

MARLBORO CENTRAL SCHOOL DISTRICT – CURRICULUM MAPS

Subject: Global History II

Grade: 10

Title or Topics (Unit organizing idea)	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)	Time Frame (Num. of Weeks)
<p>September THE WORLD ca. 1750:</p>	<p>10.1a Powerful Eurasian states and empires faced and responded to challenges in the 1700s.</p> <ul style="list-style-type: none"> ➤ Students will examine the development of the Mughal Empire and the development of Sikhism. ➤ Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity noting changes and continuities. ➤ Students will examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate. ➤ Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies. <p>10.1b Perceptions of outsiders and interactions with them varied across Eurasia.</p> <ul style="list-style-type: none"> ➤ Students will compare and contrast the Tokugawa and Mughal response to outsiders with attention to the impact of those decisions. ➤ Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Asante, Benin, and Dahomey ca. 1750. ➤ Students will compare the relative size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world. 	<p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation Draw conclusions Make comparisons</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p>THE WORLD ca. 1750: 4- Weeks</p>
<p>October ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:</p>	<p>10.2a Enlightenment thinkers developed political philosophies based on natural laws which included the concepts of social contract, consent of the governed, and the rights of citizens.</p> <ul style="list-style-type: none"> ➤ Students will examine at least three Enlightenment thinkers including Locke, Montesquieu, and Rousseau and key ideas from their written works. <p>10.2b Individuals drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.</p> <ul style="list-style-type: none"> ➤ Students will examine evidence related to the preconditions of the French Revolution, and the course of the revolution, noting the roles of Robespierre and Napoleon. ➤ Students will examine the evidence related to the impact of the French Revolution on the development of the revolution in Haiti, and one revolution in Spanish-controlled territory. <p>10.2c Individuals used Enlightenment ideals to challenge traditional beliefs and secure people’s rights in reform movements such as education and women’s rights.</p> <ul style="list-style-type: none"> ➤ Students will explore the influence of Enlightenment ideals on issues of gender 	<p>- Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p>ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: 4-Weeks</p>

	<p>and social justice by examining the ideas of Mary Wollstonecraft and Jean-Jacques Rousseau, noting the influence of their writings on the women's rights movement and abolition.</p> <p>10.2d Nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.</p> <ul style="list-style-type: none"> ➤ Students will investigate the role of nationalism in the unification of Italy and Germany and the role of Pan-Slavism as a nationalist movement in the Ottoman Empire and Austria-Hungary. 			
<p>November CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION:</p>	<p>10.3a Agricultural innovations and technologies enabled people to alter their environment allowing them to increase and support farming on a large scale.</p> <ul style="list-style-type: none"> ➤ Students will examine the agricultural revolution in Great Britain. <p>10.3b Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.</p> <ul style="list-style-type: none"> ➤ Students will examine the economic theory of Adam Smith. ➤ Students will investigate economic practices that influenced the growth of industry. ➤ Students will examine changes and innovations in energy, technology, communication, and transportation that occurred during and enabled industrialization. ➤ Students will analyze the factors and conditions needed to industrialize and expand industrial production. <p>10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of men, women, and children.</p> <ul style="list-style-type: none"> ➤ Students will investigate the social, political, and economic impacts of industrialization in Great Britain and Meiji Japan and compare and contrast them. <p>10.3d Social and political reform as well as new ideologies developed in response to industrial growth.</p> <ul style="list-style-type: none"> ➤ Students will investigate suffrage, education, and labor reforms as well as ideologies intended to transform society such as Marxism. ➤ Students will examine the Irish potato famine within the context of the British agricultural revolution and the Industrial Revolution. 	<ul style="list-style-type: none"> - Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation 	<ul style="list-style-type: none"> - Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations 	<p>CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: 4-Weeks</p>
<p>December IMPERIALISM:</p>	<p>10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.</p> <ul style="list-style-type: none"> ➤ Students will explore imperialism from a variety of perspectives such as missionaries, indigenous people, merchants/business people, and government officials. ➤ Students will trace how imperial powers politically and economically controlled territories and people including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China. <p>10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.</p> <ul style="list-style-type: none"> ➤ Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion). ➤ Students will investigate how Japan reacted to the threat of Western imperialism 	<ul style="list-style-type: none"> Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation 	<ul style="list-style-type: none"> Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations 	<p>IMPERIALISM: 4-weeks</p>

	<p>in Asia.</p> <p>10.4c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps often with little regard for traditional cultures and commerce (e.g. Berlin Conference).</p> <p>➤ Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914 noting the changes and continuities of ethnic groups and regions, African states, and European claims.</p>			
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<p>January UNRESOLVED GLOBAL CONFLICT (1914–1945):</p>	<p>10.5a International competition fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances led to world wars. ➤ Students will compare and contrast long- and short-term causes and effects for World War I and World War II.</p> <p>10.5b Developments in wartime technologies increased the extent of damage and casualties in both World War I and World War II. ➤ Students will compare and contrast the technologies utilized in both World War I and World War II noting the human and environmental devastation. Grades 9-12 Page 20</p> <p>10.5c The devastation of the world wars led people to explore ways to prevent future world wars. ➤ Students will examine international efforts to work together to build stability and peace such as Wilson’s Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.</p> <p>10.5d Nationalism played a significant role in shaping the period between the world wars. ➤ Students will examine the Russian Revolution and the emergence of Soviet nationalism under Lenin and Stalin. ➤ Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. ➤ Students will examine the role of nationalism and militarism in Japan. ➤ Students will investigate the influence of the Great Depression on the rise of totalitarian dictators and determine the common characteristics of these dictators.</p> <p>10.5e Human atrocities and mass murders occurred in this time period. ➤ Students will examine the atrocities against</p>	<p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p>UNRESOLVED GLOBAL CONFLICT (1914–1945): -4 weeks</p>

	either the Armenians or the Ukrainians, and the Holocaust.			
February UNRESOLVED GLOBAL CONFLICT (1945–1991:	<p>10.6a The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union.</p> <ul style="list-style-type: none"> ➤ Students will compare and contrast how peace was conceived at Yalta and Potsdam <p>with what happened in Europe in the four years after World War II (i.e., Truman Doctrine, Marshall Plan, Berlin Blockade, NATO).</p> <p>10.6b The Cold War was a period of confrontations and attempts at peaceful coexistence.</p> <ul style="list-style-type: none"> ➤ Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives. ➤ Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex. ➤ Students will examine reasons countries such as Egypt and India chose nonalignment. ➤ Students will explore the era of détente from both American and Soviet perspectives. <p>10.6c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.</p> <ul style="list-style-type: none"> ➤ Students will investigate the political and economic reforms of Mikhail Gorbachev. ➤ Students will examine the impact of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world. 	<p>Note taking</p> <p>Reading comprehension</p> <p>Writing</p> <p>Graphic organizers</p> <p>Map skills</p> <p>Sequencing</p> <p>Political cartoon</p> <p>Primary source analysis</p> <p>Group work & presentation</p>	<p>Tests</p> <p>Quizzes</p> <p>DBQ essays</p> <p>CRQ</p> <p>Thematic essays</p> <p>Making Maps</p> <p>Presentations</p>	UNRESOLVED GLOBAL CONFLICT (1945–1991: 4-Weeks

<p>March DECOLONIZATION AND NATIONALISM (1900–2000):</p>	<p>10.7a Nationalism in India developed in reaction to direct British control under the crown. ➤ Students will explore Gandhi’s nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent.</p> <p>10.7b African nationalist movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements through economic stimulation were often unsuccessful. ➤ Students will explore at least two African nationalist movements: Ghana, Algeria, Kenya.</p> <p>10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism. ➤ Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism, ➤ Students will examine the creation of the state of Israel, and the Arab-Israeli conflict.</p> <p>10.7d Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People’s Republic of China. ➤ Students will explore Chinese nationalism by examining the role of warlords, nationalists, communists, and the world wars in the division of China into a communist-run People’s Republic of China and a nationalist-run Taiwan. ➤ Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies</p>	<p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p>DECOLONIZATION AND NATIONALISM (1900–2000): 4-Weeks</p>
<p>April TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION</p>	<p>10.8a Modernization is a change process. Cultures and countries experience and view modernization differently. From the Western perspective it is often viewed as a change from a rural, agrarian condition to a secular, urban, industrial condition. Some cultures and countries see it as a potential threat and others as a challenge that needs to be met. ➤ Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g. Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g. Brazil, Argentina, Chile, Mexico), and Asia (e.g. China,</p>	<p>- Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p>TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION 4-Weeks</p>

	<p>India, Indonesia, South Korea).</p> <p>10.8b Tensions between modernization and traditional culture have led people to challenge institutions and authorities. Grades 9-12 Page 22</p> <ul style="list-style-type: none"> ➤ Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavi and the Ayatollahs. ➤ Students will explore how changes in technology such as communication and transportation have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic). 			
<p>May GLOBALIZATION (1990–PRESENT):</p>	<p>10.9a Technological changes in communication and transportation systems allow for instantaneous interconnections between people and places that have lessened the impact of time and distance.</p> <ul style="list-style-type: none"> ➤ Students will explore how information is accessed and exchanged and how business is conducted in light of changing technology. <p>10.9b Globalization has created new possibilities for international cooperation and for international conflict.</p> <ul style="list-style-type: none"> ➤ Students will examine the role of the UN, NATO, the European Union, NGOs, and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful. ➤ Students will examine threats to global security such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism with a discussion of the events of September 11, 2001. <p>10.9c Globalization is a contentious issue supported by some and criticized by others.</p> <ul style="list-style-type: none"> ➤ Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including: <ul style="list-style-type: none"> ▪ free market export-oriented economies vs. localized sustainable activities ▪ multinational corporations and cartels (e.g., 	<p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p>GLOBALIZATION (1990–PRESENT): 4-Weeks</p>

	<p>Organization of Petroleum Exporting Countries)</p> <ul style="list-style-type: none"> ▪ roles of World Trade Organization, World Bank, International Monetary Fund vs. microfinance ▪ economic growth and economic downturns (e.g., recession, depression) on a national and a global scale ▪ economic development and inequity (e.g., access to water, food, education, health care, energy) ▪ migration and labor ▪ ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture) 			
<p>June HUMAN RIGHTS VIOLATIONS/ POPULATION AND ENVIRONMENTAL CHALLENGES</p>	<p>10.10a Following the tragedy of the Holocaust, and during the time of the Nuremberg Trials and Tokyo Trials, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.</p> <ul style="list-style-type: none"> ➤ Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impact on the UN Universal Declaration of Human Rights. ➤ Students will examine the articles contained in the UN Universal Declaration of Human Rights. <p>10.10b Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries.</p> <ul style="list-style-type: none"> ➤ Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights. ➤ Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence. ➤ Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic and in light of the principles and articles within the UN Universal Declaration of Human Rights. <p>10.10c Historical and contemporary violations of human rights can be evaluated using the principles and articles established within the UN Universal Declaration of Human Rights.</p> <ul style="list-style-type: none"> ➤ Students will examine human rights violations in South Africa, Cambodia, Rwanda, and Darfur in light of the principles and articles 	<p>Note taking Reading comprehension Writing Graphic organizers Map skills Sequencing Political cartoon Primary source analysis Group work & presentation</p>	<p>Tests Quizzes DBQ essays CRQ Thematic essays Making Maps Presentations</p>	<p>HUMAN RIGHTS VIOLATIONS/ POPULATION AND ENVIRONMENTAL CHALLENGES 4- Weeks</p>

	<p>within the UN Universal Declaration of Human Rights.</p> <ul style="list-style-type: none">➤ Students will further examine and analyze responsibility and roles as bystanders and perpetrators in human rights violations in South Africa and Rwanda. <p>10.11a The world's population is growing exponentially for numerous reasons and is not evenly distributed.</p> <ul style="list-style-type: none">➤ Students will examine world maps of population distribution and density in 1750, 1850, 1950, and the present, noting changes in size and location over time.➤ Students will suggest reasons for population shifts by examining geographic features, industrialization, and technology.➤ Students will examine three population pyramids, one showing rapid growth, one showing slow growth, and one showing zero or negative growth. Students will choose three different countries from three different regions of the world, noting differences in shape, ratio of males to females, and issues (e.g., population planning, longevity, availability of labor) that these countries face based on the shape of the population pyramid. <p>10.11b Population pressures increase demand on limited natural resources and the environment.</p> <ul style="list-style-type: none">➤ Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications), and analyze costs and benefits of this form of agriculture.➤ Students will explore shifts in diets (e.g., greater meat consumption) and how this impacts the environment. <p>10.11c Population pressures and human activities have strained the environment and depleted natural resources. These situations have prompted people, organizations and countries to draw attention to environmental issues and to seek solutions.</p> <ul style="list-style-type: none">➤ Students will examine strains on the environment due to industrialization, urbanization, and population growth, threats to wildlife, and degradation of the physical environment (i.e., desertification and deforestation).➤ Students will explore the viability of alternative sources of energy such as wind and			
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	<p>solar power as well as analyze the costs and benefits of these energy sources.</p> <ul style="list-style-type: none">➤ Students will investigate at least one individual, one organization, and one international action that sought to provide solutions to environmental issues including the Kyoto Protocol.			
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