Mamaroneck High School Curriculum Overview

Social Studies: Global History and Geography, Grade 10 (Full Year)

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Department Philosophy

Grounded in history, government, economics, and the broader social sciences, MHS Social Studies courses help students understand the civic issues of their time and prepare them to participate thoughtfully in a diverse democracy. Classrooms are culturally responsive, welcoming, and affirming, and every student's voice is respected. Courses emphasize analytical thinking skills as well as writing that goes beyond describing events to evaluating sources, analyzing cause and effect, and engaging with essential questions about the past and present.

Course Description

Global History and Geography 10 is the second year of New York State's two-year study of world history. Picking up where 9th grade left off, the course traces the modern world from about 1750 to the present: the Enlightenment and the age of revolutions, industrialization and imperialism, two world wars and the Holocaust, the Cold War, and the movements for independence, democracy, and human rights that followed.

The course connects the past directly to the present. Students compare early globalization with globalization today, weigh the Enlightenment's ideals against its blind spots on race and gender, trace the roots of challenges facing modern Latin America to colonialism, and examine threats to democracy in the 1930s alongside those in the 21st century. Throughout, students continue to explore enduring issues, such as power, conflict, inequality, and human rights, that appear across many times and places.

Students take the New York State Global History and Geography II Regents exam at the end of 10th grade. The exam asks students to analyze historical documents through stimulus-based multiple-choice questions, constructed-response questions, and an enduring issues essay. These same tasks are woven into units throughout the year, so students build the skills the exam requires through regular practice rather than last-minute review.

The Year at a Glance

The course is organized into eleven units, based upon the NYS framework.

- **Globalization, Then and Now:** the world in 1750, the global trade networks that connected Europe, Africa, Asia, and the Americas, and how globalization's benefits and costs continue today
- **The Enlightenment:** new ideas about natural rights and government, who those rights included and excluded, and how they apply to modern human rights, from the Universal Declaration of Human Rights
- **The French and Haitian Revolutions:** how Enlightenment ideas sparked revolution, and whether revolutions achieve their goals
- **Latin American Revolutions:** the colonial conditions that led to independence movements and how colonialism's legacy shapes Latin America today
- **The Industrial Revolution:** industrialization in 19th-century Britain and modern China, its effects on workers and cities, and the rise of capitalism and socialism
- **The New Imperialism:** the causes and effects of European imperialism in Africa and Asia, with a focus on the British Empire and the resistance of colonized peoples
- **World War I and the Treaty of Versailles:** the causes of the war, the devastation of modern warfare, and a flawed peace that set the stage for future conflict

- **Challenges to Democracy:** democratic movements and the forces that threatened them after World War I, compared with challenges to democracy today
- **Totalitarianism:** how Stalin, the Nazis, and other regimes seized and kept total control through propaganda, terror, and surveillance
- **World War II and the Holocaust:** the origins, turning points, and consequences of the war, the history of antisemitism, the Holocaust, and the pursuit of justice at Nuremberg
- **The Cold War and Beyond:** superpower rivalry across the globe, movements for independence and decolonization, and struggles for equity and democracy into the 21st century

Sources Students Explore

Students work with a wide range of primary and secondary sources, including documents, speeches, maps, political cartoons, paintings, propaganda, literature, and current news, along with library research databases. Sources may include:

Revolutions and rights: writings of Enlightenment thinkers such as Locke, Rousseau, Montesquieu, Voltaire, and Mary Wollstonecraft; the Declaration of the Rights of Man and of the Citizen; Simón Bolívar's "Jamaica Letter"; sources on Toussaint Louverture and the Haitian Revolution; and the Universal Declaration of Human Rights.

Industry and empire: excerpts from Adam Smith's *The Wealth of Nations* and Marx and Engels's *Communist Manifesto*; firsthand accounts of factory and city life; Rudyard Kipling's "The White Man's Burden"; Thomas Macaulay's "Minute on Indian Education"; and writings of Mohandas Gandhi.

War and totalitarianism: excerpts from *All Quiet on the Western Front*; the poetry of Siegfried Sassoon; Woodrow Wilson's Fourteen Points and the Treaty of Versailles; Nazi propaganda; and sources on Stalin's Five-Year Plans and Mao's China.

The Cold War and beyond: Winston Churchill's "Iron Curtain" speech; speeches by Fidel Castro and Patrice Lumumba; declassified U.S. government documents; Gabriel García Márquez's Nobel lecture "The Solitude of Latin America"; and recent *New York Times* reporting.

What Students Write and Create

Students write regularly, building toward the document-based writing the Regents exam requires and beyond it to research and argument.

- **Document-based essays:** extended arguments drawing on multiple primary sources, such as an evaluation of the British Empire's impact on world history and an enduring issues essay on challenges to democracy, for which students research and assemble their own set of documents.
- **Op-ed:** an argument about whether revolutions succeed in creating political and social change, drawing on both 18th-century and present-day examples.
- **Constructed responses:** short written analyses of documents, including student-designed questions.
- **Choice projects:** learning menus in the World War units that include political cartoons, propaganda posters, micro-research on Holocaust upstanders and rescuers, and storyboards of turning points.

Students also take part in Socratic seminars and debates, including discussions of the legacy of globalization, the fairness of the Treaty of Versailles, and the decision to use the atomic bomb.

Skills Students Build

Students build these skills through steady practice all year, not just in a few big assignments. Frequent, informal work, such as collaborative annotation of documents, map analysis, and short written responses to sources, builds toward polished essays and projects that students draft, revise, and complete. Along the way, students get regular feedback from teachers and classmates, so they grow steadily as thinkers and writers.

Above all, students learn to think like historians. They learn that history is not a list of facts to memorize but an ongoing conversation about evidence and interpretation. They question sources, weigh competing accounts, and build their own arguments about the past, and they use writing to make sense of what they discover and how it connects to the world today.

By the end of the year, students will be able to:

Historical Thinking

- Analyze primary and secondary sources, including documents, cartoons, propaganda, and maps, considering each source's purpose, point of view, audience, and bias.
- Identify enduring issues and trace how they change or continue across time and place, connecting historical events to the present day.
- Analyze cause and effect and evaluate turning points, such as the outbreak of World War I or the end of the Cold War.
- Use maps and geographic reasoning to explain how places, resources, and borders shape events.
- Evaluate ideals against reality, asking who benefited from historical changes and whose voices and experiences were left out.

Writing and Research

- Develop a clear, defensible claim and support it with evidence and analysis, going beyond description of events.
- Write document-based essays and constructed responses that synthesize multiple sources, as on the Regents exam.
- Conduct research, select and evaluate sources, and cite them correctly using MLA format.
- Write for real audiences in forms such as op-eds
- Revise their writing in response to feedback.

Speaking and Listening

- Prepare for and take part in Socratic seminars and debates, supporting their views with evidence and building on the ideas of others.
- Engage in difficult conversations about history respectfully, listening to perspectives different from their own.

Standards

- New York State K–12 Social Studies Framework: Global History and Geography II
- New York State Next Generation Literacy Standards for reading and writing in social studies
- MUFSD Culturally Relevant and Sustaining Curriculum Framework