

A New Global World Unit 10 Overview: World History II, 10th Grade

Driving Concept 7: Cold War, Decolonization and Nation Building

Through this driving concept, students will evaluate the causes and consequence of major changes in global politics and social structures throughout the second half of the 20th century. Students will evaluate the contextual factors that influenced the Cold War. Students will also analyze the Chinese Communist Revolution and the process of decolonization, including the Partition of India. They will also explore the role of different leaders and movements in promoting African unity and independence, as well as the experiences of revolutionary movements in Central America and the Caribbean. In addition, students will examine the complex factors that contribute to unequal development, neocolonialism, and political and economic issues in developing nations.

Driving Concept 8: Shifting power (1980s– Modern Era)

Through this driving concept, students will evaluate multiple sources and perspectives to analyze the massive shift toward globalization from the 1980s onward. Students will assess the ways this era of globalization is part of an established pattern of converging or expanding networks of interaction, while tracing the noteworthy, more unique elements of this era. Students should evaluate the ways in which people have heightened and/or diminishing access to economic, social or political power, examining the role of both governments and personal agency.

Essential Question

How have shifting global power dynamics since the 1980s shaped opportunities, inequalities, and responsibilities around the world?

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About This Unit

Unit 10: A New Global World investigates the shifting global dynamics since the 1980s, focusing on the complex challenges and opportunities that have emerged in the post-Cold War era. The unit begins by exploring the collapse of the Soviet Union and the rise of new global power structures, examining how democracy has expanded in some regions while contracting in others. Students then turn to human rights movements, including the dismantling of apartheid in South Africa, to analyze the role of global pressure and local resistance in promoting justice. The unit continues with an in-depth study of ongoing conflict and insecurity, especially in the Middle East, highlighting how political, religious, and economic factors fuel instability and war. From there, students assess how globalization has driven both economic development and inequality, investigating how urbanization, environmental limits, and technological innovation have reshaped daily life and global priorities. In the final set of lessons, students confront urgent global challenges—including disease, climate change, and migration—by evaluating how international institutions and nations respond to shared crises. Throughout the unit, students develop the historical thinking skill of historical empathy, seeking to understand global issues from the perspectives of those living through them. For the final assessment, students participate in a Mock UN General Assembly, where they take on the role of global representatives to debate real-world issues and collaboratively propose solutions. This structured peer dialogue builds understanding of global interdependence, civic responsibility, and the power of collective action in shaping the world today.

Use the Best Practices Repository for information on implementing every strategy and lesson activity!

Origins of Humanity Unit 2 Overview: World History I, 9th Grade

Priority Standards	
2.70	Analyze the short- and long-term economic, political, environmental and social consequences of World War II.
2.86	Analyze the impact of the collapse of the Soviet Union on global power dynamics, including the role of NATO in the post-Cold War era and the emergence of new democracies in Eastern Europe.
2.88	Analyze the historical and social context, impact on political and economic systems and resistance to Apartheid in South Africa, evaluate the role of international pressure in dismantling Apartheid and assess the system's legacy on South African society and the ongoing struggle for social justice.
2.90	Analyze the historical and structural factors that contribute to unequal economic development across the globe, and assess the impact of neocolonialism and international organizations and actors in promoting or hindering economic and social development in at least two different regions of the world.
2.93	Evaluate the conditions that have contributed to the contraction of democracy in the 21st century and the methods of citizens in resisting authoritarian consolidation (e.g., consolidation of power in Russia, Mali and Turkey).
2.94	Evaluate the various motives and impacts of wars in the Middle East (e.g., the Persian Gulf War, the Invasion of Kuwait, the war in Iraq, the Syrian Civil War) on regional stability and government.
2.96	Compare the reasons for the spread and/or emergence of at least two pathogens and diseases (e.g., HIV/AIDS, malaria, Ebola, SARS, COVID-19) across the world since the 1980s, including social and economic impacts at a local, national and global scale.
2.97	Evaluate the patterns of global population movement from the 1980s through the present, as well as the causes for migration and the experiences of individuals who have migrated.
2.99	Evaluate the impact of increased industrialization and global economic activities to analyze both the obstacles and proposed solutions to address climate change (e.g., UN Sustainable goals, Paris Climate Agreement), including the intersection of consumption-based modernity and environmental limits.

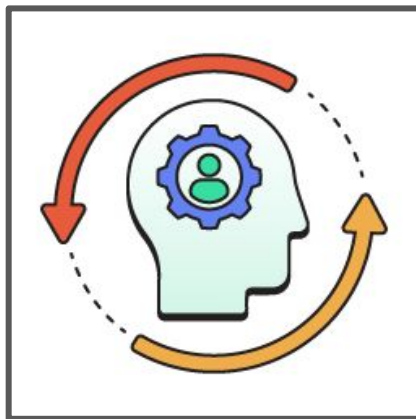


Origins of Humanity Unit 2 Overview: World History I, 9th Grade

Additional Standards	
2.81	Analyze the reasons for the rise of the Khmer Rouge in Cambodia, and analyze the course and consequences of the Cambodian Genocide.
2.87	Analyze causes and consequences of the post-Cold War shift toward populism and socialism in one country in Central and South America.
2.91	Evaluate the impact of technological innovations as well as changing economic and political policies on the world's population and social order and the Earth's resources.
2.92	Analyze the final events of the Cold War and its impact on the spread or dissolution of political or social ideologies and forms of government and the (re)formation of political and economic alliances around the world.
2.95	Analyze the conditions that led to at least two social movements across the world between the 1990s and the present and the impact they had locally and globally, including the Arab Spring and demonstrations in Hong Kong.
2.98	Evaluate the impact of the rise of technological innovations (including advancements in telecommunications) and the extent to which innovation has democratized or centralized power.

A New Global World Unit 10 Overview: World History II, 10th Grade

Unit Preview		
<i>Subtopic(s)</i>	<i>Compelling Question</i>	<i>Standard(s)</i>
Post-Cold War Shifts	How did the end of the Cold War reshape global power dynamics?	2.86, 2.87, 2.92, 2.93
Human Rights & Resistance	How has the global community responded to injustice and inequality in the modern era?	2.81, 2.88, 2.90, 2.92, 2.93, 2.97
Conflict & Global Security	How do internal divisions and competing interests impact stability in the Middle East?	2.70, 2.94, 2.95, 2.97
Globalization & Development	In what ways has globalization expanded access to opportunity, and in what ways has it deepened inequality?	2.70, 2.90, 2.91, 2.98, 2.99
Global Challenges	What responsibilities do nations and institutions share in addressing urgent issues facing humanity today?	2.90, 2.91, 2.96, 2.97, 2.99
Assessment: Mock UN Trial (Structured Peer Discussion)		All Unit Standards



Unit Focus Skill: Historical Empathy

Thinking historically means seeking to understand the past on its own terms by considering the context and perspectives of the era. It also means being aware of our own point of view to avoid presentism in our evaluation of the past.

Post-Cold War Shifts: Topic Overview

	<u>LESSON 1 (60 MINS)</u>	<u>LESSON 2 (90 MINS)</u>
SUPPORTING QUESTION	What political, economic, and social factors contributed to the weakening of Soviet control by 1991?	How have different countries experienced democratic decline in similar ways since the end of the Cold War?
STANDARD(S)	2.86, 2.92	2.86, 2.87, 2.92, 2.93
FOCUS SKILL(S)	Causation Evaluating Evidence	Contextualization Comparison
DO FIRST	Frayer: Dissolution Scenario Response	Frayer: Authoritarian Quote Analysis
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 1: Supporting Questions	Video and Note-Taking Guide: Establishing Elements of Democracy
ACTIVITY 2- PRACTICE	Webquest: Story Map - Investigating the Collapse of the Soviet Union	"What is the Context?" - Democracy in Retreat Reading
ACTIVITY 3- EXHIBIT	Autopsy Report of the Soviet Union	Document Analysis Comparison Graphic Organizer
CONCLUSION	Exit Ticket: Rank and Reflect	Unit 10 Inquiry Journal Topic 1: Compelling Question

Human Rights & Resistance: Topic Overview

	<u>LESSON 3 (120 MINS)</u>	<u>LESSON 4 (90 MINS)</u>	<u>LESSON 5 (90 MINS)</u>
SUPPORTING QUESTION	To what extent does the global community uphold human rights?	How did the apartheid system of segregation affect how South Africans lived, worked, and moved through society?	What strategies did South Africans use to resist apartheid laws and policies?
STANDARD(S)	2.81, 2.90, 2.92, 2.93, 2.97	2.88, 2.90	2.88, 2.90
FOCUS SKILL(S)	Historical Significance Evaluating Arguments	Perspective Evaluating Evidence Comparison	Contextualization & Sourcing Historical Empathy
DO FIRST	Frayer: Ethnic Cleansing Prediction	Frayer: Apartheid Notice, Wonder, Think	Frayer: Reconciliation Give One, Get One
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 2: Supporting Questions	Video Introduction: "Born a Crime"	Resisting Apartheid Guided Notes
ACTIVITY 2- PRACTICE	Human Rights Abuses Research and Social Media Campaign Creation	Expand It! - Trevor Noah and Vusi	Document Analysis
ACTIVITY 3- EXHIBIT	Campaign Presentations	Expand It! - Silent Discussion + Elaboration	†Formative Assessment - Mandela Letter - CTX
CONCLUSION	†Document Analysis - "The Meaning of Genocide" - (ARG)	Expand It! - Summary	Unit 10 Inquiry Journal Topic 2: Compelling Question

Conflict & Global Security: Topic Overview

	<u>LESSON 6 (90 MINS)</u>	<u>LESSON 7 (90 MINS)</u>
SUPPORTING QUESTION	How did political, economic, and religious motivations influence the start of conflicts in the Middle East?	How does the War in Iraq reveal how governments balance national interest with humanitarian consequences?
STANDARD(S)	2.70, 2.94, 2.95, 2.97	2.94, 2.97
FOCUS SKILL(S)	Contextualization Causation Historical Empathy	Contextualization Comparison Historical Empathy
DO FIRST	Frayer: Persian Gulf War A-Z Guide	Frayer: Insurgency Scenario Response
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 3: Supporting Questions	War in Iraq Guided Notes
ACTIVITY 2- PRACTICE	"What is the Context?" - Conflicts in the Middle East Reading	†Document Analysis - Bush or Byrd - (THINKS)
ACTIVITY 3- EXHIBIT	Stations Group Work	Classroom Mingle
CONCLUSION	Exit Ticket: Quote Analysis	Unit 10 Inquiry Journal Topic 3: Compelling Question

Globalization & Development: Topic Overview

	<u>LESSON 8 (90 MINS)</u>	<u>LESSON 9 (90 MINS)</u>	<u>LESSON 10 (90 MINS)</u>
SUPPORTING QUESTION	In what ways has globalization created both opportunities and challenges for societies around the globe?	Why might rapid economic growth not always lead to improved living conditions for everyone?	What are the benefits and challenges of urban living in the 21st century?
STANDARD(S)	2.70, 2.90, 2.91, 2.98, 2.99	2.90, 2.91, 2.98, 2.99	2.90, 2.91, 2.99
FOCUS SKILL(S)	Contextualization Causation Perspective	Evaluating Evidence Quantitative Analysis	Evaluating Evidence Causation
DO FIRST	Frayer: Globalization Quickwrite	Frayer: Gross Domestic Product Notice, Wonder, Think	Frayer: Urban Sprawl Video Reflection
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 4: Supporting Questions	Social and Economic Development Guided Notes	Megacities Exhibit Webquest
ACTIVITY 2- PRACTICE	BBC Bitesize: Globalisation Webquest	United Nations Sustainability and Development Goals Report	+Formative Assessment - Urban Sprawl - EVI
ACTIVITY 3- EXHIBIT	Introduction to United Nations Research Portfolio	Sustainability and Development Goals Research	Urbanization Research
CONCLUSION	Exit Ticket: DOK Question Generation	Exit Ticket: Quickwrite	Unit 10 Inquiry Journal Topic 4: Compelling Question

Global Challenges: Topic Overview

	<u>LESSON 11 (120 MINS)</u>	<u>LESSON 12 (60 MINS)</u>	<u>LESSON 13 (90 MINS)</u>
SUPPORTING QUESTION	How do social and economic factors affect the spread and impact of major global diseases?	What are the challenges and responsibilities of governments, corporations, and international organizations in addressing climate change?	How have economic, political, environmental and social factors shaped migration and migrant experiences in the modern era?
STANDARD(S)	2.90, 2.96	2.91, 2.99	2.97
FOCUS SKILL(S)	Causation Perspective Evaluating Arguments	Causation Historical Empathy Quantitative Analysis	Causation Historical Empathy
DO FIRST	Frayer: World Health Organization A-Z Guide	Frayer: Climate Change Notice, Wonder, Think	Frayer: Refugee Give One, Get One
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 5: Supporting Questions	Gapminder Climate Misconception Study	Migration Guided Notes
ACTIVITY 2- PRACTICE	International Ebola Crisis Simulation	"Historical Responsibility for the Climate Crisis" Reading	"2 Billion Miles" Webquest
ACTIVITY 3- EXHIBIT	Disease & Health Research	Climate Change & Environment Research	Migration Research
CONCLUSION	Disease and Health Infographic	+Quantitative Analysis Graphic Organizer	Unit 10 Inquiry Journal Topic 5: Compelling Question

Assessment Overview

	LESSON 14 (60 MINS)	<u>LESSON 15 (150 MINS)</u>
SUPPORTING QUESTION	<i>Place-Based Lesson Extension</i> <i>See page 12 for lesson options and view Best Practice Repository for additional information about implementation</i>	To what extent do international organizations such as the United Nations effectively promote global peace, development, and human rights, and what challenges limit their ability to achieve these goals?
STANDARD(S)		All Unit Standards
FOCUS SKILL(S)		Historical Empathy Perspective Evaluating Arguments
DO FIRST		Mock UN General Assembly Meeting Assessment Introduction
ACTIVITY 1 - LAUNCH		Regional Meeting Collaboration and Preparation
ACTIVITY 2- PRACTICE		Subcommittee Meeting and Presentations
ACTIVITY 3- EXHIBIT		Regional Committee Meeting and General Assembly Voting
CONCLUSION		Unit 10 Inquiry Journal Essential Question

Place Based Lesson Extension

	LESSON 14 (60 MINS)
SUPPORTING QUESTION	
STANDARD(S)	
FOCUS SKILL(S)	
DO FIRST	
OPTION 1 - PODCAST	
OPTION 2 - SYNCHRONOUS PRESENTATION	
OPTION 3 - FIELD TRIP	
CONCLUSION	

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Unit Commentary:

Unit 10: A New Global World invites students to investigate the shifting global dynamics that have defined the post–Cold War era. The unit centers on the historical thinking skill of historical empathy, encouraging students to understand how people across different regions and time periods experienced the effects of globalization, conflict, and cooperation.

Topic 1 introduces the political transformations following the collapse of the Soviet Union, where students analyze how newly independent nations navigated democratic transitions and authoritarian resurgence. Through case studies, students examine the rise of populist and socialist movements and the ways in which power has been consolidated or contested since the 1980s.

Topic 2 turns to global struggles for justice and human rights. Students explore how individuals and movements resisted systems of oppression, with a focus on the apartheid system in South Africa. Lessons emphasize how the international community responded to injustice, and how resistance movements continue to influence today's social and political landscape.

Topic 3 focuses on the Middle East, where students evaluate how religious, economic, and political factors contributed to war and instability in the region. Through analysis of conflicts such as the Persian Gulf War and the invasion of Iraq, students assess how global interests intersected with regional tensions and humanitarian concerns.

Topic 4 shifts to the global impact of economic development and urbanization. Students explore the promises and challenges of globalization, investigating how industrialization, technological innovation, and international trade have affected standards of living, urban expansion, and access to opportunity.

Topic 5 addresses urgent global challenges, including public health, climate change, and migration. Students consider how international organizations, governments, and corporations respond to crises that transcend borders. Lessons guide students to examine the shared responsibilities and limitations in confronting global issues.

The summative assessment for the unit is a Mock United Nations General Assembly simulation, where students take on the role of international delegates to propose and debate solutions to major global challenges. This assessment allows students to apply their understanding of contemporary issues through collaboration, perspective-taking, and critical reasoning.

Throughout the unit, students are asked to reflect on the changing nature of global power and the ways in which people have exercised agency, built coalitions, and responded to global inequality. By engaging in inquiry and debate, students develop a deeper understanding of the complex, interconnected world they live in today.



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Suggested Readings and Helpful Resources:

For information on:

- [Excerpt of *Born a Crime* by Trevor Noah](#)
- [What's the Israel-Palestine conflict about?](#)
- [Teaching Sept. 11 To Students Who Were Born After The Attacks Happened](#)
- [Making 9/11 Relevant to Young Learners](#)
- [For Muslim Students, Life Changed After Sept. 11](#)
- [Debunking Misconceptions About Muslims and Islam](#)

Unit Pedagogical Resources:

- What is Historical Empathy? Guide
- [What is Historical Empathy? Video](#)
- [Trauma-Informed Teaching Strategies](#)

Museum Component:

- Optional Field Trip: [National Museum of American Diplomacy](#)
 - Exhibits → The Rise & Fall of the Berlin Wall, Dayton Accords