

Geographic Cultural Studies: Draft Scope & Sequence

Unit 1 National History Day & Foundations of Geography	Prioritized C3 Standards	Unit Overview	
	D1.5.9-12 Developing Questions and Planning Inquiries D2.Geo.3.9-12 Using Geographic Data & Maps D2.His.11.9-12 Analyzing and Evaluating Historical Sources D3.1.9-12 Research and Selecting Sources D4.1.9-12 Argumentation & Communicating Conclusions	<p>This unit is intended to introduce students to the inquiry process as it applies to National History Day projects. By the end of the unit, students will have formed groups, selected a topic, begun their research, and have been introduced to source evaluation and analysis skills.</p> <p>Students will also be introduced to foundational skills and concepts of human geography including data analysis, map analysis, map projections, cultural dynamics and diffusion, and the 5 themes of geography. These will spiral through later units.</p>	
	Driving Questions	Essential Understandings	
	<ol style="list-style-type: none"> 1. What makes strong compelling questions and research questions. 2. How do we evaluate different types of historical sources? 3. How do historians conduct research? 	<ol style="list-style-type: none"> 1. Good research questions are significant, researchable, narrow, and debatable. They lead to both primary and secondary sources. 2. A source should be analyzed in relation to the context of its historical setting: the conditions and worldviews prevalent at the time in question. 3. The point-of-view and perspective of the creator of a source affects its meaning and interpretation. 	

Unit 2 The Birth of Modern Europe	Prioritized C3 Standards	Unit Overview	
	<p>D2.Geo.3.9-12 Using Geographic Data & Maps</p> <p>D2.Geo.4.9-12 Human and Environmental Interactions</p> <p>D2.His.1.9-12 Contextualization</p> <p>D2.His.14.9-12 Historical Causation</p>	<p>This unit is structured around the development of Europe's modern political geography, the role of physical geography as a historical actor, the development of the nation-state, and its accompanying international system. European Intellectual movements from the Renaissance to the Reformation and the Enlightenment provide the frame for these changes. Political and religious conflict in the period will act as additional contextualization for change in early modern Europe.</p> <p>Students will be introduced to the skills of contextualization and causation, emphasizing multiple frameworks for analysis that guide students towards a complex prioritization of historical causes and effects. Students will also be introduced to the Harkness method, a foundational instructional practice within the social science department. At the end of the unit, students will answer the driving question, showing proficiency on all standards, through a summative task. The unit includes significant work time towards NHD projects.</p>	
	Driving & Supporting Questions	Essential Understandings	
	<p>How extensively are the nation-state, Western cultural identities and modern political ideology shaped by the historical developments of early-modern Europe?</p> <ol style="list-style-type: none"> 1. How did Europe's physical geography shape the formation and boundaries of nation-states, contributing to the development of Western cultural identity? 2. How did intellectual and cultural movements like the Renaissance and Enlightenment influence the evolution of modern political ideologies and Western cultural identity? 3. How did religious conflict and compromise in early-modern Europe contribute to the development of modern political ideologies and Western cultural identity? 	<ol style="list-style-type: none"> 1. Geographic features and the availability and distribution of resources have facilitated or hindered trade, contributed to cultural interaction and isolation, and have helped determined power dynamics between emerging states. 2. The Renaissance emphasis on humanism and individual potential laid the groundwork for modern concepts of personal liberty, human rights, and the value of education. 3. The shift towards secularism during the Enlightenment encouraged the separation of church and state and the development of political systems based on reason and equality. 4. The Protestant Reformation and subsequent religious wars challenged the dominance of the Catholic Church and led to the fragmentation of religious authority, impacting political power structures. 	

Unit 3 China and East Asia	Prioritized C3 Standards	Unit Overview	
	D2.Geo.3.9-12 Using Geographic Data & Maps D2.Geo.4.9-12 Human and Environmental Interactions D2.His.1.9-12 Contextualization D2.His.14.9-12 Historical Causation	<p>This unit covers the geography and history of China and East Asia since the Ming Dynasty. It is meant to contrast with Unit 2 in terms of the political and economic trajectories of East Asia versus Europe. Likewise, the role of physical geography is apparent through its contribution to the dynastic cycle.</p> <p>The content in this unit will ask students to unpack the importance of cultural dynamics through Harkness discussions. Like the previous unit, students will build towards a summative task that shows increased proficiency on the prioritized standards. However, student's will be asked to use their learning from Unit 2 to be comparative in their analysis. No new standards are introduced, so students will have additional opportunities to show mastery towards the semester's prioritized standards. This unit includes significant work time towards NHD projects as they are due before the end of the semester. This is so students can have feedback and revision time before the NHD China contest.</p>	
	Driving & Supporting Questions	Essential Understandings	
	<p>To what extent was China's isolationism and economic development a product of its geography, culture, or other historical conditions?</p> <ol style="list-style-type: none"> How has geography contributed to China's historical and cultural resiliency? In what ways did cultural factors and attitudes influence China's isolationist policies and economic strategies since the Ming dynasty? What role did individuals, groups, and historical conditions play in the rise and decline of the Qing dynasty? 	<ol style="list-style-type: none"> China's mountains, deserts, and seas provided natural barriers that protected against invasions and allowed for periods of stability and cultural development. Confucian principles emphasized social harmony, hierarchy, and self-sufficiency, which supported policies of isolationism and a focus on internal development. A strong sense of ethnocentrism led to a preference for maintaining traditional ways of life and economic self-sufficiency, rather than embracing foreign trade and influences which were seen as barbaric and potentially destabilizing. 	

Unit 4 Latin America	Prioritized C3 Standards	Unit Overview	
	<p>D2.Geo.10.9-12 Geography and Trade</p> <p>D2.Geo.11.9-12 Globalization</p> <p>D2.His.11.9-12 Analyzing and Evaluating Historical Sources</p> <p>D4.1.9-12 Argumentation & Communicating Conclusions</p>	<p>This unit covers a brief history of Latin America from colonization to the 20th century to help students answer the driving question around the connection between political stability and economic growth. Content covered includes the Columbian Exchange, colonialism, demographics, Latin American Revolutions, democratization, and dependent development. Unlike semester one units, frequent and explicit connections to the present should be made.</p> <p>Students will move from structured inquiry to guided inquiry as they become more involved in research, source selection, and argumentation. By the end of the unit students will select a Latin American country that they can treat as a case study to answer the driving question with depth and complexity. This project will act as a summative assessment of the new standards introduced in this unit. Students will continue to use the skills of contextualization and causation, but they are no longer individually assessed. Proficiency in these skills will be required to show mastery of historical argumentation. Harkness discussions will continue to play an important role as students take on more responsibility for how they are conducted.</p>	
	Driving & Supporting Questions	Essential Understandings	
	<p>Why have Latin American nations struggled with economic growth and political stability?</p> <ol style="list-style-type: none"> 1. How has the physical geography of Latin America influenced the economic opportunities and challenges faced by different nations within the region? 2. How has colonialism and its legacy shaped the demographics of Latin American nations and how do demographic factors impact economic growth and political stability? 3. In what ways have historical challenges shaped the trajectories of economic growth and political stability in Latin American nations? 	<ol style="list-style-type: none"> 1. Geographic barriers and natural disasters make infrastructure development difficult and costly and hinder trade and economic integration. 2. Ethnic and racial diversity has created difficulties in building both political unity and national identity. 3. Economic crises, inequality, and social instability have complicated nation-building, leading to moments of authoritarianism, ideological conflict, and uneasy democratization. 4. Globalization can lead to political and economic conflict as neither the benefits nor the drawbacks are shared equally. 	

Unit 5 Africa & the Middle East	C3 Standards	Unit Overview	
	D2.Geo.10.9-12 Geography and Trade D2.Geo.11.9-12 Globalization D2.His.11.9-12 Analyzing and Evaluating Historical Sources D4.1.9-12 Argumentation & Communicating Conclusions	<p>This unit covers the contemporary history of Africa and the Middle East since 18th and 19th century colonization. Historical content provides necessary context in the unit, but students will expand their learning to cover aspects of political science and economics. Frequent and explicit connections to the present should be made, as one of the goals of this unit is to build historical empathy and the ability to understand global current events. This is meant to be the most interdisciplinary unit of the course.</p> <p>Like Unit 4, students will conduct guided inquiries around case studies after the initial learning is complete. They will harness their research and source analysis skills to write a research paper as their final product. As such, this unit will include instructional time on the various aspects of academic writing. Harkness discussions will continue to play an important role as students take on more responsibility for how they are conducted.</p>	
	Driving & Supporting Questions	Essential Understandings	
	<p>To what extent have histories of colonialism and conflict shaped the history of Africa and the Middle East?</p> <ol style="list-style-type: none"> How did the physical geography of Africa and the Middle East influence the strategies and outcomes of colonialism, and how did colonial powers reshape the natural landscape and resources of these regions? What is the current political landscape and power distribution in Africa and the Middle East, and how do they reflect the historical impacts of colonialism and efforts to build nations after gaining independence? How do globalization, climate change, and other environmental and economic factors contribute to modern conflicts and tensions in Africa and the Middle East, and what are the geographical implications of these interconnected issues? 	<ol style="list-style-type: none"> Colonial powers exploited natural resources such as minerals, oil, and fertile land, often reshaping the landscape through mining, deforestation, and the establishment of plantations, significantly altering the environment. The arbitrary borders drawn by colonial powers often disregarded ethnic and cultural boundaries, leading to ongoing political conflicts and challenges in nation-building efforts. Colonial economic policies established patterns of dependency on export-oriented economies and foreign aid, which continue to shape the political and economic landscape of these regions. Globalization has led to significant economic inequalities within and between countries, driving migration and social unrest, with profound geographic implications for urbanization and border security. 	

Unit 6 India & Southeast Asia	C3 Standards	Unit Overview	
	D2.Geo.10.9-12 Geography and Trade D2.Geo.11.9-12 Globalization D2.His.11.9-12 Analyzing and Evaluating Historical Sources D4.1.9-12 Argumentation & Communicating Conclusions <i>*Students select a minimum of two focus standards for their final project.</i>	<p>This unit's shape is dependent on time available at the end of the year. It is intended to be a free inquiry that acts as a capstone on the course. Students will select which semester 2 standards they want an additional opportunity for which to show mastery. They will shape their inquiry and project within these constraints as well as the content of the unit.</p> <p>The unit's content will be guided by a goal to understand developmental issues in India and Southeast Asia. This includes topics such as population policies, poverty economics, cultural conflict, political corruption, etc. Common learning involves the region's physical and political geography as well as historical context since the colonial era.</p>	
	Possible Driving Questions	Essential Understandings	
	<ol style="list-style-type: none"> 1. In what ways do the historical legacies of colonialism and independence movements influence current political and economic landscapes in India and Southeast Asia? 2. How have rapid economic growth and globalization affected economic inequality and social development in India and Southeast Asia? 3. How do cultural diversity and ethnic dynamics influence social cohesion and conflict in India and Southeast Asia? 4. How do different political systems and governance structures in India and Southeast Asia address contemporary issues such as corruption, human rights, and democratic processes? 	Students will develop their own content based essential understandings as part of their unit projects.	