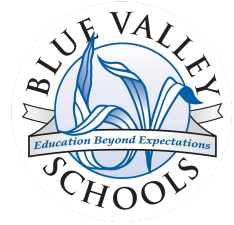


10th Grade Modern World History



UNIT 1: What is power?

ESSENTIAL QUESTION

To what extent does the role of traditional authority shift?

BIG IDEAS

Students will...

- evaluate the forces that generate significant social, political, ideological and economic changes.
- compare how new ideas and information spread during the Renaissance and Reformation.
- assess the shift of power from the Church.
- 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)

- In what ways does the decline of feudalism result in new social structures? (3.2)
- What are the impacts of the Great Schism in Europe? (5.1)
- How does the church affect the daily life of Europeans? (3.1)
- Why is Italy the birth of the Renaissance? (3.2)
- How does the role of women change during the Renaissance? (3.3)
- What role does the middle class play in the development of the Renaissance? (patrons, consumers) (3.1)
- How does the use of vernacular impact the spread of ideas? (3.1)
- What are the characteristics of Humanism, Individualism, Secularism? How are they reflected in culture? (3.1)
- What are the characteristics of Renaissance Art? Explain how Renaissance arts reflect the change in ideals. (3.2)
- How are scientists impacted by shifts in thinking and ideologies? (Copernicus, Galileo, Kepler, Brahe) (3.2)
- Evaluate how trade routes to Asia influence the spread of characteristics in Europe? (5.1)
- Compare the characteristics of the Northern and Italian Renaissance. (3.1)
- What were the issues with the Catholic Church that led to the Reformation (indulgences, pluralism, corruption)? (3.4)
- How does the printing press affect the spread of the Reformation? (3.3)
- How does Charles V maintain the Holy Roman Empire during the Reformation? (3.1)
- Why was Martin Luther the leader of the Reformation? (3.4)
- How are Luther's ideas changed and modified to spread Protestantism? (Calvin, Knox, Anabaptists) (3.1)

- Analyze the impact of the Act of Supremacy on the shift of power from the Church to monarchs. (3.3)
- What did the Catholic church do to maintain their power? (Catholic Reformation) (3.1)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain how a question reflects an enduring issue in the field? (D1.1.9-12)
- 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 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 gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.9-12)
- How do I evaluate the credibility of a source by examining how experts value the source? (D3.2.9-12)
- 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

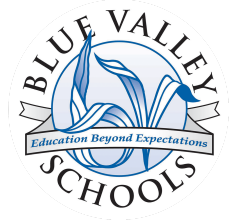
- What are the impacts of the shift from a religious to a more secular society?
- How do the results of the Reformation expand opportunities for women?
- What is the significance of the growth of the middle class?
- How are the ideals of a society reflected in the arts they create?

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 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 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 theory 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 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 2: What else is out there?

ESSENTIAL QUESTION

How do global interactions shape the world?

BIG IDEAS

Students will...

- evaluate how the ideas of the Renaissance lead to the period of exploration.
- critique the motives that led to exploration of the world.
- examine the means that led to exploration of the world.
- compare the different responses to European exploration on indigenous populations.
- examine the process of colonization.
- compare why some nations chose to expand while others do not.
- analyze the impacts of the spread of ideas between groups.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- How did the Renaissance lead to the Age of Exploration? (3.3)
 - What/How Renaissance ideas lead to the start of the Age of Exploration? (Humanism, individualism, secularism) (2.1)
 - How did the exchange of new ideas lead to the exploration? (3.2)
 - What inspires monarchs to expand their nations? (2.1)
- What are the means that allow exploration during this time period? (new technology - Caravel, sextant, financial support, and state supported--include 'new science') (2.1)
- How did the expansion and cultural difference of the Muslim empires drive Europeans to explore? (3.4)
- What motives led people to explore new areas of the World? (3.1)
 - Why did Europeans choose to explore? (God, Gold, and Glory) (2.4)
 - Why did China (Zheng He) choose to explore? (2.4)
- What was the response of the Aztecs to the arrival of the Spanish? (3.1)
- What is the response of the Incas to the arrival of the Spanish? (3.1)
- What is the response of the African Empires to European exploration? (Ghana and Songhai empires). (3.1)
 - How does the Triangular Trade routes impact African societies? (2.1)
 - How are the Triangular Trade routes an economic driver in the Atlantic? (2.1)
 - What is the experience of enslaved peoples of Africa on route and in the colonies? (3.1)
- What are the impacts of these new global connections? (3.3)

- Impact of the Colombian Exchange? (3.3)
- What cultural blending takes place because of these new connections? (Safavid Empire, Ottoman Empire, Spanish Empire, Mughal Empire) (3.3)
- How does the process of colonization drive the economic competition that will dominate the global economy? (mercantilism, manufacturing, imperialism) (2.1)
- Why did China and Japan choose isolation as their foreign policy in the 1600s? (closed door policy, Closed country Edict) (3.4)

Process

(NCSS C3 Framework Standards indicated)

- 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 the 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 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 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

- How do we see the interactions of Europe and America impact us today?
- How does discovery lead to innovation?
- What role does geography play in modern foreign policy?
- How does the demand for resources shape conflict? What are the current resources that societies are competing for?
- What new technologies connect global citizens today?
- Is conquest justifiable?

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 use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- 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 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 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 theory using evidence and argument. (3.4)

10th Grade Modern World History



UNIT 3: Who governs whom?

ESSENTIAL QUESTION

BIG IDEAS

What impact does authority have on its people?

Students will...

- analyze the factors that contribute to the rise of Absolute ideologies.
- critique the success and failures of Absolutism in various countries.
- compare Absolutism and Constitutionalism.
- examine the rights and responsibilities of both leaders and citizens.
- 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)

- How did the decline of the Catholic Church lead to the rise of Absolutism? (2.2)
- What are the characteristics of Absolutism? (Divine Right, Expansion policies, high taxes, reducing power of nobility) (2.2)
- What makes Louis XIV the best example of Absolutism? (3.2)
- How do other monarchs compare to Louis XIV's example of Absolutism? (Peter the Great, Suleiman the Magnificent, Emperor Qianlong of China, Tokugawa Iyasu, Catherine the Great, Joseph II, Maria Theresa) (3.2)
- How do Absolute monarchs use their power to control changes in the sciences and arts? (French Academy of Sciences by Louis XIV, Baroque art) (2.2)
- How does the Thirty Years War signify a shift in motives for conflict? (3.2)
- What caused England to reject an absolute monarch? (English Civil War, Constitutionalism) (3.2)
- What are the characteristics of Constitutionalism? (2.2)
- Compare the role secularism has in the shift of political motives for authority figures? (3.2)
- How did social and political changes help foster innovation in the sciences? (Newton, Bacon, Descartes, scientific instruments) (2.4)
 - How do new scientific processes and ideas impact the Enlightenment? (2.4)

- What new ideas of the Enlightenment lead to social change? (Voltaire, Wollstonecraft, Astell) (3.2)
- How do the new ideas of the Enlightenment impact how governments work? (Locke, Hobbes, Montesquieu, Rousseau, Voltaire, Beccaria) (2.3)
- How did the new ideas of the Enlightenment challenge existing religious ideas? (Voltaire) (3.2)
- What new ideas of the Enlightenment result in economic changes? (Adam Smith) (3.2)
- How were social and political changes reflected in the visual arts, music, and architecture? (Baroque, Rococo and Neoclassical) (2.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain how a question reflects an enduring issue in the field? (D1.1.9-12)
- 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 apply civic virtues and democrats principles when working with others? (D2.Civ.7.9-12)
- How do I evaluate the credibility of a source by examining how experts value the source?(D3.2.9-12)
- 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

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

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- 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 use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- 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)

10th Grade Modern World History



UNIT 4: Who governs whom?

ESSENTIAL QUESTION

How do people force change?

BIG IDEAS

Students will...

- examine enlightened ideologies in the American and French Revolution.
- compare the causes of different revolutions around the world.
- analyze the efficacy of the Revolutions in achieving greater popular sovereignty and civil liberties.
- assess the role nationalism plays in political revolutions.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- What Enlightenment ideas are reflected in the founding documents of the United States? (1.4)
- What causes led to the American Revolution? (economic, nationalistic) (1.2)
- What social, economic and political inequalities led to the outbreak of the French Revolution? (Estates System, debt, ineptness of Louis XVI) (1.2)
- How does propaganda steer public opinion in turbulent times? (1.2)
- What Enlightenment ideas are reflected in the guiding documents for the French Revolution? (Declaration of the Rights of Man, Declaration of the Rights of Women) (4.2)
- What role did women play in the French Revolution? (1.2)
- How does the French Revolution deviate from the pattern of revolution in other countries? (Phases of the French Rev, outcome resulting in Napoleon) (4.4)
- How did Napoleon blend together ideas of absolutism and the enlightenment to be a successful emperor? (Napoleonic Code, Napoleonic wars, views on women, social changes) (1.2)
- How does Napoleon's take over of Europe result in new political ideologies? (conservatism and liberalism) (1.4)
 - What are the characteristics of 19th century conservatism? (1.2)
 - What are the characteristics of 19th century liberalism? (1.2)
 - How does the Congress of Vienna and the Concert of Europe exemplify the characteristics of 19th century conservatism? (1.2)
- How were the motives of the Haitian Revolution different from the other revolutions of the time? (1.2)
- What were the motives of the Latin American Revolutions? (Mexico, Brazil, Bolivar's rev - Venezuela, Colombia, Ecuador) (1.2)
- What are the characteristics of Nationalism? (1.2)

- How were the Italian and German unification a result of the rise of nationalism? (4.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question? (D1.2.9-12)
- 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 analyze how people use and challenge local, state, national, and international laws to address a variety of public issues? (D2.Civ.12.9-12)
- How do I generate possible explanations for a government role in markets when market inefficiencies exist? (D2. Eco.6.9-12.)
- 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)
- How do I use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place? (D4.6.9-12)

Reflective

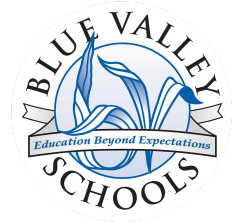
- How can citizens change the way in which they are governed?
- How does the media affect public opinion today?
- What does 21st century conservatism and liberalism look like?
- What does nationalism look like today?
- What impact would nationalism have today in our globalized economy?
- What would a modern revolution look like?

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 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 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)

10th Grade Modern World History



UNIT 5: It's a Small World

ESSENTIAL QUESTION

BIG IDEAS

What drives the global economy?

Students will...

- evaluate the impact of the Agricultural Revolution on the Industrial Revolution.
- evaluate the impacts of the Industrial Revolution.
- analyze the forces that drive Imperialism.
- compare the reactions to European Imperialism.
- analyze the different forms of Imperialism.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- How does the agricultural revolution lead to the Industrial Revolution? (5.2)
- Why does the Industrial Revolution begin in England? (2.2)
- What technologies make industrialization possible? (2.1)
- Compare the cottage industries and factory systems? (5.3)
- What problems are caused by industrialization? (Child labor, wage gap, pollution) (5.3)
 - How do these issues lead to new socio political ideologies? (socialism and communism) (5.2)
- What is some of the backlash to industrialization? (2.2)
- How does the Industrial Revolution shape economic ideologies in the 19th and 20th Centuries? (5.4)
- What are the geographic changes caused by the Industrial Revolution? (Population increase, urbanization) (5.1)
- Why does industrialization lead to imperialism? (5.4)
- How do Europeans justify Imperialism? (White man's burden) (2.4)
- What are the different forms of Imperialism used in the 19th Century? (Indirect, direct, sphere of influence) (2.2)
- How does the Berlin Conference fast track Imperialism? (5.3)
- How do some countries avoid imperialism while others are imperialized? (Japan and Ethiopia) (2.2)
- What are the consequences for countries that are slower to industrialize? (China, Boer Republic) (2.4)

Process

(NCSS C3 Framework Standards indicated)

- 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 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 analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups? (D2.Eco.1.9-12)
- How do I analyze the ways in which incentives influence what is produced and distributed in a market system? (D2.Eco.3.9-12)
- 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)
- 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 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 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses? (D4.1.9-12)

Reflective

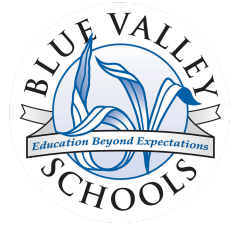
- Who should an economy serve most?
- What have we learned from the industrial revolution? Have we corrected or fixed them?
- What are the effects of imperialism on the world today?
- Compare the progress made by the industrial revolution and the technology revolution of the 1980s and 1990s.
- What are the residual impacts of the Conference of Berlin on Africa today?
- What are the different types of imperialism today?

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 use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- 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 6: Extreme Reactions

ESSENTIAL QUESTION

What causes extreme reactions in society?

BIG IDEAS

Students will...

- differentiate between extreme ideologies.
- examine the causes that led to the first World War.
- compare the impacts of WWI on the winners and losers.
- assess how warfare has changed.
- critique the impacts of the Treaty of Versailles and how it failed.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- What are the MAIN causes of World War I? (5.1)
- What makes WWI the first total and industrialized war? (3.4)
 - New inventions - planes, tanks, chemical warfare, mechanized warfare
 - Impact on civilians (homefront and along the battle lines)
- How did the role of women change from the start of the war moving into the 20th century? (Work-force, suffrage, Russian combat troop) (3.3)
- How did suffragettes such as Emeline Pankhurst impact the suffrage movement? (3.3)
- How did the war impact colonial possessions? (5.2)
 - How were colonial troops used in battles such as Gallipoli? (3.3)
- What role did propaganda and media play in the public perception of the war? (3.3)
- What brings the war to an end? (American entry, German decline, blockade of Germany, Russian exit) (5.4)
- Why were the negotiations over the Treaty of Versailles important for future geopolitics? (5.2)
- Why did the Treaty of Versailles fail to maintain peace and lead to future conflicts? (5.2)
- Why were the negotiations with the Treaty of Versailles important for geopolitics? (5.2)
- How did the rise of communism result in Russia's exit from WWI? (5.1)
- Why do certain nations gravitate towards the ideologies of communism? (social structures, stages of social and industrial development, political structures) (5.4)
- Why does the German economy fail? (inflation, reparation, foreign dependence, loss of colonial possessions, loss of industrial centers) (5.2)
- What role does WWI play in the development of the arts in the 1920s? (Lost Generation - Fitzgerald, Siegfried Sassoon, spread of American pop culture - jazz music, Pablo Picasso) (3.3)
- What causes worldwide depression? (5.1)

- How does the worldwide economic decline lead to the rise of fascism? (5.1)
 - Germany, Italy, Spain, and Japan
 - Why are these countries more inclined to fascism rather than communism? (3.3)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question? (D1.2.9-12)
- 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 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 critique relationships among governments, civil societies, and economic markets? (D2.Civ.6.9-12)
- 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 evaluate public policies in terms of intended and unintended outcomes, and related consequences? (D2.Civ.13.9-12)
- How do I describe the possible consequences, both intended and unintended, of government policies to improve market outcomes? (D2.Eco.8.9-12)
- 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 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)
- How do I critique the use of reasoning, sequencing, and supporting details of explanations? (D4.5.9-12)

Reflective

- How does 20th century nationalism compare to today?
- What role does the media play in shaping public opinion of domestic and global events?
- How do global events change cultures?
- Why do countries decide to go to war?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices or individuals and groups to make a claim or advance a theory using evidence and argument. (3.3)

- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices or individuals and groups to make a claim or advance a theory 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)
- 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 7: A Changing World

ESSENTIAL QUESTION

How does the world change after war?

BIG IDEAS

Students will...

- analyze the motives for the Axis Powers to go to war.
- examine why the Allies would resist going to war.
- assess Germany's successes and failures.
- analyze societies' reactions to another global conflict.
- differentiate between the motives of both sides of the Cold War.
- examine how the Cold War changed the landscape of international alliances and relationships.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- What makes a fascist leader attractive to certain countries? (Italy, Germany, Japan, Spain)
 - What are the characteristics of fascism?
 - Compare totalitarian ideologies - communism vs fascism
- Why do Japan and Germany want to go to war? (motives, goals)
- Why was appeasement appealing to certain nations?
- What were the steps towards war in Europe and Asia?
 - What were the failures of the League of Nations in preventing war?
 - Japan's progression in Asia - China - Nanking Massacre, take over of Indo-China, Korea, threat on Australia
 - Germany's 'diplomatic' progression through Europe -Annex of Austria, Sudetenland

- What made Germany successful in the first few years of the war? (Battle of Britain, surrender of France, Non-aggression pact, new technologies and tactics)
- What impact does technological advancement have on the progression of warfare?
- What did total-war look like in Britain, Germany, and Japan?
 - Changing role of women, the home front, civilian casualties - Dresden, Hamburg, Hiroshima, Tokyo firebombing, London
- What factors led to the downfall of the German war-machine? (insufficient resources, failure in Soviet Union, two-front war, ineffective leadership)
- What were the factors that allowed the Nazis to perpetrate the Holocaust?
 - What process did the Nazis use to target and isolate the Jewish population?
 - What impact did the Holocaust have on the Jewish and other minority groups?
- How do the experiences at the end of WWI shape the end of WWII? (Progress of battle, negotiations, Nuremberg and Tokyo Trials)
 - What is the Japanese perspective on the use of the atomic bomb?
 - In what ways is the United Nations better than the League of Nations?
 - What was the purpose of the occupation after WWII? (West and East Germany, Japan, Korea)
- Why do the Allies use the policy of containment during the Cold War?
- What tactics are employed to try and stop the spread of communism? (Truman Doctrine, Marshall Plan, NATO)
- Why do some countries ally themselves with the Soviet Union? (Eastern Block (Warsaw Pact), Vietnam, North Korea, China)
- Why does China become communist? (impact of WWII, alliance with Russia, social motivations)
- How does the Olympics reflect the goals of the Cold War?
- How was the Middle East affected by the Cold War?
- How does nuclear power change the way war is fought?
- How does the technological rivalry shape policy in the late 20th Century?
- What is the difference between decolonization and independence movements?
 - India's independence movement, decolonization in places like Nigeria, Algeria
 - What are the byproducts of decolonization in Africa? (genocides, civil wars, rise of dictatorships)

Process

(NCSS C3 Framework Standards indicated)

- How do I explain how a question reflects an enduring issue in the field? (D1.1.9-12)
- How do I analyze change and continuity in historical eras? (D2.His.2.9-12)
- How do I use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context? (D2.His.3.9-12)
- How do I explain how perspectives of people in the present shape interpretations of the past? (D2.His.7.9-12)
- How do I critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy? (D2.His.17.9-12)
- 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 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)
- 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 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary)? (D4.3.9-12)

Reflective

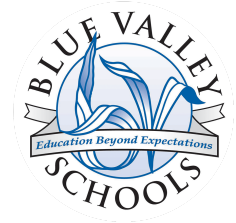
- What are the responsibilities of the United Nations?
- Should sovereign states give-up power to a world governing body?
- How has war changed from WWII through the Cold War?
- What are the consequences of a totalitarian state?
- What would prohibit a World War III?
- How do Cold War era conflicts lead to modern issues?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will recognize and evaluate continuity and change over time. (4.1)
- 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 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: What now?

ESSENTIAL QUESTION

BIG IDEAS

What does it mean to be a global citizen?

Students will...

- evaluate the impacts following the fall of the Soviet Union.
- analyze the weaknesses of communism that leads to its decline.
- evaluate the impacts of globalization.
- examine how war has changed in the 21st century.
- critique the role technology plays in our world today.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- Why does the Soviet Union fall?
 - Why has China been successful under communism?
- What are the global impacts of the fall of the Soviet Union?
 - Formation of the European Union
 - Evolution of terrorism
 - What happens to groups without a nation-state?
- How has the role of governments changed?
 - socialism
- How do developed nations help other nations to develop?
- What is the relationship between developed and developing nations?
- In what ways has the world become more interdependent?
 - Trade relations
 - Shifting ideologies (movement towards democracy- Arab Spring, Hong Kong, Venezuela)
 - Migration
- How has the Internet created a more globalized citizen?
- What is globalism?
 - Are there victims of globalization?
- How has globalization shaped the world's economy?
 - Multi-national organizations like OPEC; EU
 - Trade wars?
- How has technology changed the arts? (evolution of music, how art is displayed and created)
- Why has terrorism become the new international fear? (Cyber; Domestic; 9/11; ISIS)
- How do environmental issues influence government policy?
- What role do global players have to intervene in human rights issues?
 - Rwanda, Darfur, South African Apartheid, Refugees, possible genocides - Rohingya, Uyghur

Process

(NCSS C3 Framework Standards indicated)

- 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 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 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 evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration? (D2.Geo.12.9-12)
- How do I describe the consequences of competition in specific markets? (D2.Eco.5.9-12)
- How do I explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations? (D2.Eco.15.9-12)
- How do I analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights? (D2.Civ.10.9-12)
- How do I analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights? (D2.Civ.14.9-12)
- 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)
- How do I critique the use of reasoning, sequencing, and supporting details of explanations? (D4.5.9-12)

Reflective

- How has the role of government changed?
- What is the relationship between globalization and nationalism?
- What issues will the world have to deal with moving forward?
- How is unique culture lost with globalization?
- How has human interaction with the environment changed through time?
- Would there ever be a nuclear war?

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 investigate and connect examples of choices and consequences with contemporary issues. (1.3)

- 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 investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 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 investigate and connect dynamic relationships to contemporary issues. (5.3)