| **MWH Unit 10 Perspectives on the Modern Age** | |
| --- | --- |
| **Unit Overview**  In an effort to decrease international conflict post-WWII, organizations such as the United Nations (UN), the North Atlantic Treaty Organization (NATO), and the Organization of American States (OAS) unified participating countries in that effort. Moreover, the World Trade Organization (WTO) helps to protect consumers, the Organization of Petroleum Exporting Countries (OPEC) formed as an economic entity to protect natural resources, and the European Union (EU) created a new economic powerhouse to be able to better compete on the world stage. The World Health Organization (WHO) works in a humanitarian capacity for people across the globe.  The Cold War ended in 1991 with the collapse of the Soviet Union due in large part to independence movements in the Baltic states of Latvia, Lithuania, and Estonia. While this change in geopolitics led to a more unified European continent, discontent with the capitalist world order emerged from other countries and was actualized in the form of terrorism.  This unit requires students to inquire into how major political, economic, social, religious, economic, and geographic factors have shaped the modern world and the impact of globalization in that process. As part of this final unit, compared to the previous units, students will be conducting more self-guided research, using the skills and critical, historical thinking that they have been honing throughout this course. | |
| **Overarching Inquiry Question** | |
| Is globalization good for the world?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Foundations of Government and State Building  Innovation, Revolution, and Change  Cultural Development and Interaction  Human Experience | |
| **Skills Emphasis at a Glance** | |
| Evidence (i.e.: primary and secondary sources)  Continuity and Change  Contextualization  Periodization  *Teacher note: While the skills listed are the skills that match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standard(s)** | |
| **MWH Standard 5: Demonstrate an understanding of the Modern Age from 1933 to present day.**  MWH.5.CC Contextualize the major economic, geographical, political, religious, and social factors and their impact on nations during the period 1989–present.  MWH.5.P: Summarize the interconnections between the United States and the world community through major cultural, economic, and political changes.  MWH.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of international events.  *Teachers can refer to MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can explain the characteristics of core, semi-periphery, and periphery countries and identify countries that fit in those categories. * I can compare the impact of major economic, geographical, political, religious, and social factors on nations and world regions from 1989–present. * I can identify and explain continuities and changes among nations and world regions as a result of major events from 1989-present. * I can appraise the role of the core, semi-periphery, and periphery countries in globalization. * I can create and support an argument in response to the inquiry question: is globalization good for the world?   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to Answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  **Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.** |
|  |  |
| * In this unit, students will be conducting more self-guided research, using the skills and critical, historical thinking that they have been honing throughout this course. As a result, before students dive into this unit, they will read and take notes from the following resources about conducting internet and academic research to aid them throughout the course of this unit:   + [Student's Internet Research Guide](https://www.allconnect.com/blog/internet-research-guide) from All Connect   + [How to Do Academic Research](https://www.accreditedschoolsonline.org/resources/student-writing-resources/) from Community for Accredited Online Schools * **I can explain the characteristics of core, semi-periphery, and periphery countries and identify countries that fit in those categories.**   + Before beginning these activities, teachers will lead students in a brainstorming activity to encourage them to develop their own ideas of what might be meant by core, semi-periphery, and periphery countries.     - Teachers will start by defining the words “core” and “periphery” for students.     - Next, the teacher will write on the board “core countries,” “semi-periphery countries,”, and “periphery countries” and direct students to discuss what they think each term means with a partner. Then, students will share their ideas and the teacher will record student responses. Then, the teacher will facilitate a student-lead discussion on the responses provided, closing with a brief description of each type and the World Systems Theory as a whole.   + Students will then guide their own research on what core, semi-periphery, and periphery countries are. They should create their own graphic organizers that allow them to list and compare the following:     - Characteristics of core, semi-periphery, and periphery countries     - Examples of core, semi-periphery, and periphery countries     - Why each country listed is an example of a core, semi-periphery, or periphery country.   + To wrap up students’ learning in this section, teachers can facilitate an extension of the earlier discussion on core-semi-periphery, and periphery countries. This will also help teachers gauge student understanding of this topic before moving on to the next part of the unit. * **I can compare the impact of major economic, geographical, political, religious, and social factors on nations and world regions from 1989–present.**   + Before embarking on this independent research activity, students will be divided into groups and allowed to choose from the following world regions:     - North America     - Latin America       * Central America       * Caribbean       * South America     - Western Europe     - Eastern Europe     - East Asia     - Southeast Asia     - South Asia     - Central Asia     - Oceania     - Middle East     - North Africa     - South Africa     - Central Africa     - West Africa     - East Africa   + Before beginning this unit, teachers should have instructed students in research skills, identifying valid sources, note-taking skills, and appropriate pacing.   + Within their groups, students should divide responsibility for researching the decades covered in this unit: the 1990s, the 2000s, and the 2010s.     - Students will conduct extensive research on their region within their assigned decade, focusing on major events that occurred in the following areas:       * the economy       * physical geography       * politics and government       * religion       * social/civil rights.     - Students will need to use a graphic organizer to take notes on their findings as this information will be used later in this activity.   + Although this unit is designed to be largely student driven, teachers will want to guide student’s critical thinking process by asking them to consider these questions as they research:     - How diverse in your region in terms of class, race, religion, geography, and government?     - Is your region made up of a majority of core, semi-periphery, or periphery nations?     - Is your nation static or dynamic throughout the decade you are studying? (How much change is occurring throughout the decade within our region?)     - What are some of the major events that occurred within your region in regards to the economy, physical geography, politics and government, religion, and social/civil rights?   + To show that they have successfully completed this task, students will answer an exit ticket designed by the teacher to assess the extent and depth of their research, and to ensure that they have compiled information for all relevant categories. * **I can identify and explain continuities and changes among nations and world regions as a result of major events from 1989-present.**   + In this section, students will act as ambassadors from their region and prepare briefings in the form of posters for a simulation of a UN Global Conference.     - Using their research from the previous “I can” statement, students will work within their groups to create a poster with both visual and written components to display for the class.     - Students’ posters should be organized into the same categories that their research was conducted in, should cover the entirety of the three decades that were assigned, and should focus on the following:       * Analysis of what has changed over the past 30 years       * Analysis of what has stayed the same       * The effects of globalization on the region.       * An analysis of the role played by the core, semi-periphery, and periphery nations within their region on the changes that occurred       * Major events that have occurred within the region   + As an exit ticket, students should complete a checklist provided by the teacher to ensure that their report is comprehensive. * **I can appraise the role of the core, semi-periphery, and periphery countries in globalization.**   + Teachers should begin this section with a review of what globalization is and should facilitate a brief and informal student-led discussion on examples of globalization that groups saw within their regions.   + Next, students will conduct a simulation of a UN Global Conference. Previously, students should have completed a poster on their region that analyses the major events and continuities and changes of the economy, physical geography, politics and government, religion, and social/civil rights within their region, as well as the role played by core, semi-periphery, and periphery countries in the trajectory of the region.   + Posters will be set up around the classroom “world fair” style. Students will move through the room at their own pace, taking their time to read the poster from each region and take notes, focusing on:     - the continuities and changes that occurred in the region     - how the core, semi-periphery, and periphery nations played into those changes.   + After the conclusion of the UN Global Conference simulation, students will review the information they have recorded about each world region and compare the apparent effect of core, semi-periphery, and periphery nations on globalization.   + To answer the I Can statement, students will respond to the prompt: appraise the role of core, semi-periphery, and periphery nations on globalization by qualifying the role of each in the process. * **I can create and support an argument in response to the inquiry question: is globalization good for the world?**   + To conclude the final unit, teachers will facilitate an informal, student-led debate on whether or not globalization is good for the world.   + Students will prepare notes or answers to teacher-provided questions ahead of the discussion. Teachers will create guiding questions in addition to the following:     - What are some specific examples of globalization throughout the word?     - Is globalization good for the U.S.?     - Is globalization good for the world? | *As students work through this unit they will employ several social studies skills. Here are some suggested resources if you would like some guidance on how to instruct students in using these skills:*   * *From historyskills.com, here is a resource on* [*continuities and changes*](https://www.historyskills.com/historical-knowledge/change-and-continuity/) * *From Lumen Learning, here is a resource on* [*periodization*](https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/splitting-history/)*.* * *From the Library of Congress, here is a resource on* [*evidence - primary sources*](http://www.loc.gov/teachers/usingprimarysources/)*.* * *From Best Custom Writing, here is a resource on* [*evidence - secondary sources*](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources)*.* * If the teacher needs a resource on how to assist students with research and how to act as a facilitator of inquiry, they could consult this article, [Harnessing Students’ Curiosity to Drive Learning](https://www.edutopia.org/practice/wildwood-inquiry-based-learning-developing-student-driven-questions) from Edutopia. This article also includes additional resource links for teachers at the bottom of the page. * After students complete their notes, the teacher may want students to complete a quick formative assessment to make sure students understand how to conduct research. This could also be a good time to reinforce what is expected of them while working on this unit. * For more information on the World Systems Theory, [this resource](https://sourcebooks.fordham.edu/mod/Wallerstein.asp) from Fordham University may be helpful. * If students do not have internet access, teachers should curate and provide resources at the appropriate level. * If teachers wish to provide resources for students, [this resource on core countries](https://worldpopulationreview.com/countries/core-countries/) and [this resource on periphery countries](https://worldpopulationreview.com/countries/periphery-countries/) from World Population Review provide helpful visual representations. * For example, the United States is a core country because it is economically and politically powerful, as well as highly industrialized. * Before moving on to the next section of this inquiry, it is important for the teacher to discuss and define globalization with their students, as it is at the crux of this inquiry. Within [this article](https://www.investopedia.com/terms/g/globalization.asp) on Investopedia, there is a brief video that explains globalization and some of its effects. Teachers may want to show this video, and then prompt students to discuss globalization from their own perspective. [Crash Course](https://www.youtube.com/user/crashcourse) also has many videos on globalization on their YouTube channel. Students will be reading extensively during this unit, so it is suggested that this instruction on globalization be done through videos of discussion. * Regions can be combined as needed for teachers to adjust the number of groups within their class. * Teachers may wish to assign regions instead of allowing the students to choose, in order to ensure that all regions are being studied. * World regions are often subjective and up to interpretation. The teacher should adjust this list as they see fit. [This resource](https://ourworldindata.org/world-region-map-definitions) from Our World in Data offers several interpretations. * To help with student research, teachers may want to recommend [The Wilson Center](https://www.wilsoncenter.org/about-the-wilson-center), [The U.N.](https://www.un.org/en/sections/issues-depth/global-issues-overview/), [The World Factbook](https://www.cia.gov/library/publications/the-world-factbook/), and [Freedom House](https://freedomhouse.org/) as they offer comprehensive archives and a variety of resources. For notes on what each resource offers, see the Additional Resources section at the bottom of this unit. * Teachers may want to take the opportunity to discuss source reliability and bias with students; even reliable sources can be biased. Consider having students trace the funding for the Wilson Center and Freedom House and discussing the implications. * Teachers should emphasize to students the importance of putting their research in their own words to avoid plagiarism. To help with this, teachers may want to have students create a formal bibliography or informally keep track of all of the sources that are used to gather information. * Teachers may want to require students to keep a daily task log. * It is important for students to understand that they need to focus on major events that took place for each area (economy, religion, etc.). Examples of major events could include changes in government or leadership, notable natural disasters, economic crises or depressions, wars/rebellions, a shift in civil rights, etc. Teachers may want to review what constitutes a “major event” before research begins. * Teachers may want to use this exit ticket as a formative assessment for each day of research. This will allow the teacher to regularly assess the students’ progress for the duration of the research. This can be done through prompting students to list the sources they read, a new question they can answer through their research, etc. * In the next section of the lesson, students will view the products created by other groups, so the poster should stand alone and not need any additional explanation. * If the region being presented is diverse (for example, Europe as a whole), the poster should account for and call attention to those differences. * Please see [Appendix A](#mh7r55v8yew) for an example checklist. Teachers should feel free to modify as needed. * Due to the specific and challenging nature of the information that students will be focusing on in their review of their peers’ work, teachers will want to provide a graphic organizer to assist. * At the teacher’s discretion, students may conduct this analysis individually, or as a group. * The answering of the I Can should function as an extension of the previous bullet, and should require students to analyze and make conclusions based on the situational comparisons made in the previous activity. * Teachers can expect varied answers from students depending on how each individual group researches and presents their information. An example of an appropriate answer would revolve around the idea that core nations are the beneficiaries of globalization and periphery nations are the exploited labor force of globalization. * Teachers may want to use this as a formative assessment to ensure that students have all of the needed information and tools to answer the final inquiry question. * Teachers can use these notes/answers to help them assess the understanding of less vocal students during the debate. * Teachers should expect nuanced arguments from students that are dependent on the analysis of massive disparities between core, semi-periphery, and periphery countries. If students are not arriving at that conclusion on their own, consider guiding the discussion with the following question: does globalization affect all countries equally? * It is important to note that the text of standard 5.P specifically calls attention to the United States; teachers should consider this and ensure that the role of the U.S. in globalization and the changing world is highlighted through discussion. |

**References**

***How to Help Guide Student Research Resources:***

Cossick, S., & Sheehan, A. (2020, April 21). Student's Internet Research Guide. Retrieved May 16, 2020, from

<https://www.allconnect.com/blog/internet-research-guide>

Harnessing Students' Curiosity to Drive Learning. (2015, August 24). Retrieved May 16, 2020, from

<https://www.edutopia.org/practice/wildwood-inquiry-based-learning-developing-student-driven-questions>

State of South Carolina Department of Education. (2019). South Carolina College and Career Ready Standards, Modern World

History. Columbia. Retrieved from <https://ed.sc.gov/index.cfm?LinkServID=9677E07B-CFFE-6A5C-AA47F98625149ABC>.

State of South Carolina Department of Education (2019). South Carolina Modern World History Alignment Guide. Retrieved from

<https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>.

Student Guide to Academic Writing & Research. (2020, May 15). Retrieved May 16, 2020, from

<https://www.accreditedschoolsonline.org/resources/student-writing-resources/>

***Primary Source Analysis Tools:***

Activity Tools. (n.d.). Retrieved March 27, 2020, from <https://www.docsteach.org/tools>

Document Analysis Worksheets. (2018, December 18). Retrieved March 15, 2020, from

<https://www.archives.gov/education/lessons/worksheets>

Primary Source Analysis Tool. (n.d.). Retrieved March 27, 2020, from <http://www.loc.gov/teachers/primary-source-analysis-tool/>

**Additional Resources**

CIA World Fact Book. (2018, February 1). Retrieved May 16, 2020, from

<https://www.cia.gov/library/publications/the-world-factbook/>

This website has a wealth of resources and was created by the Ianthe World Factbook offers information for more than 200 countries in the areas of history, government, people and society, geography, and transnational issues. There are multiple links that will connect to world travel facts, one page country summaries, regional and world maps, and a guide to country comparisons.

Elwell, F. W. (n.d.). Wallerstein’s World-Systems Theory. Retrieved May 16, 2020, from

<http://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Essays/Wallerstein1.htm>

Expanding Freedom and Democracy. (n.d.). Retrieved May 16, 2020, from <https://freedomhouse.org/>

This website can provide lots of good information from students within the “freedom” niche. The website can be navigated by country and by “issue,” some of which are Equality and Human Rights, Religious Freedom, and Authoritarian Reach. If the students choose to navigate by country, they can find extremely in-depth reports on the country and how it functions, such as [this one](https://freedomhouse.org/country/andorra/freedom-world/2019) from 2018 on Andorra. The website has an interactive map that shows the grades received for freedom; for those interested, there is a detailed explanation of the methodology behind the grading.

Freedom in the World. (n.d.). Retrieved May 16, 2020, from <https://freedomhouse.org/report/freedom-world>

This is a subsection of the website that contains reports from 1978 to the present. They are long reports, but students could

utilize the search function to find the region/country they are looking at. Students could choose a report from the end of each

decade, perhaps.

Global Issues Overview. (n.d.). Retrieved May 16, 2020, from <https://www.un.org/en/sections/issues-depth/global-issues-overview/>

This website is great for multiple reasons. Obviously it comes directly from the UN, and as that is part of the premise of this

unit, it is a great connection for them to make. There are multiple global issues listed here such as Food, Human Rights, Population, and Refugees. Each of these sub-topics links to a manageable page that contains a combination of history, infographics, videos, and information on current plans and organizations that relate. At the bottom of each page, the sources are linked (which is always a good thing to reinforce with students.)

National Geographic Society. (2019, May 6). Exploring Modern Human Migrations. Retrieved from

<https://www.nationalgeographic.org/activity/exploring-modern-human-migrations/>

The Wilson Center. (n.d.). Retrieved May 16, 2020, from <https://www.wilsoncenter.org/about-the-wilson-center>

This website can be navigated in multiple ways. The “Topics” section breaks the website down into sections such as Conflict Resolution and Peacebuilding, Education, Energy, Food and Agriculture, and many more. “Regions” breaks down the site’s contents into Arctic/Antarctic, Africa, Asia, Europe, Latin American, Middle East and North Africa, North America, and Russia and Eurasia. Also accessible are podcasts and videos; the digital archive has a collection of declassified documents. The search function on the website also allows you to filter both by topic and region, which is a great tool for completing this task. The drawback of this resource is that there is no easy or obvious overview, and the site can be challenging to navigate.

**Appendix A**

**UN Global Conference Project Checklist:**

| Task | Yes | No | Comments |
| --- | --- | --- | --- |
| We have defined and explained core, semi-periphery, and periphery countries |  |  |  |
| We have lists of major events occurred in our region for the 1990s, 2000s, and the 2010s |  |  |  |
| Our list of major events covers a variety of topics-i.e. economics, politics, geography, government, etc. |  |  |  |
| We have considered and responded to the following questions:  How diverse in your region in terms of class, race, religion, geography, and government?   * Is your region made up of a majority of core, semi-periphery, or periphery nations? * Is your nation static or dynamic throughout the decade you are studying? (How much change is occurring throughout the decade within our region?) * What are some of the major events that occurred within your region in regards to the economy, physical geography, politics and government, religion, and social/civil rights? |  |  |  |
| We can explain the continuities and changes that occurred within our region between the years of 1990 and 2020 |  |  |  |
| We can explain how globalization affects our assigned region |  |  |  |
| We can explain how core, semi-periphery, and periphery countries in our assigned region has changed between 1990 and 2020 |  |  |  |