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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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