

10th Grade Modern World History

UNIT 8: Decolonization & Global Transformations

ESSENTIAL QUESTION

What shapes our contemporary world?

BIG IDEAS

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)

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 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)