**Douglass World History – DRAFT - Subject to Change**

**Essential Question:** *Based on an analysis of world history, can humans maintain a just, sustainable, complex society?* Can we create a better future for ourselves by using our knowledge of the past?

1. **Human Environment Interactions Unit**

Essential question: *Can modern civilization coexist with a healthy planet in the long term?*

Focus – Technology/world population/sustainability – Case studies: Mayans, Tokugawa Shogunate, Industrial/green Revolution

Global issues: Overpopulation/resource scarcity/habitat destruction. Local issues: transportation, energy, recycling, habitat, other.

1. **Human Economic Interactions Unit**

Essential Question: *Is extreme poverty a natural human condition or is it a product of society?*

Focus – Economics/class divisions – Case studies: Feudal systems, European colonization, slavery, capitalism/communism, information age

Global issues: global extremes of poverty. Local issues: education, housing, food, jobs, other.

1. **Human Social Interaction Unit - Conflict**

Essential question: *Is warfare a natural human condition or is it a product of society?*

Focus – Warfare – Case Studies: 30 Years War, French Revolution, World War, Cold War

Global issues: National/political/ethnic/religious conflict. Local issues: street violence, religious/ethnic conflicts, fights at school, other.

1. **Human Social Interaction Unit - Culture**

Essential Question: *Do the “best” ideas and ways of living become the most successful*?

Focus – Variety of daily life through time and space – Case Studies: Renaissance, Enlightenment, rise of mass media, multiculturalism/global culture

Global issues: cultural identity, cultural diversity, mass media, science, religion, conformity. Local issues: preserving local history/culture, promoting positive media messages

1. **Citizenship, Continuity and Change Unit – Governance**

Essential Question: *Has the rise of popular government led to more responsible government?*

Focus - Government, administration, politics, law – Case Studies: Absolute monarchy, Enlightenment/Reformation, constitutional government, civil rights/liberation movements

Global issues: Democracy, dictatorship, civil rights. Local issues: high incarceration rates, crime prevention, local government issues, teen issues, other.

1. **Global Issues Social Action Project**Throughout the class, students will examine a modern issue of their choosing, using a historical perspective. They will present their work in a public forum. As they take notes on written and visual material, they will focus on the essential questions as well as their research project topics

**World History**

Students will become familiar with modern world history (primarily 1500 – present) by addressing essential questions. The class will emphasize literacy. Students will analyze text and respond to prompts in writing, verbally or through digital media. Students will be evaluated according to their ability to analyze and communicate responses to essential questions. Students will research a contemporary issue of their choosing using a historic perspective.

**Skills:** Read and comprehend history and social studies texts independently and proficiently RH.9-10.10

Cite specific textual evidence to support analysis of primary and secondary sources RH.9-10.1

Determine the central ideas; provide an accurate summary RH.9-10.2

Compare the point of view of two or more authors RH.9-10.6

Assess the extent to which reasoning and evidence in text support the authors claims RH.9-10.8

Write arguments focused on discipline-specific content WHST.9-10.1

Write informative/explanatory texts WHST.9-10.2

Develop and strengthen writing as needed WHST.9-10.5

Use technology to display information flexibly and dynamically WHST9-10.6

Draw evidence from informational texts to support analysis, reflection and research WHST.9-10.9

**Unit Module** 3 - 4 weeks per unit

**Week 1:** Define the essential question, explore case studies (historical/geographical analysis)

**Week 2:** Continue case studies, begin projects

**Week 3/4:** Continue case studies, finish/share projects

**Unit Assessment:** Students address the essential question by creating an informational event, artifact or document that provides an evaluation of relevant historical precedents.

**Analysis of historical events**

1. Is it accurate? What are other interpretations?
2. What changed and what stayed the same?
3. Did the event make a difference? How?
4. Was the event fair/beneficial to all concerned?
5. Did the event build good will or lead to conflict?

