Unit 11.2  Global Forces Change the World, Overview

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

Welcome to the second 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 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. A Modern World History course provides students with an opportunity to explore what it means for Americans to live in a global world. Students examine past history in order to draw connections to similar concepts, forces, and patterns at work today. In this way, students build an understanding of the complexity of global relationships, whether they are social, economic, or political. The revised Modern World History curriculum is as much about preparing for the future as it is about understanding the past.

The Instructional Design of Unit 2 continues the concept based instruction and comparative case study approaches to world history begun in the previous unit. Historian Ross Dunn describes these approaches to world history by saying,

“Discussions… center on the history of connections and interactions among human societies, patterns of change that cut across and transcend particular countries or civilizations, studies of societies in world-scale contexts, and comparisons of historical phenomena in different parts of the world.”

The central concept in Unit 1 was interconnection. In Unit 2 the central concept is forces of change. This unit provides unique opportunities to address questions dramatically affecting our world today. Connections to modern issues and events can be made throughout the unit. Suggestions for concluding the unit with a look at world issues today are included in Lesson Sequence Three.

This unit explores questions of inequality among nations, social classes, races, and cultures. A scan of today’s newspaper headlines reveals issues related to the role of the United States in promoting preservation of the environment, global economic stability, and democratic ideals. All of these issues dramatically shaped the world from 1750–1914 and continue to affect change in our world today.

“Weone of the greatest questions in world history, namely why during the past two hundred years a small number of countries gained the capacity to produce, trade, and consume so much more than the rest of the world and accumulated unprecedented and unequaled state capacity and power, its answers will emphasize a particular set of factors.”

-Sven Beckert, Professor of History at Harvard University

**Historical thinking** requires students construct history by asking questions about history, analyzing historical sources, supporting historical arguments, and making historical judgments. This skill set promotes thoughtful citizenship and sets social studies apart from other disciplines. Historical thinking does not come naturally and must be taught. An essential part of historical thinking is critical analysis of historical sources, which is the emphasis of the Modern World History A curriculum. The historical thinking skills included in this 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; Sam Wineburg, *Historical Thinking and Other Unnatural Acts*; the College Board Advanced Placement World History expectations; the Smithsonian Institution; and others.

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**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 preassessment. 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 by PONY or e-mail to the Social Studies Office, Room 253, CESC
**Enduring Understandings**

Forces of change are patterns of development that have influenced human society since antiquity. In a global world system, the forces of industrialism, nationalism, communication, and democracy gained strength when the two hemispheres became connected. From 1750–1914, industrialism and nationalism were the primary forces of change that altered political, economic, and social systems around the world.

The global interconnected economic system created new opportunities resulting in a more complex economic system. Economic competition, innovation, and expansion characterized industrial economies that emerged during this era. Throughout this time of transition, nations sought to control the effects of industrialism on their political and social systems, while advancing economic changes.

As economic and political competition increased among nations, the concept of a nation-state became an idea that united people in common defense against aggression and in common pursuit of national pride, power, and self-interest. In this way, nationalism emerged as a powerful force within the context of an industrialized world. Simultaneously, nationalism encouraged the spread of imperialism and strong resistance to imperialism. By the early 1900s, imperial empires had taken even greater control of economic and political systems around the world, increasing interdependence and shifting inequality among regions.

People responded to the changes brought by industrialism and nationalism in a variety of ways. The upheaval in economic, political, and social systems around the world sparked an unprecedented migration of people in search of economic opportunity, religious movements sought to prevent the loss of traditional culture, reformers advocated for new political, social, and economic institutions, and Romantic artists denounced the new industrial world.

Industrialism and nationalism continue to be powerful forces of change today. Industrial economies have contributed to global environmental changes, created new technologies that have changed economic patterns and trends both globally and locally, and raised expectations across the world for higher standards of living. Nationalism has contributed to both democratic revolutions and to revolutions that have sought to restore traditional power structures and authority. Conflicts across the globe are closely watched because in a global world, what affects one nation, affects all nations.

**Possible Essential Questions**

1. How does industrialization affect economic, political, and social systems?
2. How does the global interdependence cause inequality?
3. How do human migrations influence the world?
4. How have forces of change shaped human history?
5. How do the forces of change continue to shape the world today?
What?

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

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.

Standard 3.14 Students demonstrate understanding of the causes and consequences of the agricultural and industrial revolutions (1700–1850).
- Explain how changes in agriculture and transportation and new technological inventions led to the Industrial Revolution.
- Analyze the defining characteristics of the Industrial Revolution.
- Analyze the changes in the living and working conditions for the early industrial working class, especially women and children.
- Describe the impact of new social movements and ideologies, including conservatism, liberalism, socialism, trade unionism, Marxism, and Social Darwinism.

Standard 3.15 Students demonstrate understanding of the patterns of nationalism, revolution, and reforms (1750–1870).
- Describe Russian absolutism reform and imperial expansion.
- Describe how China’s Qing dynasty responded to economic and political crises.
- Explain the successes and failures of democracy in Latin America, including the political and economic changes.
- Describe the impact of nationalism on politics and society in Italy, Germany, and Austria-Hungary.

Standard 3.16 Students demonstrate understanding of global imperialism and patterns of resistance (1800-1914).
- Explain the causes and consequences of European and American imperial expansion.
- Describe political and cultural transformations in Asia in the era of the “new imperialism,” including Indian society under British rule, French and British colonization in Southeast Asia, and the Chinese Revolution of 1911.
- Explain the range of responses to the European “scramble for Africa.”
MSDE Content Standards and Indicators

Geography

Standard 4.3  Students demonstrate understanding of how economic, political, and cultural processes interact to shape patterns of human population, interdependence, cooperation, and conflict.

- Explain the political, economic, social, and environmental factors that contribute to the route, flow, and destination of human migration and the effect of migration on the character of both the origin and destination of places.
- Describe major world patterns of economic activity, their interrelationships, and their impact on levels of economic development.
- Analyze case studies of the spread of cultural traits that lead to cultural convergence and divergence, such as the spread of democratic ideas of the use of the English language as a major medium of international communication.
- Evaluate the importance of transportation and communication as factors contributing to economic development.
- Analyze how various factors contribute to cooperation and conflict within and among countries, including resources, strategic locations, culture, and politics.
- Explain the geographic factors that influence a nation’s power to control territory and that shape the foreign policies and international political relations of selected nations, (e.g. …the United Kingdom).
- Analyze how differing point of view and self-interests play a role in the conflict over territory.

Standard 4.4  Students demonstrate understanding of the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

- Explain the possible global effects of human modification of the natural environment. including how technology has expanded human capacity to modify and adapt to the physical environment.

Economics

- Assess how scarcity affects individuals, businesses, governments, and nations and their effectiveness with which people throughout history have utilized specialization and trade to address economic scarcity and unequal resource allocation using case studies.
- Analyze factors which affect standards of living in world communities.

People of the Nations and World

- Evaluate conflicts among and within cultures.
- Analyze the conflicts between cultural traditions and cultural change.
- Evaluate the manifestations of prejudice and discrimination on individuals and groups.
- Evaluate the role of institutions in guiding, transmitting, and changing culture.

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.
- 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.
- Analyze the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.


**Instructional Flow**

Students learn how the global forces of the modern world further integrated the global economy and answer the unit question,

*How did the forces of change, change the world?*

**Preassessment** (to be developed)

Student knowledge and skills are preassessed in the areas of geography, economics, world history, and identifying context.

**LS 1 The Beginnings of Global Industrialization** (7 sessions)

Students build an understanding of how four forces of change influenced all regions of the world, restructuring patterns of economic, political, and social systems. Students learn:

- the four forces of change: industrialism, nationalism, communication, and democratic ideals.
- how Great Britain’s transition to an industrial economy within a globalized economic system highlights the supporting roles of political and economic institutions and the impact industrialization has on traditional social systems and structures.
- that in response to global influences, economies across the world became more industrial, although the extent of industrialization varied.
- nationalism was a force that promoted imperial policies in industrial nations, but also united societies in opposition to imperial advances.

**LS 2 Shifting Global Relationships** (18 sessions)

Students compare case studies to examine how different nations and empires responded to the four forces of change. Students answer the question: *How did the forces of change influence nations and empires?*

Students learn:

- the experiences of a nation or empire were influenced by the context of its own political, economic, and social systems and by pressures from imperial nations.
- resistance to imperialism and Western influence unified societies as they sought to protect their own sovereignty and cultural traditions, while, for many, also accepting the advances of industrialization.
- patterns of inequality shifted as a result of the unequal spread of industrialization.

**LS 3 Global Change Shapes Society** (7 sessions)

Students examine how the forces of change affected the world on a global scale. Students answer the question: *How did the forces of change affect the way people lived?*

Students learn:

- new labor structures emerged in response to the abolition of slavery and serfdom, and the emergence of an industrial working class.
- the environmental consequences of industrialization.
- the migration of millions of people created new population patterns and social stresses.
- standards of living for some rose in industrial nations, creating a more prosperous and politically powerful middle class.

**End of Unit Assessment**

Assessment Tools provided.