnam) (5.2)
- How do I compare the success and failures of communist governments? (e.g., Soviet Union, China, Cuba, Vietnam, North Korea)
- How do I analyze the reasons for the fall of the Soviet Union? (e.g., economy, Gorbachev, Glasnost, Perestroika, revolutions in satellite states, fall of Berlin Wall) (4.2)
- How do long-standing divisions continue to create conflict in the contemporary world? (e.g., Sunni/Shia in the Middle East, Protestant/Catholic in Northern Ireland, Fall of Yugoslavia, Uyghur Genocide, Israel-Palestine) (5.3)

- How do I analyze how globalization has shaped the world's economy? (e.g., trade wars, outsourcing) (5.2)
- How do I analyze the impacts of new technologies? (e.g., internet access, social media, cyberwarfare, terrorism, revolution, culture) (4.2)
- How do I analyze the ways the world has become more interdependent? (e.g., trade relations, shifting ideologies, movements toward democracy- Arab Spring, Hong Kong, Venezuela, Migrations) (4.2)
- How do environmental issues influence government policy? (e.g., Paris Climate Agreement, EV incentives, carbon neutral policies, conservation movements) (5.2)
- How do I evaluate the responsibility of industrialized countries vs. industrializing countries in climate change? (1.2)
- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of sources? (D1.5.9-12)
- How do I evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts? (D2.His.1.9-12)
- How do I analyze how historical contexts shaped and continue to shape people's perspectives? (D2.His.5.9-12)
- How do I evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries? (D2.Geo.11.9-12)
- How do I describe the consequences of competition in specific markets? (D2.Eco.5.9-12)
- How do I gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.9-12)
- How do I refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both? (D3.4.9-12)

### Reflective

(Kansas HGSS Standards and Benchmarks indicated)

- In what ways could the United Nations be better than the League of Nations? In what ways could it be worse than the League of Nations? (3.4)
- What issues will the world have to deal with moving forward? (4.4)
- How has globalization impacted traditional and contemporary culture? (3.4)
- What responsibilities do countries have to protect human rights? (1.4)

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- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)