

South Carolina Department of Education Social Studies Inquiry Unit Guide

The goal of the Office of Standards and Learning is offering educators a suggested set of inquiry units, designed by educators, that represents classrooms from around the state. The inquiry units are accessible to assist educators in creating their daily lesson plans for inquiry and skills-based instruction to support the [*2019 South Carolina Social Studies College - and Career-Ready Standards*](#). The development of these units is the work of these educators with the intent of continuous revisions based on classroom application.

The development of these documents was facilitated by the Division of College and Career Readiness through the Office of Standards and Learning under the direction of David Mathis, Ph.D., Deputy Superintendent, Division of College and Career Readiness; Anne M. Pressley, Ph.D. Director, Office of Standards and Learning; and Dawn Hawkins, Ed.D., Team Lead, Office of Standards and Learning.

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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.

World History Inquiry Instructional Units		
Grade 6 - World Civilizations		
Unit Number and Title	Overarching Inquiry Question	Unit Overview
<u>Unit 1 - Early Civilizations</u>	How do people within civilizations change to meet their needs?	This unit was developed to promote inquiry into the characteristics of civilizations and their subsequent social, political, and economic development. This unit also explores the ways in which these civilizations relied on and modified their environments to advance their societies and meet their needs. Students will have the opportunity to apply their learning through simulating the creation of a civilization and by addressing how civilizations changed to meet their needs.
<u>Unit 2 - Classical Civilizations</u>	How have advancements changed the course of history?	This unit was developed to promote inquiry into the organization and transformation of the four major classical civilizations in China, Greece, India, and Rome. This unit also explores the ways in which these civilizations advanced technologically and culturally. This unit includes the major religions and their impact on society, then and now. During this unit, students will have the opportunity to determine the most significant changes and continuities within civilizations and support these claims with evidence.

World History Inquiry Instructional Units

Unit 3 - Early Global Interactions

How do increased global interactions change societies?

This unit was developed to promote inquiry into the causes and effects of increased global interactions between 550 CE and 1760 CE. Increasing human interaction along the Silk Road, Sub-Saharan, and other global trade routes created an increased desire for new technology, diffusion of ideas, and competition for resources. Empires such as Ghana, Mali, and Songhai grew powerful and wealthy as a result. During this unit students will explore the various trade routes that led to increased global interactions and their subsequent impact on societies. By the end of this unit, students will be able to describe how increased global interactions changed societies.

Unit 4 - Expansion of Empires

Did increased global exchange further unite or further divide people?

This unit was developed for students' to investigate the effects of increased global interactions and the European desire for expansion. The closing of the Silk Road became a catalyst for European exploration of the Atlantic World. Consequently, competition for resources occurred resulting in conflict between Europeans and indigenous groups of Africans and Americans, and students will examine these relationships. Throughout this unit students will investigate the shifts in global power during the development of the Atlantic World.

Unit 5 - Political Systems and Individual Rights

How have political systems throughout history impacted individual rights?

This unit was created to promote student inquiry into the various political systems that have existed throughout history. Students will examine how political systems have affected individual rights. Students will also investigate how events and ideas such as the Enlightenment, Scientific Revolution, the Protestant Reformation, and nationalism promoted world-wide revolutions and led to the transformation of political systems and the expansion of individual rights.

World History Inquiry Instructional Units

Unit 6 - Industrial Revolution

How can industry and consumers engage in sustainable production and consumption?

This unit was developed to promote inquiry into how economic development impacts the environment with a specific focus on the Industrial Revolution. Through the unit, the students will be able to view the Industrial Revolution as a turning point in technological and economic advancement, while weighing the positive and negative outcomes. Although the unit is focused on the environmental impact, students can inquire into how this turning point in history also had social, economic, and political implications. Finally, students can use the Industrial Revolution as a lens to study how globally interdependent nations are today. By the end of this unit, students will be able to identify the impact of industry on the environment and use this knowledge to create logical sustainability plans.

Unit 7 - The Age of Empires and Renewed Nationalism

How does the desire for power impact nations?

This unit was developed to encourage student inquiry into how imperialism developed in the late 19th century and its impact on global interconnectedness. Students will also examine how turning points in this era created power struggles that existed/may continue to exist among nations. Students will investigate how a renewed sense of nationalism during the 20th century plays a role in modern day international relationships.

Unit 8 - The Modern Era and Human Rights

How have people created more inclusive societies that value human rights?

This unit was created to help students investigate the definition and evolution of human rights with a specific focus on human rights in the modern era. Civil rights and independence movements have been at the forefront of this era; however, tensions remain in how to achieve these goals. The advent of technology has highlighted the significance of human rights on a global scale.

World History Inquiry Instructional Units

Modern World History

Unit Number and Title	Overarching Inquiry Question	Unit Overview
<u>Unit 1 - Foundations and World Religions</u>	What factor contributed the most to the development and expansion of early empires, kingdoms, and nation-states?	The emergence of the modern world between 1300 and 1500 was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change. Changes in religion, economics, technology, government, and leadership led to shifts in power dynamics throughout the world. Religion, shifts in economic systems, access to technology, types of government, and strength of leaders led to shifts in power dynamics throughout the world. Students will use inquiry to analyze the shifts in global power and create an argument.
<u>Unit 2 - Connecting Hemispheres</u>	What were the consequences of increased global connection and interactions?	This unit will focus on the growing development of connections in the world. This unit will focus on the emergence of the Silk Road and Indian Ocean trade routes and the effects it had on shifting power between different groups and the development of African empires. As global interaction increased due to trade, the effects were felt with the spread of the Black Death challenging the power of the Catholic Church. These implications led to the start of Renaissance's influence on the development of the modern world. With increased knowledge and desire for goods, exploration led to the interaction of European and Pre-Columbian societies. As global economies developed, the trans-Atlantic system of slavery emerged to support an imperial world. Students will use inquiry to analyze the consequences of increasing global

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		interactions.
<u>Unit 3- Intellectual Revolutions and Political Philosophies</u>	How did new ways of thinking challenge traditional cultural and political norms?	During the period of 1450-1815, the world experienced many changes as countries expanded, leading to increased interactions between different groups of people, new economic systems and innovation. These changes led to new ways of thinking that challenged previously held ideas. This unit encourages inquiry into different forms of government throughout the world as well as events that led to the rise of new types of governments. This unit also asks students to investigate the Scientific Revolution, the Enlightenment, and the Protestant Reformation and their impact on peoples' views of science, society, and religion.
<u>Unit 4 - Age of Atlantic Revolutions</u>	To what extent was the Enlightenment necessary for political revolutions in the Western Hemisphere?	The Enlightenment principles covered in Unit 3 ushered in a new age of colonial revolutions in the western hemisphere. The American Revolution created a representative form of government in the United States. This successful revolution, a growth in nationalism in the colonies, continued economic exploitation from mercantilism, and social inequality inspired other colonies to pursue independence. French-controlled Haiti launched a slave revolt, and Haitians won their independence as France fought its own revolution against absolute monarchy. Various Spanish colonies also won their independence in the early nineteenth century. Students will use inquiry to analyze and explain how the Enlightenment influenced these political revolutions in the Western Hemisphere.

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<u>Unit 5 - Technological Revolution</u>	How did industrialization act as a catalyst for political, economic, and social change?	This unit focuses on how industrialization during the 19th century affected the world both politically and culturally. It begins with the importance of industrialization originating in Great Britain during the 18th century and the technological innovations that emerged. Politically, industrialization would determine global powers, bring about capitalism among western nations, and lead to the rise of “captains of industry” who impacted government and policies due to the political power they held. Industrialization led to major cultural changes in society, as it changed the way people worked and lived. With the rise in factory jobs, new industrial centers were formed, and urbanization took place. People faced many changes as they moved to cities to take jobs such as living in tenement housing, dangerous work conditions, long work hours, pollution, and poor living and health conditions. Positively, steady pay and work hours led to a rise in the middle class and shifts in spending patterns with extra money available for entertainment and leisure activities, leading to a new market for sports and recreation activities. In this unit students will inquire into causes of the Industrial Revolution and the technological, political, social, and economic impacts it had.
<u>Unit 6 - Rise of Global Powers and Competition</u>	How did the rise and spread of nationalism lead to increased economic and political competition between or within nations?	This unit encourages inquiry into the rise of nationalism as a result of the fall of Napoleonic Europe and the desire for more democratic institutions and homogenous nations as well as the increased economic and political competition between nations around the world. This competition brought the Age of Imperialism and several prominent revolutions such as the Meiji Restoration, the Chinese Revolution, and the Russian Revolution.

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<u>Unit 7 - Global Conflict in the First Half of the Twentieth Century</u>	To what extent did international relationships lead to conflict?	This inquiry unit will focus on the emergence of global powers and how increasing competition led to a shift in economics, power and technology. This brought about an era of global warfare marked by political changes. This unit asks students to analyze the causes of World War I and efforts to prevent future conflict through the Treaty of Versailles. This unit also encourages inquiry into interwar policies and global economic changes and its influence on the start of World War II, including the effect on the global power structure.
<u>Unit 8 - Cold War and the Rise of Superpowers</u>	Were the U.S. and the U.S.S.R. justified in their actions in the second half of the 20th century?	The end of World War II created a turning point in global society, facilitating the rise of a dual hegemonic system wherein the United States and the Soviet Union would clash culturally, politically, economically, but not engage in direct military conflict for almost half a century. In this unit, students will inquire into the roots of democratic and communist ideals, and shifting power in the wake of World War II and how those belief systems and events influenced the globe. Through this lens, students will inquire into the rise of the United States as a global power.

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Unit 9 - New Perspectives on Human Rights

How have global attitudes towards human rights changed between 1945 and 2020?

The end of World War II allowed for the documentation of the horrifying extent of the Holocaust in Europe. This tragic discovery led to a new world commitment to secure human rights around the world. There were other major human rights violations in the first half of the 20th century that prompted such a focus on human rights as well. This unit has students inquiring into efforts to address human rights violations throughout the world and evaluating the effectiveness of these efforts.

The end of World War II also saw colonized societies, such as India and most of Africa, renew their push for independence from the industrial nations that colonized them. Decolonization of these countries led to an emergence of new leaders, new types of government, and new ideas in the world order. As these countries emerged as independent, with and without the support of the major world powers, massive disparities in their successes occurred and tensions began to build. In this unit, students will inquire into the independence movements that occurred in various African and Asian countries as well as the effects of decolonization on their citizens.

World History Inquiry Instructional Units

[Unit 10 - Perspectives on the Modern Age](#)

Is globalization good for the world?

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.