

Unit Title: How We Relate

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM

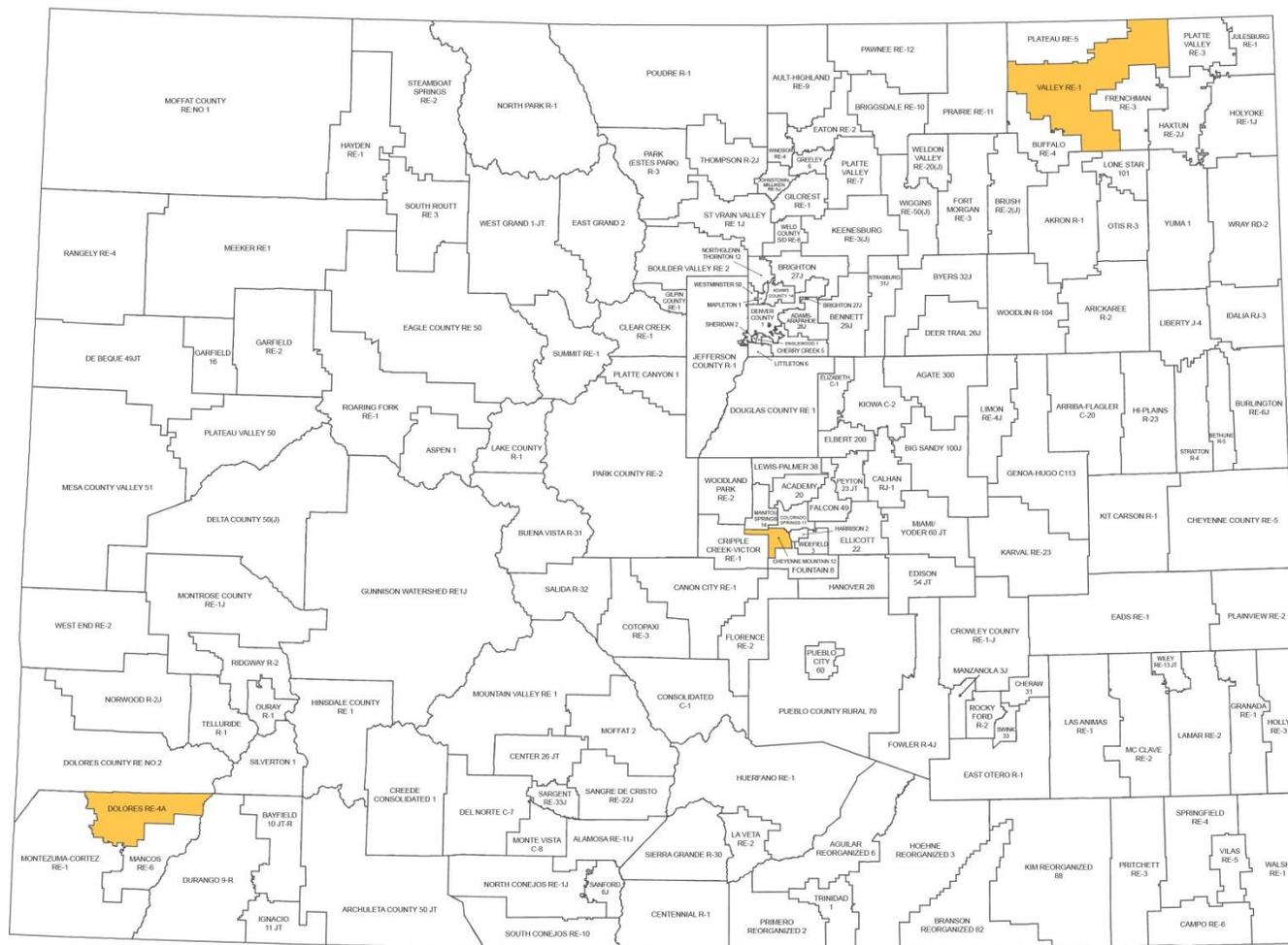
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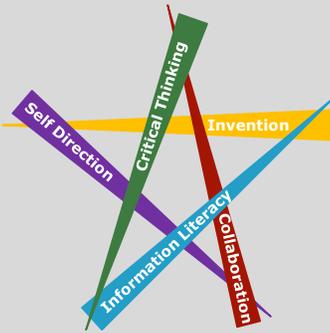
Dolores RE-4A School District

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. 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.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	High School
Course Name/Course Code	World History		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources	SS09-GR.HS-S.1-GLE.1	
	2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	SS09-GR.HS-S.1-GLE.2	
	3. The significance of ideas as powerful forces throughout history	SS09-GR.HS-S.1-GLE.3	
2. Geography	1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions	SS09-GR.HS-S.2-GLE.1	
	2. Explain and interpret geographic variables that influence the interactions of people, places and environments	SS09-GR.HS-S.2-GLE.2	
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3	
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1	
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2	
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3	
4. Civics	3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3	
<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p align="center">Reading & Writing Standards for Literacy in History/Social Studies 6 - 12</p> <p>Reading Standards</p> <ul style="list-style-type: none"> • Key Ideas & Details • Craft And Structure • Integration of Knowledge and Ideas • Range of Reading and Levels of Text Complexity <p>Writing Standards</p> <ul style="list-style-type: none"> • Text Types & Purposes • Production and Distribution of Writing • Research to Construct and Present Knowledge • Range of Writing 	
Unit Titles		Length of Unit/Contact Hours	Unit Number/Sequence
How We Relate		6– 9 Weeks	2

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Unit Title	How We Relate		Length of Unit	6-9 weeks	
Focusing Lens(es)	Interactions/conflict	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2	SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.RH.9-10.3 CCSS.RH.9-10.4 CCSS.RH.9-10.6 CCSS.RH.9-10.8	<u>Grades 11-12</u> CCSS.RH.11-12.3 CCSS.RH.11-12.4 CCSS.RH.11-12.6 CCSS.RH.11-12.8	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.WHST.9-10.1 CCSS.WHST.9-10.2 CCSS.WHST.9-10.4 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8	<u>Grades 11-12</u> CCSS.WHST.11-12.1 CCSS.WHST.11-12.2 CCSS.WHST.11-12.4 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> Which ideas offer the greatest examples of how religious, political, and cultural influences spread around the globe? (SS09-GR.HS-S.1-GLE.3-IQ.2; RA.1,2,3) What entrepreneurial ideas would solve some of the world’s scarcity issues? (SS09-GR.HS-S.3-GLE.1-IQ.4) 				
Unit Strands	History, Geography, Economics, Civics				
Foundational Historical/ Geographic Concepts	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
Concepts	Subsidies, philosophies, genocide, cultural affiliation, sanction(s), scarcity, sustainability, allocation, colonization, democracy, exploit(ation), foreign policy, embargo(es), tariff(s), human rights				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How have historical interpretations of the Reformation and Counter-Reformation changed with new evidence?	How might the discovery of new evidence change the historical narrative of an event or person?
Historians’ definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)	What were the significant events/issues that historians identified in relation to 20 th Century genocides (e.g., Bosnia, the Holocaust, etc.)?	How do historians define and determine significance?

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<p>Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)</p>	<p>How have maps illustrated the increase in use and availability of non-renewable energy sources (e.g., fossil fuels)? (SS09-GR.HS-S.3-GLE.1-RA.1)</p>	<p>How can geographic tools help us determine the fair and equitable allocation of global resources?</p>
<p>Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)</p>	<p>How have maps documented changing political/national boundaries and cultural affiliations (e.g., the dissolution of Yugoslavia and the reunification of East and West Germany)?</p>	<p>How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?</p>
<p>Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation (SS09-GR.HS-S.2-GLE.3-EO.a,b,d) and (SS09-GR.HS-S.3-GLE.1-EO.a)</p>	<p>How does the use of resources in the Amazon threaten indigenous peoples? How was the conflict over East/West Germany an example of divergent perspectives on political boundaries?</p>	<p>Why does competition and conflict over resources occur?</p>
<p>Beliefs can translate into practices that limit or expand human rights (SS09-GR.HS-S.1-GLE.1- RA.1) and (SS09-GR.HS-S.1-GLE.3-EO.a)</p>	<p>How did the arrival of European explorers impact the rights of indigenous peoples in Africa?</p>	<p>How do political/cultural/societal beliefs impact human rights?</p>
<p>As world population increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals (SS09-GR.HS-S.2-GLE.3-EO.b) and (SS09-GR.HS-S.3-GLE.1-EO.a)</p>	<p>How have European nations used their wealth of resources to meet their economic goals?</p>	<p>How do individuals, businesses, governments, and societies allocate resources to meet economic goals? (SS09-GR.HS-S.3-GLE.1-IQ.4)</p>
<p>Nations often use foreign policies to influence/drive political, economic or social change in other countries (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.e)</p>	<p>How has the United States used sanctions to implement foreign policy goals?</p>	<p>How do nations use foreign policy to impact political, economic or social change in other countries?</p>

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The significance and impact of European colonialism on colonized peoples in Latin America, Africa, India, etc. (SS09-GR.HS-S.1-GLE.2-EO.c,d) • How nations (e.g., Europe, the Americas) use and exploit resources (e.g., timber, labor) (SS09-GR.HS-S.1-GLE.2-RA.2) and (SS09-GR.HS-S.2-GLE.1-EO.c) and (SS09-GR.HS-S.2-GLE.2-EO.a) • The political, cultural, geographic, and economic impact and effects of imperialism (SS09-GR.HS-S.1-GLE.2-EO.d) and (SS09-GR.HS-S.1-GLE.3-EO.c) • The complexity of events that led to the reunification of East and West Germany (SS09-GR.HS-S.1-GLE.2-EO.c) • The goals of and tools used by the United States to develop foreign policy (SS09-GR.HS-S.4-GLE.3-EO.d) • Embargoes, tariffs, and subsidies are part of monetary and fiscal policies used by governments to influence foreign economic and political policies (SS09-GR.HS-S.3-GLE.2-EO.b; IQ.3) 	<ul style="list-style-type: none"> • Gather data, make inferences, and draw conclusions from maps representing political boundaries and resource allocation (SS09-GR.HS-S.2-GLE.1-EO.a) and (SS09-GR.HS-S.2-GLE.3-EO.b) • Analyze the relationships between economic goals and the allocation of scarce resources (SS09-GR.HS-S.3-GLE.1-EO.a) • Evaluate a historical source for point of view and historical context (SS09-GR.HS-S.1-GLE.1-EO.a)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Nations often use monetary and fiscal policies, such as tariffs, embargoes, and sanctions, to influence political, economic or social change in other countries.</i></p>
<p>Academic Vocabulary:</p>	<p>Resource, discrimination, competition, philosophies</p>
<p>Technical Vocabulary:</p>	<p>Genocide, colonization, democracy, cultural assimilation, cultural genocide, cultural diffusion, conquest, civil rights, marginalization, ethnocentrism, imperialism, colonialism, allocation, scarcity, sanction(s), monetary policy, fiscal policy, sustainability, exploit(ation), foreign policy, embargoes, tariffs, human rights, indigenous peoples</p>

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Unit Description:	This unit focuses on the ways in which international expansion led to increased human interactions; thereby, contributing to practices and policies that limited and/or expanded human rights. Students will study how the beliefs about the rights of people have changed over time (1400’s – present) and how economic, political, geographic factors/policies, and religious beliefs had an impact on the infringement on human rights. In addition, students will investigate how nations reacted (or didn’t react) to the policies that marginalized cultures and violated human rights. Finally, student learning should be focused on the changing nature of human rights violations and how nations have fought to preserve the rights of all people.
Considerations:	This unit is organized by time period (1400’s – present). Within the time periods, learning experiences may focus on one or more of the following: economic factors, geographic issues, religious beliefs, and/or political motives. There is a title in the header of each learning experience that includes a <i>general</i> time frame and focus for that experience. It’s important to note that the time frames are broad, but remember that not everything within that time frame is supposed to be taught, just the content and skills specific to the task description. Finally, one website that helped to inform the work for this unit is entitled <i>World History for Us All</i> . (http://worldhistoryforusall.sdsu.edu/bigeras.php) NOTE: Some changes were made to the factual questions (red text) and the content in the unit overview to more accurately reflect this instructional unit.
Unit Generalizations	
Key Generalizations:	Beliefs can translate into practices that limit or expand human rights
	Nations often use foreign policies to influence/drive political, economic or social change in other countries
Supporting Generalizations:	As world population increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals
	Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Beliefs can translate into practices that limit or expand human rights Nations often use foreign policies to influence/drive political, economic or social change in other countries
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>“Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.” https://www.un.org/en/globalissues/humanrights/ (The United Nations website)</p> <p>As a member of an international human rights group (e.g., Amnesty International, Human Rights Watch, etc.), 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, etc.). Your presentation should connect your selected human rights violation to the historical roots of the issue (e.g., child labor – industrial revolution v. today’s child labor issues) and address how the violation has changed and/or stayed the same. CCSS.WHST.9-10.7</p>

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<p>Product/Evidence: (Expected product from students)</p>	<p>Students will create a presentation/persuasive speech which may be in the form of a poster board, PowerPoint, Prezi, etc. The presentation should include:</p> <ul style="list-style-type: none"> • The type human rights violation it is (based on the UDHR) • Where in the world the human rights violation is occurring • The historical roots of the violation • What is currently being done globally to address the violation • A proposed action plan to address the issue (e.g., economic – embargo, boycott, political – foreign policies, etc.) <p>NOTE: Groups to present on human violations by time period or by region so that all groups are presenting on different types of human rights violations (e.g., education, worker’s rights, standard of living, discrimination, etc.)</p> <p><i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.</i></p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may make work in teams and be assigned different roles to create and deliver the presentation to the UN based on their learning strengths, such as:</p> <ul style="list-style-type: none"> • Group leader (tasked with organizing the information and images found by the researchers) • Lead researcher (tasked with finding information on the human rights violation) • Research assistant (tasked with finding images, video clips etc. to support the findings of the lead researcher) • Content Author (responsible for writing the text for the presentation) • Technology expert (tasked with creating the PowerPoint, Prezi, etc. for the presentation)

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>Bigelow, B. & Peterson, B. <i>Rethinking Columbus: The Next 500 Years.</i></p> <p>Brooks, P. <i>Hannibal: Rome’s Worst Nightmare.</i> Lexile: 900</p> <p>Christie, G. <i>Brothers in Hope: The Story of the Lost Boys of Sudan.</i> Lexile: 670</p> <p>DiConsiglio, J. <i>Francisco Pizarro: Destroyer of the Inca Empire.</i> Lexile: 880</p> <p>Glendon, M.A. <i>Eleanor Roosevelt and the Universal Declaration of Human Rights.</i> Lexile: 905-1195</p> <p>Riis, J. <i>How the Other Half Lives.</i> Lexile: 1210</p> <p>Watson, S. <i>Respecting Cultural Differences.</i> Lexile range: 805-1100</p>	<p>Follett, K. <i>Fall of the Giants.</i> Lexile range: 905-1195</p> <p>Follett, K. <i>Winter of the World.</i> Lexile range: 905-1195</p> <p>Hosseini, K. <i>The Kite Runner.</i> Lexile: 840</p> <p>Kamara, M & McClelland. <i>The Bite of the Mango.</i> Lexile: 800</p> <p>Kipling, R. <i>War Stories and Poems.</i> Lexile: 1110 (see poem “White Man’s Burden”)</p> <p>Sinclair, U. <i>The Jungle.</i> Lexile: 1170</p> <p>Staples, S.F. <i>Shabanu: Daughter of the Wind.</i> Lexile: 970</p> <p>Whelan, G. <i>Goodbye, Vietnam.</i> Lexile: 810</p>

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Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think and work like a historian/ looking at primary and secondary sources as incomplete or partial perspectives on historical events	Teacher Resources:	http://www.concordia.edu/sitefiles/w3/Library/Primary%20versus%20Secondary%20Sources.pdf (Chart for teachers and students that describes what types of documents qualify as primary and secondary sources) http://www.loc.gov/teachers/usingprimarysources/ (Teaching with primary and secondary sources, incl. worksheets – Library of Congress) http://www.facinghistory.org/ (Primary and secondary sources on human rights issues throughout the world)
			Student Resources:	http://www.loc.gov/teachers/additionalresources/relatedresources/world/primary.html (Different places to find primary and secondary resources)
	Skills:	Evaluate a historical source for point of view and historical context CCSS.RH.9-10.6 CCSS.WHST.9-10.2	Assessment:	Historical Journal (This could be a daily or weekly reflective journal) Students will create and maintain a reflective historical journal by analyzing similarities and differences between primary and secondary source perspectives.
2.	Description:	Think and work like a historian/ selecting appropriate evidence to build and defend historical arguments CCSS.WHST.9-10.1	Teacher Resources:	http://www.loc.gov/teachers/usingprimarysources/ (Teaching with primary and secondary sources, incl. worksheets – Library of Congress) http://www.facinghistory.org/ (Primary and secondary sources on human rights issues throughout the world)
			Student Resources:	http://www.loc.gov/teachers/additionalresources/relatedresources/world/primary.html (Different places to find primary and secondary resources)
	Skills:	Evaluate a historical source for point of view and historical context CCSS.RH.9-10.8 CCSS.WHST.9-10.8	Assessment:	Historical Evidence Wall Students will define evidence criteria and then collect and contribute evidence to a class wall that is designed to categorize the strength and weakness of various historical arguments and examples.
3.	Description:	Think and work like a geographer/ creating maps, charts, and tables to describe past and current resource distribution	Teacher Resources:	http://www.eduplace.com/ss/maps/pdf/world_cont.pdf (Blank world maps for creating individual and class maps) http://www.mapsofworld.com/thematic-maps/natural-resources-maps/ (Multiple maps of current physical resource allocation worldwide-oil, water, minerals, etc.)
			Student Resources:	http://www.eduplace.com/ss/maps/pdf/world_cont.pdf (Blank world maps for creating individual and class maps) http://www.mapsofworld.com/thematic-maps/natural-resources-maps/ (Multiple maps of current physical resource allocation worldwide-oil, water, minerals, etc.)
	Skills:	Gather data, make inferences, and draw conclusions from maps representing political boundaries and resource allocation	Assessment:	World Resource Maps Students will create a personal world map and contribute to a class wall map that will represent boundaries and resource allocation for each of the four eras featured in the unit. (1400-1800, 1750-1914, 1900-1950, 1945-present)

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4.	Description	Think and work like a geographer/ creating maps, charts, and tables to illustrate national and international cooperation/conflict	Teacher Resources:	http://www.eduplace.com/ss/maps/pdf/world_cont.pdf (Blank world maps for creating individual and class maps) http://www.conflicthistory.com (Interactive map and timeline of conflicts in world history) http://www.worldbank.org/wb/about/timeline.htm?iframe=true (Timeline of major international cooperative events/agreements WWII- present)
			Student Resources:	http://www.eduplace.com/ss/maps/world.html (Blank world maps for creating individual and class maps) http://www.conflicthistory.com (Interactive map and timeline of conflicts in world history) http://www.worldbank.org/wb/about/timeline.htm?iframe=true (Timeline of major international cooperative events/agreements WWII- present)
	Skills:	Gather data, make inferences, and draw conclusions, from maps representing political boundaries and resource allocation	Assessment:	World Cooperation/Conflict Map Students will create a personal world map and contribute to a class wall map that will represent the major international cooperation and conflicts for each of the eras featured in the unit (1400-1800, 1750-1914, 1900-1950, 1945- present).
5.	Description:	Think and work like a historian/ creating whole class and individual timelines	Teacher Resources:	http://worldhistoryforall.sdsu.edu/ (A world history timeline) http://www.timetoast.com/ (Create a digital timeline)
			Student Resources:	http://www.timetoast.com/ (Create a digital timeline)
	Skills:	Place significant events in historical sequence CCSS.RH.9-10.3 CCSS.WHST.9-10.2	Assessment:	Individual World History Timelines Students will update their individual timelines daily/weekly. The class can also keep a larger visual timeline with students adding significant events on a regular basis.

Prior Knowledge and Experiences	
Students should have a basic understanding of how to read, analyze and interpret primary and secondary sources. They should also have basic map skills such as: how to use a map, the ability to identify map symbols, and have the ability to identify and read different types of maps.	

Learning Experience # 1: An Introduction to Basic Human Rights	
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, etc.) so that students can understand that policies and beliefs (e.g., religious, political, economic, geographic, etc.) serve as a catalyst for an infringement on human rights as a result of encounters and interactions among people.	
Generalization Connection(s):	Beliefs can translate into practices that limit or expand human rights Nations often use foreign policies to influence/drive political, economic or social change in other countries

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Teacher Resources:	<p>https://www.un.org/en/globalissues/humanrights/ (Basic human rights – the United Nations)</p> <p>http://www1.umn.edu/humanrts/edumat/hreduseries/tb1b/Section1/tb1-2.htm (Economic, social, and cultural rights as human rights: historical background)</p> <p>http://www.un.org/en/documents/udhr/ (Universal Declaration of Human Rights - UDHR)</p> <p>http://www.ohchr.org/en/countries/africaregion/Pages/rdcProjetmapping.aspx (Mapping Human Rights Violations 1993 – 2003)</p> <p>http://www.amnestyusa.org/resources/educators (Amnesty International resources for educators)</p> <p>http://www1.umn.edu/humanrts/edumat/activities.shtm (Human rights resource center – includes lesson plans)</p> <p>https://www.facinghistory.org/for-educators/educator-resources (Facing History and Ourselves: An extensive library of lesson plans, video clips, etc. for teaching about human rights)</p> <p>http://legal.un.org/avl/ha/cppcg/cppcg.html (Convention on the Prevention and Punishment of the Crime of Genocide)</p> <p>http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx (Committee on the Rights of the Child)</p> <p>Possible video clips from these movies: The Mission (true story), Cry Freedom (true story), Invictus, City of Joy, The Killing Fields, The Power of One, Seven Years in Tibet</p>	
Student Resources:	<p>http://www.un.org/cyberschoolbus/humanrights/declaration/index.asp (The Universal Declaration of Human Rights - UDHR)</p> <p>http://www.ushmm.org/confront-genocide (The United States Holocaust Memorial Museum: Confronting Genocide)</p> <p>http://www.youthforhumanrights.org (Teaches youth about human rights)</p> <p>http://www.youthforhumanrights.org/ (Youth for human rights)</p> <p>http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf (The five w's graphic organizer)</p> <p>http://www.onlinenewspapers.com (An online world newspaper directory)</p>	
Assessment:	<p>Students locate a current newspaper story showing the infringement on a specific human rights violation. Students give a short 5w's presentation on the news article.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Students may be provided with a template for writing the 5 w's review</p> <p>http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf (The five w's graphic organizer)</p>	<p>Students may complete a 5 w's graphic organizer</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Students may review the UDHR and determine which article protects the human rights violation explained in the newspaper article</p>	<p>Students may include an explanation of the UDHR article that protects the human rights violation outlined in the newspaper article</p>
Critical Content:	<ul style="list-style-type: none"> • The origins, history, and the work of the United Nations, Amnesty International, Human Rights Watch, etc. • The purpose, history of, and the rights preserved in the Universal Declaration of Human Rights (UDHR) • The locations where human rights violations are occurring around the world • The national and international actions and reactions to human rights violations • Universal human rights are often guaranteed by law, in the forms of treaties, customary international law , general principles, etc. 	
Key Skills:	<ul style="list-style-type: none"> • Determine the central ideas or information of a secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas (CCSS.RH.9-10.2) • Evaluate a historical source for point of view and historical context 	

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Critical Language:	Human rights, human rights violations, cultural beliefs, slavery, servitude, persecution, standard of living, exploit(ation), foreign policy, national, international, genocide, civil rights, convention (treaty), inalienable, universal, self-determination
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Learning Experience # 2: The Arrival of the Europeans (1400 – 1750’s)

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, etc.) 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.

Generalization Connection(s):	Beliefs can translate into practices that limit or expand human rights Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation
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Teacher Resources:	http://tinyurl.com/qjhojlu (Early European colonization of the New World – the Gilder Lehrman Institute) http://en.wikipedia.org/wiki/File:Negroland_and_Guinea_with_the_European_Settlements,_1736.jpg (Map of West African colonies in 1736) http://www.loc.gov/teachers/classroommaterials/primarysourcesets/hispanic-exploration/ (Primary Source Set: <i>Hispanic Exploration in America</i> - Library of Congress) http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text1/text1read.htm (<i>Into the Interior: The Spanish</i> – incl. primary source accounts of Spanish explorers) http://www.loc.gov/pictures/resource/cph.3f06404/ (Image of European explorers arriving in the New World - Library of Congress) http://www.americanjourneys.org/teachers/index.html (American Journeys: Eyewitness Accounts of Early American Exploration and Settlement) http://www.fordham.edu/Halsall/mod/1540cieza.asp (Views of the Incas by Pedro de León – the Modern History Sourcebook) http://www.fordham.edu/Halsall/mod/aztecs1.asp (<i>Aztec accounts of the conquest of Mexico</i> – the Modern History Sourcebook) http://worldhistoryforusall.sdsu.edu/eras/era6.php (“ <i>The Great Global Convergence</i> ”)
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Student Resources:	http://worldhistoryforusall.sdsu.edu/eras/era6.php (“ <i>The Great Global Convergence</i> ”) http://tinyurl.com/psowaod (Spanish Exploration and Exploitation of the Americas) http://tinyurl.com/ozodpc8 (Conquest and Exploitation: The Development of the Transatlantic economy)
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Assessment:	Students will participate in a trial of Christopher Columbus to determine whether or not he committed a crime on the island of Hispaniola. https://zinnedproject.org/materials/people-vs-columbus/ (Free teaching materials with registration)
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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided access to leveled reading materials	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • The historical context of the era (1400’s–1500’s) that influenced people’s beliefs regarding human rights • How the arrival of the Europeans and the interactions between European explorers and indigenous peoples of the Americas changes the cultures of the Maya, Aztec, Inca, and Native Americans • How the European desire for land and resources led to the marginalization of the rights of indigenous peoples • “The Great Dying” of indigenous peoples in the Americas – ecological and demographic consequences • The colonization of Western and Southern Africa by the Dutch and Portuguese
Key Skills:	<ul style="list-style-type: none"> • Analyze the relationships between economic goals and the allocation of scarce resources • Evaluate a historical source for point of view and historical context
Critical Language:	Cultural assimilation, cultural diffusion, cultural genocide, ethnocentrism, colonizer, colonized, conquistador, indigenous, historical context, scarcity, resources, marginalization, Europe(ean), human rights, demographic, ecology(ical)

Learning Experience # 3: Trends in human demographics (1400 – 1750’s)

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 (i.e., population increase in Eurasia and catastrophic population collapse in the Americas) created severe shortages of labor and a decreased tax base for European nations.

Generalization Connection(s):	<p>As world populations increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals</p> <p>Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation</p>
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Teacher Resources:	<p>http://worldhistoryforall.sdsu.edu/eras/era5.php (Scroll down page for statistics on population change)</p> <p>http://worldhistoryforall.sdsu.edu/eras/era6.php (An explanation of the changes to global demographics and the ramifications of those changes)</p> <p>http://www.pbs.org/wgbh/nova/earth/global-population-growth.html (Human numbers through time, an interactive map – PBS)</p> <p>http://www.learner.org/courses/envsci/unit/text.php?unit=5&secNum=4 (World population growth through history, data charts, graphs, etc. – Annenberg Learner)</p> <p>http://worldhistoryforall.sdsu.edu/themes/keytheme1.htm (Patterns of population)</p> <p>http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_events.pdf (Cause and effect: events and consequences graphic organizer)</p>
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Student Resources:	<p>http://www.pbs.org/wgbh/nova/earth/global-population-growth.html (Human numbers through time, an interactive map – PBS)</p> <p>http://www.shmoop.com/spanish-colonization/economy.html (Economy in Spanish colonization)</p> <p>http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_events.pdf (Cause and effect: events and consequences graphic organizer)</p>
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Assessment:	Students will complete a cause and effect graphic organizer outlining the ramifications of the labor shortages in the Americas and the decreased tax base for European nations.
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Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.educationoasis.com/curriculum/GO/GO_pdf/caus_effect_events.pdf (Cause and effect: events and consequences graphic organizer)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may include an additional column to the graphic organizer predicting the long lasting effects of colonial rule
Critical Content:	<ul style="list-style-type: none"> • The consequences of a population increase on the economy and environment in Europe • The consequences of the labor shortage in Latin America created by the population collapse (The population of Latin America, possibly 36 million in 1400, fell to 10 million by 1600) • The advent of the encomienda system and the African slave trade 	
Key Skills:	<ul style="list-style-type: none"> • Analyze data and draw conclusions • Identify cause and effect • Explain consequences derived from the effect of population change 	
Critical Language:	Encomienda, slavery, slave trade, slave labor, the Atlantic Slave Trade, conquistador, cause and effect, ramification, tax base, population, human resources, Eurasia	

Learning Experience # 4: The Economics of Colonialism (1400 – 1750's)		
<p>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, etc.) 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.</p>		
Generalization Connection(s):	<p>Nations often use foreign policies to influence/drive political, economic or social change in other countries</p> <p>Beliefs can translate into practices that limit or expand human rights</p> <p>As world populations increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals</p>	
Teacher Resources:	<p>http://www.metmuseum.org/toah/ht/?period=09&region=sa#/Related-Content (A timeline of the era 1600-1800, incl. images of art from South America, etc.)</p> <p>http://www.aurora.edu/museum/schingoethe.html#axzz2wFwlugxU (Image of European contact with Native American tribe)</p> <p>http://www.loc.gov/exhibits/1492/eurocla.html (European claims in America – incl. images – Library of Congress)</p> <p>http://tinyurl.com/kn7zzh (Hispanic Exploration in America – Primary Source Set - Library of Congress)</p> <p>http://users.humboldt.edu/ogayle/Hist%20110%20Images/world_map_1700_1763.jpg (Map of European colonies: 1700-1763)</p> <p>http://en.wikipedia.org/wiki/File:Colonisation_1800.png (World map of colonial empires by 1800)</p> <p>http://www.flowofhistory.com/node/587 (Visual explaining the Age of Exploration)</p> <p>http://avalon.law.yale.edu/17th_century/westind.asp (Text of the <i>Charter of the Dutch West India Company</i>)</p>	

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Student Resources:	<p>http://www.metmuseum.org/toah/ht/?period=09&region=sa#/Related-Content (A timeline of the era 1600-1800, incl. images of art from South America, etc.)</p> <p>http://en.wikipedia.org/wiki/File:Colonisation_1800.png (World map of colonial empires by 1800)</p> <p>http://www.flowofhistory.com/node/587 (Visual explaining the Age of Exploration)</p> <p>http://www.pbs.org/conquistadors/ (<i>Conquistadors and their legacy in the Americas</i>–PBS)</p> <p>http://www.shmoop.com/spanish-colonization/ (Spanish colonization in the Americas)</p> <p>http://www.shmoop.com/spanish-colonization/photos.html (Images of Spanish colonization in the Americas)</p>	
Assessment:	<p>Students will create a digital storyboard, using <i>Storyboard That</i>, illustrating the tensions between European explorers and indigenous peoples over land ownership and resource allocation. https://www.storyboardthat.com/storyboard-creator (<i>Storyboard That</i> - a digital story board creator)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>https://www.storyboardthat.com/storyboard-creator (<i>Storyboard That</i> - a digital story board creator)</p> <p>http://www.flowofhistory.com/node/587 (Visual explaining the Age of Exploration)</p>	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may include in their storyboard, the lasting effects of Spanish colonial control over land and resources in the Americas
Critical Content:	<ul style="list-style-type: none"> • The political, cultural, geographic, and economic impact and effects of imperialism • Motives for exploring and claiming land in the Americas, Africa, regions in the Indian Ocean • The countries that claimed land in the Americas: France, Spain, England, Portugal • Colonialism is the practice of taking political control over another country for economic purposes • Imperialism is the conceptual idea behind the practice of colonialism 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the relationships between economic goals and the allocation of scarce resources • Evaluate a historical source for point of view and historical context • Draw conclusions about the conflicts that erupted over exploration and land claims 	
Critical Language:	<p>Economic goals, competition, needs, wants, deforestation, wealth, legacy, colonization, colonialism, imperialism, natural resources, charter, empire, raw materials, land ownership, resource allocation, scarcity</p>	

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Learning Experience # 5: Effects of Colonialism on Indigenous Cultures (1400 – 1750’s)		
The teacher may provide primary and secondary sources (e.g., colonial/imperialism political cartoons, maps showing colonial empires, etc.) so that students can examine the ways in which colonial cultural beliefs and practices impacted (marginalized) indigenous cultures.		
Generalization Connection(s):	Nations often use foreign policies to influence/drive political, economic, or social change in other countries Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation Beliefs can translate into practices that limit or expand human rights	
Teacher Resources:	http://www.peterpappas.com/journals/dbq/new-world/new-world-8.pdf (<i>What did the Europeans see when they looked at the New World and the Native Americans?</i> – quotes and images) https://wikiwillows2011.wikispaces.com/Imperialism (Scroll down the page for political cartoons illustrating imperialism) https://cartoonimages.osu.edu/mvnEnfdiW (Political cartoon: “ <i>The White Man’s Burden – Apologies to Kipling</i> ”) http://punch.photoshelter.com/gallery/-/G0000vKN2v8ZjQ.g/ (Examples of Colonialist/ Imperialist Political Cartoons) http://en.wikipedia.org/wiki/File:Spanish_Colonization_of_Mexico.jpg (Image of the Spanish conquest of Mexico) http://www.conflicthistory.com/#/period/1342-1347 (Template for analyzing political cartoons)	
Student Resources:	http://www.aroundtheflexure.com/wp-content/uploads/2011/12/spanish.jpg (Image of the Spanish landing in the Americas) http://en.wikipedia.org/wiki/File:Spanish_Colonization_of_Mexico.jpg (Image of the Spanish conquest of Mexico) http://en.wikipedia.org/wiki/File:Spanish_America_XVIII_Century_(Most_Expansion).png (Map showing Spanish colonization in the Americas) http://www.conflicthistory.com/#/period/1342-1347 (Template for analyzing political cartoons)	
Assessment:	Students create an original political cartoon that demonstrates the viewpoint of the indigenous people under colonial rule. http://www.innovativeclassroom.com/Files/Reproducibles/CartoonTemplate.pdf (Template for cartoon creation)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may choose an example of either a “pro” or “anti” imperialist/colonialist (or both) cartoon and describe the contents http://punch.photoshelter.com/gallery/-/G0000vKN2v8ZjQ.g/ (Examples of Colonialism/Imperialism political cartoons)	Students may orally describe the imperialism/colonialism perspective of the cartoon (s) to the teacher/class
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may do additional research to inform both a “pro” and an “anti” imperialist cartoon http://www.innovativeclassroom.com/Files/Reproducibles/CartoonTemplate.pdf (Template for cartoon creation)	Students may create a series of political cartoons showing how relations between the Spanish and indigenous peoples in the Americas changed over time

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Critical Content:	<ul style="list-style-type: none"> • The time frame, goals, and outcomes of European colonization of Africa, India and the Americas • The outcomes (potential conflicts, etc.) of claiming land already occupied by indigenous peoples • The potential conflicts among European nations over claimed land and resources
Key Skills:	<ul style="list-style-type: none"> • Evaluate a historical source for point of view and historical context • Define and explain the terms imperialism and colonialism
Critical Language:	Foreign policy, political power, nations, countries, colonialism, imperialism, political boundaries, political cartoon, empire, conquest, marginalization

Learning Experience # 6: The Spread of Religion in the European Colonies (1400's – 1800's)

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

Generalization Connection(s):	Beliefs can translate into practices that limit or expand human rights
Teacher Resources:	<p>http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape7.php (The Long Reach of the Major Religions)</p> <p>http://www.magnoliabox.com/art/114502/Compulsory_conversion_of_Native_Americans_to_christianity_by (Image of Jesuit missionaries conversion of Native Americans)</p> <p>http://puffin.creighton.edu/jesuit/relations/relations_11.html (Letters from Jesuit Missionaries in New France-great for excerpts on conversion of indigenous peoples)</p> <p>http://exploringafrica.matrix.msu.edu/students/curriculum/m14/activity4.php (The Spread of Christianity in Africa)</p> <p>http://www.online-literature.com/kipling/922/ (Rudyard Kipling's <i>The White Man's Burden</i>)</p> <p>http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape7.php (Downloaded pdf. unit includes primary source quotes on the spread of Christianity - scroll down to pg. 41)</p> <p>http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape7.php (Downloaded pdf. unit includes "Spanish Strategies for Converting Native Americans" - scroll down to pg. 44)</p> <p>http://www.livebinders.com/ (Create online digital portfolios)</p>
Student Resources:	<p>http://www.animatedmaps.div.ed.ac.uk/Divinity_Map1/index.html (Animated map showing the spread of religion 1453-1601)</p> <p>http://money.howstuffworks.com/economics/volunteer/information/missionaries2.htm (Missionaries in the Age of Exploration)</p> <p>http://www.pbs.org/kcet/when-worlds-collide/education/lesson-7.html (New World Catholicism- PBS Interactive)</p> <p>http://www.livebinders.com/ (Create online digital portfolios)</p>
Assessment:	Students will create a digital "livebinder" display of artifacts and/or pictures of artifacts and architecture illustrating the ways Christianity and religious beliefs and practices in the Americas blended together. Included with each illustration should be an explanation of how that artifact/architecture illustrates the blending of religious beliefs and practices in the Americas. CCSS.RH.9-10.4

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided leveled readers http://www.livebinders.com/ (Create online digital portfolios)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.livebinders.com/ (Create online digital portfolios)	Students may incorporate the lasting effects (both positive and negative) of the spread of religion on indigenous peoples today
Critical Content:	<ul style="list-style-type: none"> Increased global connection lead to the spread of religion through European merchants, soldiers, and missionaries (e.g., Islam, Christianity -Catholicism and Protestantism, Buddhism) The beliefs/viewpoints of the missionaries regarding indigenous peoples and their religious beliefs The geographic locations of the spread of Christianity and Islam That missionaries were sent to “inferior” countries to spread Christianity The various options that Catholics, Protestants, and Muslims took in their missionary efforts in different areas of the world (e.g., impose orthodoxy or allow for local variations) The “success” of Christian and Muslim expansion and conversions during this time period 	
Key Skills:	<ul style="list-style-type: none"> Evaluate a historical source for point of view and historical context 	
Critical Language:	Religious beliefs, secularism, missionary, Christianity, Muslim, Islam, Buddhism, point of view, merchant, orthodox	

Learning Experience # 7: Economics, Colonialism, and Human Rights (1750’s – 1914)		
<p>The teacher may provide primary and secondary sources (e.g., maps of trade routes, images of Atlantic slave trade, etc.) so that students can describe how the economic and political goals of European nations often facilitated human rights abuses against indigenous peoples.</p>		
Generalization Connection(s):	<p>Beliefs can translate into practices that limit or expand human rights</p> <p>Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation</p> <p>As world population increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals</p>	
Teacher Resources:	<p>http://www.pbs.org/kcet/when-worlds-collide/education/lesson-8.html (Spanish economics in the 16th century, lesson plan – PBS)</p> <p>http://www.slavevoyages.org/tast/index.faces (Transatlantic slave database)</p> <p>http://www.learner.org/courses/amerhistory/pdf/AtlanticSlaveTrade_LOne.pdf (The Transatlantic Slave Trade, see pgs. 11–12, for first person account)</p> <p>http://hitchcock.itc.virginia.edu/Slavery/search.html (Images and maps of the Atlantic Slave Trade and Slave Life in the Americas)</p> <p>http://myweb.unomaha.edu/~qbutler/gallery.html (Maps of Slave trades around the world)</p> <p>http://econed.org/userfiles/files/data/triangular-trade.pdf (The Costs and Benefits of the Triangular Trade incl. primary and secondary sources)</p>	

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	http://www.flowofhistory.com/units/eme/18/FC122 (European imperial in Africa, incl. a flowchart explanation) http://www.metmuseum.org/toah/hd/slav/hd_slav.htm (The Transatlantic Slave Trade - The Metropolitan Museum of Art) http://www.readingquest.org/pdf/hist_frame.pdf (History frame graphic organizer)	
Student Resources:	http://www.shmoop.com/video/slave-trade (Video: The economics of the Slave Trade) http://www.metmuseum.org/toah/hd/slav/hd_slav.htm (The Transatlantic Slave Trade - The Metropolitan Museum of Art) http://www.digitalhistory.uh.edu/historyonline/slav_fact.cfm (Fact Sheet about the Transatlantic Slave Trade) http://www.realhistories.org.uk/articles/archive/transatlantic-slave-trade.html (Understanding the Transatlantic Slave Trade) http://www.flowofhistory.com/units/eme/18/FC122 (European imperial in Africa, incl. a flowchart explanation) http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/ (Triangle trade routes) http://www.readingquest.org/pdf/hist_frame.pdf (History frame graphic organizer)	
Assessment:	Students will complete a history frame graphic organizer explaining Spain’s economic policies and practices in the Americas during colonialism and how those goals led to human rights abuses.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readingquest.org/pdf/hist_frame.pdf (History frame graphic organizer)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://en.wikipedia.org/wiki/Bartolom%C3%A9_de_las_Casas (The life and work of Bishop Bartolomé de las Casas)	Students may include, on their history frame, the lasting effects of the encomienda system or the slave trade on indigenous populations
Critical Content:	<ul style="list-style-type: none"> • The Triangle Trade route, including the export and import of goods on the route • The route of the Middle Passage • The reasons for the establishment of, the structure, and the functions of the encomienda system • The impact of the slave trade on indigenous populations in Africa • How natural resources and raw materials were needed to run and build new factories • How imperialist practices provided a supplier for raw materials and a consumer of the new products • Colonialism widened the gap between wealth and poverty; local populations resisted European power but could not fight against modern weaponry; colonial governments extracted raw materials (e.g., rubber, cacao, peanuts, etc.) from their colonies • The political, cultural, geographic, and economic impact and effects of imperialism 	
Key Skills:	<ul style="list-style-type: none"> • Gather data, make inferences, and draw conclusions from maps representing political boundaries and resources allocation • Analyze the relationship between economic goals and the allocation of scarce resources 	
Critical Language:	Labor, resource allocation, scarce resource, slavery, mercantilism, commodity, exploitation, Middle Passage	

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Learning Experience # 8: The Enlightenment, Political Theory, and Reform (1750's – 1850's)		
<p>The teacher may provide the writings of political theorists that evolved out of the Enlightenment (e.g., Locke, Hobbes, Voltaire, Montesquieu, etc.) to help students determine the relationships between revolutions in political thought and changes in the treatment of colonized people.</p>		
Generalization Connection(s):	Beliefs can translate into practices that limit or expand human rights	
Teacher Resources:	http://worldhistoryforall.sdsu.edu/eras/era6.php (Scroll down for the changes in political thought during this era) http://www.fordham.edu/halsall/mod/ENLIPOL.asp (Enlightenment political thought documents) http://www.thecaveonline.com/APEH/frrevdocuments.html (Primary sources for the French Revolution) http://www.ushistory.org/gov/2.asp (The foundations of American government) http://www.archives.gov/exhibits/charters/constitution.html (The original United States Constitution) http://www.flowofhistory.com/readings-flowcharts/the-early-modern-era/the-industrial-revolution/fc114 (The rising status of women in the late 1800's) https://prezi.com/ (Prezi: an online presentation tool)	
Student Resources:	http://www.flowofhistory.com/%5Bmenupathalias%5D/fc108 (Revolution and Reaction in Europe: 1815-1848, incl. a flowchart) http://www.sparknotes.com/philosophy/locke/ (John Locke's <i>Second Treatise of Civil Government</i>) http://www.sparknotes.com/philosophy/leviathan/context.html (Overview of Thomas Hobbes' <i>Leviathan</i>) http://www.thecaveonline.com/APEH/frrevdocuments.html (Primary sources for the French Revolution) http://www.sparknotes.com/philosophy/communist/ (Karl Marx, <i>The Communist Manifesto</i>) http://www.archives.gov/exhibits/charters/constitution.html (The original United States Constitution) http://www.ushistory.org/gov/2.asp (The foundations of American government) https://prezi.com/ (Prezi: an online presentation tool)	
Assessment:	Students will complete a Prezi describing and analyzing the changes in political thought (e.g., Social Contract, popular sovereignty, etc.) and the effects of those changes on the treatment of colonized peoples.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://prezi.com/ (Prezi: an online presentation tool)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://prezi.com/ (Prezi: an online presentation tool)	N/A
Critical Content:	<ul style="list-style-type: none"> • How the Renaissance, Reformation, and Enlightenment led to a shift in thinking about the rights of individuals • The basics of the political theories of Hobbes, Rousseau, Locke, Machiavelli, etc. as they pertain to human rights • Revolutionary reactions to power, human rights, etc. (e.g., The French Revolution, the American Revolution, the Haitian Revolution, etc.) that brought about changes to political, social, and economic systems • The political trends (e.g., popular sovereignty, etc.) that reshaped ideas about government and political power that laid the foundation for future social and political movements (e.g., Abolition of slavery, universal suffrage, workers' rights, gender equality, founding of new republics, citizen rights, monarchies are replaced by republics, etc.) 	

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Key Skills:	<ul style="list-style-type: none"> Evaluate a historical source for point of view and historical context Identify the causes and effects of the social and political movements during this era
Critical Language:	Social contract, democracy, political change, revolution, popular sovereignty, natural law, tolerance, colonized, colonizer, monarchy, abolition, suffrage, republic, citizen, gender equality

Learning Experience # 9: Global Population Shifts (1750's – 1914)

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.

Generalization Connection(s):	As world population increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals	
Teacher Resources:	http://worldhistoryforall.sdsu.edu/eras/era7.php (Scroll down the page for a chart of world population) http://www.pbs.org/wgbh/nova/earth/global-population-growth.html (Interactive map: <i>Human Numbers Through Time</i> – PBS) http://www.let.leidenuniv.nl/history/migration/chapter22.html (Timeline of economic migration) http://www.populationeducation.org/content/population-information (Graphs and charts of population growth) http://www.heritage.nf.ca/society/pfactors.html (Push and Pull factors-19th century European immigration) http://www.vaughns-1-pagers.com/history/world-population-growth.htm (Succinct chart with population data/growth) http://www.theworldeconomy.org/statistics.htm (The world economy: Historical statistics) https://bubbl.us/ (Digital concept mapping tool)	
Student Resources:	http://www.let.leidenuniv.nl/history/migration/chapter22.html (Timeline of economic migration) http://www.heritage.nf.ca/society/pfactors.html (Push and Pull factors-19th century European immigration) http://www.vaughns-1-pagers.com/history/world-population-growth.htm (Succinct chart with population data/growth) http://www.google.com/#q=historical+world+economic+growth&safe=active (Statistics on world population and GDP) http://www.rzuser.uni-heidelberg.de/~el6/presentations/Irish_Americans_S2_WS2003/irish_history_and_condition_that.htm (Irish immigration, 19 th century) https://bubbl.us/ (Digital concept mapping tool)	
Assessment:	Students will create and complete a digital graphic organizer (e.g., concept map, concept web, thematic map, etc.) illustrating the push and pull factors that resulted in regional and global population shifts.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.teachervision.com/tv/printables/concepts/PS_T_RL_Study_Tools_4.pdf (Digital concept map graphic organizer)	Students may complete a teacher provided concept map graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may do research on current economic reasons and locations for immigration (or population shifts)	Students may include the findings of their research in their graphic organizer

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Critical Content:	<ul style="list-style-type: none"> • This was an era of unprecedented population growth – world’s population doubled during this time • The world population was about 603.4 million in 1700. By 1913, it had nearly tripled to about 1.79 billion • The geographic locations of population increases and the potential ramifications of those increases • The social and economic causes and effects of rapid urbanization –shift from rural to urban centers - in the late 19th century/turn of the 20th century • Patterns of migration during this time period (e.g., Mass migration spurred, in part, by advent of steamships and railroads, continued involuntary migration of Africans to the Americas, movement of Asian laborers to Europe, Latin America and the United States) • The social and economic causes and effects of mass migration • Famines occurred as a result of increased population and decreased food supplies (e.g., blight that wiped out potatoes in Ireland)
Key Skills:	<ul style="list-style-type: none"> • Gather data, make inferences, and draw conclusions from maps representing the migration/movement of people • Analyze population data and draw conclusions about the significance of that information/data
Critical Language:	Push/pull factors, resources, scarcity, population, immigration, emigration, migration, urbanization, rural, urban, famine, blight

Learning Experience # 10: The Industrial Revolution and Worker’s Rights (1750’s – 1914)

The teacher may provide primary and secondary sources from the Industrial Revolution (e.g., images of working conditions, factories, slums, writings of social commentators, etc.) 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, etc.).

Generalization Connection(s):	Nations often use foreign policies to influence/drive political, economic or social change in other countries As world population increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals
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Teacher Resources:	<p>http://www.flowofhistory.com/units/eme/17/fc113 (The social impact of industrialization, incl. a flowchart)</p> <p>http://www.victorianweb.org/history/workers1.html (The Life of an Industrial Worker in 19th Century England)</p> <p>http://www.victorianweb.org/history/workers2.html (The Physical Deterioration of the Textile Workers in 19th Century England)</p> <p>http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/ (Primary Source Set: <i>The Industrial Revolution in the United States</i> – Library of Congress)</p> <p>http://en.wikipedia.org/wiki/File:Cholera_395.1.jpg (Image of hand bill from the NYC Board of Health, 1832)</p> <p>http://historymatters.gmu.edu/d/5727/ (Excerpt from Upton Sinclair’s <i>The Jungle</i>)</p> <p>http://historymatters.gmu.edu/d/5718 (Excerpt from Jacob Riis’ <i>How the Other Half Lives</i>)</p> <p>http://historymatters.gmu.edu/d/97 (Albert Parsons, a member of the Knights of Labor, responds to Terence Powderly’s condemnation)</p> <p>http://www.history.com/topics/labor/videos/the-fight-to-end-child-labor?cmpid=mrss_int_taboola_video_his (Video on the fight to end child labor- History Channel)</p>
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Student Resources:	<p>https://sites.google.com/site/5effectsofindustrialization/effects-in-the-1800s-1900s (5 effects of industrialization)</p> <p>http://www.history.com/topics/industrial-revolution (A history of the Industrial Revolution)</p> <p>http://www.history.com/topics/labor/videos/the-fight-to-end-child-labor?cmpid=mrss_int_taboola_video_his (Video on the fight to end child labor- History Channel)</p> <p>http://www.flowofhistory.com/fc113png (The social impact of the Industrial Revolution)</p> <p>http://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/IndustrialRevolution/IREffects.html (The social, economic, and political effects of the Industrial Revolution)</p>	
Assessment:	Students will create a Public Service Announcement (PSA) which brings to light issues of human rights violations during the Industrial Revolution and the ways in which those violations were addressed.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://programming.mrmclaughlin.com/storyboardtemplate/ (Storyboard template for PSA)</p> <p>Students may watch video clips from <i>The Jungle</i> to identify the struggles of workers</p> <p>http://www.schooltube.com/video/31d956fd9ef6737cd887/ (Video Clip from <i>The Jungle</i>)</p>	Students may create a storyboard to plan their PSA
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://topics.nytimes.com/top/reference/timestopics/subjects/f/freedom_and_human_rights/ (Human Rights and Human Rights Violations articles – New York Times)</p>	Students may create a Public Service Announcement highlighting one human rights violation and draw connections by including contemporary examples
Critical Content:	<ul style="list-style-type: none"> • The social and economic issues during the Industrial Revolution (e.g., child labor, growing social inequities, overcrowding in the cities, etc.) • The methods, people, and outcomes of social/political reform movements (e.g., establishment of labor unions, strikes, Jane Addams, John Dewey, etc.) • How the Industrial Revolution created a need for more resources and an expansion of markets, and the needs of consumers spurred competition • How natural resources and raw materials were needed to run and build new factories • The technological advances during the Industrial Revolution (e.g., steamship, railroads, telegraphs, agricultural practices, assembly line, etc.) 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the changes brought about by reform movements in England and the United States • Discuss positive and negative effects of early industrialization on the lives of Americans • Cite examples of change in the lives of the British and Americans during the Industrial Revolution 	
Critical Language:	Social inequity, industrialization, mercantilism, wants, needs, standard of living, rural, urban, epidemic, living conditions, unemployment, trade union, labor strike, life expectancy, entrepreneur, consumer, market, natural resources, raw materials	

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Learning Experience # 11: The Environmental Effects of Global Industrialization (1750's – 1914)		
The teacher may provide images showing the environmental effects of global industrialization (e.g., deforestation, water pollution, air pollution, etc.) so that students can connect industrialization with humans' increasing ability to reshape the environment.		
Generalization Connection(s):	Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation	
Teacher Resources:	http://www.eh-resources.org/timeline/timeline_industrial.html (Environmental issues during the Industrial Age – incl. images) http://www.sciencephoto.com/media/427004/enlarge (Image of charcoal production during the 19 th century) http://worldhistoryforusall.sdsu.edu/eras/era7.php (Scroll down for <i>Environmental Impact of Industrialization and Migration</i>) http://mrfarshtey.net/whnotes/Cities-IR.pdf (The impact of the Industrial Revolution on cities and the environment) http://www.timetoast.com (Timetoast: Digital timeline creator)	
Student Resources:	http://worldhistoryforusall.sdsu.edu/eras/era7.php (Scroll down for <i>Environmental Impact of Industrialization and Migration</i>) http://www.timetoast.com (Timetoast: Digital timeline creator)	
Assessment:	Students will create a digital annotated timeline which illustrates environmental changes pre and post industrialization (incl. date, location, environmental change and impact on the environment).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in pairs to identify the various environmental changes around the world	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research factors that contribute to environmental problems today	Students may include, on the digital timeline, factors that illustrate environmental problems today
Critical Content:	<ul style="list-style-type: none"> Industrialization and migration increased deforestation due, in part, to increases in the need for more agricultural land The introduction of coal and steam for energy, brought about the advent atmospheric pollution (from burning coal) & water pollution (from waste products as a result of rapid urbanization) The energy basis of human society prior to the Industrial Revolution had been biomass energy (wood, peat etc.), mainly to produce heat The fossil fuel era (coal, petroleum, and natural gas) enabled humans to multiply the energy generated from burning coal 	
Key Skills:	<ul style="list-style-type: none"> Analyze the changes to the environment spurred by the Industrial Revolution Describe the causes and effects of the Industrial Revolution on the environment 	
Critical Language:	Capitalism, deforestation, industrialization, atmospheric pollution, biomass energy, fossil fuels	

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Learning Experience # 12: Changing Political Beliefs and Human Rights (1850's – 1950's)		
The teacher may provide significant political/philosophical theories and documents (e.g., communism, Socialism, fascism, Mein Kampf, etc.) so that students can begin to connect political/social changes with beliefs about human rights.		
Generalization Connection(s):	Nations often use foreign policies to influence/drive political, economic, or social change in other countries Beliefs can translate into practices that limit or expand human rights	
Teacher Resources:	http://www.stutzfamily.com/mrstutz/WorldAffairs/typesofgovt.html?vm=r (Examples of government systems and countries) http://www.marxists.org/archive/marx/works/1847/11/prin-com.htm (Friedrich Engels, <i>The Principles of Communism</i>) http://www.econlib.org/library/Enc/bios/Bentham.html (Jeremy Bentham and his Theory of Utilitarianism) http://www.pbs.org/heavenonearth/leaders_thinkers.html (Biographies of socialist thinkers – PBS) http://www.biography.com/people/vladimir-lenin-9379007 (Biography of Vladimir Lenin) http://www.biography.com/people/simon-bolivar-241196 (Biography of Simon Bolivar) http://www.historyplace.com/worldwar2/riseofhitler/kampf.htm (Overview and excerpts from <i>Mein Kampf</i>) http://www.fordham.edu/halsall/mod/mussolini-fascism.asp (Benito Mussolini and fascism)	
Student Resources:	http://www.flowofhistory.com/units/eme/18/FC122 (European imperial in Africa, incl. a flowchart explanation) http://www.historyguy.com/nations/government_types.html?vm=r (Describes the different types of government systems) http://www.historyplace.com/worldwar2/riseofhitler/kampf.htm (Overview and excerpts from <i>Mein Kampf</i>) https://www.icivics.org/products/drafting-board (How to write an argumentative essay)	
Assessment:	Students may compose a short essay explaining what form of government best supports human rights and why.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html?tab=5 (Interactive essay map for planning an essay)	Students map complete an essay map/graphic organizer to aide in planning their writing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use a variety of research tools to add an additional government system that supports human rights and compare and contrast the two to enhance their argument	Students may write an essay comparing and contrasting two governmental systems and argue for the system that best supports human rights
Critical Content:	<ul style="list-style-type: none"> • Anti-colonial and nationalist movements began to weaken Europe's grip on its colonies and spheres of influence • The rise of nationalism (1914) the principle that a "people" defined by shared language, culture, and history had a natural right to govern themselves; nationalist movements for reform and independence began to come together in European colonies • Communist, anti-capitalist states were established in the former Russian and Chinese empires 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate a historical source for point of view and historical context • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.WHST.9-10.4) 	

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Critical Language:	Political change, nationalism, socialism, communism, democracy, nations, fascism, utilitarianism, Marxism, revolution, spheres of influence
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Learning Experience # 13: The Global Economy (1900's – 1950's)

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, etc.) so that students can begin to describe how societies around the globe became connected in a “single” rapidly changing economic world.

Generalization Connection(s):	Divergent perspectives on land ownership and political boundaries may correlate with competition for and conflict over scarce resources and resource allocation Nations often use foreign policies to influence/drive political, economic or social change in other countries
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Teacher Resources:	http://tinyurl.com/leyxhzi (The German economy after World War I) http://www.nber.org/digest/jan05/w10580.html (The economics of World War I) http://wps.prenhall.com/hss_lamborn_worldpolitics_1/8/2143/548744.cw/index.html (The global economy following World War I) http://www.flowofhistory.com/units/etc/20/FC132 (The Great Depression, incl. a flowchart explaining the depression) http://mercatus.org/publication/economic-recovery-lessons-post-world-war-ii-period (The post-WWII economy)
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Student Resources:	http://www.historylearningsite.co.uk/mahatma_gandhi.htm (Mahatma Gandhi - boycott against British goods) http://tinyurl.com/leyxhzi (The German economy after World War I) http://www.shmoop.com/wwii-home-front/economy.html (Economy in World War II: Home Front)
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Assessment:	Students will complete a cause and effect organizer illustrating the economic changes during this era and the effects of those changes on the global economy http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_events.pdf (Cause and effect graphic organizers).
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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with sentence stems	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students generate questions regarding the effectiveness of economic policies and responses (e.g., sanctions, boycotts, etc.)	Students may add an additional column to the cause and effect chart explaining the international community's responses to the economic changes (e.g., cause = large debt following WWI; effect=Great Depression; response = New Deal programs and rearmament)

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Critical Content:	<ul style="list-style-type: none"> • Mahatma Gandhi’s boycott of British goods/textiles • Use of sanctions, boycotts, embargos, tariffs, etc. to drive political, economic or social change in other countries • Before World War I, Europe dominated international trade and finance. The war dramatically reduced European manufacturing output and turned Britain and France from the world’s largest creditors into two of the largest debtors • The war increased U.S. production and transformed the United States from a debtor country into the world’s largest creditor • The huge costs of the First World War, in conjunction with requirement to pay reparations, led to an international trading and finance system that depended on an unstable system of international loans • The global economy crashed in 1929 leading to The Great Depression • The USSR, in the 1930s, seized control of the country’s entire economy • Japan, U.S., European states engaged in arms buildup (rearmament) which fueled economic growth following the Great Depression
Key Skills:	<ul style="list-style-type: none"> • Demonstrate an understanding of cause and effect • Access and present information using multiple sources to illustrate economic change
Critical Language:	Protective tariffs, boycotts, sanctions, scarcity, embargo, resource allocation, energy consumption, reparations, Treaty of Versailles, hyperinflation, recession, rearmament, depression, credit(or), debt(or)

Learning Experience # 14: Military Actions and Human Rights Violations (1900’s – present)

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, etc.) 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, etc.).

Generalization Connection(s):	Nations often use foreign policies to influence/drive political, economic or social change in other countries
Teacher Resources:	<p>http://www.loc.gov/teachers/classroommaterials/primarysourcesets/spanish-american-war/ (Primary Source Set – <i>the Spanish American War</i> – Library of Congress)</p> <p>http://www.russojapanesewar.com/ (Information on the Russo-Japanese War, incl. primary source documents)</p> <p>http://www.youtube.com/watch?v=8NTZKjv2JxQ (Short PBS video explaining the Russo Japanese War and the United States)</p> <p>http://www.teachgenocide.org/ (Teaching about the Armenian Genocide)</p> <p>http://www.firstworldwar.com/source/versailles.htm (Primary documents for teaching World War I)</p> <p>http://www.ushmm.org (The United States Holocaust Memorial Museum – resources for educators)</p> <p>http://www.sahistory.org.za/article/human-rights-issues-during-and-after-world-war-ii-focus-nazi-germany-grade-12 (World War II and human rights violations)</p> <p>http://www.crl.edu/focus/article/414 (Human rights before, during, and after WWII)</p> <p>http://tinyurl.com/n7d33l6 (Children of the Camps – Japanese Internment in the United States – PBS)</p> <p>http://exhibits.historycolorado.org/ (Online exhibit for Amache – History Colorado Center)</p>

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Student Resources:	http://historicalthinkingmatters.org/students/spanishamericanwar/ (The Spanish American War) http://www.youtube.com/watch?v=8NTZKjv2JxQ (Short PBS video explaining the Russo Japanese War and the United States) http://www.historylearningsite.co.uk/treaty_of_versailles.htm (The Treaty of Versailles) http://www.ushmm.org/information/exhibitions/online-features (The United States Holocaust Memorial Museum – online exhibits) http://www.ushistory.org/us/51e.asp (Japanese-American Internment) http://exhibits.historycolorado.org/ (Online exhibit for Amache – History Colorado Center)	
Assessment:	Students will create a website on a chosen or assigned human rights violation – trace it’s political, economic, social roots, its historical significance and the ramifications of that violation http://www.weebly.com (Free website creator)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) https://bubbl.us/ (Digital mind mapping tool) Students may be allowed to work with a partner or in groups Students may be provided with a skeletal outline of required website elements	Expression (Products and/or Performance) Students may create a mind map outlining their website
Extensions for depth and complexity:	Access (Resources and/or Process) Students may research the personal stories of people involved in their chosen human rights violation	Expression (Products and/or Performance) Students may incorporate multi-media options to include the personal stories of those involved
Critical Content:	<ul style="list-style-type: none"> • The historical accounts of world events that led or were in response to human rights violations (e.g., The Spanish American War, Boxer Rebellion, Opium Wars, World Wars I & II, etc.) • The foreign policies and documents that led to the human rights violations • The human rights violations during this era (e.g., Armenian genocide, the Holocaust, Japanese internment in the United States - Amache, CO; Manzanar, CA., etc.) • The use of propaganda to support political agendas (e.g., Nazi propaganda during WWII) • U.S./U.N. responses to human rights violations during this era (e.g., the Nuremberg Trials, the establishment of the United Nations, the UDHR, etc.) NOTE: This learning experience should not focus on teaching everything about the wars but about the foreign policies that led to the wars and the human rights violations that occurred as a result of those policies	
Key Skills:	<ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events (CCSS.WHST.9-10.2) • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively • Integrate information into text to maintain the flow of ideas and avoid plagiarism (CCSS.WHST.9-10.8) • Demonstrate an understanding of effective use of web applications to develop a website 	
Critical Language:	Nativism, propaganda, imperialism, foreign policy, fascism, communism, neutrality, genocide, Holocaust, nationalism, justice, political agenda	

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Learning Experience # 15: Population Shifts & Technological Advances (1900's – present)		
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.		
Generalization Connection(s):	Nations often use foreign policies to influence/drive political, economic or social change in other countries As world population increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals	
Teacher Resources:	http://worldhistoryforall.sdsu.edu/eras/era8.php (Half a century of crisis – economic, political, and social) http://en.wikipedia.org/wiki/File:Maddison_GDP_per_capita_1500-1950.svg (Graph illustrating GDP per capita from 1500-1950) http://www.globalchange.umich.edu/globalchange2/current/lectures/human_pop/human_pop.html (Population growth over time, incl. charts and graphs) http://www.learner.org/courses/envsci/unit/pdfs/unit5.pdf (A unit plan for teaching human population dynamics) http://www.un.org/en/development/desa/population/theme/urbanization/index.shtml (World population information and statistics – United Nations) http://www.yale.edu/ynhti/curriculum/units/1998/7/98.07.02.x.html (The population explosion: causes and consequences) http://www.learner.org/courses/envsci/interactives/demographics/demo_transition_1.php (Interactive demographics lab - for student assessment – see below)	
Student Resources:	http://www.learner.org/courses/envsci/visual/visual.php?shortname=past_pop_growth (Past world population growth graph) http://www.learner.org/courses/envsci/visual/visual.php?shortname=population_growth_rate (Population growth rate of more and less developed regions) http://www.learner.org/courses/envsci/visual/visual.php?shortname=demographic_transition (Graph illustrating the transition in human demographics)	
Assessment:	Students will participate in the interactive demographics lab and complete the accompanying data table to keep a record of their date findings http://www.learner.org/courses/envsci/interactives/demographics/demo_transition_1.php	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Despite huge losses caused by warfare, genocide, disease, and pollution, between 1913 and 1950, the number of humans rose from 1.8 billion to 2.5 billion • Between 1913 and 1950, the percentage of the world's population living in towns and cities rose from about 18% to almost 30% • In 1999, the world's population reached 6 billion; more than 50 percent of humans live in cities • The basic questions about how to feed, clothe, house, and provide meaningful lives for so many people • Issues facing the world and population growth: Sanitation, food production, access to water, resources, education, etc. • Factors that affect population growth such as life expectancy, birth rates, advances in medicine (e.g., penicillin), etc. • Examples of policies developed to curb population growth e.g., China's one child policy, etc. 	

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Key Skills:	<ul style="list-style-type: none"> • Predict future trends based on graphs and charts • Analyze patterns of change on population pyramids
Critical Language:	Sanitation, life expectancy, penicillin, birth rate, death rate, rural, urban, suburban, demography, demographic transition, population pyramid, zero growth rate, migration, immigration, “third world country”, shanty towns

Learning Experience # 16: Political Ideologies, Social Movements, and Human Rights (1950’s – Present)

The teacher may provide political speeches and writings (e.g., Ché Guevara, Joseph McCarthy, Gandhi, Nelson Mandela, Betty Friedan, etc.) 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.

Generalization Connection(s):	Nations often use foreign policies to influence/drive political, economic or social change in other countries Beliefs can translate into practices that limit or expand human rights	
Teacher Resources:	http://www.globalissues.org/article/154/a-chronology-of-the-global-human-rights-struggle (A chronology of human rights struggles) http://www.biography.com/people/che-guevara-9322774 (Short biography of Ché Guevara, incl. short video) http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB5/ (The death of Ché Guevara: declassified documents) http://www.nelsonmandela.org/content/page/biography (The life and times of Nelson Mandela) http://www.pbs.org/wgbh/pages/frontline/shows/mandela/ (The long walk of Nelson Mandela – Frontline/PBS) http://www.history.com/topics/mahatma-gandhi (Mohandas Gandhi - History Channel) http://www.mkgandhi.org/ (Comprehensive site on Mohandas Gandhi) http://www.pbs.org/fmc/interviews/friedan.htm (An interview with Betty Friedan – PBS)	
Student Resources:	http://latinamericanhistory.about.com/od/thehistoryofcuba/a/09cheguevara.htm (Biography of Ernesto “Ché” Guevara) http://www.pbs.org/wgbh/pages/frontline/shows/mandela/ (The long walk of Nelson Mandela – Frontline/PBS) http://www.history.com/topics/mahatma-gandhi (Mohandas Gandhi - History Channel) https://www.nwhm.org/education-resources/biography/biographies/betty-friedan/ (Betty Friedan – National Women’s History Museum)	
Assessment:	Students will create a digital poster collage that illustrates human rights violations, the people who fought against those violations, and the lasting effects of their legacies. http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

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Critical Content:	<ul style="list-style-type: none"> • The methods used to oppress human rights: Jim Crow laws, poll taxes, citizenship tests, legal separation of the races, etc. • The political policies that launched human rights violations (e.g., Apartheid in South Africa, establishment of Israel, the division of East/West Germany, etc.) • The fight for human rights Montgomery Bus Boycott, some African countries gain independence from colonial rule, organization of the United Farm Workers of America, feminist movements, Tiananmen Square, fall of the Berlin Wall, etc. • The fight against human rights violations (establishment of organizations such as the United Nations and Amnesty International, the Universal Declaration of Human Rights, etc.) • The major events and goals of the African American freedom struggle and how they relate to the Universal Declaration of Human Rights
Key Skills:	<ul style="list-style-type: none"> • Use digitized resources to investigate and define a historical human rights issue • Illustrate an understanding of how political and social movements against human rights violations brought about change
Critical Language:	Communism, discrimination, Apartheid, Jim Crow laws, poll taxes, citizenship tests, Palestinian, feminist, boycott

Learning Experience # 17: Environmental and Human Rights Concerns (1950's – Present)		
<p>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, etc.) to help students connect the consequences of human dependence on natural resources with the growth of environmental and human rights concerns.</p>		
Generalization Connection(s):	As world population increases, resources become increasingly scarce leading to choices about how nations and individuals seek to meet their economic goals	
Teacher Resources:	http://worldhistoryforall.sdsu.edu/eras/era9.php http://www.sustainablescale.org/images/uploaded/Population/World%20Population%20Growth%20to%202050.JPG (Graph showing world population growth) http://tinyurl.com/pp7teow (Article: <i>When population growth and resource availability collide</i>) http://www.learner.org/courses/envsci/unit/text.php?unit=5&secNum=5 (Population growth and the environment) http://animoto.com (Animoto- an online video creator)	
Student Resources:	http://animoto.com (Animoto- an online video creator)	
Assessment:	Students will create a short documentary that connects population growth and the consequences of human dependence on natural resources with the growth of environmental and human rights concerns. http://animoto.com (Animoto- an online video creator)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in teams	Students may complete a storyboard and script for the documentary

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Environmental issues since 1950 - massive deforestation, land degradation, atmospheric pollution, the extinction of species, and the fouling of the world's oceans and rivers • Expanding world population cut the grain land per person in half. This ongoing shrinkage of grain land makes it difficult for the world's farmers to feed the 70 million people added to world population each year • Land and water use/allocation (e.g., rainforest land conversion for grazing/farming, water rights, etc.) • Mounting population pressures can translate into political tension, conflict, and social tragedy • Conflicts occur over lack of resources such as arable land, water, etc. (e.g., Darfur, Nigeria, etc.) • The effects of the accelerating use of petroleum and natural gas 	
Key Skills:	<ul style="list-style-type: none"> • Create and organize original information data sets about population growth and effects on the environment • Access and analyze visual digital primary information sources 	
Critical Language:	Deforestation, land degradation, atmospheric pollution, extinction, species, grain land, allocation, water rights, petroleum, natural resources	

Learning Experience # 18: Efforts to Improve the Human Condition (1950's – Present)

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, etc.) so that the students can critically analyze today's struggles to improve the human condition.

Generalization Connection(s): Beliefs can translate into practices that limit or expand human rights

Teacher Resources:

<http://homepages.uc.edu/thro/index.html> (Teaching Human Rights Online – 9 human rights violations case studies – interactive cases that span the globe)

<http://www.amnestyusa.org/our-work/issues/women-s-rights> (Global women's rights issues from Amnesty International)

<http://tinyurl.com/nvymq8d> (Article on the millions who are fleeing from Sudan)

<http://www.amnestyusa.org/our-work/issues/children-s-rights> (Children's rights across the globe from Amnesty International)

<http://www.hrw.org/> (Human Rights Watch – includes current articles on human rights violations around the world)

<http://www.huffingtonpost.com/ivan-eland/north-korea-abuses-human-rights-tell-us-something-we-dont-already-know> (Article: *North Korea Abuses Human Rights: Tell Us Something We Don't Already Know*)

<http://www.ohchr.org/EN/Issues/ESCR/Pages/WhatareexamplesofviolationsofESCR.aspx> (Examples of economic, social, and cultural rights)

<http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx> (Human rights in the world)

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	http://www.hrw.org/features/tanzania-hazardous-life-child-gold-miners (Article on child labor in Tanzanian gold mines) http://homepages.uc.edu/thro/index.html (9 human rights violations case studies – interactive cases that span the globe) http://www.ohchr.org/EN/Issues/ESCR/Pages/WhatareexamplesofviolationsofESCR.aspx (Examples of economic, social, and cultural rights) http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx (Your human rights - United Nations) http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx (Human rights in the world)	
Assessment:	Students will participate in one of the nine available human rights violations case studies found at: http://homepages.uc.edu/thro/index.html	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • International human rights issues such as: <ul style="list-style-type: none"> ○ Children’s rights - right to an education, a safe childhood, basic health, welfare, etc. ○ Women’s rights - opportunities to safe, high quality education; equal rights to land ownership, employment, etc. ○ Political rights – the right to free speech, without censorship and fear of harassment or imprisonment ○ Poverty and human rights – the right to live with dignity, the right to adequate housing, food, water, sanitation, education, health care 	
Key Skills:	<ul style="list-style-type: none"> • Seek reasonable and ethical solutions to problems • Understand the interconnections between political/cultural beliefs and human rights 	
Critical Language:	Grass roots efforts, standard of living, child labor, “adequate” housing, censorship, dignity, imprisonment	