

**New Roots 10th Grade Global Studies
SEER/Expeditionary Learning July 2009**

Trimester (Efs: A,B,H)	Units	Guiding Questions	Learning Targets	Efs / State Standards
<p>1: <i>Creation</i> <i>What is enough?</i> <i>Is colonialism over?</i></p> <p><i>Projects:</i> <i>Columbus on Trial</i></p> <p><i>Food Preservation</i></p>	<p>I. Age of Encounter: the Columbus Myth a. Indians in the 21st Century b. Columbus Exchange: Was it discovery? c. Cultural Supremacy d. Sugar & Slavery e. African American Resistance f. Tainos Resistance g. Columbus' Pigs: ecological sustainability</p> <p>II. Agricultural Revolution: Muslim, British, Scottish and Green a. Triangular Trade</p> <p>III. Industrial Revolution(1750-present)</p> <p>IV. Scientific Revolution</p>	<p>What are myths that divide us?</p> <p>What are myths that bring us together?</p> <p>What are competing definitions of success?</p> <p>What's an apology?</p> <p>What impact did the encounter have on demographic trends in the Americas, Africa and Europe?</p> <p>What technologies made made European overseas expansion possible?</p> <p>What were the original sources of those technologies?</p> <p>What impact did European food and disease have on the Americas?</p>	<p>I can explain how the Columbus-as-Discoverer myth divides society and discourages multiple perspectives. I can explain that Indians have entered the 21st century too.</p> <p>I can formulate my own definition of success and write definitions of success in voices of the past? I can identify historical apologies letters, speeches to reparations.</p> <p>I can analyze the impact of explorers/encounters on cultures all over the world.</p> <p>I can match inventions with turning points in history.</p> <p>I can recall origins of specializing that evolved in communities of the Fertile Crescent.</p> <p>I can model populations before and after encounters.</p>	<p>Evaluate the effectiveness of different models for the periodization of important historic events, identifying the reason why a particular sequence for these events was chosen.</p> <p>Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspectives.</p> <p>Explain the importance of analyzing narratives drawn from different times and places to understand historical events.</p> <p>Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.</p> <p>How the preservation of cultural histories and heritages and the transformation of cultural identities and practices</p>

**New Roots 10th Grade Global Studies
SEER/Expeditionary Learning July 2009**

		<p>What impact did food and diseases introduced from the Americas have on Europe, Africa and Asia? What impact did American foodstuffs have on the increase in Chinese population? What impact did mercantilism have on European colonies? On world systems?</p> <p>What are the agricultural revolutions?</p> <p>How did the Triangular Trade evolve?</p> <p>What are the components and stages of the Industrial Revolution?</p> <p>What was the development of scientific methods?</p> <p>How was the Scientific Revolution a rejection of traditional authority?</p> <p>How have systems rejected traditions and authority?</p>	<p>I can give examples of how mercantilism rationalized imperialism.</p> <p>I can compare/contrast and sequence the various agricultural revolutions. I can explain this term and describe its history.</p> <p>I can describe how Europeans moved toward new assumptions regarding power, authority, governance and law.</p>	<p>contribute to sustainable communities. Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.</p> <p>The perspectives, life experiences and cultures of others, as well as our own. Students will know, understand, value and draw from multiple perspectives to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future.</p>
--	--	---	---	--

**New Roots 10th Grade Global Studies
SEER/Expeditionary Learning July 2009**

		What was the impact of the “Enlightenment” on American political thought and the American Revolution and subsequent revolutions?		
<p><i>2: Conflict</i> <i>What is justice?</i></p> <p><i>Projects:</i> <i>Hydrofracking</i></p> <p><i>Voices from</i> <i>Haiti</i></p> <p><i>Propaganda</i></p>	<p>I. Imperialism</p> <p>a. mercantilism b. Sierra Leone c. Haiti d. Gandhi</p> <p>II. Political Revolutions</p> <p>a. French Revolution b. Russian Revolution c. Latin Independence Movements</p> <p>III. Treaty of Versailles/WWI</p> <p>a. Technology of War b. Rise of fascism c. In Between Wars d. League of Nations</p>	<p>How did mercantilism fuel imperialism?</p> <p>What were the forces and effects of the French, Russian and Latin American Revolutions?</p> <p>Why did a communist revolution occur in Russian than a more industrialized nation?</p>	<p>I can define imperialism and colonialism.</p> <p>I can describe the impacts of imperialism, both positive and negative around the world.</p> <p>I can argue the long term impacts of colonialism in Sierra Leone and Haiti.</p> <p>I can analyze the impact of India’s response to imperialism.</p> <p>I can identify and analyze the causes and effects of revolutions such as the French Revolution, the revolutions for independence in Latin America and the Russian Revolution.</p>	<p>Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing</p>

**New Roots 10th Grade Global Studies
SEER/Expeditionary Learning July 2009**

			<p>I can identify the forces and long-term effects of these revolutions from multiple perspectives.</p> <p>I can describe how Europeans moved toward new assumptions regarding power, authority, governance and law.</p> <p>I can compare the French Revolution of 1789 and the Russian Revolution of 1917.</p>	<p>the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Taken from National Standards for World History)</p>
<p><i>3:Reorganiza- tion What does healthy development look like? What is progress?</i></p>	<p>I. Treaty of Versailles/WWI a. Technology of War b. Rise of fascism c. In Between Wars (World Depression) d. League of Nations II. WWII a. Holocaust III. New World Order a. Fall of the Wall b. Iranian Revolution IV. Globalization a. Ladakh</p>	<p>What role did nationalism play in WWI?</p> <p>To what extent were the issues that caused WWI resolved?</p> <p>To what extent were WWI and Russian Revolution turning points?</p> <p>Why might Germans, French and British view causes of WWI differently?</p>	<p>I can identify and analyze the causes and effects of nationalism in Latin America and Europe.</p> <p>I can identify and analyze the causes and effects of nationalism in Latin America and Europe.</p> <p>I can identify and analyze the causes and effects of WWI &</p>	<p>Evaluate the causes and results of revolutions using evidence to create, develop, organize written arguments. 9</p> <p>Evaluate the way in which people can be controlled by governments using evidence to create, develop, organize written and oral arguments.</p> <p>Evaluate the way the world was</p>

**New Roots 10th Grade Global Studies
SEER/Expeditionary Learning July 2009**

	<p>b. Gaviotas</p>	<p>To what extent did communism and fascism challenge liberal democratic traditions?</p> <p>What roles did Churchill, Roosevelt, Stalin, Hitler and Mussolini play in the outcome of WWII?</p> <p>What did Germany learn from its Holocaust experience?</p> <p>What does the world learn from the Holocaust?</p> <p>What is the nature of Germany's diplomatic relation with Israel?</p> <p>What was the global impact of the Cold War?</p> <p>What role does science and technology play?</p> <p>How successful has the UN been in achieving its goals?</p> <p>To what extent can the war in Vietnam be seen as an anti-imperialist revolt?</p>	<p>WWII.</p> <p>I can identify the policies and impact of individuals on European nationalism and WWII and the Russian Revolution.</p> <p>I can analyze the economic interdependence of the world.</p> <p>I can explain the significance of the Holocaust.</p> <p>I can identify and analyze the causes and effects of key events, developments, and turning points in history such as the cold war, the communist revolution in China and violations of human rights.</p> <p>I can identify the policies and impact of individuals in the Cold War, the communist revolution in China and human rights issues.</p>	<p>divided in the cold war using evidence to create, develop, organize written and oral arguments. 9</p> <p>Evaluate the ways in which people fought totalitarianism using evidence to create, develop, organize written and oral arguments. 9</p>
--	--------------------	--	---	--

**New Roots 10th Grade Global Studies
SEER/Expeditionary Learning July 2009**

		<p>To what extent is the process of industrialization similar from one nation to the next?</p> <p>What problems are posed by increased modernization and urbanization in developing nation?</p> <p>What strategies are nations taking to overcome the adverse aspects of urbanization and overpopulation?</p> <p>What is meant by the term “post colonialism?”</p> <p>How has the global economy changed since 1945?</p> <p>What weaknesses do many 3rd world economies face?</p> <p>How do societies balance their desire for economic development with the pressures such development places on the environment?</p>	<p>I can examine the ways different people view the same event or issue from a variety of perspectives such as industrialization, imperialism and nationalism.</p> <p>I can read maps, table, charts, and/or diagrams in order to analyze the relationship between natural resources and development.</p> <p>I can identify and analyze the causes and effects of imperialism, nationalism and economic development.</p> <p>I can examine the ways different people view industrialization, imperialism, and development.</p>	
--	--	---	---	--