High School – World History

Instructional Unit Title: How We Relate

The teacher may provide primary and secondary sources related to cultural beliefs regarding basic human rights around the world (e.g., Universal Declaration of Human Rights, the Geneva Convention, Convention on the Prevention and Punishment of the Crime of Genocide, Convention on the Rights of the Child) so that students can understand that policies and beliefs (e.g., religious, political, economic, geographic) serve as a catalyst for an infringement on human rights as a result of encounters and interactions among people.

The teacher may provide primary and secondary sources (e.g., journal entries by conquistadors, European paintings depicting encounters, indigenous accounts of the arrival of the European explorers) so that students can understand the interactions between Europeans and indigenous people of the Americas and Africa as well as the legacies of ethnocentrism and cultural destruction.

The teacher may use world population data, historical population growth maps, etc. so that students can build an understanding of the ways in which changes in world population (e.g., population increase in Eurasia and catastrophic population collapse in the Americas) created severe shortages of labor and a decreased tax base for European nations.

The teacher may provide primary and secondary sources (e.g., maps of indigenous empires and colonial empires, text from charters such as the Dutch West India Company) so that students can investigate how the convergence of cultures fueled the desire (wants and needs) for control of resources resulting in conflict over land ownership and resource use/allocation.

The teacher may provide primary and secondary sources (e.g., colonial/imperialism political cartoons, maps showing colonial empires) so that students can examine the ways in which colonial cultural beliefs and practices impacted (marginalized) indigenous cultures.

The teacher may provide primary and secondary sources (e.g., 95 Theses, images and accounts of missionary conversions, maps of the spread of religions) so that students can communicate the relationship between imperialistic policies and the spread of religious beliefs.

The teacher may provide primary and secondary sources (e.g., maps of trade routes, images of Atlantic slave trade) so that students can describe how the economic and political goals of European nations often facilitated human rights abuses against indigenous peoples.

The teacher may provide foreign policy documents, historical accounts of world events (e.g., Spanish –American War, Russo-Japanese War, Treaty of Versailles, and World Wars I & II, Executive Order 9066) so that students can begin to analyze the political and economic decisions driving military actions in the first part of the 20th century and the resulting human rights violations (e.g., the Armenian genocide, the Holocaust).

The teacher may provide primary and secondary sources around economic growth, globalization, and economic contraction (e.g., charts illustrating the slowing economic growth rate, the decline in international trade, the economics of the World Wars, the Great Depression) so that students can begin to describe how societies around the globe became connected in a "single" rapidly changing economic world.

The teacher may provide significant political/philosophica I theories and documents (e.g., communism.
Socialism, fascism, Mein Kampf) so that students can begin to connect political/social changes with beliefs about human rights.

The teacher may provide images showing the environmental effects of global industrialization (e.g., deforestation, water pollution, air pollution) so that students can connect industrialization with humans' increasing ability to reshape the environment.

The teacher may provide primary and secondary sources from the Industrial Revolution (e.g., images of working conditions, factories, slums, writings of social commentators) so that students can explain how the need for a larger labor force had a profound impact on human rights and the development of policies necessary to protect those rights (e.g., slave labor, child labor).

The teacher may use world population data, historical population growth maps, etc. to facilitate student understanding of the ways in which economic conditions/decisions influenced push and pull factors resulting in regional and global population shifts.

The teacher may provide the writings of political theorists that evolved out of the Enlightenment (e.g., Locke, Hobbes, Voltaire, Montesquieu) to help students determine the relationships between revolutions in political thought and changes in the treatment of colonized people.

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The teacher may bring in data illustrating population growth and shifts (rural to urban and suburban), etc. so that students can begin to identify the relationship between changes in human demography, technological advances, and the human condition.

The teacher may provide political speeches and writings (e.g., Ché Guevara, Joseph McCarthy, Gandhi, Nelson Mandela, Betty Friedan) so that students can identify the ways in which political ideologies reflect beliefs about human rights and how political and social movements against human rights violations brought about change.

The teacher may provide primary and secondary sources documenting increases in world populations and resource allocation/use (e.g., maps of world oil reserves, deforestation, resource allocation, population growth) to help students connect the consequences of human dependence on natural resources with the growth of environmental and human rights concerns.

The teacher may provide primary and secondary sources around institutional and grass roots efforts aimed at social change (e.g., The U.N. Declaration of Human Rights, Amnesty International proclamations) so that the students can critically analyze today's struggles to improve the human condition.

PERFORMANCE ASSESSMENT: As a member of an international human rights group (e.g., Amnesty International, Human Rights Watch), you have been invited to present to the United Nations General Assembly, on the state of one particular global human rights violation, to appeal to the United Nations to encourage all nations to abide by the Universal Declaration of Human Rights and support stricter enforcement. As part of your presentation, you will propose an action plan designed to redress these violations (e.g., economic – embargo, boycott, political – foreign policies). Your presentation should connect your selected human rights violation to the historical roots of the issue (e.g., child labor – industrial revolution vs. today's child labor issues) and address how the violation has changed and/or stayed the same.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.