MODERN WORLD HISTORY UNIT 11.1

Global Interaction
Unit 11.1 Global Interaction

Overview

How is this revised curriculum different from the past Modern World History curriculum?

Welcome to the first unit of the revised Modern World History social studies curriculum. For many students Modern World History is their capstone social studies course, the final social studies course they will take before graduating from high school. With this in mind, the curriculum has been revised to prepare students for being able to understand, discuss, explore, and interact with the world they will live in as adults. The term *global world* is seen today in everything from newspaper articles to advertisements for soft drinks. It’s easy to lose sight of what this really means and we assume by its ubiquity that we understand what it means to live in a global world. The very nature of a Modern World History course lends itself to exploring what it means for Americans to live in a global world. We are able to examine past history in order to draw connections to similar concepts, forces, and currents at work today. In this way, students will build an understanding of the complexity of our global relationships, whether they be social, economic, or political. The revised Modern World History curriculum is as much about preparing for the future as it is about the past.

The Instructional Design of the revised curriculum is based on two complementary approaches to history instruction: concept-based instruction and comparative case study approach. Concept-based instruction has gained support from a wide range of educational leaders and is grounded in current research. MCPS curriculum in all content areas has drawn on the work of Jay McTighe, Grant Wiggins, and Lynne Erickson that emphasizes attention to the concepts that support each content area, rather than simply an accumulation of loosely connected facts and ideas.

**KEY CHARACTERISTICS**

- Provide a global perspective of world history that reflects the multiple experiences and perspectives of people and regions, reflecting current world history scholarship.
- Prepare students for historical thinking at the college and AP level.
- Be relevant to students' lives today and prepare them for citizenship in today's world.
- Provide a concept-based framework to facilitate higher order, conceptual thinking.
- Include selective depth, employing a case study approach in some instances.

“[World history] is a vital way of getting students to think more broadly and challenge their own presuppositions.”

- Chris Bayly, Professor of History, University of Cambridge
One of the greatest challenges of teaching Modern World History is the sheer volume of information that could be taught. World historians, such as Dr. Peter Stearns, have recommended the comparative approach as one effective way to use selected content that can then be connected to course concepts. With this approach, students examine related case studies to determine similarities, differences, and how they connect to the big idea or question of the unit. They don’t learn everything possible, but they have an opportunity to develop real understanding of the historical forces at work during the time period and over time.

"[World history] takes at its starting point the interconnectedness of human history as a whole, and while it acknowledges the extraordinary importance of states, empires, and the like, it pays attention to networks, processes, beliefs, and institutions that transcend these politically defined spaces."

-Sven Beckert, Professor of History, Harvard University

**Historical thinking** is another aspect of the revised curriculum that may be new to some teachers. While skilled teachers have often incorporated historical thinking processes in their instruction, the skills have not been part of course expectations for all students. The revised curriculum deliberately and systematically provides models for how to teach historical thinking skills to students of all ability levels. The skills included in the curriculum are drawn from the work of several historians and organizations, including Dr. Peter Stearns, The Center for History and New Media at George Mason University, the College Board Advanced Placement World History expectations, the Smithsonian Institution, and others.

**Getting Started: What do I do now?**

**Begin by reading the Enduring Understandings and Essential Questions.** These two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understandings. Next review the **WHAT**. This identifies the MSDE Content Standards and indicators for this unit. These standards represent what MSDE wants students to be able to know and do. The rest of the guide and what you do in the classroom is the **HOW**.

**There are prescriptive and descriptive elements of this guide.** The required, prescriptive elements are the MSDE indicators, MCPS Focus Statements, pacing, and the pre-assessment. Everything else is descriptive, a guide for how to teach. It is your professional judgment, energy, and creativity that will make the historical and modern world come alive for your students.

**We value your input. Please send feedback to the Social Studies office, Room 241, CESC.**
Enduring Understandings

When societies interact, goods, ideas, and technology are exchanged. These exchanges may alter the economic, political, and social systems of societies, and change the relationships between societies. In the early modern period, economic gain through trade was the impetus for global interaction. The beginning of truly global interaction marks the beginning of the modern era of world history.

Global economic interaction accelerated as empires and states reestablished and added to earlier trade routes, becoming truly global with the addition of the Americas. In a global economy, change in one part of the global market alters others.

Interaction through trade, improved communication, as well as conquest changed cultures. Spanish and Ottoman conquerors imposed political, economic, and cultural systems. In the Americas, Spanish, American, and African cultures merged, although unequally. European and Japanese intellectuals adapted ideas from other cultures, used the printing press to spread new ideas, and at the same time promoted Japanese and European cultural identities.

The spread of democratic ideals fostered revolutions against absolute authority and colonial governments. Revolutions around the Atlantic rim varied in the extent to which democratic ideals were realized.

Today, global interaction continues to impact the world. Global trade, interdependence, and rapid communication connect the people of most nations. Global interactions transform everyday life, constantly shaping the products we buy, the music we listen to, the medical treatments available to us, and our view of the world. Global interactions affect more than our personal lives. They also transform relationships among nations. Because we live in an interconnected and interacting world, what affects one part of the world has ripple effects on all of us. Some effects are minor, but some bring significant challenges to our economic, political, and social systems.

Possible Essential Questions

1. Why did the world become modern and what does that mean?
2. What are the consequences of global interaction?
3. How does interaction change how people live and see the world?
4. What conditions and beliefs make people feel they should change their government?
What?

MSDE World History Content Standards and Indicators
(Maryland Social Studies Content Standards, May 19, 2000)

Standard 3.8  Students demonstrate understanding of the development of dominant regional empires.
Standard 3.9  Students demonstrate understanding of how European society experienced political, economic, and cultural transformations through the Renaissance and Reformation.

- Describe the impact and significance of the expansion of the Ottoman State.
- Explain the relationship between emerging humanistic values and new technologies, such as the printing press and telescope.
- Analyze causes and consequences of discontent with the late medieval church during the Protestant Reformation and the Catholic Counter-Reformation.


- Describe the reasons, particularly mercantile and capitalism, that led the European states and people to exploration and expansion.
- Assess the impact of the transmission of disease, the exchange of ideas, and the movement of plants and animals.
- Analyze the impact of European exploration and expansion on the peoples of Sub-Saharan Africa, Asia, and the Americas.
- Describe the origins of the transatlantic African slave trade and the consequences for Africa, America, and Europe, such as triangular trade and the Middle Passage.
- Analyze the variety of responses to European colonization.

Standard 3.11  Students demonstrate understanding of the rising economic and political power of European states between 1500–1700 CE.

- Explain how specific European states such as Portugal, Spain, France, Holland, and England emerged as economic world powers.
- Explain how the English Civil War and Revolution of 1688 affected government, religion, economy, and society in England and its colonies, including the significance of the English Bill of Rights.

Standard 3.12  Students demonstrate understanding of how the Scientific Revolution and Enlightenment transformed European society.

- Explain the political ideas of the Enlightenment that originated in Ancient Rome and Greece, including those expressed by Locke, Montesquieu, and Rousseau.

Standard 3.13  Students demonstrate understanding of the causes and consequences of political revolutions in the late 18th and early 19th centuries.

- Explain the causes of the French Revolution, and how the Revolution contributed to the political, economic, and cultural transformations in Europe and the world.
- Analyze the leading ideas of the French Revolution and assess their contribution to democratic thought.
- Describe how Spanish American countries and Haiti achieved independence in the early 19th century.
- Compare the causes, character, and consequences of the English, American, and French Revolutions and their enduring effects on worldwide political expectations for self-government and individual liberty.
MSDE Content Standards and Indicators

People of the Nations and World
- Evaluate the role of institutions in guiding, transmitting, and changing culture.
- Analyze the conflicts between cultural traditions and cultural change.
- Evaluate the manifestations of prejudice and discrimination on individuals and groups.
- Evaluate conflicts among and within cultures.
- Analyze situations that illustrate decisions of conscience taking precedence over respect for authority.

Geography
- Describe major world patterns of economic activity, their interrelationships, and their impact on levels of economic development.
- Analyze the roles and relationships of regions on the formation and implementation of government policy.
- Analyze how shifts in regional relationships result from changes in political, economic, cultural, and environmental factors.
- Analyze case studies of the spread of cultural traits that lead to cultural convergence and divergence such as the spread of democratic ideas...
- Demonstrate understanding of how economic, political, and cultural processes interact to shape patterns of human population, interdependence, cooperation, and conflict.

Economics
- Assess how scarcity affects individuals, businesses, governments, and nations and the effectiveness with which people throughout history have utilized specialization and trade to address economic scarcity and unequal resource allocations using case studies.
- Analyze how economic institutions are interdependent and how their relationship is affected by trade, exchange, money, and banking.

Social Studies Skills
- Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge.
- Interpret information in maps, charts, and graphs.
- Analyze the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments.
- Evaluate issues by stating and summarizing the issue, and drawing conclusions based on conflicting data.
- Assess the credibility of primary and secondary sources, assessing the accuracy and adequacy of the author’s details to support claims and noting instances of bias, propaganda and stereotyping, and draw sound conclusions.
- Explain different viewpoints in historical accounts of controversial events and determine the context in which the statements were made, including but not limited to, the questions asked, the sources used and the author’s perspective.
### Instructional Flow

Students learn about the emergence of a global economy in the early modern period and examine how global interaction caused change to answer the unit question,

*Why did global interaction change the early modern world?*

#### Pre-assessment (2 Sessions)

Student knowledge and skills are pre-assessed in the areas of geography, culture, economics, world history, writing generalizations, and primary source analysis.

#### LS 1 Global Interaction 1450–1750 (5 sessions)

Students examine the expansion and globalization of the world trade system. Students answer the question: *Why did the early modern economy become global?*

Students learn:
- interaction causes change.
- their lives today are affected by a global economy.
- complex trade networks existed in both the eastern and western hemispheres prior to 1450.
- interaction became truly global with the integration of the Americas into world trade.
- in a global economy, change in one region impacts others.

#### LS 2 Interaction, Conquest, and Change (8 sessions)

Students examine how conquest of the Americas led to significant cultural change and compare how changes brought by Spanish efforts were similar or different to cultural change following conquests by the Ottoman Empire. Students answer the question: *Why did cultures change as a result of global interaction?*

Students learn:
- the Columbian Exchange resulted in unprecedented biological and cultural exchange.
- conquest led to the imposition of political, economic, and social systems on those conquered.
- the Spanish forced religious conversion on indigenous Americans, resulting in cultural synthesis, while the Ottomans allowed minority religions freedom to worship and some autonomy.

#### LS 3 Interaction and the Spread of Ideas (10 sessions)

Students compare the impact of global interaction on the spread of ideas in Europe and Japan. Students continue to answer the question: *Why did cultures change as a result of global interaction?*

Students learn:
- printing press technology played a key role in transmitting ideas.
- global interaction, political stability, and the spread of ideas resulted in intellectual movements in Europe and Japan which coincided with increased cultural identity.

#### LS 4 Interaction and Political Revolution 1640–1824 (12 sessions)

Students analyze how the spread of ideas through interaction fostered revolution in Europe and the Americas. Students answer the question: *Why did political systems change as a result of interaction?* Students learn:
- revolutions in what became the United States, France, Haiti, Mexico, and South America had ties to the spread of Enlightenment thought but differed in realization of the ideals of equality and representation.

#### End of Unit Assessment

Assessment Tools provided.