



2008

Curriculum Framework

World History and Geography: 1500 A.D. (C.E.) to the Present

Commonwealth of Virginia
Board of Education
Richmond, Virginia
Approved – July 17, 2008

STANDARD WHII.1 a, b, c, d, e, f

The student will improve skills in historical research and geographical analysis by

- a) **identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);**
- b) **using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);**
- c) **identifying geographic features important to the study of world history since 1500 A.D. (C.E.);**
- d) **identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;**
- e) **analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;**
- f) **analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events from 1500 A.D. (C.E.).**

The skills identified in standard WHII.1a-e_f are cited in the “Essential Skills” column of each chart for *World History and Geography: 1500 A.D. (C.E.) to the Present*. These skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD WHII.2a

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

a) locating major states and empires;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>By 1500 A.D. <u>(C.E.)</u>, major states and empires had developed in various regions of the world.</p> | <p>On the world political map, where were some of the major states and empires located around 1500 A.D. <u>(C.E.)</u>?</p> | <p>Location of some of the major states and empires in the Eastern Hemisphere</p> <ul style="list-style-type: none"> • England • France • Spain • Russia • Ottoman Empire • Persia • China • Mughal India • Songhai Empire <p>Location of major states and empires in the Western Hemisphere</p> <ul style="list-style-type: none"> • Incan Empire • Mayan Empire • Aztec Empire | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.2b

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
 b) describing artistic, literary, and intellectual ideas of the Renaissance;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p>New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.</p> | <p>What were the artistic, literary, and intellectual ideas of the Renaissance?</p> | <p>Renaissance</p> <ul style="list-style-type: none"> • “Rebirth” of classical knowledge, “birth” of the modern world • Spread of the Renaissance from the Italian city states to northern Europe <p>Contributions of the Renaissance</p> <ul style="list-style-type: none"> • Accomplishments in the visual arts - Michelangelo, Leonardo da Vinci • Accomplishments in literature (sonnets, plays, essays) - Shakespeare • Accomplishments in intellectual ideas (humanism) - Erasmus | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.2c

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

c) describing the distribution of major religions;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>By 1500 A.D. <u>(C.E.)</u>, the five world religions had spread to many areas of the Eastern Hemisphere.</p> | <p>Where were the five world religions located around 1500 A.D. <u>(C.E.)</u>?</p> | <p>Location and importance of world religions in 1500 A.D. <u>(C.E.)</u></p> <ul style="list-style-type: none"> • Judaism - Concentrated in Europe and the Middle East • Christianity - Concentrated in Europe and the Middle East • Islam - Parts of Asia, Africa, and southern Europe • Hinduism - India and part of Southeast Asia • Buddhism - East and Southeast Asia | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.2d

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

d) analyzing major trade patterns;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p>By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.</p> | <p>What were the regional trading patterns around 1500 A.D. <u>(C.E.)</u>?</p> <p>Why were the regional trading patterns important?</p> | <p>Traditional trade patterns linking Europe with Asia and Africa</p> <ul style="list-style-type: none"> • Silk roads across Asia to the Mediterranean basin • Maritime routes across the Indian Ocean • Trans-Saharan routes across North Africa • Northern European links with the Black Sea • Western European sea and river trade • South China Sea and lands of Southeast Asia <p>Importance of trade patterns</p> <ul style="list-style-type: none"> • Exchange of products and ideas | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.2e

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
 e) citing major technological and scientific exchanges in the Eastern Hemisphere.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| By 1500 A.D. <u>(C.E.)</u> , technological and scientific advancements had been exchanged among cultures of the world. | What technological and scientific advancements had been made and exchanged by 1500 A.D. <u>(C.E.)</u> ? | <p>Advancements exchanged along trade routes</p> <ul style="list-style-type: none"> • Paper, compass, silk, porcelain (China) • Textiles, numeral system (India and Middle East) • Scientific transfer - Medicine, astronomy, mathematics | Analyze trends in human migration and cultural interaction. (WHII.1e) |

STANDARD WHII.3a

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, ~~and Henry VIII, and Elizabeth I;~~

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|---|
| <p>For centuries, the Roman Catholic Church had little competition in religious thought and action. The resistance of the church to change led to the Protestant Reformation, which resulted in the birth of new political and economic institutions.</p> | <p>What were the problems and issues that provoked religious reforms in Western Christianity?</p> <p>What were the beliefs of Martin Luther, John Calvin, and Henry VIII, and Elizabeth I?</p> | <p>Conflicts that challenged the authority of the Church in Rome</p> <ul style="list-style-type: none"> • Merchant wealth challenged the Church’s view of usury. • German and English nobility disliked Italian domination of the Church. • The Church’s great political power and wealth caused conflict. • Church corruption and the sale of indulgences were widespread and caused conflict. <p>Martin Luther (the Lutheran tradition)</p> <ul style="list-style-type: none"> • Views - Salvation by faith alone, Bible as the ultimate authority, all humans equal before God • Actions - 95 theses, birth of the Protestant Church <p>John Calvin (the Calvinist tradition)</p> <ul style="list-style-type: none"> • Views - Predestination, faith revealed by living a righteous life, work ethic • Actions - Expansion of the Protestant Movement | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.3a (continued)

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, ~~and Henry VIII, and Elizabeth I;~~

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>King Henry VIII (the Anglican tradition)</p> <ul style="list-style-type: none"> • Views - Dismissed the authority of the Pope in Rome • Actions - Divorced; broke with Rome; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England <p><u>Queen Elizabeth I</u></p> <ul style="list-style-type: none"> • <u>Anglican Church</u> • <u>Tolerance for dissenters</u> • <u>Expansion and colonialism</u> • <u>Victory over the Spanish Armada (1588)</u> | |

STANDARD WHII.3b

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

b) describing the impact of religious conflicts, ~~including the Inquisition,~~ and Catholic Reformation, on society and government actions;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>The Reformation had its roots in theology, but it led to important economic and political changes. Religious differences and hatreds caused war and destruction.</p> | <p>What were the major economic, political, and theological issues involved in the Reformation?</p> | <p>Reformation in Germany</p> <ul style="list-style-type: none"> • Princes in Northern Germany converted to Protestantism, ending authority of the Pope in their states. • The Hapsburg family and the authority of the Holy Roman Empire continued to support the Roman Catholic Church. • Conflict between Protestants and Catholics resulted in devastating wars (e.g., Thirty Years' War). <p>Reformation in England</p> <ul style="list-style-type: none"> • Anglican Church became a national church throughout the British Isles under Elizabeth I. • The Reformation contributed to the rise of capitalism. <p>Reformation in France</p> <ul style="list-style-type: none"> • Catholic monarchy granted Protestant Huguenots freedom of worship by the Edict of Nantes (later revoked). • Cardinal Richelieu changed the focus of the Thirty Years' War from a religious to a political conflict. | <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.3b (continued)

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
 b) describing the impact of religious conflicts, including the Inquisition, and Catholic Reformation, on society and government actions;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Catholic Counter-Reformation</p> <ul style="list-style-type: none"> • Reformers Dissenters prior to <u>Luther - Huss, Wycliffe</u> • <u>Counter Reformation</u> <ul style="list-style-type: none"> - <u>The Council of Trent reaffirmed most Church doctrine and practices.</u> - Catholic Church mounted a series of reforms and reasserted its authority. - The Society of Jesus (The Jesuits) was founded to spread Catholic doctrine around the world. - <u>The Inquisition was established-used</u> to reinforce Catholic doctrine. | |

STANDARD WHII.3c

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
 c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>At first the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.</p> <p>Power in most European states was concentrated in the monarch.</p> <p>Gradually religious toleration emerged. along with democratic thought.</p> | <p>What were some of the changing cultural values, traditions, and philosophies during the Reformation?</p> <p>What was the role of the printing press in the spread of new ideas?</p> | <p>Changing cultural values, traditions, and philosophies</p> <ul style="list-style-type: none"> • Growth of secularism • Growth of individualism • <u>Eventual</u> growth of religious tolerance <p>Role of the printing press</p> <ul style="list-style-type: none"> • Growth of literacy was stimulated by the Gutenberg printing press. • The Bible was printed in English, French, and German. • These factors had an important impact on spreading the ideas of the Reformation and Renaissance. | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.4a

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
a) explaining the roles and economic motivations of explorers and conquistadors;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>The expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.</p> | <p>Why were Europeans interested in discovering new lands and markets?</p> <p>Who were some important explorers?</p> | <p>Factors contributing to the European discovery of lands in the Western Hemisphere</p> <ul style="list-style-type: none"> • Demand for gold, spices, and natural resources in Europe • Support for the diffusion of Christianity • Political and economic competition between European empires • Innovations in navigational arts (European and Islamic origins) • Pioneering role of Prince Henry the Navigator <p>Establishment of overseas empires and decimation of indigenous populations</p> <ul style="list-style-type: none"> • Portugal - Vasco da Gama • Spain - Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan • England - Francis Drake • France - Jacques Cartier | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.4b

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

b) describing the influence of religion;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>One motive for exploration was to spread the Christian religion.</p> | <p>How did the expansion of European empires into the Americas, Africa, and Asia affect the religion in those areas?</p> | <p>Means of diffusion of Christianity</p> <ul style="list-style-type: none"> • Migration of colonists to new lands • Influence of Catholics and Protestants, who carried their faith, language, and cultures to new lands • Conversion of indigenous peoples | <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.4c

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.</p> <p>Europeans established trading posts and colonies in Africa and Asia.</p> | <p>What was the effect of European migration and settlement on the Americas, Africa, and Asia?</p> | <p>Americas</p> <ul style="list-style-type: none"> • Expansion of overseas territorial claims and European emigration to North and South America • Demise of Aztec, Maya, and Inca Empires • Legacy of a rigid class system and dictatorial rule in Latin America • Forced migration of some Africans into slavery • Colonies' imitation of the culture and social patterns of their parent country <p>Africa</p> <ul style="list-style-type: none"> • European trading posts along the coast • Trade in slaves, gold, and other products <p>Asia</p> <ul style="list-style-type: none"> • Colonization by small groups of merchants (India, the Indies, China) • Influence of trading companies (Portuguese, Dutch, British) | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.4d

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

d) ~~defining~~ describing the Columbian Exchange ~~and~~ including its impact on native populations;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.</p> | <p>What was the impact of the Columbian Exchange between European and indigenous cultures?</p> | <p>Columbian Exchange</p> <ul style="list-style-type: none"> • Western Hemisphere agricultural products such as corn, potatoes, and tobacco changed European lifestyles. • European horses and cattle changed the lifestyles of American Indians (First Americans). • European diseases like smallpox killed many American Indians (First Americans). <p>Impact of the Columbian Exchange</p> <ul style="list-style-type: none"> • Shortage of labor to grow cash crops led to the use of African slaves. • Slavery was based on race. • European plantation system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment. | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> |

STANDARD WHII.4e, f

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

- e) **mapping and explaining the triangular trade;**
- f) **describing the impact of precious metal exports from the Americas.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>The European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.</p> | <p>What was the triangular trade?</p> <p>What was the impact of precious metal exports from the Americas?</p> | <p>The triangular trade linked Europe, Africa, and the Americas. Slaves, sugar, and rum were traded.</p> <p>Export of precious metals</p> <ul style="list-style-type: none"> • Gold and silver (exported to Europe and Asia) • Impact on indigenous empires of the Americas • Impact on Spain and international trade | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> |

STANDARD WHII.5a

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

a) describing the location and development of the Ottoman Empire;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.</p> <p>The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.</p> | <p>Where was the Ottoman Empire located and how did it expand?</p> | <p>Original location of the Ottoman Empire</p> <ul style="list-style-type: none"> • Asia Minor <p>Expansion and extent of the Ottoman Empire</p> <ul style="list-style-type: none"> • Southwest Asia • Southeastern Europe, Balkan Peninsula • North Africa <p>Development of the Ottoman Empire</p> <ul style="list-style-type: none"> • Capital at Constantinople renamed Istanbul • Islamic religion as a unifying force that accepted other religions • Trade in coffee and ceramics | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.5b

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
 b) describing India, including the Mughal Empire and coastal trade;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p>Descendants of the Mongols, the Muslim Mughal (Mogul) rulers established an empire in northern India.</p> <p>The Mughal Empire traded with European nations.</p> <p><u>Much of southern India remained independent and continued international trade.</u></p> | <p>What were the contributions of the Mughal emperors of India?</p> <p>How did the Mughal Empire trade with European nations?</p> <p><u>What did southern India trade?</u></p> | <p>Location of the Mughal Empire</p> <ul style="list-style-type: none"> • North India <p>Contributions of Mughal rulers</p> <ul style="list-style-type: none"> • Spread of Islam into India • Art and architecture - Taj Mahal • Arrival of European trading outposts • Influence of Indian textiles on British textile industry <p>Trade with European nations</p> <ul style="list-style-type: none"> • Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing Coastal ports on the Indian sub-continent. <p><u>Southern India traded silks, spices, and gems.</u></p> | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.5c

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

c) describing East Asia, including China and the Japanese shogunate;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| <p>China and Japan sought to limit the influence and activities of European merchants.</p> | <p>How did the Chinese and Japanese attempt to limit the influence of European merchants?</p> | <p>China</p> <ul style="list-style-type: none"> • Creation of foreign enclaves to control trade • Imperial policy of controlling foreign influences and trade • Increase in European demand for Chinese goods (tea, porcelain) <p>Japan</p> <ul style="list-style-type: none"> • Characterized by powerless emperor rule controlled by military leader (shogun) • Adopted policy of isolation to limit foreign influences | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.5d

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

d) describing Africa and its increasing involvement in global trade;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| <p>The exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.</p> | <p>How did Africa become involved in foreign trade?</p> | <p>African exports</p> <ul style="list-style-type: none"> • Slaves (triangular trade) • Raw materials (<u>ivory, gold</u>) <p>African imports</p> <ul style="list-style-type: none"> • Manufactured goods from Europe, Asia, and the Americas • New food products (corn, peanuts) | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.5e

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
 e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|---|
| <p>European maritime nations competed for overseas markets, colonies, and resources, creating new economic practices, such as mercantilism, linking European nations with their colonies.</p> | <p>What were the roles of the Commercial Revolution and mercantilism in the growth of European nations?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • Mercantilism: An economic practice adopted by European colonial powers in an effort to become self-sufficient; based on the theory that colonies existed for the benefit of the mother country <p>Commercial Revolution</p> <ul style="list-style-type: none"> • European maritime nations competed for overseas markets, colonies, and resources. • A new economic system emerged. <ul style="list-style-type: none"> – New money and banking systems were created. – Economic practices such as mercantilism evolved. – Colonial economies were limited by the economic needs of the mother country. | <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.6a

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

a) describing the Scientific Revolution and its effects;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>With its emphasis on reasoned observation and systematic measurement, the scientific revolution changed the way people viewed the world and their place in it.</p> | <p>What were some new scientific theories and discoveries?</p> <p>What were some of the effects of these new theories?</p> | <p>Pioneers of the scientific revolution</p> <ul style="list-style-type: none"> • Nicolaus Copernicus: Developed heliocentric theory • Johannes Kepler: Discovered planetary motion • Galileo Galilei: Used telescope to support heliocentric theory • Isaac Newton: Discovered Laws of Gravity • William Harvey: Discovered circulation of the blood <p>Importance of the scientific revolution</p> <ul style="list-style-type: none"> • Emphasis on reason and systematic observation of nature • Formulation of the scientific method • Expansion of scientific knowledge | <p>Analyze trends in cultural interaction. (WHII.1e)</p> |

STANDARD WHII.6b

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 b) describing the Age of Absolutism, including the monarchies of Louis XIV, ~~Frederick the Great~~, and Peter the Great;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments.</p> | <p>Who were the absolute monarchs?</p> <p>What effect did the absolute monarchs have on their countries?</p> | <p>Characteristics of absolute monarchies</p> <ul style="list-style-type: none"> • Centralization of power • Concept of rule by divine right <p>Absolute monarchs</p> <ul style="list-style-type: none"> • Louis XIV—France, Palace of Versailles as a symbol of royal power • Frederick the Great—Prussia, emphasis on military power • Peter the Great—Russia, westernization of Russia | <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.6c

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English freedoms included the jury trial, the Magna Carta, and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.</p> | <p>How did the English Civil War and the Glorious Revolution promote the development of the rights of Englishmen?</p> | <p>Development of the rights of Englishmen</p> <ul style="list-style-type: none"> • Oliver Cromwell and the execution of Charles I • The restoration of Charles II • Development of political parties/factions • Glorious Revolution (William and Mary) • Increase of parliamentary power over royal power • English Bill of Rights of 1689 | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.6d

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p>Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.</p> <p>Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.</p> | <p>Who were some Enlightenment thinkers, and what were their ideas?</p> <p>How did philosophers of the Enlightenment influence thinking on political issues?</p> <p>How did the Enlightenment promote revolution in the American colonies?</p> | <p>The Enlightenment</p> <ul style="list-style-type: none"> • Applied reason to the human world, not just the natural world • Stimulated religious tolerance • Fueled democratic revolutions around the world <p>Enlightenment thinkers and their ideas</p> <ul style="list-style-type: none"> • Thomas Hobbes' <i>Leviathan</i> - The state must have central authority to manage behavior. <u>Humans exist in a primitive "state of nature" and consent to government for self-protection.</u> • John Locke's <i>Two Treatises on Government</i>—People are sovereign; monarchs are not chosen by God. <u>and consent to government for protection of natural rights to life, liberty, and property.</u> • Montesquieu's <i>The Spirit of Laws</i> - The best form of government includes a separation of powers. • Jean-Jacques Rousseau's <i>The Social Contract</i> - Government is a contract between rulers and the people. • Voltaire - Religious toleration should triumph over religious fanaticism; separation of church and state. | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.6d (continued)

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Influence of the Enlightenment</p> <ul style="list-style-type: none"> • Political philosophies of the Enlightenment fueled revolution in the Americas and France. • Thomas Jefferson’s Declaration of Independence incorporated Enlightenment ideas. • The Constitution of the United States of America and Bill of Rights incorporated Enlightenment ideas. | |

STANDARD WHII.6c,f

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 e) describing the French Revolution;
 f) ~~identifying the impact of the American and French Revolutions on Latin America.~~

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. They overthrew the absolute monarchy, and a new government was established.</p> <p>These ideas and examples of the American and French Revolutions influenced the people of Latin America to establish independent nations.</p> | <p>How did the ideas of the Enlightenment contribute to causing the French Revolution?</p> <p>How did the French and American Revolutions influence Latin American independence movements?</p> | <p>Causes of the French Revolution</p> <ul style="list-style-type: none"> • Influence of Enlightenment ideas • Influence of the American Revolution <p>Events of the French Revolution</p> <ul style="list-style-type: none"> • Storming of the Bastille • Reign of Terror <p>Outcomes of the French Revolution</p> <ul style="list-style-type: none"> • End of the absolute monarchy of Louis XVI • Rise of Napoleon <p>Influence of the American and French Revolutions on the Americas</p> <ul style="list-style-type: none"> • Independence came to French, Spanish, and Portuguese colonies • Toussaint L'Ouverture—Haiti • Simon Bolivar—South America | <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.6f

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by g) f) describing the expansion of the arts, philosophy, literature, and new technology.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The Enlightenment brought a new emphasis on order and balance in the arts as artists borrowed heavily from classical Greece and Rome, and new forms of literature were established.</p> <p>The sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy.</p> <p>The Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.</p> | <p>Who were some artists, philosophers, and writers of the period?</p> <p>What improved technologies and institutions were important to European economies?</p> | <p>Representative artists, philosophers, and writers</p> <ul style="list-style-type: none"> • Johann Sebastian Bach— <u>Baroque Composer</u> • Wolfgang Amadeus Mozart— <u>Classical Composer</u> • Eugène Delacroix—<u>Romantic School Painter</u> • Voltaire—Philosopher • Miguel de Cervantes—Novelist <p>New forms schools of art and forms of literature</p> <ul style="list-style-type: none"> • Paintings depicted classical subjects, public events, natural scenes, and living people (portraits). • New forms of literature evolved—the novel (e.g., Cervantes' <i>Don Quixote</i>). <p>Technologies</p> <ul style="list-style-type: none"> • All-weather roads improved year-round transport and trade. • New designs in farm tools increased productivity (agricultural revolution). • Improvements in ship design lowered the cost of transport. | <p>Use artifacts and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.7a

The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

a) describing the colonial system as it existed by 1800;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p><u>Latin American revolutions of the nineteenth century were influenced by the clash of European cultures in the development of governments and ruling powers.</u></p> <p><u>Spanish and Portuguese governments imposed their religion and economic systems on the native peoples, but brought different colonial languages.</u></p> <p><u>Spanish conquests in Latin America saw the rapid decline of native populations and introduction of slaves from Africa. Conquistadors were given governmental authority by the crown, becoming known as viceroys.</u></p> | <p><u>What were the characteristics of the colonial system in Latin America in the nineteenth century?</u></p> <p><u>How did Spain and Portugal maintain control of their Latin American domains?</u></p> | <p><u>Characteristics of the Colonial System</u></p> <ul style="list-style-type: none"> • <u>Colonial governments mirrored the home governments</u> • <u>Catholicism had a strong influence on the development of the colonies</u> • <u>A major element of the economy was the mining of precious metals for export</u> • <u>Hacienda—a Spanish owned plantation that used native or slave labor</u> • <u>Encomienda—the right to organize unpaid labor by the earliest Spanish colonists in Latin America</u> • <u>Established major cities as outposts of colonial authority</u> <ul style="list-style-type: none"> - <u>Havana</u> - <u>Mexico City</u> - <u>Lima</u> - <u>Sao Paulo</u> - <u>Buenos Aires</u> <p><u>Rigid Class Structure</u></p> <ul style="list-style-type: none"> • <u>Viceroy / colonial officers</u> • <u>Creoles</u> • <u>Mestizo</u> | <p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</u></p> |

STANDARD WHII.7b

The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by
b) identifying the impact of the American and French Revolutions on Latin America;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p><u>The American and French Revolutions took place in the late 1700s. Within twenty years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico.</u></p> | <p><u>How did the French and American Revolutions influence Latin American independence movements?</u></p> | <p><u>Influence of the American and French Revolutions on the Americas</u></p> <ul style="list-style-type: none"> • Revolutions in the Americas were led by native born men of European background (except for French Haiti) who were able to rally the population to the cause of independence. • <u>Slaves in Haiti rebelled, abolished slavery, and won independence.</u> • <u>Father Miguel Hidalgo started the Mexican independence movement.</u> • <u>Independence came to French, Spanish, and Portuguese colonies.</u> <p><u>Locations of selected countries that gained independence during the 1800s</u></p> <ul style="list-style-type: none"> • <u>Mexico</u> • <u>Haiti</u> • <u>Colombia</u> • <u>Venezuela</u> • <u>Brazil</u> | <p><u>Analyze trends in human migration and cultural interaction. (WHII.1e)</u></p> |

STANDARD WHIL.7c

The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by
c) explaining the contributions of Toussaint L’Ouverture and Simon Bolivar;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p><u>The contributions of Toussaint L’Ouverture and Simon Bolivar, led to the development of independent states in Latin America in the nineteenth century.</u></p> | <p><u>What were the contributions of Toussaint L’Ouverture and Simon Bolivar to revolutions in Latin America?</u></p> <p><u>How did the contributions of L’Ouverture and Bolivar lead to the establishment of independent states in Latin America?</u></p> | <p><u>Contributions of Toussaint L’Ouverture</u></p> <ul style="list-style-type: none"> • <u>Former slave who led Haitian rebellion against French.</u> • <u>Defeated the armies of three foreign powers: Spain, France, and Britain.</u> • <u>At first, Haiti tasted freedom, but after L’Ouverture’s death, it fell into despotism.</u> <p><u>Contributions of Simon Bolivar</u></p> <ul style="list-style-type: none"> • <u>Liberated the northern areas of Latin America.</u> • <u>Native-born resident who led revolutionary efforts.</u> • <u>Tried during the 1820s to bring regions together under a federal constitution modeled after that of the United States. The plan failed because of the differences of the Latin American peoples.</u> | <p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHIL.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHIL.1b)</u></p> |

STANDARD WHII.7d

The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by
d) assessing the impact of the Monroe Doctrine.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p><u>After the American Revolution, the United States wished to prevent foreign interference in America. The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization.</u></p> | <p><u>How did the Monroe Doctrine impact revolutions in Latin America?</u></p> <p><u>How did the Monroe Doctrine impact European aspirations for further expansion in the Americas?</u></p> | <p><u>Monroe Doctrine was issued by American President, James Monroe in 1823.</u></p> <ul style="list-style-type: none"> • <u>The document was backed by the British government as well.</u> • <u>Latin American nations were acknowledged to be independent.</u> • <u>The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.</u> • <u>The United States would not interfere in European affairs.</u> • <u>The document continues to be a cornerstone of American foreign policy.</u> | <p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</u></p> |

STANDARD WHII.7a 8a

The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
 a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| <p>The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.</p> <p>Napoleon’s attempt to unify Europe under French domination was unsuccessful.</p> <p>The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.</p> | <p>What was the legacy of Napoleon?</p> <p>What was the significance of the Congress of Vienna?</p> | <p>Legacy of Napoleon</p> <ul style="list-style-type: none"> • Unsuccessful attempt to unify Europe under French domination • Napoleonic Code • Awakened feelings of national pride and growth of nationalism <p>Legacy of the Congress of Vienna</p> <ul style="list-style-type: none"> • “Balance of power” doctrine • Restoration of monarchies • New political map of Europe • New political philosophies (liberalism, conservatism) | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.7b 8b

The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by

- ~~b) describing the influence of revolutions on the expansion of political rights in Europe;~~
 b) describing unsuccessful revolutions on the continent and political reform in Great Britain;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| <p>The rise of nationalism was a powerful force behind European politics during the nineteenth century.</p> <p>Widespread demands for political rights led to revolutions and legislative actions in Europe.</p> | <p>How did nationalism and democracy influence national revolutions?</p> | <p>National pride, economic competition, and democratic ideals stimulated the growth of nationalism.</p> <p>The terms of the Congress of Vienna led to widespread discontent in Europe <u>especially in Italy and the German states</u>. Unsuccessful revolutions of 1848 increased nationalistic tensions.</p> <p>In contrast to continental Europe, Great Britain expanded political rights through legislative means and made slavery illegal in the British Empire.</p> | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.7e, d 8c, d

The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by

c) explaining events related to the unification of Italy and the role of Italian nationalists;

d) explaining events related to the unification of Germany and the role of Bismarck.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>Italy and Germany became nation-states long after the rest of Europe.</p> | <p>What events led to the unification of Italy?</p> <p>What role did Otto von Bismarck play in the unification of Germany?</p> | <p>Unification of Italy</p> <ul style="list-style-type: none"> • Count Cavour unified Northern Italy. • Giuseppe Garibaldi joined southern Italy to northern Italy. • The Papal States (including Rome) became the last to join Italy. <p>Unification of Germany</p> <ul style="list-style-type: none"> • Otto von Bismarck led Prussia in the unification of Germany through war and by appealing to nationalist feelings. • Bismarck's actions were seen as an example of <i>Realpolitik</i>, which justifies all means to achieve and hold power. • The Franco-Prussian War led to the creation of the German state. | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in cultural interaction. (WHII.1e)</p> |

STANDARD WHII.8a 9a

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>The Industrial Revolution began in England, spreading to the rest of Western Europe and the United States.</p> <p>With the Industrial Revolution came an increased demand for raw materials from the Americas, Asia, and Africa.</p> <p>Advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.</p> | <p>Why did the Industrial Revolution originate in England?</p> <p>Why did the spread of industrialism to Europe and the United States accelerate colonialism and imperialism?</p> <p>How did the Industrial Revolution produce changes in culture and society?</p> | <p>Industrial Revolution</p> <ul style="list-style-type: none"> • Origin in England, because of its natural resources like coal, iron ore, and the invention and improvement of the steam engine • Spread to Europe and the United States • Role of cotton textile, iron, and steel industries • Relationship to the British Enclosure Movement • Rise of the factory system and demise of cottage industries • Rising economic powers that wanted to control raw materials and markets throughout the world <p>Technological advances that produced the Industrial Revolution</p> <ul style="list-style-type: none"> • <u>James Hargreaves - Spinning jenny</u> • James Watt - Steam engine • Eli Whitney - Cotton gin • Henry Bessemer - Process for making steel | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.8a 9a (continued)

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Advancements in science and medicine</p> <ul style="list-style-type: none"> • Edward Jenner - Developed smallpox vaccination • Louis Pasteur - Discovered bacteria <p>Impacts of the Industrial Revolution on industrialized countries</p> <ul style="list-style-type: none"> • Population increase • Increased standards of living for many, though not all • Improved transportation • Urbanization • Environmental pollution • Increased education • Dissatisfaction of working class with working conditions • Growth of the middle class | |

STANDARD WHII.8b 9b

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
 b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|---|
| <p>Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.</p> <p>Social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism.</p> | <p>What was the role of capitalism and market competition in the Industrial Revolution?</p> <p>What were some theories opposed to capitalism?</p> | <p>Capitalism</p> <ul style="list-style-type: none"> • Adam Smith’s <i>Wealth of Nations</i> • Role of market competition and entrepreneurial abilities • Impact on standard of living and the growth of the middle class • Dissatisfaction with poor working conditions and the unequal distribution of wealth in society <p>Socialism and communism</p> <ul style="list-style-type: none"> • Karl Marx’s <i>Communist Manifesto</i> (written with Friedrich Engels) and <i>Das Capital</i> • Response to the injustices of capitalism • Importance of redistribution of wealth to the communists | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.8e 9c

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.</p> <p>The Industrial Revolution placed new demands on the labor of men, women, and children. Workers organized labor unions to fight for improved working conditions and workers' rights.</p> | <p>How did the Industrial Revolution impact the lives of women, children, and the family?</p> <p>How did the Industrial Revolution affect slavery?</p> <p>Why did workers organize into labor unions?</p> | <p>The nature of work in the factory system</p> <ul style="list-style-type: none"> • Family-based cottage industries displaced by the factory system • Harsh working conditions with men competing with women and children for wages • Child labor that kept costs of production low and profits high • Owners of mines and factories who exercised considerable control over the lives of their laborers <p>Impact of the Industrial Revolution on slavery</p> <ul style="list-style-type: none"> • The cotton gin increased demand for slave labor on American plantations. • The United States and Britain outlawed the slave trade and then slavery. | <p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</u></p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.8e 9c (continued)

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Social effects of the Industrial Revolution</p> <ul style="list-style-type: none"> • Women and children entering the workplace as cheap labor • Introduction of reforms to end child labor • Expansion of education • Women's increased demands for suffrage <p>The rise of labor unions</p> <ul style="list-style-type: none"> • Encouraged worker-organized strikes to increase wages and improve working conditions • Lobbied for laws to improve the lives of workers, including women and children • Wanted worker rights and collective bargaining between labor and management | |

STANDARD WHII.8d, e 9d, e

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

d) explaining the rise of industrial economies and their link to imperialism and nationalism;

e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>Industrial nations in Europe needed natural resources and markets to expand their economies.</p> <p>These nations competed to control Africa and Asia to secure their economic and political success.</p> <p>Imperialism spread economic, political, and social philosophies of Europe throughout the world.</p> <p>Resistance to imperialism took many forms including armed conflict and intellectual movements.</p> | <p>Why did European countries participate in imperialism and a race for colonies?</p> <p>What were some responses of colonized peoples to European imperialism?</p> | <p>Nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially-produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.</p> <p>Forms of imperialism</p> <ul style="list-style-type: none"> • Colonies • Protectorates • Spheres of influence <p>Imperialism in Africa and Asia</p> <ul style="list-style-type: none"> • European domination • European conflicts carried to the colonies • Christian missionary efforts • Spheres of influence in China • Suez Canal • East India Company's domination of Indian states • American opening of Japan to trade | <p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</u></p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.8d, e 9d, e (continued)

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- d) explaining the rise of industrial economies and their link to imperialism and nationalism;
 e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Responses of colonized peoples</p> <ul style="list-style-type: none"> • Armed conflicts (Events leading to the Boxer Rebellion in China) • Rise of nationalism (first Indian nationalist party founded in the mid-1800s) | |

STANDARD WHII.9a, b 10a, b

The student will demonstrate knowledge of the worldwide impact of World War I by

- a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
 b) explaining the outcomes and global effect of the war and the Treaty of Versailles;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p>World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.</p> | <p>What were the factors that produced World War I?</p> <p>What were the major events of the war?</p> <p>Who were the major leaders?</p> <p>What were the outcomes and global effects of World War I?</p> <p>What were the terms of the Treaty of Versailles?</p> | <p>Causes of World War I</p> <ul style="list-style-type: none"> • Alliances that divided Europe into competing camps • Nationalistic feelings • Diplomatic failures • Imperialism • Competition over colonies • Militarism <p>Major events</p> <ul style="list-style-type: none"> • Assassination of Austria's Archduke Ferdinand • United States enters war • Russia leaves the war <p>Major leaders</p> <ul style="list-style-type: none"> • Woodrow Wilson • Kaiser Wilhelm II <p>Outcomes and global effects</p> <ul style="list-style-type: none"> • Colonies' participation in the war, which increased demands for independence • End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires • Enormous cost of the war in lives, property, and social disruption | <p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD ~~WHII.9a, b~~ 10a, b (continued)

The student will demonstrate knowledge of the worldwide impact of World War I by

- a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
- b) explaining the outcomes and global effect of the war and the Treaty of Versailles;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Treaty of Versailles</p> <ul style="list-style-type: none"> • Forced Germany to accept guilt for war and loss of territory and pay reparations • Limited the German military • <u>League of Nations</u> | |

STANDARD WHII.9e 10c

The student will demonstrate knowledge of the worldwide impact of World War I by

c) **citing causes and consequences of the Russian Revolution.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p>Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R.</p> | <p>Why did Russia erupt in revolution while fighting in World War I?</p> <p>How did communism rise in Russia?</p> | <p>Causes of 1917 revolutions</p> <ul style="list-style-type: none"> • Defeat in war with Japan in 1905 • Landless peasantry • Incompetence of Tsar Nicholas II • Military defeats and high casualties in World War I <p>Rise of communism</p> <ul style="list-style-type: none"> • Bolshevik Revolution and civil war • Vladimir Lenin’s New Economic Policy • Lenin’s successor - Joseph Stalin | <p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.) (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.10a 11a

The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

a) describing the League of Nations and the mandate system;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| <p>After World War I, international organizations and agreements were established to avoid future conflicts.</p> | <p>What was the League of Nations and why did it fail?</p> <p>Why was the mandate system created?</p> | <p>League of Nations</p> <ul style="list-style-type: none"> • International cooperative organization • Established to prevent future wars • United States not a member • Failure of League because it did not have power to enforce its decisions <p>The mandate system</p> <ul style="list-style-type: none"> • <u>The system was created to administer the colonies of defeated powers on a temporary basis.</u> • <u>France and Great Britain became mandatory powers in the Middle East.</u> • <u>During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.</u> • <u>After the war, the “mandate system” gave Great Britain and France control over the lands that became Iraq, Transjordan, and Palestine (British control) and Syria and Lebanon (French control).</u> • <u>The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.</u> | <p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.10b 11b

The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

b) citing causes and assessing the impact of worldwide depression in the 1930s;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>A period of uneven prosperity in the decade following World War I (1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.</p> | <p>Why did the world experience depression in the 1930s?</p> <p>What political changes resulted from the worldwide depression?</p> | <p>Causes of worldwide depression</p> <ul style="list-style-type: none"> • German reparations • Expansion of production capacities and dominance of the United States in the global economy • High protective tariffs • Excessive expansion of credit • Stock Market Crash (1929) <p>Impact of world depression</p> <ul style="list-style-type: none"> • High unemployment in industrial countries • Bank failures and collapse of credit • Collapse of prices in world trade • Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> |

STANDARD WHII.10e 11c

The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

- c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>Economic dislocations following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan.</p> <p>A communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.</p> <p>The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany.</p> <p>Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.</p> | <p>Why did dictatorial governments emerge in Germany, Italy, Japan, and the U.S.S.R. after World War I?</p> <p>How did these regimes affect the world following World War I?</p> | <p>U.S.S.R. during the Interwar Period - Joseph Stalin</p> <ul style="list-style-type: none"> • Entrenchment of communism • Stalin’s policies (five-year plans, collectivization of farms, state industrialization, secret police) • Great Purge <p>Germany during the Interwar Period - Adolf Hitler</p> <ul style="list-style-type: none"> • Inflation and depression • Democratic government weakened • Anti-Semitism • Extreme nationalism • National Socialism (Nazism) • German occupation of nearby countries <p>Italy during the Interwar Period - Benito Mussolini</p> <ul style="list-style-type: none"> • Rise of fascism • Ambition to restore the glory of Rome • Invasion of Ethiopia | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.10e 11c (continued)

The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

- c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e. Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Japan during the Interwar Period - Hirohito and Hideki Tojo</p> <ul style="list-style-type: none"> • Militarism • Industrialization of Japan, leading to drive for raw materials • Invasion of Korea, Manchuria, and the rest of China | |

STANDARD WHII.11a 12a

The student will demonstrate knowledge of the worldwide impact of World War II by

- a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p>Many economic and political causes led toward World War II. Major theaters of war included Africa, Europe, Asia, and the Pacific Islands. Leadership was essential to the Allied victory.</p> | <p>What were the causes of World War II?</p> <p>What were the major events of World War II?</p> <p>Who were the major leaders of World War II?</p> | <p>Economic and political causes of World War II</p> <ul style="list-style-type: none"> • Aggression by totalitarian powers (Germany, Italy, Japan) • Nationalism • Failures of the Treaty of Versailles • Weakness of the League of Nations • Appeasement • Tendencies towards isolationism and pacifism in Europe and the United States <p>Major events of the war (1939-1945)</p> <ul style="list-style-type: none"> • German invasion of Poland • Fall of France • Battle of Britain • German invasion of the Soviet Union • Japanese attack on Pearl Harbor • D-Day (Allied invasion of Europe) • Atomic bombs dropped on Hiroshima and Nagasaki <p>Major leaders of the war</p> <ul style="list-style-type: none"> • Franklin D. Roosevelt - U.S. President • Harry Truman - U.S. President after death of President Roosevelt | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.11a 12a (continued)

The student will demonstrate knowledge of the worldwide impact of World War II by

- a) explaining economic and political causes, major events and leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • Dwight D. Eisenhower - U.S. general Allied commander in Europe • Douglas MacArthur - U.S. general • George Marshall - U.S. general • Winston Churchill - British prime minister • Joseph Stalin - Soviet dictator • Adolf Hitler - Nazi dictator of Germany • Hideki Tojo - Japanese general • Hirohito - Emperor of Japan | |

STANDARD WHII.11b 12b

The student will demonstrate knowledge of the worldwide impact of World War II by

b) examining the Holocaust and other examples of genocide in the twentieth century;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>There had been a climate of hatred against Jews in Europe and Russia for centuries.</p> <p>Various instances of genocide have occurred throughout the twentieth century.</p> | <p>Why did the Holocaust occur?</p> <p>What are other examples of genocides in the twentieth century?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • Genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group <p>Elements leading to the Holocaust</p> <ul style="list-style-type: none"> • Totalitarianism combined with nationalism • History of anti-Semitism • Defeat in World War I and economic depression blamed on German Jews • Hitler’s belief in the master race • Final solution - Extermination camps, gas chambers <p>Examples of other genocides</p> <ul style="list-style-type: none"> • Armenians by leaders of the Ottoman Empire • Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin • The educated, artists, technicians, former government officials, monks, and minorities by Pol Pot in Cambodia • Tutsi minority by Hutu in Rwanda • Muslims and Croats by Bosnian Serbs in former Yugoslavia | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</u></p> <p><u>Analyze trends in human migration and cultural interaction. (WHII.1e)</u></p> |

STANDARD WHII.11e 12c

The student will demonstrate knowledge of the worldwide impact of World War II by

- c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948);

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.</p> <p><u>The Universal Declaration of Human Rights was issued in 1948 to protect the “inherent dignity and the equal and inalienable rights of all members of the human family....”</u></p> | <p>What were the outcomes of World War II?</p> <p>What were the war crimes trials?</p> <p>How did the Allies promote reconstruction of the defeated powers?</p> <p>What were the international cooperative organizations created after World War II?</p> | <p>Outcomes of World War II</p> <ul style="list-style-type: none"> • European powers’ loss of empires • Establishment of two major powers in the world: The United States and the U.S.S.R. • War crimes trials • Division of Europe - Iron Curtain • Establishment of the United Nations • <u>The Universal Declaration of Human Rights</u> • Marshall Plan • Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact <p>Efforts for reconstruction of Germany</p> <ul style="list-style-type: none"> • Democratic government installed in West Germany and West Berlin • Germany and Berlin divided among the four Allied powers • Emergence of West Germany as economic power in postwar Europe | <p>Use artifacts and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.11e 12c (continued)

The student will demonstrate knowledge of the worldwide impact of World War II by

- c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Efforts for reconstruction of Japan</p> <ul style="list-style-type: none"> • U.S. occupation of Japan under MacArthur's administration • Democracy and economic development • Elimination of Japanese offensive military capabilities; United States' guarantee of Japan's security • Emergence of Japan as dominant economy in Asia <p><u>International Cooperative Organizations</u></p> <ul style="list-style-type: none"> • <u>United Nations</u> • <u>North Atlantic Treaty Organization (NATO)</u> • <u>Warsaw Pact</u> <p><u>The Universal Declaration of Human Rights</u></p> <ul style="list-style-type: none"> • <u>Established and adopted by members of the United Nations</u> • <u>Provided a code of conduct for the treatment of people under the protection of their government</u> | |

STANDARD WHII.13a, b

The student will demonstrate knowledge of major events in the second half of the twentieth century by

- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
- b) assessing the impact of nuclear power on patterns of conflict and cooperation since 1945;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.</p> <p>The Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world.</p> <p>The presence of nuclear weapons influenced patterns of conflict and cooperation since 1945.</p> <p>Communism failed as an economic system in the Soviet Union and elsewhere.</p> | <p>What events led to the Cold War?</p> <p>What was the impact of nuclear weapons?</p> <p>What were the causes and consequences of the collapse of the Soviet Union?</p> | <p>Beginning of the Cold War (1945-1948)</p> <ul style="list-style-type: none"> • The Yalta Conference and the Soviet control of Eastern Europe • Rivalry between the United States and the U.S.S.R. • Democracy and the free enterprise system v. dictatorship and communism • President Truman and the Policy of Containment • Eastern Europe - Soviet satellite nations; the Iron Curtain <p>Characteristics of the Cold War (1948-1989)</p> <ul style="list-style-type: none"> • North Atlantic Treaty Organization (NATO) v. the Warsaw Pact • Korean Conflict • Vietnam War • Berlin and significance of Berlin Wall • Cuban Missile Crisis • Nuclear weapons and the theory of deterrence | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.12a, b 13a, b (continued)

The student will demonstrate knowledge of major events and outcomes of the Cold War in the second half of the twentieth century by

- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
- b) assessing the impact of nuclear power on patterns of conflict and cooperation since 1945;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Collapse of Communism in the Soviet Union and Eastern Europe (1989)</p> <ul style="list-style-type: none"> • Soviet economic collapse • Nationalism in Warsaw Pact countries • Tearing down of Berlin Wall • Breakup of U.S.S.R the Soviet Union. • Expansion of NATO | |

STANDARD WHII.12e 13c

The student will demonstrate knowledge of major events in the second half of the twentieth century by

- c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p>Japanese occupation of European colonies in Asia heightened demands for independence after World War II.</p> <p>After World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.</p> | <p>How did the Cold War influence conflicts in Eastern Asia after World War II?</p> <p>What was the policy of containment?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • Containment: Policy for preventing the expansion of communism <p>Conflicts and revolutionary movements in China</p> <ul style="list-style-type: none"> • Division of China into two nations at the end of the Chinese civil war • Chiang Kai-shek (Jiang Jieshi) - Nationalist China (island of Taiwan) • Mao Tse-tung (Mao Zedong) - Communist China (mainland China) • Continuing conflict between the two Chinas • Communist China's participation in Korean Conflict <p>Conflicts and revolutionary movements in Vietnam</p> <ul style="list-style-type: none"> • Role of French Imperialism • Leadership of Ho Chi Minh • Vietnam as a divided nation • Influence of policy of containment • The United States and the Vietnam War • Vietnam as a reunited communist country today | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHIL.13d

The student will demonstrate knowledge of major events and outcomes of the Cold War by

- d) describing major contributions of selected world leaders in the second half of the twentieth century including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

| Essential Understandings | Essential | Essential Knowledge | Essential Skills |
|---|---|--|------------------|
| <p><u>World leaders made major contributions to events in the second half of the twentieth century.</u></p> | <p><u>What role did Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping each play in major events in the second half of the twentieth century?</u></p> | <p><u>Indira Gandhi</u></p> <ul style="list-style-type: none"> • <u>Closer relationship between India and the Soviet Union during the Cold War</u> • <u>Developed nuclear program</u> <p><u>Margaret Thatcher</u></p> <ul style="list-style-type: none"> • <u>British Prime Minister</u> • Opposed Soviet communism — “Iron Lady” • <u>Free trade and less government regulation of business</u> • <u>Close relationship with United States and U.S. foreign policy</u> • <u>Asserted United Kingdom’s military power</u> <p><u>Mikhail Gorbachev</u></p> <ul style="list-style-type: none"> • <u>Glasnost and perestroika</u> • <u>Fall of the Berlin Wall</u> • <u>Last president of Soviet Union</u> • Oversaw peaceful transition to democracy <p><u>Deng Xiaoping</u></p> <ul style="list-style-type: none"> • <u>Reformed communist economy to market economy leading to rapid economic growth</u> • <u>Communist control of government continued</u> | |

STANDARD WHII.13a 14a

The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by

a) describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| <p>British policies and the demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian sub-continent.</p> <p><u>The Republic of India, a democratic nation, developed after independence.</u></p> | <p>Who was a leader of the Indian independence movement, and what tactics did he use?</p> <p>What were the outcomes of the Indian independence movement?</p> | <p>Regional setting for the Indian independence movement</p> <ul style="list-style-type: none"> • Indian sub-continent • British India • India • Pakistan (former West Pakistan) • Bangladesh (former East Pakistan) • Sri Lanka (former Ceylon) <p>Evolution of the Indian independence movement</p> <ul style="list-style-type: none"> • British rule in India • <u>Indian National Congress</u> • Leadership of Mohandas Gandhi • Role of civil disobedience and passive resistance • Political division along Hindu-Muslim lines, Pakistan/India • <u>Republic of India</u> <ul style="list-style-type: none"> - <u>World's largest democratic nation</u> - <u>Federal system gives many powers to the state</u> <p>Indian Democracy</p> <ul style="list-style-type: none"> • Jawaharlal Nehru - a close associate of Gandhi, supported western style industrialization • <u>1950 Constitution sought to prohibit caste discrimination</u> • <u>Ethnic and religious differences caused problems in the development of India as a democratic nation</u> • <u>New economic development has helped to ease financial problems of the nation</u> | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.13b 14b

The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
b) describing Africa’s achievement of independence, including Kenyatta’s leadership of Kenya and Mandela’s role in South Africa;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>The charter of the United Nations guaranteed colonial populations the right to self-determination. Independence movements in Africa challenged European imperialism.</p> | <p>Why did independence movements in Africa gain success after World War II?</p> <p>What was Kenyatta’s leadership role in Kenya?</p> <p><u>What was Nelson Mandela’s leadership role in South Africa?</u></p> | <p>The independence movement in Africa</p> <ul style="list-style-type: none"> • Right to self-determination (U.N. charter) • Peaceful and violent revolutions after World War II • Pride in African cultures and heritage • Resentment toward imperial rule and economic exploitation • Loss of colonies by Great Britain, France, Belgium, and Portugal <p>Influence of superpower rivalry during the Cold War</p> <p>Examples of independence movements and subsequent development efforts</p> <ul style="list-style-type: none"> • West Africa - Peaceful transition • Algeria - War for Independence from France • Kenya (Britain) - Violent struggle under leadership of Kenyatta • South Africa - Black South Africans’ struggle against apartheid led by <u>Nelson Mandela, who became the first black President of the Republic of South Africa.</u> | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> |

STANDARD WHII.13e 14c

The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
 c) describing the end of the mandate system and the creation of states in the Middle East including the role of Golda Meir and Gamal Abdul Nasser.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.</p> | <p>What were the results of the United Nations' decision to end the mandate system in terms of states created (locations) and their subsequent problems?</p> <p><u>What was the role of Golda Meir and Gamal Abdul Nasser in the creation of the states in the Middle East?</u></p> | <p>Mandates in the Middle East</p> <ul style="list-style-type: none"> • Established by the League of Nations • Granted independence after World War II • Resulted in Middle East conflicts created by religious differences <p>French Mandates in the Middle East</p> <ul style="list-style-type: none"> • Syria • Lebanon <p>British Mandates in the Middle East</p> <ul style="list-style-type: none"> • Jordan (originally Transjordan) • Palestine (part became independent as the State of Israel) <p>Golda Meir</p> <ul style="list-style-type: none"> • <u>Prime Minister of Israel</u> • <u>After initial setbacks, led Israel to victory in Yom Kippur War</u> • <u>Sought support of United States</u> <p>Gamal Abdul Nasser</p> <ul style="list-style-type: none"> • <u>President of Egypt</u> • <u>Nationalized Won Suez Canal from Britain</u> • <u>Established relationship with Soviet Union</u> • <u>Built Aswan High Dam</u> | <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.14a 15a

The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

a) describing their beliefs, sacred writings, traditions, and customs;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|---|
| <p>Five world religions have had a profound impact on culture and civilization.</p> | <p>What are some characteristics of the five major world religions?</p> | <p>Judaism</p> <ul style="list-style-type: none"> • Monotheism • Ten Commandments of moral and religious conduct • Torah - Written record and beliefs of Hebrews <p>Christianity</p> <ul style="list-style-type: none"> • Monotheism • Jesus as Son of God • Life after death • New Testament - Life and teachings of Jesus • Establishment of Christian doctrine by early church councils <p>Islam</p> <ul style="list-style-type: none"> • Monotheism • Muhammad the prophet • <u>Qur'an</u> / Koran • Five Pillars of Islam • Mecca and Medina | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> |

STANDARD WHII.14a 15a (continued)

The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

a) describing their beliefs, sacred writings, traditions, and customs;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Buddhism</p> <ul style="list-style-type: none"> • Founder - Siddhartha Gautama (Buddha) • Four Noble Truths • Eightfold Path to Enlightenment • Spread of Buddhism from India to China and other parts of Asia, resulting from Asoka's missionaries and their writings <p>Hinduism</p> <ul style="list-style-type: none"> • Many forms of one deity <u>God</u> • Caste system • Reincarnation: <u>Rebirth based upon karma</u> • Karma: Future reincarnation based on present behavior <u>Knowledge that all thoughts and actions result in future consequences</u> | |

STANDARD WHII.14b 15b

The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
 b) locating the geographic distribution of religions in the contemporary world.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p> | <p>Where are the followers of the five world religions concentrated?</p> | <p>Geographical distribution of world's major religions</p> <ul style="list-style-type: none"> • Judaism - Concentrated in Israel and North America • Christianity - Concentrated in Europe, North and South America • Islam - Concentrated in the Middle East, Africa, and Asia • Hinduism - Concentrated in India • Buddhism - Concentrated in East and Southeast Asia | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.15a 16a

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>Both developed and developing nations face many challenges. These include migrations, ethnic and religious conflict, and new technologies.</p> | <p>What are some challenges faced by the contemporary world?</p> <p>What new technologies have created opportunities and challenges?</p> | <p>Migrations of refugees and others</p> <ul style="list-style-type: none"> • Refugees as an issue in international conflicts • Migrations of “guest workers” to European cities <p>Ethnic and religious conflicts</p> <ul style="list-style-type: none"> • Middle East • Northern Ireland • Balkans • <u>Horn of Africa</u> • <u>South Asia</u> <p>Impact of new technologies</p> <ul style="list-style-type: none"> • Widespread but unequal access to computers and instantaneous communications • Genetic engineering and bioethics | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.15b 16b

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.</p> <p>Economic development and the rapid growth of population are having an impact on the environment.</p> <p>Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.</p> | <p>How does the developing world compare with the developed world in terms of economic, social, and population characteristics?</p> <p>What impact are economic development and rapid population growth having on the environment?</p> <p>What are the links between economic development and political freedom?</p> | <p>Contrasts between developed and developing nations</p> <ul style="list-style-type: none"> • Geographic locations of major developed and developing countries • Economic conditions • Social conditions (literacy, access to health care) • Population size and rate of growth <p>Factors affecting environment and society</p> <ul style="list-style-type: none"> • Economic development • Rapid population growth <p>Environmental challenges</p> <ul style="list-style-type: none"> • Pollution • Loss of habitat • Ozone depletion • <u>Global climate change</u> <p>Social challenges</p> <ul style="list-style-type: none"> • Poverty • Poor health • Illiteracy • Famine • Migration | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.15b 16b (continued)

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Relationship between economic and political freedom</p> <ul style="list-style-type: none"> Free market economies produce rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual rights. Recent examples include Taiwan and South Korea. | |

STANDARD WHII.15e 16c

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a difference between the developed and developing nations.</p> | <p>How is economic interdependence changing the world?</p> | <p>Economic interdependence</p> <ul style="list-style-type: none"> • Role of rapid transportation, communication, and computer networks • Rise and influence of multinational corporations • Changing role of international boundaries • Regional integration (European Union) • Trade agreements - North American Free Trade Agreement (NAFTA), World Trade Organization (WTO) • International organizations - United Nations (UN), International Monetary Fund (IMF) | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> |

STANDARD WHII.15d 16d

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 d) analyzing the increasing impact of terrorism.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|------------------|
| <p><u>Both developed and developing nations of the world have problems that are brought about by inequities in their social, cultural, and economic systems.</u></p> <p><u>Some individuals choose to deal with these unequal conditions through the use of terrorist activities.</u></p> <p><u>Terrorism is the use of violence and threats to intimidate and coerce for political reasons.</u></p> <p><u>A major cause of terrorism is religious extremism.</u></p> | <p><u>What are examples of international terrorism in our world today that have impacted developed and developing nations?</u></p> <p><u>How has terrorism impacted developed and developing nations in the contemporary world?</u></p> | <p><u>Examples of International Terrorism</u></p> <ul style="list-style-type: none"> • <u>Munich Olympics</u> • <u>Terrorist attacks in the United States (9/11/2001) - motivated by extremism (Osama bin Laden).</u> • <u>Car bombings</u> • <u>Suicide bombers</u> • <u>Airline hijackers</u> <p><u>Selected regions that have experienced terrorist activities</u></p> <ul style="list-style-type: none"> • <u>Middle East</u> • <u>Europe</u> • <u>North America</u> <p><u>Governmental responses to terrorist activities</u></p> <ul style="list-style-type: none"> • <u>Surveillance and privacy rights</u> • <u>Security at ports and airports</u> • <u>Identification badges and photos</u> | |