



## Manhattan Center for Science and Math High School

### Social Studies Department Curriculum

#### Global History 3-4

<http://mcsportal.net>

#### Marking Period 1 (H3)

#### Topic and Essential Question: Absolutism to Revolution (1500-1900)

- How did the Enlightenment challenge political authority in Europe and colonial rule in the Americas?

**Unit/Topics:** Unit 5: Absolutism, Enlightenment and The French Revolution

#### SWBAT/Objectives

1. Compare and contrast the characteristics of different absolute monarchs.
2. Analyze the economic, social, and political changes brought about by the French Revolution.
3. Justify how the Scientific Revolution was a rejection of traditional societal values.
4. Evaluate whether contemporary democracies reflect the Enlightenment vision of perfection through reasoning.
5. Determine how the Enlightenment influenced the American Revolution and its subsequent governmental formation.

#### Vocabulary/Key Terms:

aristocracy, balance of power, Continental System, creole, Declaration of the Rights of Man, deductive reasoning, despot, enlighten, Estates General, hacienda, inductive reasoning, Jacobins, liberty, equality, and fraternity, nationalism, Old Regime, rationalism, reactionary, Scientific Method, tyranny, Congress of Vienna Copernicus, Galileo, Newton, Descartes, Hobbs, Jefferson, Locke, Montesquieu, Rousseau, Voltaire, Louis XIV, Louis XVI, Marie Antoinette, Metternich, Napoleon, Robespierre, Bolivar, L'Overture

#### Assessments:

Formative: Do Now quizzes, exit slips, DBQ handouts, class discussions, graphic organizers, peer and self-assessments, Think-Pair-Share/Think-Write-Share/Stop and Jot/Turn and Talk responses, student-generated questions  
Summative: multiple choice exam, DBQ and/or a thematic essay based on the Global History Regents rubric

#### Common Core Standards:

**Reading:** CCSS.ELA-Literacy.RH.9-10.1; CCSS.ELA-Literacy.RH.9-10.2; CCSS.ELA-Literacy.RH.9-10.3; CCSS.ELA-Literacy.RH.9-10.4; CCSS.ELA-Literacy.RH.9-10.5; CCSS.ELA-Literacy.RH.9-10.6; CCSS.ELA-Literacy.RH.9-10.7; CCSS.ELA-Literacy.RH.9-10.8; CCSS.ELA-Literacy.RH.9-10.9; CCSS.ELA-Literacy.RH.9-10.10  
**Writing:** CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.W.9-10.3; CCSS.ELA-Literacy.W.9-10.4; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.W.9-10.6; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.9-10.8; CCSS.ELA-Literacy.W.9-10.9; CCSS.ELA-Literacy.W.9-10.10  
**Speaking and Listening:** CCSS.ELA-LITERACY.SL.9-10.1.A; CCSS.ELA-LITERACY.SL.9-10.1.B; CCSS.ELA-LITERACY.SL.9-10.1.C; CCSS.ELA-LITERACY.SL.9-10.1.D; CCSS.ELA-LITERACY.SL.9-10.2; CCSS.ELA-LITERACY.SL.9-10.3; CCSS.ELA-LITERACY.SL.9-10.4; CCSS.ELA-LITERACY.SL.9-10.5; CCSS.ELA-LITERACY.SL.9-10.6

#### Differentiated Instruction:

Heterogeneous grouping, modified text features, videos, graphic organizers, sentence starters, question frames

#### ELLs:

We use horseshoe-seating arrangements to maximize viewing and peer-to-peer discussion, we use positive reinforcement with student responses, we use peer tutoring with the AP World and AP US History students for our Global III and IV students, we have study guides that students complete as we go through each unit, we consult both primary and secondary sources in study guides, we employ graphic

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organizers to show changes over time, comparisons between two points, we read questions aloud to students who may have difficulty in comprehending a particular question, we operate projectors that are connected to our computers to show various images, sound and movie files, and we consult text with multiple reading levels to maximize ELL achievements.

**SWDs:**

We use multiple study guides as part of our unit, those study guides include both primary and secondary sources of various formats (texts, images, charts, maps, etc). We also provide flash cards as a means of aiding retention of material, and we alternate between the textbooks, alternate text passages, and other primary/secondary source analysis and evaluation for preparation. We provide graphic organizers, sentence starters, question frames, and checklists for SWDs.

**High-Achievers:**

We provide opportunities for high-achievers to investigate topics of interest in-depth. Students continue to develop their critical thinking skills through class discussions and interactive assignments.

**Resources/Books**

World History: Patterns of Interaction (McDougal Littell); Absolutism and French Revolution documentary

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Homework: Per Teacher

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**Marking Period 2 (H3)**

**Topic and Essential Question: Industrialization and the Race for Empire (1700-1914)**

- **How did the Industrial Revolution transform economic and social systems around the world?**

**Unit/Topics:**

Unit 6: The Industrial Revolution and Nationalism

**SWBAT/Objectives**

1. Discuss the characteristics of a great industrial nation.
  2. Determine why the Industrial Revolution began in England.
  3. Analyze how changes in agriculture and production made industrialization possible.
  4. Evaluate how the Industrial Revolution changed people's lives.
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5. Compare and contrast responses to the abuses of the Industrial Revolution.
6. Evaluate how the Industrial Revolution changed global economic, political, and social patterns.

**Vocabulary/Key Terms:**

bourgeoisie, capitalism, class structure, Commercial Revolution, Communist Manifesto, conservatism, corporation, division of labor, domestic system, economies of scale, enclosure, liberalism, literacy, mass production, mercantilism, migration, proletariat, Social Darwinism, socialism, urbanization, utopia, Adam Smith, Karl Marx, Thomas Malthus, David Ricardo

**Assessments:**

Formative: Do Now quizzes, exit slips, DBQ handouts, class discussions, graphic organizers, peer and self-assessments, Think-Pair-Share/Think-Write-Share/Stop and Jot/Turn and Talk responses, student-generated questions  
 Summative: multiple choice exam, DBQ and/or a thematic essay based on the Global History Regents rubric, group presentation on the Industrial Revolution (PowerPoint)

**Common Core Standards:**

**Reading:** CCSS.ELA-Literacy.RH.9-10.1; CCSS.ELA-Literacy.RH.9-10.2; CCSS.ELA-Literacy.RH.9-10.3; CCSS.ELA-Literacy.RH.9-10.4; CCSS.ELA-Literacy.RH.9-10.5; CCSS.ELA-Literacy.RH.9-10.6; CCSS.ELA-Literacy.RH.9-10.7; CCSS.ELA-Literacy.RH.9-10.8; CCSS.ELA-Literacy.RH.9-10.9; CCSS.ELA-Literacy.RH.9-10.10  
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Heterogeneous grouping, modified text features, videos, graphic organizers, sentence starters, question frames

**Differentiated Instruction:**

**ELLs:**

We use horseshoe-seating arrangements to maximize viewing and peer-to-peer discussion, we use positive reinforcement with student responses, we use peer tutoring with the AP World and AP US History students for our Global III and IV students, we have study guides that students complete as we go through each unit, we consult both primary and secondary sources in study guides, we employ graphic organizers to show changes over time, comparisons between two points, we read questions aloud to students who may have difficulty in comprehending a particular question, we operate projectors that are connected to our computers to show various images, sound and movie files, and we consult text with multiple reading levels to maximize ELL achievements.

**SWDs:**

We use multiple study guides as part of our unit, those study guides include both primary and secondary sources of various formats (texts, images, charts, maps, etc). We also provide flash cards as a means of aiding retention of material, and we alternate between the textbooks, alternate text passages, and other primary/secondary source analysis and evaluation for preparation. We provide graphic organizers, sentence starters, question frames, and checklists for SWDs.

**High-Achievers:**

We provide opportunities for high-achievers to investigate topics of interest in-depth. Students continue to develop their critical thinking skills through class discussions and interactive assignments.

**Resources/Books**

World History: Patterns of Interaction (McDougal Littell)

Homework: Per Teacher

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**Marking Period 3 (H3)****Topic and Essential Question: Industrialization and the Race for Empire (1700-1914)**

- **How did imperialism increase global interactions between Africa, Asia, Europe, and the Americas?**

**Unit/Topics:** Unit 6: Changing Global Patterns: Nationalism and Imperialism

**SWBAT/Objectives**

1. Analyze whether nationalist movements shared a set of common beliefs, goals, and methods.
2. Evaluate the impact of the unification of Germany and Italy on the European balance of power.
3. Analyze the relationship between industrialization and imperialism.
4. Evaluate how western attitudes of the “White Man’s Burden” shaped imperial conquest.
5. Determine why Japan opened its doors to Western influence.
6. Analyze how Japan became an imperial power.
7. Discuss the motivations behind the “Scramble for Africa.”
8. Justify whether imperialism was beneficial for Africa.
9. Analyze how the Boer War affected South Africa.
10. Investigate why the Sepoys rebelled against British rule in India.

**Vocabulary/Key Terms:**

anti-Semitism, autonomy, balkanize, Boxer Rebellion, British East India Company, caudillo, export, extraterritoriality, favorable balance of trade, homeland, import, Meiji Restoration, Opium Wars, Panama Canal, protectorate, racism, Sepoy Rebellion, sphere of influence, Suez Canal, Taiping Rebellion, Tokugawa Shogunate, unification, Zionism, Zulus, Bismarck, Cavour, Garibaldi, Franz Joseph, Kaiser Wilhelm II, Kipling, Perry, Sun Yat Sen, Diaz, T. Roosevelt, Villa, Zapata, King Leopold, Rhodes, Bell, Curries, Einstein, Ford, Freud, Pasteur

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<b>Assessments:</b>	Formative: Do Now quizzes, exit slips, DBQ handouts, class discussions, graphic organizers, peer and self-assessments, Think-Pair-Share/Think-Write-Share/Stop and Jot/Turn and Talk responses, student-generated questions Summative: multiple choice exam, DBQ and/or a thematic essay based on the Global History Regents rubric, group presentation on imperialism
<b>Common Core Standards:</b>	<p><b><u>Reading:</u></b> CCSS.ELA-Literacy.RH.9-10.1; CCSS.ELA-Literacy.RH.9-10.2; CCSS.ELA-Literacy.RH.9-10.3; CCSS.ELA-Literacy.RH.9-10.4; CCSS.ELA-Literacy.RH.9-10.5; CCSS.ELA-Literacy.RH.9-10.6; CCSS.ELA-Literacy.RH.9-10.7; CCSS.ELA-Literacy.RH.9-10.8; CCSS.ELA-Literacy.RH.9-10.9; CCSS.ELA-Literacy.RH.9-10.10</p> <p><b><u>Writing:</u></b> CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.W.9-10.3; CCSS.ELA-Literacy.W.9-10.4; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.W.9-10.6; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.9-10.8; CCSS.ELA-Literacy.W.9-10.9; CCSS.ELA-Literacy.W.9-10.10</p> <p><b><u>Speaking and Listening:</u></b> CCSS.ELA-LITERACY.SL.9-10.1.A; CCSS.ELA-LITERACY.SL.9-10.1.B; CCSS.ELA-LITERACY.SL.9-10.1.C; CCSS.ELA-LITERACY.SL.9-10.1.D; CCSS.ELA-LITERACY.SL.9-10.2; CCSS.ELA-LITERACY.SL.9-10.3; CCSS.ELA-LITERACY.SL.9-10.4; CCSS.ELA-LITERACY.SL.9-10.5; CCSS.ELA-LITERACY.SL.9-10.6</p>
<b>Differentiated Instruction:</b>	Heterogeneous grouping, modified text features, videos, graphic organizers, sentence starters, question frames
<b>ELLs:</b>	We use horseshoe-seating arrangements to maximize viewing and peer-to-peer discussion, we use positive reinforcement with student responses, we use peer tutoring with the AP World and AP US History students for our Global III and IV students, we have study guides that students complete as we go through each unit, we consult both primary and secondary sources in study guides, we employ graphic organizers to show changes over time, comparisons between two points, we read questions aloud to students who may have difficulty in comprehending a particular question, we operate projectors that are connected to our computers to show various images, sound and movie files, and we consult text with multiple reading levels to maximize ELL achievements.
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<b>High-Achievers:</b>	We provide opportunities for high-achievers to investigate topics of interest in-depth. Students continue to develop their critical thinking skills through class discussions and interactive assignments.
<b>Resources/Books</b>	World History: Patterns of Interaction (McDougal Littell); Opium Wars documentary

Homework: Per Teacher

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### Marking Period 3 (H3)

#### Topic and Essential Question: The World at War (1900-1945)

- How did World War I lead to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace?
- What is the relationship between the Russian Revolution, Soviet ideology, and nationalism?

Unit/Topics: Unit 7: World War I and Russian Revolution

#### SWBAT/Objectives

1. Explain how an assassin's bullet acted as a catalyst for World War I.
2. Compare and contrast how nationalism, imperialism, and militarism fueled European rivalries.
3. Discuss what was so horrific about trench warfare.
4. Evaluate how propaganda contributed to the United States' decision to enter the war.
5. Critique how the failures of the Treaty of Versailles ensured that World War I was not the "War to End all Wars."

#### Vocabulary/Key Terms:

armistice, attrition, Central Powers, entangling alliances, imperialism, militarism, mobilization, nationalism, neutral, pandemic, propaganda, reparations, self-determination, stalemate, trench warfare, Triple Alliance, ultimatum, Versailles Treaty

#### Assessments:

Formative: Do Now quizzes, exit slips, DBQ handouts, class discussions, graphic organizers, peer and self-assessments, Think-Pair-Share/Think-Write-Share/Stop and Jot/Turn and Talk responses, student-generated questions

Summative: multiple choice exam, DBQ and/or a thematic essay based on the Global History Regents rubric, World War I group project

#### Common Core Standards:

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**Resources/Books**

World History: Patterns of Interaction (McDougal Littell); World War I documentary

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Homework: Per Teacher