Overarching Essential Question: Who am I, how did I get here, and how will I proceed as an informed and conscientious (productive) citizen of our world?

Essential Understandings: By the end of World History, all students understand that history is revealed through the voices of the people who lived it as expressed through documents, material culture, imagery, oral histories, art, etc. Interpretations vary according to individual perspective (such as region, time period, gender, social class, race, culture, knowledge, etc.) and are understood by applying criteria to evaluate information from a variety of sources. The quality of evidence and its ability to be validated is the key factor in making some interpretations better than others. History is made relevant by synthesizing and connecting historical knowledge to life today.

Essential Skills: Throughout World History, students
- Analyze and adapt an inquiry process (i.e. identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
- Apply criteria to evaluate information (e.g. origin, authority, accuracy, bias, and distortion of information and ideas).
- Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g. elections, judicial proceedings, economic choices, community service projects).
- Develop habits of mind for historical thinking (See NCHE Habits of Mind).

Content Standards: The content standards, history, civics, geography, economics and culture/diversity, represent five major strands within the overarching umbrella of social studies. These five strands focus on the time span from 1492-Present with a global emphasis throughout. These standards are taught in conjunction with the English II content standards.

Process Standards: Process standards are embedded within the content standards of history, civics, geography, history, economics and culture/diversity. These standards reflect student understanding of how to access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
**H History:** Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

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**Essential Questions:**

- **Historical Knowledge:**
  
  *How is the past revealed, interpreted and understood?*
  
  *What makes some historical interpretations better than others?*

- **Relevance:**
  
  *How and why is the past relevant to me, my community, my nation and our world?*
  
  *Can an individual change history or is history inevitable? (Why?)*

- **Conflict/Cooperation:**
  
  *How do conflict and cooperation shape (benefit/destroy) societies?*
  
  *In historical interactions, why do conflicts arise and how are they resolved?*

- **Perspective:**
  
  *Whose story is it and how and why is it being told?*

- **Change/Continuity:**
  
  *Which factor(s) in history caused the most significant change and why (ex: economics, technology, politics, environment, etc.)*?

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**H.1.0 Students understand the major trends in Eurasia from 4000 to 1000 BCE.**

H.1.1 Explain the various criteria that have been used to define “civilization” and the fundamental differences between civilizations and other forms of social organization. [Consider multiple perspectives]

*Example: Construct a grid with the various types of society such as hunter-gatherer, pastoral nomad, Neolithic agricultural, and urban civilization along one axis, and categories such as government, social classes, methods of food and tool production, religious beliefs, and art forms along the other axis. Fill in the boxes of the grid, drawing on historical information of the third and second millennia BCE.*

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**H.2.0 Students understand major global trends from 1000 BCE to 300 CE.**

H.2.1 Define the concept of “classical civilizations” and assess the enduring importance of ideas, institutions, and art forms that emerged in the classical periods. [Analyze the importance of ideas]

*Example: Using one of the classical civilizations as a case study, trace through time the endurance of some of its characteristic traditions.*

H.2.2 Analyze the significance of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks in the development of large regional empires. [Interrogate historical data]

*Example: Create a Venn diagram that visually represents similarities and differences in military power, state bureaucracy, legal codes, belief systems, written languages and trade networks between three of the major large regional empires.*

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H.2.3 Compare institutions of slavery or other forms of coerced labor in the Han Empire, the Maurya Empire, the Greek city-states, and the Roman Empire. [Draw comparisons across eras and regions]

*Example: Construct a conversation between a slave from the Han dynasty in China, and one from the Roman Empire, exchanging information about what it is like to be a slave in their respective countries.*

H.2.4 Explain the significance of Greek or Hellenistic ideas and cultural styles in the history of the Mediterranean basin, Europe, Southwest Asia, and India. [Analyze the importance of ideas]

*Example: Based on historical evidence, create a travel log recording the routes and impressions of a traveler visiting all the areas where Greek or Hellenistic ideas and styles have spread by 300 CE.*

H.2.5 Identify patterns of social and cultural continuity in various societies and analyze ways in which peoples maintained traditions and resisted external challenges in the context of increasing interregional contacts. [Draw comparisons across eras and regions]

*Example: Using primary sources, compare the methods used by Christianity and Hinduism to bind together large numbers of people from very different traditions into a unified religious and cultural tradition.*

**H.3.0 Students understand major global trends from 300 to 1000 CE.**

H.3.1 Analyze factors contributing to the weakening of empires or civilized traditions in world history up to 1000 CE and compare causes of the decline or collapse of various empires. [Draw comparisons across eras and regions]

*Example: Construct a grid indicating on one axis, empires such as the Roman, Han, and Gupta that collapsed during the first millennium CE. List on the other axis possible causes of the collapse such as nomadic invasions, failing of rulers, and social and economic conditions. After filling in information for each box of the grid, debate whether the causes of decline of these empires were more similar than different.*

H.3.2 Trace major changes in the religious map of Eurasia and Africa between 300 and 1000 and account for the success of Christianity, Buddhism, Hinduism, and Islam in making converts among peoples of differing ethnic and cultural traditions. [Analyze the influence of ideas]

*Example: Based on historical evidence pertaining to the first millennium CE, write a speech to an audience of potential converts to Buddhism, giving reasons why they should make this change. Write other speeches appealing to them to become Muslims or Christians.*

H.3.3 Explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa. [Analyze the influence of ideas]

*Example: Map major maritime and overland trade routes in Africa and Eurasia near the beginning and the end of the 300-1000 CE period. For each period explain which people dominated each of the major routes, what people the routes served, and what major items were exchanged.*

**H.4.0 Students understand major global trends from 1000 to 1500 CE.**
H.4.1 Account for the growth, decline, and recovery of the overall population of Afro-Eurasia and analyze ways in which large demographic swings might have affected economic, social, and cultural life in various regions. [Utilize mathematical and quantitative data]

Example: Based on historical evidence, produce a “survivor’s eye-witness account” of the mid-14th century Black Death. Take the role of a person living in Central Asia, Egypt, France, or England. Discuss the short-term economic, social, and other consequences of the plague in your area.

H.4.2 Account for the continuing spread of Islam and explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, and intellectual exchange. [Examine the influence of ideas]

Example: Research the origins of the North African Islamic reform movements and give an oral presentation on how the reform message of the Almoravids transformed rival clans into a unified force, and how the Almoravid and Almohad states boosted the trans-Saharan gold trade.

H.5.0 Students understand the global significance of the Mongol empire.

H.5.1 Assess the career of Chinggis Khan as a conqueror and military innovator in the context of Mongol society. [Assess the importance of the individual]

Example: Read the report of John of Piano Carpini, the 13th-century papal emissary, on the Mongol threat. Analyze his social and cultural biases about the Mongols.

H.5.2 Describe the Mongol conquests of 1206-1279 and assess their effects on peoples of China, Southeast Asia, Russia, and Southwest Asia. [Analyze cause-and-effect relationships]

Example: Debate from the points of view of Chinese, Russians, or Persians the advantages and disadvantages of living under Mongol rule. Evaluate the impact of technological advances, political and fiscal policy, foreign trade, warfare, and military domination on these regions.

H.5.3 Assess the usefulness and limitations of the concept of the “Pax Mongolica” and analyze how long-distance communication and trade led to cultural and technological diffusion across Eurasia. [Interrogate historical data]

Example: Debate the concept of the “Pax Mongolica,” comparing it to the Pax Romana, centralize the debate around the question of “Is it worth the cost of terror to have an enforced peace?”

H.6.0 Students understand the consequences of Black Death and the recurring plague pandemic in the 14th century.

H.6.1 Explain the origins and characteristics of the plague pandemic of the mid-14th century, and analyze its demographic, economic, social, and political effects in Eurasia and North Africa. [Appreciate historical perspectives]

Example: Read and discuss accounts of the Black Death by Boccaccio of other 14th century European writers. Read Ibn Battuta’s accounts of its effects on Syria and Egypt. Compare these accounts by addressing the aspects of the disease and its effects they focused on.
H.7.0 Students understand transformations in Europe following the economic and demographic crises of the 14th century.

H.7.1 Assess the effects of crises in the Catholic Church on its organization and prestige. [Analyze cause-and-effect relationships]
Example: Compare the power and prestige of the papacy at the time of the Babylonian captivity and Great Western Schism to the papacy of Innocent III, a century and a half earlier.

H.7.2 Analyze the causes and consequences of the Hundred Years War and the repeated popular uprisings in Europe during the 14th century. [Analyze cause-and-effect relationships]
Example: Assume the roles of an English and a French chronicler and debate the causes of the Hundred Years War.

H.7.3 Define humanism as it emerged in Italy in the 14th and 15th centuries and analyze how the study of Greco-Roman antiquity and critical analysis of texts gave rise to new forms of literature, philosophy, education, painting techniques, sculpture, and architecture. [Examine the influence of ideas]
Example: Develop a list of the characteristics of 15th century Italian humanism and explain the reasons for its emergence in this time and place. Additionally, identify the segments of the population that were most significantly influenced by Italian humanism and how humanism influenced the arts.

H.8.0 Students understand major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic.

H.8.1 Analyze reasons for the collapse of Mongol rule in China and the reconstituting of the empire under the Chinese Ming dynasty. [Reconstruct patterns of historical succession and duration]
Example: Produce a European newspaper “special edition” dated at the time of the collapse of the Mongol rule in China. Include interviews of several persons who speculate what caused the downfall. Review the threat the Mongols once posed to eastern and central Europe. Interview several merchant and traders for their reaction to the possible end of Pax Mongolia.

H.9.0 Students understand how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

H.9.1 Analyze the social and economic consequences of population growth, urbanization, and emerging capitalism in Europe from the 15th to the 18th centuries. [Analyze cause-and-effect relationships]
Example: Research how Dutch and English merchants amassed enough capital to explore and make significant investments in overseas area. Create a brochure aimed at attracting investors.

H.10.0 Students understand the rising military and bureaucratic power of European states between the 16th and 18th centuries.

H.10.1 Analyze the character, development, and sources of wealth of strong bureaucratic monarchies in the 16th century. [Analyze cause-and-effect relationships]
Example: Write a biographical sketch of Louis XIV, emphasizing ways in which royal pomp and ceremony were used to represent absolutist power.

H.10.2 Explain how the English civil war and the Revolution of 1688 affected government, religion, economy, and society in England and its American colonies. [Analyze cause-and-effect relationships]
Example: Write a defense of your position during the English Civil War from the perspective of a Cavalier or Roundhead.

H.10.3 Account for the growth of bureaucratic monarchy in Russia and analyze the significance of Peter the Great’s westernizing reforms. [Interrogate historical data]
Example: Construct a map of Russia with overlays showing the expansion of territory from the close of the 16th century through the end of the 18th century.

Example: Contrast English political development with the development of one or more absolutist monarchies.

H.11.0 Students understand how the Scientific Revolution contributed to transformations in European society.

H.11.1 Explain the cultural, religious, and scientific impact of astronomical discoveries and innovations from Copernicus to Newton. [Examine the influence of ideas]
Example: Draw evidence from Galileo’s letter to the Grand Duchess Christina (1615) to explain his ideas about the solar system. Discuss Galileo’s points in light of religious conservatism and the Scientific Revolution.

H.11.2 Analyze the importance of discoveries in mathematics, physics, biology, and chemistry for European society. [Employ quantitative analysis]
Example: Analyze Shakespeare’s Macbeth and cite examples of reference to ghosts, witches, or spirits and explain what those references tell us about 16th or 17th century belief in the supernatural and the consequences that resulted from those beliefs. Discuss how scientific discoveries impact those beliefs.

H.12.0 Students understand the significance of the Enlightenment in European and world history.

H.12.1 Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education. [Examine the influence of ideas]
Example: Write an appraisal of Immanuel Kant’s “motto” of the Enlightenment, “Dare to Know! Have the courage to use your own intelligence!”

Example: Draw from excerpts of René Descartes’s Discourse on Method to explain his approach to discovering truth Assume the role of a scientist and a churchman and debate the apparent conflict between religion and science in the context of the 17th century

Example: Explain how Voltaire’s Candide illustrate Enlightenment values particularly how Candide’s experience in Portugal at the time of the great earthquake reflected superstitions prevalent in 18th-century Europe.

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H.12.2 Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions. [Hypothesize the influence of the past]
   Example: Investigate how the Enlightenment changed political thought. Discuss how the ideas of John Locke, Baron de Montesquieu, and Jean Jacques Rousseau threatened existing governments and helped to develop modern governments.

H.13.0 Students understand the extent and limits of Chinese regional power under the Ming dynasty.

H.13.1 Analyze China’s changing attitudes toward external political and commercial relations following the Zheng He voyages between 1405 and 1433. [Formulate historical questions]
   Example: Playing the role of a Chinese scholar-bureaucrat, explain why China is the “Middle Kingdom” in the world and why other countries have tributary relationship to the Celestial Empire.

H.13.2 Assess the effects of the introduction of American food crops and importation of American silver on demographic, economic, and social change in China. [Analyze cause-and-effect relationships]
   Example: Evaluate the evidence that more than one-third of the silver mined in the Americas between 1527 and 1821 end up in China.

H.14.0 Students understand the development of European maritime power in Asia.

H.14.1 Explain how the Netherlands, England, and France became naval and commercial powers in the Indian Ocean basin in the 17th and 18th centuries. [Evaluate the implementation of a decision]
   Example: Research the growth of British, Dutch, and French naval powers in the Indian Ocean from 1600-1700. Assume the role of an English, Dutch, or French admiral and develop a set of arguments son what the other two nations are doing to create a strong navy. What should your own country do to compete with your rivals?

H.14.2 Assess the impact of British, French, and Dutch imperialism on the region’s economy and society. [Analyze cause-and-effect relationships]
   Example: Assume you are the chief military adviser to the emperor Aurangzeb in 1700. Develop a list of arguments on the best way to defend his empire against the rising maritime power of France and England. Would you stress building a larger army?

H.15.0 Students understand the transformations in China and Japan in an era of expanding European commercial power.

H.15.1 Explain the character of centralized feudalism in Japan under the Tokugawa shogunate and the reasons for Japan’s political stability, economic growth, and cultural dynamism. [Analyze cause-and-effect relationships]
   Example: Compare and contrast the unification of Tokugawa Japan to the rise of nation states in early modern Europe. How did the Tokugawa rulers centralize feudalism in Japan?
H.15.2 Analyze Japan’s relationship with Europeans during the 16th to 18th centuries, including the consequences of its policies that limited contact with foreigners. [Reconstruct patterns of historical succession and duration]

Example: Compare Japanese attitudes regarding foreign trade with those of the Chinese. What role did the Portuguese and the Dutch have in Japanese trade? Why did the Japanese decide to limit contracts? How successful was Japan in isolating itself from Europe? Why was Japan closed to the West but not to Asia?

H.16.0 Students understand the causes and consequences of the agricultural and industrial revolutions, 1700-1850.

H.16.1 Describe the characteristics of the “agricultural revolution” that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of land holding. [Analyze cause-and-effect relationships]

Example: Using a chart of inventions relating to agriculture such as the seed drill, crop rotation, stock breeding, mechanical reaper, steel plow, barbed wire, and chemical fertilizers, assess the consequences and relative importance of each to the agricultural revolution.

Example: Analyze the paintings of Constable and Turner for what they say about the beauties of the English countryside and villages. Do the paintings romanticize the pre-industrial world? To what extent does their view reflect social or economic reality?

H.16.2 Assess the relative importance of geographical, economic, technological, and political factors that permitted or encouraged the rise of mechanized industry in England. [Examine multiple causation]

Example: Compare the political, social, economic, and technological conditions in Great Britain and India in 1750. What factors explain the more rapid development of industry in Great Britain after that time?

H.17.0 Students understand Russian absolutism, reform, and imperial expansion in the late 18th and 19th centuries.

H.17.1 Analyze the factors shaping relations between the Russian peasantry and land-owning aristocracy and explain the persistence of serfdom in the 19th century. [Identify issues and problems in the past]

Example: From the point of view of a Western European journalist, review the events from the Pugachev Rebellion in 1773 and write a story summarizing Catherine the Great’s subsequent policies toward the peasantry, serfdom and nobility. What do these policies reveal about the character of absolutism in Russia?

Example: Construct leaflets, one for the distribution to uneducated peasants, the other to army officers advocating social reforms in Russia in the 1820s.

Example: Write an essay in response to this statement: “Despite all his efforts, Alexander II failed in his goal to strengthen Russia by reform.”

H.17.2 Assess the significance of imperial reforms and popular opposition movements in the later 19th century. [Compare and contrast differing ideas and values]
Example: Issue a series of policy statements from Czar Nicholas I on issues such as a constitution, freedom of the press, the Decembrist uprising, the Polish rebellion, and Russification.

Example: Create a poster, banner, or flag depicting Pan-Slavism and how it affected Russian foreign policy in the late 19th century. Which groups, both within, and outside Russia, supported or opposed this? On what grounds?

H.17.3 Explain why Russia was successful in wars of expansion against the Ottoman Empire and other Muslim states. [Analyze multiple causation]

Example: Examine the causes of the Crimean War. What consequences did it have for Russia, the Ottoman Empire, Britain, and France?

Example: Map Russian expansion eastward across Siberia and southward beyond the Caspian Sea. Why did Russia invade Ottoman territories in the early 1850s? What was the significance of the Crimean War for Russian expansion? What did it show about Russian strength?

Example: Refer to a map of Russian territory and expansion, including diagrams of the Trans-Siberian Railroad and other railroad routes for the period 1801-1914. Which cities had the most rail service? What would you predict about Russian development from a railway map?

H.18.0 Students understand the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia.

H.18.1 Explain the advance of British power in India up to 1850 and appraise the efforts of Indians to resist European conquest and achieve cultural renewal. [Consider multiple perspectives]

Example: Write a diary entry for a member of the Indian elite and for an average peasant describing your relationship to Europeans and its effect on your life. In what ways did Western culture influence the lives of elite groups in India or Indonesia? How were Europeans living in those colonies influenced by local cultural styles and practices?

Example: Role-play a discussion between an upper-class Hindu and a Muslim about their reaction to the British presence in India in the late 19th century.

H.19.0 Students understand how China’s Qing dynasty responded to economic and political crises in the late 18th and 19th centuries.

H.19.1 Analyze why China resisted political contact and trade with Europeans and how the opium trade contributed to European penetration of Chinese markets. [Appreciate historical perspectives]

Example: Read Wei Yuan’s statement on maritime defense (1842) and selections from Lord Palmerston in parliament on the necessity of going to war with China. What was Wei Yuan’s perception of the West and of imperialism in China?

Example: Discuss the terms of the Treaty of Nanhing (1842) following the Opium War and those of the Treaty of Shimonoseki (1895) following the Sino-Japanese War.
Analyze the development of the European or Japanese imperial interests in China in the latter half of the 19th century.

H.19.2 Assess the causes and consequences of the mid-19th century Taiping rebellion. [Analyze cause-and-effect relationships]
Example: Read excerpts from the document of the Taiping rebels, such as the “Land Regulations of the Taiping Heavenly Kingdom.” Discuss the influence of Christianity, rural class relations and problems of rural poverty on the impending century of revolution.

H.20.0 Students understand the internal and external causes of the Meiji Restoration.

H.20.1 Analyze the goals and policies of the Meiji state and their impact on Japan’s modernization. [Obtain historical data]
Example: Read the Charter oath and analyze the goals of the new imperial government in 1868. Which of the goals was achieved and when?


Example: Using stories in Hane’s Peasants, Rebels, and Outcasts, make a social map showing the people who benefited and those who suffered in the first decades of industrialization and nation building.

Example: Read songs and diaries from Tsurami’s Factory Girls, and write an autobiography of a factory girl in Meiji Japan.

H.20.2 Explain changes in Japan’s relations with China and the Western powers from the 1850s to the 1890s. [Reconstruct patterns of historical succession and duration]
Example: Analyze reasons for Japan’s rapid industrialization, and compare Japan and China and their response to Western commerce and power in the 19th century.

Example: Read excerpts from writings about visits of 19th-century Japanese travelers to the West (Masao Miyoshi’s As We Saw Them). hypothesize those features of Western culture and society the Japanese were most likely to find attractive.

H.21.0 Students understand the impact of new social, cultural, intellectual, educational movements and ideologies on 19th-century Europe.

H.21.1 Explain the leading ideas of Karl Marx and analyze the impact of Marxist beliefs and programs on politics, industry, and labor relations in later 19th-century Europe. [Consider multiple perspectives]
Example: In the context of the political, economic, and social conditions of the mid-19th century, debate the “10 point program” Marx outlined in the Communist Manifesto. To what extent were these points radical in the context of the late 19th century?
H.21.2 Explain the origins of women’s suffrage and other movements in Europe and North America and assess their successes up to World War I. [Marshal evidence of antecedent circumstances]

   Example: Trace the development of the women’s suffrage movement in Britain. Who were the leaders in the movement? What was accomplished by the end of 19th century?

   Example: Construct two 19th-century newspaper editorials, one that supports the agitation for women’s suffrage at the time and one that opposes it.

H.21.3 Describe the changing legal and social status of European Jews and the rise of new forms of anti-Semitism. [Reconstruct patterns of historical succession and duration]

   Example: Reading sources such as J’Accuse, Emile Zola’s indictment of the handling of the Dreyfus Affair, Analyze why the French political and military establishment was so resistant to pardoning Dreyfus in spite of growing evidence of his innocence. To what extent was the Dreyfus Affair a political conflict between conservatives and progressives?

H.22.0 Students understand patterns of global change between 1800-1914, especially the connections between major developments in science and technology and the growth of industrialization.

H.22.1 Assess the social significance of the work of scientists, including Maxwell, Darwin, and Pasteur. [Examine the influence of ideas]

   Example: Research the debate over Darwin’s theories that developed within the scientific community. What issues did scientists dispute? How were their positions related to the “Nature-Nurture” controversy?

   Example: Develop a classroom newspaper profiling the leading scientists of the 19th century and explain how advances in science affected society. What were the obstacles scientists faced? how did new scientific discoveries improve the health of children and adults?

H.22.2 Explain how new inventions transformed patterns of global communication, trade, and state power. [Analyze cause-and-effect relationships]

   Example: Design a World’s Fair exhibit of 19th-century technological developments in transportation and communication. Explain why you chose the items in your exhibit.

   Example: Develop a case study of the development of weapons technology in England or Germany between 1870 and 1914. What role did government play in stimulating research? How did weapons development affect research in related fields?

H.22.3 Evaluate major movements in literature, music, and the visual arts including ways in which they expressed or shaped social and cultural values of industrial society. [Draw upon visual and literary sources]

   Example: Using various examples of Romantic, Realist, and Impressionist art, explain what features of the examples make them characteristic of the style they illustrate.
Example: Assemble a collection of illustrations to demonstrate the major movements in the arts (literature, painting, music, architecture) during the 19th century. How did these works reflect or express changing attitudes in society?

H.23.0 Students understand the causes of European, American, and Japanese imperial expansion.

H.23.1 Analyze the motives and leading ideas that impelled several European powers to undertake imperial expansion against peoples of Africa and Asia and analyze the problems associated with that expansion. [Identify issues and problems in the past]
Example: Select one area of new European settlement and research the foods and raw materials produced by the settlers. How did settlement and increasing economic ties with Europe change the region?

Example: Using multiple sources summarize the intellectual justifications for British imperialism or French mission civizatrice as part of European imperialism.

Example: Read Chinua Achebe’s Things Fall Apart assess the impact of European expansion on village life, including legal, familial, and gender relations.

Example: Using excerpts form novels such as Chinua Achebe’s Things Fall Apart or Kamala Markanday’s Nectar in a Sieve describe people’s struggles to maintain cultural values and traditions in the changing world of late 19th and early 20th centuries.

Example: Write an essay on the chain of developments in both Europe and Africa that precipitated the so-called “scramble” for African territory. Is it possible to identify a single precipitation event? In what ways did particular African governments or peoples play a part in shaping the way the European partition of Africa took place?

H.23.2 Describe advances in transportation, medicine, and weapons technology in Europe in the later 19th century and assess the importance of these factors in the success of imperial expansion. [Analyze multiple causation]
Example: Develop case studies from Daniel Headrick’s Tools of Empire to illustrate the role of medical advances, steam power, and military technology in European imperialism.

Example: Prepare a map of Africa and Eurasia showing major national and international railroad lines constructed during the late 19th and early 20th-century. Gather information about the history of their construction and funding. Write a report assessing the importance of those routes and analyzing the potential benefits to imperial powers and indigenous economies.

H.23.3 Assess the effects of the Sino-Japanese and Russo-Japanese wars and colonization of Korea on the world-power status of Japan. [Analyze cause-and-effect relationships]
Example: Argue Japan’s case for its imperial expansion in East Asia, taking either of the following two positions: (1) Japan should “Escape from Asia,” treating Asia as the West does, or (2) Japan should be “Leader of Asia,” protecting Asia from Western imperialism.
H.24.0 Students understand transformations in South, Southeast, and East Asia in the era of the “new imperialism.”

H.24.1 Explain the social, economic, and intellectual sources of Indian nationalism and analyze reactions of the British government to it. [Analyze cause-and-effect relationships]
   Example: Write a series of newspaper account of the Indian uprising of 1857. Why did the army revolt? What religious polices were the they rebelling against? Describe the march on Delhi and the other forces that joined the soldiers there. Why did the rebellion spread so quickly? What demands did Muslim rebels make? What was the reaction of the princes and maharajahs who had made alliances with the East India Company? Would you label the uprising a mutiny, rebellion, or failed revolution?

H.24.2 Analyze how Chinese began to reform government and society after 1895 and why revolution broke out in 1911. [Analyze multiple causation]
   Example: Trace the life of Sun Yatsen and describe the role of overseas Chinese in the 1911 revolution.

H.24.3 Analyze the rapid industrialization, technological advancement, and national integration in Japan during the late 19th and early 20th centuries. [Formulate historical questions]
   Example: Construct a timeline showing the chronology of the introduction of major social, economic, political, and technological changes derived from the West into 19th-century Japan. Why was Japan able to reform so quickly? Compare the Japanese and Chinese governments’ response to western influences.

   Example: Analyze the role of the Emperor in Meiji Japan. Compare his political and symbolic roles this those of the British or other Western monarchs of the time.

H.25.0 Students understand the varying responses of African peoples to world economic developments and European imperialism.

H.25.1 Analyze how the termination of the Atlantic slave trade, increased output of European manufactured goods, and the location of natural resources affected African development. [Reconstruct patterns of historical succession and duration]
   Example: Research evidence that slavery and slave trade became more widespread in both West and East Africa in the 19th century, even as the trans-Atlantic slave trade came to an end. How did world demand for West African products contribute to increased enslavement of people in that region? How was slave labor used in 19th-century West Africa? How did the development of clove plantations on the East African coast, as well as international ivory trade, contribute to an increase in long-distance slave trading in East Africa and the emergence of new empires in the interior?

H.25.2 Analyze the sources and effectiveness of various military, political, and religious resistance movements against European conquest and colonization. [Analyze cause-and-effect relationships]
   Example: Drawing on historical evidence, chart reasons for both the successes and the failures of resistance movements in Africa such as those led by Abd al-Qadi in Algeria, Samori Ture in West Africa, Menelik II in Ethiopia, and the Zulus in South Africa. What conditions or events favored success or failure?
Example: Research the role of Mahdi Mohammad Ahmed in opposing the British in the Sudan. How effective was the Mahdi uprising? What did it illustrate regarding popular opposition to British imperialism in the Anglo-Egyptian Sudan?

H.26.0 Students understand the causes and consequences of World War I.

H.26.1 Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the war. [Analyze multiple causation]

Example: Debate the proposition that World War I was inevitable considering the nationalism, militarism, and imperialism of the day. Did decision-makers in various European countries believe war was unavoidable? What were the miscalculations that ultimately led to the “war”?

Example: Write an essay from the perspective of an idealist in early 1914 examining how the quality of life and advance in science and technology would preclude Europe from engaging in a major war. To what extent did Europeans persuade themselves that that a massive war was inconceivable?

H.26.2 Describe the War’s major turning points of the war in the principal theaters of conflict. [Interrogate historical data]

Example: Construct a timeline of major events that occurred and decisions made in Europe between June 28, 1914 and August 4, 1914. Was the outbreak of war inevitable? Can you assign responsibility for the outbreak of war? How did the events and decisions of the summer of 1914 reflect long-term trends in European diplomatic history?

Example: Examine the Schlieffen Plan. Did the Schlieffen Plan contribute to the stalemate? Explain.

H.26.3 Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war.” [Examine the influence of ideas]

Example: Infer from a study of posters and cartoons in what ways and to what extent women’s social status and occupation changed during the war. Evaluate the reliability of conclusions based on this evidence.

Example: Research military units made up of colonial subjects who fought with the Allies during World War I. Why did the Allies call upon people living in their colonial empires to fight? Were the colonial units integrated with European units? As a person living under colonial rule, how would you have responded to an appeal to fight? What would you have expected as a result of helping the colonial power in the conflict?

Example: Design a propaganda poster that might have been used to mobilize civilians to support the war. Why are they called “propaganda posters”?

H.26.4 Analyze how the Russian Revolution and the entry of the United States affected the course and outcome of the war. [Analyze cause-and-effect relationships]

Example: Examine primary source, including excerpts from Woodrow Wilson’s war message, to determine the reasons why the United States entered the war.
Example: Comparing newspaper editorials, poster art, and cartoons from the perspective of the Allies and Central Powers, discuss divergent views on how the Russian Revolution affected the war.

H.26.5 Assess the short-term demographic, social, economic, and environmental consequences of the war’s unprecedented violence and destruction. [Formulate historical questions]

Example: Analyze photographs and paintings of battle scenes in order to explain the nature of the war in Europe. Investigate how technological developments employed in the “Great War” contributed to its brutality.

Example: Compare casualty figures from World War I with those of other wars. Why was there such a heavy death toll in World War I?

Example: Draw upon books such as Erich Maria Remarque’s All Quiet on the Western Front to describe the physical and mental effects of trench warfare.

H.27.0 Students understand the causes and consequences of the Russian Revolution of 1917.

H.27.1 Explain the causes of the Russian Revolution of 1917 and Leninist political ideology, and analyze why the revolutionary government progressed from moderate to radical. [Analyze multiple causation]

Example: Use excerpts from George Orwell’s Animal Farm to investigate the discontent in Russia at the time of the revolution. How do the farm animals represent characters in the Russian Revolution?

Example: Examine Lenin’s program following the October Revolution and compare it with Marxist doctrines. What accounts for the difference in Lenin’s communist program? Why did Lenin fail to follow a doctrinaire Marxist economic policy?

Example: Compare and contrast the promises and platforms of Kerensky and Lenin in 1917. What impact did the war have on Kerensky’s program? How important was Lenin’s promise of “land, bread, peace”?

H.27.2 Describe the rise of Joseph Stalin to power in the Soviet Union and analyze ways in which collectivization and the first Five-Year Plan transformed Soviet society. [Evaluate the implementation of a decision]

Example: Assess the degree to which Stalin succeeded in his objective of bringing the USSR to industrial parity with the West. Compare Soviet industrialization to that of other nations. How was the Soviet model different? What methods of coercion did Stalin use to industrialize?

Example: Drawing evidence from recently released documents, assess the human cost of Stalinist totalitarianism in the Soviet Union in the 1920s and 1930s. How has our knowledge of Stalin’s regime changed with the de-Stalinizations programs initiated by Khrushchev? How have documents released in the 1990s furthered our understanding of the Stalinist era?
H.28.0 Students understand post World War I efforts to achieve lasting peace and social and economic recovery.

H.28.1 Describe the conflicting aims and aspirations of the conferees at Versailles and analyze the responses of major powers to the terms of the settlement, including the formation of the League of Nations. [Consider multiple perspectives]

Example: Role-play discussions at the Versailles conference regarding reparations payments and Woodrow Wilson’s Fourteen Points. How did the representatives of the “Big Five Powers” stand on these issues? Why did China object to the settlement? What was Germany’s response?

Example: Contrast the treaties ending World War I with Woodrow Wilson’s Fourteen Points. Why did France and Britain insist on reparations for all direct and indirect costs of the war? Why did Turkey refuse to accept the Treaty of Sevres? Why was Italy dissatisfied with the provisions of the peace settlements? How did peoples in the colonial empires react to the failure of the settlements to address their concerns?

H.28.2 Explain how the collapse of the German, Hapsburg, and Ottoman empires and the creation of new states affected international relations in Europe and the Middle East. [Analyze cause-and-effect relationships]

Example: Compare maps of southern Europe and the Middle East before and after World War I. How closely did the new boarders reflect the European powers’ “spheres of interest” before the war? What long- and short-term interest influenced the decision-making process? To what extent did inhabitants of the region bring influence to bear upon the major powers?

Example: Discuss the goals and assess the successes of the “racial equality clause” in the preamble to the Covenant of the League of Nations.

H.28.3 Analyze the objectives and achievements of women’s political movements in the context of World War I and its aftermath. [Analyze cause-and-effect relationships]

Example: Write a protest ballad that captures the feeling of the women’s suffrage movement. Why is music such a strong medium for expressing political issues?

H.29.0 Students understand economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.

H.29.1 Analyze the struggle between the Kuomintang and the Communist Party for dominance in China in the context of political fragmentation, economic transformation, and Japanese and European imperialism. [Interrogate historical data]

Example: Debate issues from the perspective of the Kuomintang and Chinese Communist Party before groups reflecting the interest of Chinese landlords, peasants, urban workers, and entrepreneurs, and attempts to persuade them to support your cause. To whom did the Kuomintang and Chinese Communist Party appeal? To what extent did the Japanese invasion of China in the 1930s change viewpoints regarding the two conflicting ideologies?

Example: Read excerpts from Mao Zedong’s Report on an Investigation of the Peasant Movement in Hunan (1927). Discuss Mao’s understanding of the peasants as...
a revolutionary force. Compare Mao’s analysis of the potential of the peasantry with classic Marxist theory. Discuss how his adaptation of Marxism fits the Chinese situation. Analyze his emergence as a major force in the Communist movement.

Example: Compare and contrast the Republican Revolution of 1911-1912, the Nationalist Revolution of 1925-1928, and the Communist Revolution of 1949 in terms of who was involved, what were the goals, and to what extent the goals were achieved.

H.29.2 Analyze how the World War I settlement contributed to the rise of both pan-Arabism and nationalist struggles for independence in the Middle East. [Formulate historical questions]
Example: Compare the Hussein-McMahon correspondence and the Sykes-Picot agreement and contrast these with the settlements reached in the treaties of Versailles and San Remo with regard to the Middle East. What purpose did these diplomatic efforts serve each party to the negotiations?

Example: Prepare a report on the methods and successes of Ataturk’s program of modernization in Turkey. Write an interview with a “person on the street,” assessing reaction to his policies. What effects did the appearance of the nation-state of Turkey have on international relations?

H.30.0 Students understand the interplay between scientific or technological innovations and new patterns of social and cultural life between 1900 and 1940.

H.30.1 Explain the impact of the work of Einstein, Freud, Curie, and other scientists on modern life. [Explain the importance of the individual]
Example: Write a series of biographical sketches entitled “Great Scientists of the Early 20th Century.” Aim your writing to an audience of third graders. What did each scientist contribute to our knowledge? What earlier theory did each challenge?

Example: Construct a timeline of major discoveries in science and medicine in the first half of the 20th century. Which were the most significant? Why? How did these discoveries affect the quality of life?

Example: Analyze excerpts from such texts as Civilization and Its Discontents by Sigmund Freud. How did Freud’s development of psychoanalytic method and his theories of the unconscious change prevailing views of human motives and human nature?

H.30.2 Explain ways in which technological innovations impacted economic, political and social developments. [Formulate historical questions]
Example: Create a “World Airline Atlas” identifying the development of airline routes in the years 1920, 1930, and 1940. Compare the relative significance of airplanes, trains, and ships in the transporting of good and people in each year.

Example: Produce a mail order catalogue for the year 1928 to be distributed to middle class families in England. To what extent do the items advertised diminish difference between rural and urban people? What evidence is there that a global economy was developing?

H.31.0 Students understand the causes and global consequences of World War II.
H.31.1 Analyze the precipitating causes of the war and the reasons for early German and Japanese victories. [Analyze multiple causation]

Example: Compare and contrast the steps that led to the ascendance of Mussolini and Hitler, and explain the statement, “Hitler’s success grew out of the German people’s despair.” What other factors help explain Hitler’s rise to power.

Example: On a map of the post-World War I world indicate the territorial ambitions of Italy, Germany, and Japan. How would the German concept of lebensraum affect Eastern Europe? Why would attempts to extend influence or annex new territories cause international problems? How did other major powers react to seizure of land by Italy, Japan, and Germany?

Example: Debate the Diktat thesis that the harshness of the Versailles agreement made revolt against its provision inevitable.

Example: Examine newspaper and magazine reports on international issues from the Munich Conference to the declaration of war in September 1939. What were the consequences of the Munich Agreement? What was Stalin’s perception of the Munich Agreement? To what extent did this lead to the Non-Aggression Pact of August 1939?

H.31.2 Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes gained mass support in Italy, Germany, Spain, and Japan and expanded their empires during the 1930s. [Analyze multiple causation]

Example: Using historical evidence such as excerpts from Mein Kampf and Nazi Party platforms, identify elements of Nazi ideology. Explain the use of terror as a technique for gaining and keeping power.

Example: Using excerpts from Leni Reifenstahl’s films, identify what propaganda techniques were used to promote Nazi ideas.

Example: Present arguments to support or reject Japan’s “Greater East Asia Co-prosperity Sphere”. As an individual in European colony in East Asia, how would you react to the Japanese initiative? Might you feel differently in 1942 than in 1937?

H.31.3 Explain the major turning points of the war in the principal theaters of conflict. [Interrogate historical data]

Example: Identify the battles you consider turning points in both the Atlantic and Pacific theaters of the war, and explain your choices.

Example: Debate the moral implications of the use of military technologies in World War II such as the bombing of civilian populations in order to shorten the war.

H.31.4 Analyze how and why the Nazi regime perpetrated a “war against the Jews” and describe the devastation suffered by Jews and other groups in the Nazi Holocaust. [Analyze cause-and-effect relationships]

Example: Drawing upon books such as Alexander Ramati’s And the Violins Stopped Playing: A Story of the Gypsy Holocaust and Elie Wiesel’s Night, examine the persona stories of Holocaust victims and the brutality of Nazi genocide.
Example: Develop an annotated timeline of the history of the Nazi’s “war on the Jews.” Construct a map depicting the location and scale of Jewish deaths resulting from the implementation of Nazi policy.

H.32.0 Students understand the causes and effects of the Cold War.

H.32.1 Explain how political, economic, and military conditions prevailing in the mid-1940s led to the Cold War. [Analyze cause-and-effect relationships]

Example: List the characteristics of the U.S. and USSR that made them “superpowers” and explain how they acquired these characteristics. Construct a historical analysis of the role of the space race in defining the competition between the superpowers.

Example: Analyze the relative strengths and weaknesses of the United States and USSR as superpowers in a position paper for the President of the United States.

H.32.2 Explain how the Communist Party rose to power in China between 1936 and 1949 and assess the benefits and costs of Communist policies under Mao Zedong, including the Great Leap Forward and the Cultural Revolution. [Analyze cause-and-effect relationships]

Example: Construct a timeline tracing the major events that led to the Communist takeover of China from the Long March to the establishment of the People’s Republic in 1949. How did Mao’s programs change China? What led to the Great Leap Forward? How successful was it? What factors contributed to the Cultural Revolution? What was its result in terms of both economic development and human suffering?

Example: Debate the proposition: Communist success in the Chinese civil war was the result of Jiang Jisei’s failure as an effective leader rather than a victory for Mao Zedong.

H.32.3 Explain the causes and international and local consequences of major Cold War crises, such as the Berlin blockade, the Korean War, the Polish workers’ protest, the Hungarian revolt, the Suez crisis, the Cuban missile crisis, the Indonesian civil war, and the Soviet invasion of Czechoslovakia. [Formulate historical questions]

Example: Develop a case study examining a major cold war conflict from the Berlin Blockade to the Soviet invasion of Afghanistan. Explain the developments that led to the conflict and the significance of the event in world affairs.

H.33.0 Students understand major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

H.33.1 Analyze why terrorist movements have proliferated including the extent of their impact on politics and society in various countries. [Evaluate the implementation of a decision]

Example: Define the meaning of jihad in Islamic belief. What Islamic principles are relevant to military activity? How does jihad incorporate the concept of “warfare with oneself”?
Example: Analyze the term “religious fundamentalism” and trace its origin. How does the modern connotation of the term differ from its historical use? How appropriate is the term to certain religious movement in the late 20th century?

H.33.2 Analyze the causes, consequences, and moral implications for the world community of mass killings or famines in such places as Cambodia, Somalia, Rwanda, and Bosnia-Herzegovina. [Marshal evidence of antecedent circumstances]

Example: Define the term “genocide” and analyze possible examples of genocide since World War II. Conduct a tribunal that judges whether or not the Pol Pot regime committed genocide in Cambodia.

H.33.3 Analyze the causes and consequences of continuing protest and reform in post-Mao China. [Analyze cause-and-effect relationships]

Example: Define the term “genocide” and analyze possible examples of genocide since World War II. Conduct a tribunal that judges whether or not the Pol Pot regime committed genocide in Cambodia.

H.34.0 Students understand major worldwide scientific and technological trends of the second half of the 20th century.

H.34.1 Assess the worldwide social and cultural implications of the revolution in nuclear, electronic, medical and computer technology. [Formulate historical questions]

Example: Analyze the role governments and international corporations play in scientific research. Should governments fund programs of scientific and medical research? Why or why not?

Example: Debate the issue: “Resolved: Nuclear power is the most efficient and environmentally feasible energy source for the 21st century.”

Example: Write a letter to the editor of a magazine, which featured an article entitled “We Can No Longer Identify Science with Progress.” Express your view either supporting or opposing this assertion.

(C) Civics: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Essential Question(s):
• Has the American experiment in democracy been successful?
• What is the best relationship between a government and the people it governs?
• Why do civic life, politics, and government exist and how does each fulfill human needs? (Primary EQ: Why have a government?)
• Why are some governments better than others?
• What should be the role of the U.S. in world affairs and how do U.S. behaviors and actions affect other nations and vice versa?

C.1.0 Students understand how the French Revolution contributed to transformations in Europe and the world.
C.1.1 Explain how the French Revolution developed from constitutional monarchy to democratic despotism to the Napoleonic Empire. [Reconstruct patterns of historical succession and duration]
   
   Example: Read sections of the “Declaration of the Rights of Man and Citizen” and create “publication committees” to design illustrations and write short tracts defending the principles contained in the declaration. What sections show possible influence of Enlightenment ideas and the American Declaration of Independence?

   Example: Using book such as The Scarlet Pimpernel and A Tale of Two Cities, assess the accuracy of such literary accounts in describing the French Revolution.

   Example: Examine the “Code Napoleon” form the point of view of an early 19th-century reformer. How would property owners, workers, women, and Catholic and Protestant clerics respond to the civil code?

C.1.2 Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. [Interrogate historical data]

   Example: Compare Olympe de Gouges’s “Declaration of the Rights of Women and the Female Citizen” to the French Revolution’s “Declarations of the Rights of Man and the Citizen.”

   Example: Create a political spectrum chart showing the ideological positions of radicals, liberals, moderates, conservatives, and reactionaries during the French Revolution. Give an example of the actions of an individual of an event that is characteristic of each position.

C.2.0 Students understand how modern nationalism affected European politics and society.

C.2.1 Analyze causes of the revolutions of 1848 and why these revolutions failed to achieve nationalist and democratic objectives. [Analyze cause-and-effect relationships]

   Example: Construct a timeline listing the Revolutions of 1848 and, on a map of Europe, locate the areas where the revolts occurred. Too what extent were the Revolutions of 1848 a chain reaction? What was the moving spirit behind each revolution? What were the goals of the revolutions?

C.2.2 Describe the unification of Germany and Italy and analyze why these movements succeeded. [Analyze multiple causation]

   Example: Define realpolitik. Write comparative biographical sketches of Cavour and Bismarck. To what extent did Cavour and Bismarck exemplify the use of realpolitik? Who would you rank as a master of realpolitik today? Discuss the pros and cons of realpolitik as a type of policy.

   Example: Compile a sketchbook of caricatures and cartoons of nationalist movements in Italy and Germany. Explain the meaning of the illustrations.

   Example: Draw evidence from the original and edited Ems Telegram and role-play Bismarck’s editing of the dispatch. How did Bismarck’s understanding of history enter into this editing? What effect did the edited version of the dispatch have on the French?
C.3.0 Students understand how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

C.3.1 Assess the impact of Indian nationalism on other movements in Africa and Asia and analyze why the subcontinent was partitioned into India and Pakistan. [Analyze cause-and-effect relationships]

Example: Prepare a map showing the distribution of Hindu and Muslim populations in South Asia and devise a plan for the division of the subcontinent into Muslim and Hindu state. Investigate the actual partition and account for similarities or difference from the political boundaries you prescribed. What conclusions can you make about the withdrawal of the British and the role of religion in the formation of the two new nations.

Example: Examine the dispute over Kashmir resulting from the partition of the Indian subcontinent. What interests were at stake for the disputants? What role did the United Nations play in mediating the dispute?

Example: Construct case studies of independence movements in two African or Asian countries, one through an evolutionary process and the other through revolution. Select from countries such as Ghana, Kenya, Algeria, Zaire, Angola, Mozambique, the Philippines, Indonesia, Burma, or Vietnam.

C.3.2 Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states. [Interrogate historical data]

Example: Analyze the language of the Balfour Declaration and its relationship to the exercise of Britain’s mandate in Palestine. Prepare a chart listing the goals of the Arab League and the Zionist Movement and report on how these goals conflicted with each other and were at odds with the mandate system.

C.4.0 Students understand how liberal democracy, market economies, and human rights movements reshaped political and social life since the 1948 U.N. Declaration of Human Rights.

C.4.1 Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world. [Draw comparisons across regions]

Example: Analyze the writings of male and female members of various religious groups. How do they differ in their views of relations between men and women?

C.4.2 Explain why the Soviet and other communist governments collapsed and the Soviet Union splintered into numerous states in the 1980s and early 1990s. [Marshal evidence of antecedent circumstances]

Example: Analyze the development of nationalist movement in Eastern Europe from the pre-World War I to the post-Cold War period. How does the map of Eastern Europe in 1920 compare with the maps in 1950 and 1995? Why was there a resurgence of nationalism and ethnic the tension in the region in the 1990s?

Example: Evaluate the relationship between demands for democratic reform and the trend toward privatization and economic liberalization in developing countries and
former communist states. Assess the influence of multinational corporations in supporting or challenging these trends.

C.4.3 Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority. [Explain historical continuity and change]

Example: Assemble a collection of documentary photographs or construct a collage to illustrate the system of apartheid in South Africa. Explain how the system was abolished. What external pressures were placed on the South African government to end apartheid?

(G): Geography Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Essential Question(s):

- Where am I and how do I explain where I am? (need to wordsmith)
- How does place drive the decisions people make?
- How do people interact with their environments?
- What are the causes and effects of human movement?
- What makes places similar and different?

G.1.0 Students understand how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries.

G.1.1 Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin. [Marshal evidence of antecedent circumstances]

Example: Working with three other students, create lists of the duties of colonial administrators in the Spanish empire in Peru, a French trading-post empire in the Great Lakes region, a plantation colony of Barbados, and the British settler colony in Massachusetts. What duties are the same? What duties are different? Discuss the advantages and disadvantages of serving in the various areas.

Example: Define mercantilism and explain why colonial powers adopted this system. In what ways was mercantilist theory and practice different in France, England and the Netherlands? Would it be possible for this economic policy to be successful today?

Example: Drawing on information contained in Alfred Crosby’s books The Columbian Exchange and Ecological Imperialism, explain why Europeans founded large land empires and settler colonies in the Americas in the 16th and 17th centuries, but asserted these forms of control nowhere in Africa or Asia.

G.1.2 Explain why historians have called the Seven Years War the first “global war” and assess its consequences for Britain, France, Spain, and the indigenous peoples of the American colonial territories. [Analyze cause-and-effect relationships]

Example: 1763 has been called “the year of decision.” Evaluate this statement with regard to the settling of the Seven Years War and global competition between France and England.

G.2.0 Students understand the origins and consequences of the trans-Atlantic African slave trade.
G.2.1 Explain how sugar, tobacco, and other crops grown in the Americas became so important in the world economy and why commercial agriculture came to rely overwhelmingly on African slave labor. [Analyze cause-and-effect relationships]
   Example: Analyze primary and secondary source material, including illustrations of laborers in silver mines and on plantations, to assess the variety of ways in which Europeans exploited American Indian labor.

Example: Construct a comparative chart illustrating the ways in which ancient, medieval, and early modern societies instituted various forms of social bondage prior to the Atlantic slave trade. Compare and contrast ways in which bondage was practiced in the Islamic lands, Christian Europe, and West Africa. How did the Atlantic slave trade differ from previous historical examples of slavery?

G.3.0 Students understand how population explosion and environmental change have altered conditions of life around the world.

G.3.1 Assess why scientific, technological, and medical advances have improved living standards for many yet hunger, poverty, and epidemic disease have persisted. [Evaluate major debates among historians]
   Example: Trace population changes in selected countries, such as India, Egypt, Nigeria, Brazil, the United States, and Italy. What assumptions can you make about population changes in relation to scientific, medical, and technological breakthroughs? Test these assumptions with research and prepare a report with a bar graph.

   Example: Prepare a graph illustrating China’s population growth from the 1700’s through 1990. Analyze the effects of China’s “one-child” policy of the 1990s. Why did China’s population growth rate increase dramatically? How has china’s population growth affected economic development from the 1800s onward?

G.3.2 Analyze how population growth, urbanization, industrialization, warfare, and the global market economy has contributed to environmental alterations. [Analyze cause-and-effect relationships]
   Example: Research United Nations efforts to promote programs to improve health and welfare, and assess the effectiveness of these programs. Which major U.N. programs promote scientific and technical assistance? Does the U.N. provide adequate programs to avert catastrophes? How expensive are these programs? Who bears the cost of implementation?

(E): Economics Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Essential Questions:
Why do people and nations trade?
How does something acquire value?
Note: Include in ELEs How do price and supply and demand influence each other? What are markets and how do they work?
How do economic systems affect individuals, communities, societies and the world?
What role should government play in economic systems?
Which economic systems work best?
How does technology drive change?
Do the advantages of globalization outweigh the disadvantages?

E.1.0 Students understand how the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations.

E.1.1 Analyze the major social, economic, political, cultural, and technological factors that stimulated European exploration and conquest overseas. [Analyze cause-and-effect relationships]
Example: Examine the work of Prince Henry of the Navigator, the navigational instruments that were available in his time, and the “school” of navigation developed to improve navigation. Students should look at the type of “course work” that would have been studied at this time.

E.1.2 Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and Southeast Asia and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations. [Interrogate historical data]
Example: Conduct a debate among las Casas, Sepúlveda, the Quakers in North America, and the Jesuits in Paraguay over the treatment of Amerindians. Evaluate the role of religions in the treatment of the Amerindians.

E.1.3 Assess ways in which the exchange of plants, animals, and pathogens around the world in the late 15th and the 16th centuries affected European, Asian, African, and American Indian societies and commerce. [Analyze cause-and-effect relationships]
Example: Selecting a specific native population such as Aztec, Inca, Zuni, Tuscarora, Powhatan, or Iroquois and, using primary and secondary sources, describe demographic changes that occurred in the 16th and 17th centuries. Hypothesize the effects disease-driven demographics change might have had on society and culture.

E.2.0 Students understand the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas.

E.2.1 Explain connections among population growth, industrialization, and urbanization and evaluate the quality of life in early 19th-century cities. [Appreciate historical perspectives]
Example: Using selections from The Wealth of Nations by Adam Smith, identify the characteristics of capitalism and analyze Smith’s view of its strengths. How are free enterprise, the profit motive, and competition the building blocks of capitalism? How does Smith use the “pin” story? Why? How does the Invisible Hand work? What are the strengths and weaknesses of Smith argument?

Example: Using descriptions and pictures of “The Great Exhibition of the Works of Industry of All Nations” in London’s “Crystal Palace,” compare the development of
industrialization on the continent with that of England. Explain why there were differences in development.

Example: Research Robert Owen’s New Lanark System. Assume the role of Robert Owen and prepare a speech to European industrialists explaining the benefits of your approach. How did Owen propose to deal with social problems caused by the industrial revolution? How did other industrialist respond to Owen? How successful was New Lanark?

E.2.2 Explain how industrialization and urbanization affected class distinctions, family life, and the daily working lives of men, women, and children. [Analyze cause-and-effect relationships]

Example: Read excerpts from 19th-century literature such as Charles Dickens’s Hard Times or Emile Zola’s Germinal, describing working and living conditions in an industrialized nation. What do they say about the new classes that emerged with industrialization and the quality of industrial work life? How confident can we be that these works are accurate witnesses to industrial life?

Example: Stage a debate on the benefits of the industrial revolution. Write a summary position paper assessing the positive and/or negative aspects of industrialization. Use primary document to help summarize the debates over child labor and factory legislation.

E.3.0 Students understand how industrial economies expanded and societies experienced transformations in Europe and the Atlantic basin.

E.3.1 Explain connections among population growth, industrialization, and urbanization and evaluate the quality of life in early 19th-century cities. [Appreciate historical perspectives]

Example: Using selections from The Wealth of Nations by Adam Smith, identify the characteristics of capitalism and analyze Smith’s view of its strengths. How are free enterprise, the profit motive, and competition the building blocks of capitalism? How does Smith use the “pin” story? Why? How does the Invisible Hand work? What are the strengths and weaknesses of Smith argument?

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Example: Stage a debate on the benefits of the industrial revolution. Write a summary position paper assessing the positive and/or negative aspects of industrialization. Use primary document to help summarize the debates over child labor and factory legislation.

E.4.0 Students understand the world industrial economy emerging in the early 20th century.

E.4.1 Compare the industrial power of Great Britain, France, Germany, Japan, and the United States in the early 20th century. [Utilize visual and mathematical data]
Example: Examine how changes regarding land ownership and government promotion of new technology in Japan in the late 19th century encouraged industrial development. What impact did government subsides have in promoting Japanese industry? How did Japan’s industrial leader influence government policy? In what ways was the industrial development of Japan similar to mid- and late-19th century industrialization in Western Europe and the Unite States?

E.4.2 Analyze the impact of industrial development on the culture and working lives of middle- and working-class people in Europe, Japan, and the United States. [Analyze cause-and-effect relationships]
Example: Examine the role of government in the industrial nations of the Northern Hemisphere in promoting social legislation. Debate the efficacy of Social Security, minimum wage laws, compulsory free public education, and state-financed public works from the point of views of a liberal and a conservative in the early 20th century.

E.5.0 Students understand the causes and global consequences of the Great Depression.

E.5.1 Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world. [Analyze multiple causation]
Example: Create a model to explore the chain-reaction of a depression in a highly industrialized economy and how it affected countries that relied on trade of commodities such as rubber, coffee, and sugar. How were countries that depended on foreign markets and foreign capital investment affected by the depression?

Example: Research the impact of the depression on international trade. What was the effect of the United States’ enactment of the Smoot-Hawley Tariff? How did other nations respond to the U.S. tariff? What effect did the tariff have on international trade? On economic recovery?

E.5.2 Assess the human costs of the worldwide Depression, and describe how governments, businesses, social groups, families, and individuals endeavored to cope with its hardships. [Compare and contrast differing values, behaviors, and institutions]

Example: Examine statistics reflecting military production in the 1930s in nations such as Britain, Germany, Japan, the Soviet Union, and United States. To what extent was the military-industrial complex created as a means of stimulating recovery from the Great Depression?
Example: Prepare a table showing ways in which the world depression affected the United States, Germany, and Japan. Show both the effects of the depression and how each country responded to them.

E.6.0 Students understand major political and economic changes that accompanied post-war recovery.

E.6.1 Analyze connections between the political stabilization of Western European societies and the Marshall Plan, the European Economic Community, government planning, and the growth of welfare states. [Analyze cause-and-effect relationships]
Example: Assess the difference in economic and social systems of Western Europe and the Soviet Eastern Europe block in the period 1945-1955.

Example: Research the demise of “fascism” as a political, social, and economic force at the end of World War II. Explain why it failed to remain a force, and how it may have stimulated the rise of democratic institutions in Germany, Italy, and Japan.

Example: Create a chart of new democracies in Germany, Greece, Spain, India, and Portugal showing those factors that led to the development of democracies in these states and how far they went in developing democratic institutions.

E.6.2 Explain why the United Nations was founded and assess its successes and failures in second half of the 20th century. [Marshal evidence of antecedent circumstances]
Example: On a world map locate the “hot spots” that the United Nations responded to in the period 1945-1970. Briefly explain the nature of the problem and the response.

Example: Select on “major” world crisis of the period 1945-1970 (Korean War, Congo Crisis, Cuban Missile crises or others) and evaluate the response of both the U.N. and individual nations involved.

E.7.0 Students understand how increasing economic interdependence has transformed human society.

E.7.1 Explain the effects of the European Union and its growth on economic productivity and political integration in Europe. [Interrogate historical data]
Example: Explain the formation of the European Economic Community (EEC). What are the advantages of the EEC? What similar economic partnerships have been formed in other parts of the world? Would a United Stats of Europe be a good idea?

Example: Construct a map showing the migration of workers form North Africa and Turkey to Europe since the 1970s. Why have so many people from these regions sought work in Europe? What social problems have they encountered? How does this phenomenon compare with the migrations of people from Mexico, Central America, or Caribbean to the U.S.?

E.7.2 Analyze why economic disparities between industrialized and developing countries have persisted or increased and how both neo-colonialism and authoritarian political leadership have affected development in African and Asian countries. [Formulate historical questions]
Example: Write a report explaining why the countries of East Asia have experienced comparatively rapid economic development in the late 20th century. What factors may explain why the economies of some countries of Africa have not significantly advanced in the late 1980s and 1990s?

Example: Assume the role of a representative to a world forum called to discuss the disparities between industrialized and developing countries. Examine statistical information regarding resources, production, capital investment, labor, and trade. What accounts for the disparity? What measures should be take by industrialized states to assist developing nations? What programs should developing nations undertake?

E.7.3 Analyze how the oil crisis and its aftermath in the early 1970s revealed the extent and complexity of global economic interdependence. [Interrogate historical data]

Example: Assess the relationships between United States domestic energy policy and foreign policy in oil-producing regions since 1970.

Example: Research the development of multi-national corporations and explain in what ways they have had an impact on world economy. What are the benefits of multi-national corporations? Why are they moving production units into developing countries? How have multinational corporations contributed to the migration of people?

(D): Culture & Diversity - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Essential Questions:
- What is culture, why is it important?
- Who should decide what “culture” and “cultured” are?
- Is there such a thing as cultural superiority? Why?
- How do cultural expressions (including literature, art, architecture, music, technology) shape history?
- How does cultural diversity impact a society?
- What happens when cultures converge or collide?
- What is morality and ethics?
- Who are the heroes and villains and what do they reveal about a culture?
- In what ways do religion, beliefs, values and/or spirituality contribute to progress, regress, or stagnation in society?

D.1.0 Students understand the Renaissance, Reformation, and Catholic Reformation.

D.1.1 Analyze the social and intellectual significance of the technological innovation of printing with movable type. [Demonstrate and explain the influence of ideas]

Example: Compare the Gutenberg printing press with that used by Benjamin Franklin and with a modern printing press, discuss in class, how the technology has changed over time and how it influenced learning and communication.

D.1.2 Explain connections between the Italian Renaissance and the development of humanist ideas in Europe north of the Alps. [Compare and contrast differing sets of ideas and values]
Example: Examine excerpts from Renaissance writers such as Petrarch, Boccaccio, Cervantes, Erasmus, More, and Shakespeare. Compare and contrast northern humanism with that of the Italian Renaissance.

D.1.3 Explain discontent among Europeans with the late medieval Church and analyze the beliefs and ideas of the Protestant Reformation. [Marshal evidence of antecedent circumstances]

Example: Construct a map showing the geographical patterns of religious affiliation in Europe in the early 17th century explaining the factors that contributed to the conversion of specific populations to Protestant faiths.

D.1.4 Analyze causes of religious wars in 16th- and 17th-century Europe and account for the rise of religious pluralism. [Marshal evidence of antecedent circumstances]

Example: Examine the major political, social, and economic consequences of the religious wars in Europe in the 16th and 17th centuries and compare the map after the religious wars with the modern map of Europe.

D.2.0 Students understand the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas.

D.2.1 Assess the relative importance of Enlightenment thought, Christian piety, democratic revolutions, slave resistance, and changes in the world economy in bringing about the abolition of the slave trade and the emancipation of slaves in the Americas. [Analyze multiple causation]

Example: Read selections from the writings of philosophies, such as Voltaire’s “Essay on Morals and Customs” (1756), Rousseau’s “The New Heloise” (1761), and Diderot’s “Natural Liberty” from the Encyclopedia (1765). On what grounds did these men argue against slavery and the slave trade in the French colonies? On what grounds had slavery been justified earlier?

Example: Using selections from the writings of William Wilberforce, analyze evangelical factors in the ant-slavery movement. To what extent was Britain’s abolition of slavery the result of the Evangelical movement? The Enlightenment? Economic failures?

D.3.0 Students understand the impact of World War I and its aftermath on literature, art, and intellectual life in Europe and the United States.

D.3.1 Evaluate the meaning and social impact of innovative movements in literature, architecture and the fine arts, such as Cubism, Surrealism, Expressionism, Socialist Realism, and jazz. [Draw upon visual, literary, and musical sources]

Example: Explain the expression “Lost Generation” in the post-World War I era. What were the themes of “Lost Generation” writers? How did post-war society influence their works? What impact did their works have?

Example: Research the Dada or surrealist movements and establish their connections with the war.
D.3.2 Analyze how new media—newspapers, magazines, commercial advertising, film, and radio—contributed to the rise of mass culture around the world. [Obtain historical data from a variety of sources]

Example: Research one of the popular media of the interwar period: newspapers, magazines, commercial advertising, film, or radio. Develop a report on how it contributed to the rise of mass culture around the world. Use the same format for your report as the chosen media.

Example: Write parallel biographies or create a multi-media program of two artists, architects, musicians, or writers of the early 1900s and compare their styles and the impact of their works.

D.4.0 Students understand worldwide cultural trends of the second half of the 20th century.

D.4.1 Describe ways in which art, literature, religion, and traditional customs have influenced intellectual, social, and political life in recent times. [Examine the influence of ideas, human interests, and beliefs]

Example: Assess the rationale behind the Soviet development of great art museums such as The Hermitage, the growth of the state opera and ballet programs, and reverence for Russian Church architecture and music. How did this relate to the Communist ideal of the workers’ revolution and state?

D.4.2 Analyze connections among electronic communications, international marketing, and the emergence of popular “global culture” in the late 20th century. [Obtain historical data from a variety of sources]

Example: Research the global influence of CNN in the past ten years. In how many countries of the world can CNN be viewed? What role did CNN play in the Gulf War?

Example: Create a large bulletin board picture and word collage of examples of “global culture.” Include examples of global communication, information technology, and mass marketing. How have these developments accelerated social change?

Example: Debate the advantages and disadvantages of increased participation in the world economy for a country eager to preserve its traditional cultural identity. Use evidence from specific countries to support your argument.

Example: Drawing on library research, compare and contrast basic ideas of “modernization theory,” which argues that Third World countries can achieve economic growth and development by following the political and economic model of the industrial democracies, with “dependence theory,” which argues that sustained economic growth in the industrial counties depends on the continued underdevelopment of many other countries. Which theory do you find more convincing and why? Identify countries that seem to defy the assertions of one theory or the other.
Appendix A

Special Note: This course was formerly known as World Studies. It offers students the opportunity for building these connections through a chronological study of world history, literature, and culture in an integrated class taught by one member of the Social Studies department and one member of the English department. The course fulfills the history and English requirements for junior year and will be taught in a two-hour block. Curriculum standards for the English component of this class are available in the English curriculum.