

# Modern World History Curriculum



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## Unit 1: Redefining World Society and Culture

***Please note anything in red and italics is not covered in the online course***

## **Unit 1: Redefining World Society and Culture**

(transition from the ancient and classical worlds to 1300s)

The ancient, classical, and medieval periods in world history provide the foundation for modern world history. During these time periods the rise and fall of great empires led to both unity and chaos throughout the world. The end of the classical era is dominated by disturbances in the balance of Afro-Eurasian power with the fall of both the Roman and Han empires. This led to a power void that was soon filled by a variety of competing empires, most successfully the Islamic Caliphates and the Mongol Empire. At the same time, major social and cultural practices spread throughout the world through different forms of interaction, including regional trading networks, missionaries, and warfare. This unit is designed to be a brief overview and review of some of the themes and concepts that students should have already been exposed to in middle school. It is not expected that all the events be re-taught; however, this unit should provide students with opportunities to examine some key themes and work on historical thinking, processes, and chronological skills so that they have a stronger foundation and contextual knowledge through which to begin their study of modern world history in more detail.

### **Enduring Understandings:**

- For every historical interpretation there are multiple ways of examining and evaluating these arguments.
- People can use what they learn from the past to help them make better decisions in the present.
- Global society is diverse, creating varied perspectives, contributions, and challenges.
- Empire building leads to both cultural diffusion as well as internal animosity among rival groups.
- Geography and location significantly impact events in history.

### **Essential Questions:**

- Why is it important to learn to think like a historian?
- Why are some aspects of world civilizations, such as religion, social structure, and artistic achievements so long lasting and influential?
- Why do empires rise and fall?
- Are historical events ever inevitable?
- How do geographic features and location influence political and economic systems?

### **Unit Questions:**

- Why does history matter and why is it important to use historical thinking, processes, and chronological skills?
- How did the world prior to 1300 lay the foundation for political, social, economic, and cultural aspects of the modern world?

**Historical Thinking Skills:**

- Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries. (U1LC, U1LD)
- *Consider multiple perspectives of various peoples from the past by demonstrating their differing motives and beliefs.*
- *Reconstruct patterns of historical succession and duration; explain historical continuity and change and cause and effect through comparative and chronological thinking.*
- Use timelines, bar graphs, pie graphs, charts, and historical maps to evaluate historical data and recognize historical trends. (U1LB, U1LE)
- Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge. (U1LE)
- Use geographic tools to locate places and describe the human and physical characteristics in the region. (U1LE)

**EXPECTATION**

Using historical thinking and processing skills, have students demonstrate an understanding of the political, social, and cultural aspects of Africa Eurasia and American empires and societies as well as the impact of the interaction between cultures prior to 1300.

**TOPIC**

A. What is history and historical thinking?

**INDICATOR**

1. Describe the reasons to study history and the importance of keeping an active, inquiring, multi-perspective attitude.

**OBJECTIVES**

- a. Use active reading skills of predicting, questioning, summarizing, connecting, clarifying, and visualizing.
- b. Practice using cause and effect reasoning skills to realize the connection between them can determine why certain events occurred and whether they are related.
- c. Determine how people used problem solving skills to and overcome historical challenges.
- d. Practice writing generalizations by collecting different examples in world history, identifying what they have in common, and making statements that apply equally to all.

**TOPIC****B. World Religions and Belief Systems****INDICATOR**

1. Describe the beliefs of and impacts of select world religions on world history prior to 1300.

**OBJECTIVES**

- a. Compare the fundamental teachings, practices, and divisions found in Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Daoism. (U1LB)
- b. Analyze how cultural diffusion led to the spread of Christianity throughout the Roman and Byzantine worlds, Islam throughout southwest Asia and Africa, and Buddhism throughout eastern Asia. (U1LB)
- c. Explain the divisions that emerged within world religions, such as Catholicism and Eastern Orthodox Christianity, Sunni and Shi'ite Islam, and different forms of Buddhism and Confucianism. (U1LB)
- d. Compare the impact of religion on political affairs, such as the impact of Christianity in European nations, Islam throughout the Middle East and Buddhism, Daoism, and Confucianism in East Asia. (U1LB)
- e. Analyze the impact of religion as a unifying cultural and social force, such as the role of Christianity in Europe and the role of Islam in the Islamic world. (U1LB)

**TOPIC****C. Political Empires and State Building****INDICATOR**

1. Trace the rise of new empires and states in Africa, Eurasia, and the Americas from 700 to 1300.

**OBJECTIVES**

- a. Compare the rise of empires such as the Aztecs and Incas in the Americas, the Gupta in India, the Sudanic states in Africa, the Byzantine in Europe, and the Tang and Song in China. (U1LC)
- b. Analyze Arab Muslim success in founding an empire stretching from Western Europe to India and China and describe the diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule. (U1LC)
- c. Compare the concept of empire building, found within the Islamic empires in Western Europe, India, and China with the Mongol empires of China, Southeast Asia, *Russia*, and Southwest Asia including the effects on diverse cultures within these empires. (U1LC)
- d. *Compare the key events in the rise of states and the development of monarchical dynasties in Europe such as the Holy Roman Empire, William the Conqueror's invasion of England, the Magna Carta, and the Crusades.*

**INDICATOR**

2. Assess the effects of the rise and fall of empires prior to 1300.

**OBJECTIVES**

- a. Explore the evolution of nationalism formed among conquered peoples in different empires.*
- b. Analyze various causes that historians have proposed to account for the decline of empires, such as the Roman, Han, Mauryan, and Mayan empires. (U1LC)
- c. Evaluate the impact of the fall of empires on the cultural and social aspects of life in different regions of the world.*

**TOPIC**

D. Social Systems and Cultural Achievements prior to 1300

**INDICATOR**

1. Compare the social structures found throughout Africa and Eurasia prior to 1300.

**OBJECTIVES**

- a. Evaluate the role of gender, including inheritance laws, marriages, and legal status in societies such as those in Western Europe, China, *India*, and throughout the Middle East and *Africa*. (U1LD)
- b. Compare the political systems found in China, Japan, and Europe. (U1LD)
- c. Compare the social structures in different regions including the relationship between religions and secular authorities and the impact of these systems on peasants.*

**INDICATOR**

2. Compare the long-lasting cultural achievements of different groups throughout Africa and Eurasia prior to 1300.

**OBJECTIVES**

- a. Compare the artistic and architectural styles found in different societies, such as those found in classical Greece and Rome, the Byzantine Empire, the Tang and Song Dynasties, South and Southeast Asia, the Sudanic Empire, and different regions of the Americas. (U1LD)
- b. Identify the major scientific, mathematical, and technological achievements in different empires, such as those in the Gupta Empire, the Tang and Song Dynasties, and the Islamic Caliphates. (U1LD)

**TOPIC**

## E. Interaction of Peoples and Groups

**INDICATOR**

1. Compare how interactions and interregional communication and trade led to cultural exchanges among diverse peoples in world history.

**OBJECTIVES**

- a. Describe the importance of geographic features and trade routes in the development of major urban centers such as Beijing, Bukhara, Canton, Constantinople, Delhi, Malacca, Samarkand, Timbuktu, and Venice. (U1LE)
- b. Examine how the migrations of different groups, such as Huns, Bantus, Polynesians, Aztecs, Mongols, Vikings, Magyars, and Arabs impacted different political, social, and cultural ideas and systems. (U1LE)
- c. Use geographic tools explain how migration patterns and trade routes such as the Indian Ocean trade routes connected most of Afro-Eurasia. (U1LE)
- d. Assess the importance of regional and worldwide trade routes, including the Indian Ocean trade routes, as vehicles of economic, religious, cultural, and technological diffusion. (U1LE)
- e. *Use case studies to summarize how scarcity affects individuals, businesses, governments, and nations and the effectiveness with which people throughout history have utilized specifications and trade to address economic scarcity and unequal resource allocations.*





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## Unit 2: How Trade and Travel Changed the World

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## Unit 2: How Trade and Travel Changed the World

By the eve of the early modern period, most major regions of Africa and Eurasia were linked through trade and migration routes. The linking of regions caused global transformations as economic exchanges were accompanied by cultural exchanges and advantageous positions in trade networks were linked to economic growth and political power. This unit is a comparative look at societies in Eurasia and Africa that increasingly interacted between 1300 and 1550.

### Enduring Understandings

- The linking of major regions of the world led to global transformations.
- Global society is diverse, creating varied perspectives, contributions, and challenges.
- Exploration and expansion transform ideas, culture, and society.
- Key positions in trade networks facilitate economic and political growth and power.
- Geography and location significantly impact historical events.

### Essential Questions:

- How and why did trade and interaction lead to changes in political, economic, and social systems?
- What factors contributed to the establishment, expansion, and decline of empires?
- How can there be different explanations of the same event in history?
- How did geography and location significantly impact events in history?

### Unit Questions:

- How were African and Eurasian regions linked by economic growth and political power?
- How did Eurasian empires grow and transform?
- How did advances in technology and science lead to change?
- How did the global economy react to European overseas exploration during the 15<sup>th</sup> and 16<sup>th</sup> centuries?

### Historical Thinking Skills:

- *Examine how maps are used by historians.*
- Identify the author or source of a historical document and explain the literal meaning of the document. (U2LA, U2LB, U2LE, U2LF, U2LG)
- Assess the uses and credibility of a source by examining personal and contextual influences and by corroborating with other historical sources. (U2LC, U2LD, U2LE, U2LH, U2LI)
- *Differentiate between historical facts and historical interpretations.*
- Draw upon data from maps, charts, and graphs to form conclusions and generalizations. (U2LG)
- Analyze change or continuity in areas of the world over time based on text and non-text information. (U2LB, U2LF, U2LG)



**EXPECTATION**

Students demonstrate an understanding that world societies and cultures were redefined through interregional contact.

**TOPIC**

A. Intercommunication and Trade in Afro-Eurasia

**INDICATOR**

1. Examine how interregional communication and trade led to intensified cultural and biological exchanges among diverse peoples of Eurasia and Africa.

**OBJECTIVES**

2. Describe how empires, such as the Ottoman Empire, Ming China, Moghul India, and Songhai Africa acquired wealth and power as a result of interregional trade. (U2LA)
3. Trace the role of European involvement in interregional trade from the 14<sup>th</sup> through the 17<sup>th</sup> centuries. (U2LA)
4. Analyze the origins and impact of the spread of disease through trade networks, such as the bubonic plague in Central and East Asia, Europe, Middle East, and North Africa. (U2LA)

**TOPIC**

B. Growth and Transformation of Large Territorial Eurasian Empires – The Ottoman and Ming China

**INDICATOR**

1. Examine the impact and significance of the expansion of the Ottoman State.

**OBJECTIVES**

- a. Summarize the scholarly, artistic, and architectural achievements of the Ottoman Empire. (U2LB)
- b. Analyze the role of trade and location in the origin, organization, and administration of the Ottoman Empire. (U2LB)
- c. Analyze the impact of the growth of the Ottoman Empire on the various peoples of the empire, including how Muslim, Orthodox Christians, Catholics, and Jewish peoples interacted under Ottoman rule. (U2LB)

**INDICATOR**

2. Examine the governmental, economic, religious, and social organizations and systems of Ming China.

**OBJECTIVES**

- e. Explain the reasons for the collapse of Mongol rule in China. (U2LC)
- f. Summarize the reasons for the Ming Dynasty's rejection of foreign influences and the revival of traditional Chinese practices and beliefs. (U2LC)
- g. Examine how Confucianism and Daoism impacted Chinese politics and society. (U2LD)
- h. Evaluate the impact of Chinese trade and cultural diffusion on the religions, languages, and governments of Asian societies such as Korea, Vietnam, Japan, and other Asian societies. (U2LD)

**TOPIC**

- C. Economic and Cultural Transformations in Europe

**INDICATOR**

1. Analyze the impact of internal changes and increased global intercommunication and trade on the transformation of Europe.

**OBJECTIVES**

- a. Analyze the role of the Black Death and Hundred Years War in the decline of European feudalism and eventual rise of nation-states. (U2LE)
- b. Compare the rise of individual states in Europe to centralized land based empires in Asia. (U2LE)
- c. Describe the role of the Italian city states and the Portuguese in providing luxury goods such as silk and spices to Europe. (U2LE)
- d. Analyze the political, philosophical, and cultural contributions of classical Greece, Rome, Han China, and Islamic civilizations to the Renaissance. (U2LF)
- e. Describe the scientific, aesthetic, and cultural significance of major changes in painting, sculpture, literature, and architecture throughout Europe. (U2LF)
- f. Explain the role of new technologies, such as the printing press, on the spread of secular ideas and humanistic thought of the 14<sup>th</sup> through 17<sup>th</sup> centuries. (U2LF)
- g. Analyze the causes and consequences of discontent with the late medieval church during the Protestant and Catholic reformations. (U2LF)

**TOPIC**

D. Economic and Cultural Transformations in Sub-Saharan Africa.

**INDICATOR**

1. Analyze the impact of interregional interactions and trade on the transformation of Sub-Saharan Africa.

**OBJECTIVES**

- a. Explain the causes and effects of Islamic expansion on political and cultural life in the Mali and Songhai Empires. (U2LG)
- b. Explain how West African Kingdoms participated in and profited from Eurasian trade routes, especially the trade of slaves, salt, gold, and ivory. (U2LG)
- c. Analyze the impact of trade in the economic and cultural development of East Africa, including the significance of Swahili. (U2LG)

**TOPIC**

E. Economic, Political, and Cultural Transformations in a Global Economy

**INDICATOR**

1. Analyze the origins and consequences of European overseas expansion in the 15<sup>th</sup> and 16<sup>th</sup> centuries.

**OBJECTIVES**

- a. Explain how competition for Asian goods, Ming China's demand for silver, and the restriction on European commercial trade, led the Portuguese, Dutch and Spanish to explore the Atlantic Ocean. (U2LH)
- b. Analyze how the Spanish and Portuguese were able to establish colonial empires in the Americas. (U2LH)
- c. Analyze the extent of cultural exchange between the colonizers and indigenous peoples, such as the Spanish with Aztecs and Incas. (U2LH)
- d. Assess the ways in which the Columbian Exchange and the trans-Atlantic African slave trade affected European, Asian, African, and American indigenous societies. (U2LI)
- e. Explain how plantation production spread from the Mediterranean to the Americas and the impact of the production of sugar and tobacco on the world economy and global labor systems. (U2LI)
- f. Compare the conditions of slave life on plantations in the Caribbean, Brazil, and British North America, including resistance and cultural exchanges. (U2LI)



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## Unit 3: Revolutions and Reaction

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### **Unit 3: Revolutions and Reaction**

In a truly global trade system, Europe benefited from the influx of capital and new knowledge from around the world which contributed to intellectual, political, and economic changes. The resulting ideas about human rights and democracy were published and spread along the same routes that transported commodities, fostering revolutions on both sides of the Atlantic Ocean and leading to an increase in nationalism. These ideas forever changed the political and social systems throughout the world. The industrial revolutions, enabled by technological developments and political and economic expansions, laid the foundation for what became the modern world during the 19<sup>th</sup> century.

#### **Enduring Understandings**

- When peoples interact through trade, exploration, migration, or conquest, ideas are exchanged which may cause political change.
- Revolution can be caused by a variety of factors such as social, political, and/or economic inequalities.
- Nationalism can be both a unifying and a divisive force.
- Geography and location significantly impact economic and political systems.
- Industrialization leads to political, economic, and social changes which must be addressed by governments and societies.

#### **Essential Questions:**

- How do trade and migration patterns cause intellectual and cultural transformations?
- What social, political, and economic conditions lead to the overthrow of established ideas?
- How does nationalism impact nations and people?
- How do artifacts and documents influence how history is written?

#### **Unit Questions:**

- How did global discoveries, exploration, expansion, and technological change bring new wealth and power to Europe?
- How and why did the spread of Enlightenment (Age of Reason) and revolutionary ideas transform existing political and social systems throughout the world?
- How did the ideas of liberalism and nationalism unite the people of Europe and the Americas?

**Historical Thinking Skills:**

- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas. (U3LA, U3LB, U3LC, U3LD, U3LE, U3LF)
- Consider and compare multiple perspectives in primary and secondary sources. (U3LA, U3LB, U3LD, U3LF)
- *Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.*
- *Identify the central question(s) a historical narrative addresses.*
- *Compare competing historical narratives.*
- *Evaluate major debates among historians.*
- Draw comparisons across eras and regions in order to define enduring issues. (U3LD, U3LE, U3LF)

**EXPECTATION**

Students demonstrate an understanding that global interaction facilitated the spread of democratic ideas and revolutions on both sides of the Atlantic Ocean.

**TOPIC**

A. Enlightenment and Revolution

**INDICATOR**

1. Analyze how changes in western political and social thought were inspired by interactions with other peoples and cultures and how it led to political change in Great Britain and other Western nations.

**OBJECTIVES**

- a. Explain how the English Civil War and the Revolution of 1688 affected government, religion, economy, and society in Britain as well as the American colonies. (U3LA)
- b. Analyze the causes of the European Enlightenment including political stability, the scientific revolution, weakened church influence, cultural diffusion and exchanges, and international trade. (U3LA)
- c. Describe Enlightenment ideas about human rights and government, including democratic ideas, and how enlightenment thinkers used the printing press to spread new ideas. (U3LA)
- d. *Compare the European Enlightenment to intellectual and cultural movements in Eurasia, such as those in Ottoman, Persian, Tokugawa, Mughal, and Ming empires.*



**INDICATOR**

2. Analyze how the spread of political ideas such as self government and liberty in Europe and America served as a catalyst for change in the world.

**OBJECTIVES**

- a. Analyze how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France and other parts of the world. (U3LB)
- b. Compare the causes, character, and consequences of the American and French Revolutions, including ideas of social equality, democracy, human rights, liberty, constitutionalism, and nationalism. (U3LB)
- c. Explain how the French Revolution transitioned from constitutional monarchy to autocratic rule under Napoleon. (U3LC)
- d. Analyze how the Enlightenment ideas of liberty, equality, fraternity, and nationalism spread throughout Napoleon's empire and how the ideals of the revolution inspired revolts against absolute governments into the 20th century. (U3LC)

**TOPIC****B. Reaction****INDICATOR**

1. Examine the limitations to the spread of revolutionary ideals in Europe in spite of continued efforts by people to achieve liberty.

**OBJECTIVES**

- a. Explain how the French Revolution and Napoleon led to a reactionary response by Russian absolutist rulers.
- b. Evaluate the failure of the ideals of liberty on the continuation of forced labor systems such as those found in the Americas and Russia.
- c. Assess the extent to which the ideals of the French Revolution were suppressed as a result of the Congress of Vienna. (U3LC)
- d. Analyze the effects of the revolutions of the 1830s and 1840s on the long-term struggle to achieve the ideals of liberty in Europe. (U3LC)
- e. Examine the influence of nationalism in the call for liberty and government reform throughout Europe. (U3LC)

**INDICATOR**

2. Assess the impact of revolutionary reaction and nationalism on the creation of nation-states in the Americas.

**OBJECTIVES**

- a. Analyze how nationalism and revolutionary ideals led to revolutions in Haiti, Mexico, and throughout South America. (U3LD)
- b. Compare the roles of Creole elites, the Catholic Church, and mestizo, mulatto, and Indian populations in Latin American independence movements. (U3LD)
- c. Analyze the extent to which revolutions in Latin America accomplished Enlightenment goals. (U3LD)
- d. Assess the successes and failures of democracy in Latin American countries following independence. (U3LD)
- e. Trace the development of Canada as an independent nation. (U3LD)

**TOPIC**

C. Industrialization

**INDICATOR**

1. Analyze the origins of industrialization in various regions of the world.

**OBJECTIVES**

- a. Describe the characteristics of the agricultural revolution in Western Europe and its relation to industrialization. (U3LE)
- b. Analyze the internal and external geographic, economic, technological and political facts that resulted in industrialization in Western European countries and the United States with those of *Russia and Japan*. (U3LE)
- c. Analyze relationships between the expanding world market economy of the 16<sup>th</sup> through the 18<sup>th</sup> centuries and the development of industrialization, including comparison of the positions of Britain, China, and India. (U3LE)

**INDICATOR**

2. Analyze the connections between industrialization and continuing major developments in science and technology.

**OBJECTIVES**

- a. Examine how new inventions, including the railroad, steamship, telegraph, mass production, photography, and internal combustion engine, transformed patterns of global communication, trade, and state power. (U3LE)
- b. Analyze how new forms of generative power contributed to Europe's "second industrial revolution" and compare the role of the state in different countries in directing or encouraging industrialization. (U3LE)

**INDICATOR**

3. Analyze the spread of industrialization and the accompanying external and internal transformations in various regions of the world.

**OBJECTIVES**

- a. Explain how industrialization led to demographic changes such as population patterns, urbanization, the emergence of new social classes, and increased literacy and how these impacted urban populations. (U3LF)
- b. Analyze the connections between industrialization and political and social reform movements. (U3LF)
- c. Analyze the connections between industrialization and increased democracy in countries such as Britain and France. (U3LF)
- d. Analyze how changes in the world economy, Enlightenment thought, religion, democratic revolutions, and slave resistance brought about the abolition of the slave trade and emancipation of slaves in England and the Americas. (U3LF)



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## Unit 4: Nationalism, Industrialism, and Imperialism

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## Unit 4: Imperialism and Nationalism

Both industrialization and emerging ideas of nationalism transformed societies, reshaped the global balance of power, and changed how people saw themselves and others. Nations with the capacity and willingness to industrialize gained economic and political power and asserted their influence over others in the form of new imperialism promoted by ideas of nationalism. Nationalism also emerged in nations affected by imperialism, manifested in resistance and reaction. This surge in power marks the relatively short period of European hegemony, disrupted by the global wars of the 20<sup>th</sup> century.

### Enduring Understandings:

- Imperialism transforms the political, economic, and cultural systems of both imperial countries and those colonized.
- Nationalism unifies some nations and devastates others.
- Geography and location significantly impacts events in history.

### Essential Questions:

- How has industrialization, nationalism, and liberalism impacted the world?
- How does the development of nationalism impact people, nations, and empires?
- How did imperialism affect the cultural, social, political, and economic climate of societies?
- What characteristics and factors unite people as a nation?
- Is there such a thing as completely unbiased history?
- How does geography and location affect historical events?

### Unit Question(s):

- How and why did governments, societies, and economies change as a result of 18<sup>th</sup> and 19<sup>th</sup> century industrialization and imperialism?
- Why and how did industrialization and imperialism create inequalities between nations?
- How did nationalism unify different nations and peoples during the 19<sup>th</sup> century?

### Historical Thinking Skills:

- Evaluate multiple perspectives of various peoples in the past by demonstrating their differing motives and beliefs. (U4LA, U4LB, U4LC, U4LD, U4LE, U4LH)
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas. (U4LI)
- Employ quantitative analysis in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy. (U4LF)
- Support interpretations with historical evidence in order to construct closely reasoned arguments. (U4LH)
- Draw comparisons across eras and regions in order to define enduring issues. (U4LE, U4LG, U4LI)
- Identify the author or source of the historical document or narrative and assess its credibility. (U4LB)
- *Identify the central question(s) the historical narrative addresses.*

**EXPECTATION**

Students demonstrate an understanding that the impact of industrialization led to imperialist and nationalist movements which redefined identities and the global balance of power.

**TOPIC**

A. Imperialism

**INDICATOR**

1. Analyze how and why industrialized nations were able to create imperial empires throughout the world.

**OBJECTIVES**

- a. Explain how the need for raw materials and new markets directly led to imperialism in nations in Africa and Asia. (U4LA)
- b. Examine how countries such as Great Britain, the Netherlands, France, and Germany established and strengthened control over their colonies through different processes such as warfare and diplomacy. (U4LA)
- c. Analyze how Social Darwinism and scientific racism were used to justify western imperialism throughout the non-western world. (U4LA)
- d. Explain the reasons for the creation and the long-term success of European settler colonial settlements in places such as Argentina, South Africa, Australia, and *New Zealand*. (U4LA)



## INDICATOR

2. Examine the processes of, impact of, and reactions to direct imperialism in Asia and Africa.

## OBJECTIVES

- a. Analyze the reasons for British imperialism in India, including the decline of the Mughal Empire and the economic potential of Indian crops. (U4LB)
- b. Assess the economic impact of British imperialism, including deindustrialization, on India, including the impact on farmers, manufacturers, and world trade. (U4LB)
- c. Explain the social, economic, and intellectual sources of Indian nationalism and analyze the reactions of the British government to it. (U4LB)
- d. Compare French and British colonial expansion in mainland Southeast Asia and analyze Thailand's success in avoiding colonization. (U4LB)
- e. Analyze the reasons for European imperialism throughout Africa, including the Berlin Conference and internal cultural, social, and political conflict. (U4LC)
- f. Explain the major changes in the political geography of northern and Sub-Saharan Africa between 1880 and 1914. (U4LC)
- g. Analyze how the abolition of the Atlantic slave trade and increased output of European manufactured goods affected economies of West and Central Africa. (U4LC)
- h. Explain the rise of Zanzibar and other commercial empires in East Africa and the context of international trade in ivory, cloves, and slaves.*
- i. Describe the rise of the Zulu Empire and analyze its effects on African societies and European colonial settlements. (U4LC)
- j. Assess the effects of the discovery of diamonds and gold in South Africa on political and race relations among British colonial authorities, Afrikaners, and Africans.*
- k. Compare the sources and effectiveness of military, political, and religious resistance movements in Ethiopia and regions such as Algeria, *Morocco*, West Africa, *Sudan*, and South Africa. (U4LC)

## INDICATOR

3. Analyze the impact of and responses to economic imperialism in Asia and Latin America.

## OBJECTIVES

- a. Analyze why Qing China resisted political contact and trade with Europeans and its reluctance to industrialize and modernize following a European model. (U4LD)
- b. Explain the growth of the Chinese Diaspora in Southeast Asia and the Americas and assess the role of overseas Chinese in attempts to reform the Qing. (U4LD)
- c. Analyze how the reactions to economic imperialism and the Qing Dynasty, including the Taiping Uprising and the Boxer Rebellion, laid the foundation for attempted governmental reform movements and later revolutions in China. (U4LD)
- d. *Compare the process of economic imperialism in China with that of Indonesia and Latin America, including the role of military intervention.*
- e. Summarize Latin America's growing dependence on the global market. (U4LF)
- f. Analyze the consequences of economic development, elite domination, and the abolition of slavery for peasants, Indian populations, and immigrant laborers. (U4LF)
- g. Assess the effects of foreign intervention, liberal government policies, and nationalism on social and economic changes in Mexico, including legal and political rights for women. (U4LF)

**TOPIC****B. Reactions to Western Economic, Political, and Military Power****INDICATOR**

1. Compare how the Ottoman Empire, Russia, and Japan attempted to meet the challenges of Western economic, political and military power.

**OBJECTIVES**

- a. Analyze the effects of European commercial interventions and population growth on Ottoman society and government. (U4LG)
- b. Explain the defensive reform programs of Selim III, Mahmad II, and Abdul Hamid and analyze the challenges they faced in resolving political and economic crises. (U4LG)
- c. Analyze the effects of the French Revolution, Napoleonic invasion, and world economy on Russian absolutism. (U4LG)
- d. Assess the impact of imperial reforms and popular opposition movements in the late 1800s. (U4LG)
- e. Analyze the reasons for Russian success in wars of expansion against the Ottoman and other Muslim states and the reasons for failures against Europeans. (U4LG)
- f. Describe the changes in Japan's relations with China and Western powers from the 1850s to the 1890s. (U4LE)
- g. Analyze Japan's rapid industrialization, technological advancement, and national integration in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, including the policies of the Meiji state, the role of traditional values, and the impact of Western ideas. (U4LE)
- h. Analyze the effects of Sino-Japanese and Russo-Japanese wars and the colonization of Korea on the power of Japan and the people of Korea. (U4LE)

**INDICATOR**

2. Analyze the impact of new social and cultural movements and ideologies on 19<sup>th</sup> century Europe.

**OBJECTIVES**

- a. Analyze the impacts of Socialist and Marxist beliefs and programs on politics, industry, and labor relations in late 19<sup>th</sup> century Europe. (U4LH)
- b. Summarize how expanded educational opportunities and literacy changed European society. (U4LH)
- c. Examine the impact of political, economic, and social events on the artistic movements of 19<sup>th</sup> Century European society. (U4LH)

**TOPIC**

## C. Nationalism

**INDICATOR**

1. Analyze the development and impact of nationalism during the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**OBJECTIVES**

- a. Assess the impact of nationalism on the unification movements in Germany and Italy. (U4LI)
- b. Analyze how nationalism was a source of tension and conflict in places such as the Ottoman Empire. (U4LI)
- c. Explore how events during the 19<sup>th</sup> century, such as imperialism, led to the rise of nationalist movements in *China*, India, Egypt, Russia, and *Japan*. (U4LI)
- d. Compare nationalist movements in different regions of the world, such as *Latin America*, Africa, South Asia, and the Middle East. (U4LI)



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## Unit 5: Crisis and Change

*Please note anything in red and italics is not covered in the online course*

## **Unit 5: Crisis and Change**

The two world wars were the most destructive events in world history and have had long-term impacts in all regions of the world, including ultimate independence for many nations around the world. World War I began with a familiar-looking world that was dominated by a few empires and royal families. By the end of the war the traditional political power structure that had dominated world affairs for over three hundred years was crashing. The result of this led to more political upheavals as peoples of the world tried to determine a new approach to governing themselves. These wars and the technologies that resulted from them helped create a world where physical borders and distance did not hinder true global interaction and world connections. In order for students to understand the cost of peace and the political ideologies, this unit is vital to their understanding of the modern world.

### **ENDURING UNDERSTANDINGS:**

- Nationalism is both a unifying and a dividing force.
- Regional conflicts have international implications in an interconnected world system.
- Conflicts and crises change economies, political institutions, and societies.

### **ESSENTIAL QUESTIONS:**

- How does nationalism both unify and divide?
- Why do nations go to war?
- How have wars impacted world science and culture?
- Should governments protect national security and economic well being at the expense of civil liberties?
- How should evidence support a historical argument?

### **UNIT QUESTIONS:**

- Why did the conflicts and crises of the first half of the 20<sup>th</sup> century become global in nature?
- How did the conflicts and crises of the first half of the 20<sup>th</sup> century impact the world?
- How did the conflicts and crises of the first half of the 20<sup>th</sup> century reshape political and economic global power structures by 1950?

### **HISTORICAL THINKING SKILLS:**

- Formulate historical questions. (U5LE)
- Obtain historical data from a variety of sources. (U5LG, U5LH)
- Interrogate historical data. (U5LD, U5LE, U5LF)
- Identify the gaps in the available records; marshal contextual knowledge and perspectives of the time and place. (U5LE)
- Support interpretations with historical evidence. (U5LC, U5LE, U5LF, U5LG)
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas. (U5LA, U5LB, U5LD)



**EXPECTATION**

Students demonstrate an understanding of the impact of global competition and interaction from approximately 1900 to the beginning of the Cold War, including military conflicts of World War I and World War II, global depression, and the division of the world into “East” and “West.”

**TOPIC:**

A. World War I

**INDICATOR**

1. Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, nationalism, militarism, and imperialism as underlying causes of World War I

**OBJECTIVES**

- a. Examine the role of nationalism in the decline of the Ottoman Empire, *including the retreat of the Ottomans from the Balkans and the Black Sea regions*. (U5LA)
- a. Assess the importance of nationalism as a source of tension and conflict within the Austro-Hungarian Empires. (U5LA)
- b. Describe the growth of European militarism and its impact on the outbreak of World War I. (U5LA)
- c. Explain the formation of European alliances and its impact on the outbreak of World War I. (U5LA)
- d. Analyze the role of economic and imperial competition among European powers and its role in the outbreak of World War I. (U5LA)
- e. Assess the impact of German and Balkan nationalism on the outbreak of World War I. (U5LA)

**INDICATOR**

2. Describe the global scope, outcomes, and human costs of World War I.

**OBJECTIVES**

- a. Describe the major turning points of the war and the principal theaters of conflict in Europe, the Middle East, Sub-Saharan Africa, East Asia, and the South Pacific. (U5LB)
- b. Analyze how scientific and technological inventions impacted the course of World War I, including the impact on civilian populations through “total warfare” and the impact on military personnel through trench warfare. (U5LB)
- c. Explain how colonial peoples, such as those in South Asia, Africa, and the Middle East, contributed to the war effort of both the Allies and the Central Powers by providing military forces and supplies. (U5LB)
- d. Analyze how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (U5LB)
- e. Examine the global impact of the 1918 Influenza pandemic. (U5LD)

**INDICATOR**

3. Evaluate the impact of World War I on artistic, literary, and other cultural movements in various parts of the world.

**OBJECTIVES**

- a. Explain the impact of World War I on the women's suffrage movement worldwide. (U5LD)
- b. Evaluate the impact of artistic and literary movements, such as Cubism, Surrealism, Expressionism, Realism, and jazz on culture. (U5LD)
- c. Describe the impact of African and Asian art forms on European art. (U5LD)
- d. Analyze how new media, such as newspapers, magazines, commercial advertising, film, and radio contributed to the rise of mass culture and interactions around the world. (U5LD)

**INDICATOR**

4. Assess the impact of the World War I settlements and treaties on various regions of the world.

**OBJECTIVES**

- a. Describe the outcomes of the Conference at Versailles, including the Treaty of Versailles, the creation of the League of Nations, the development of the Mandate System, and the inaction of reparations. (U5LB)
- b. Explain how the collapse of the German, Austrian, and Ottoman empires led to the eventual creation of new states in Europe and the Middle East, such as Yugoslavia, Turkey, and Transjordan. (U5LB)
- c. Explain how the mandate system altered patterns of European colonial rule in Africa and the Middle East and led to the rise of pan-Arabism and other nationalist struggles for independence. (U5LB)

**TOPIC**

B. The Russian Revolution

**INDICATOR**

1. Analyze the causes and consequences of the fall of the Romanov Dynasty in Russia and the Russian Revolutions of 1917.

**OBJECTIVES**

- a. Explain the events that led to the victory of the Bolsheviks during the Russian Revolution, including the abdication of Czar Nicholas II of Russia, the formation of a provisional government, the outbreak of civil war, and the leadership of Lenin, Trotsky, and Stalin. (U5LC)
- b. Explain the Leninists' political and economic ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia, including the creation of the New Economic Policy. (U5LC)
- c. Analyze the challenges that revolutionary Russia posed to Western governments and explain the impact of the Bolshevik victory on world labor movements. (U5LC)

**TOPIC****C. The Global Depression****INDICATOR**

1. Describe the causes and global consequences of the Great Depression.

**OBJECTIVES**

- a. Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world. (U5LE)
- b. Assess the human costs of the Depression and compare its impact on the economies and societies in different countries, including its impact on colonial peoples of Africa and Asia. (U5LE)
- c. Analyze how the Depression contributed to the growth of socialist and communist movements and how it affected capitalist economic theory and practice in capitalist nations. (U5LE)
- d. Describe how governments, businesses, social groups, families, and individuals addressed the hardships of the Depression. (U5LE)
- e. Explain how the Soviet Union was able to become an industrial power and progress economically during the Depression. (U5LE)
- f. Assess the impact of the Great Depression on the rise of authoritarian regimes in Europe, Asia, and Latin America. (U5LE)

**TOPIC****D. World War II****INDICATOR**

1. Explain the causes of World War II.

**OBJECTIVES**

- a. Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain, and Japan. (U5LF)
- b. Compare and contrast the totalitarian regimes that emerged in Italy, Germany, Spain, and Japan with that of Stalin's Soviet Union. (U5LF)
- c. Analyze how the legacy of World War I, the Depression, ideological conflicts, imperialism, and traditional rivalries were underlying causes of World War II. (U5LF)
- d. Examine how the quest for empire of Germany, Italy, and Japan led to early conflict in nations such as Poland, Ethiopia, and China (Manchuria). (U5LF)
- e. Analyze how the policies of appeasement and nonaggression by nations such as Great Britain, France, the United States, and the Soviet Union and the failure of the League of Nations led to the continued aggression of Germany, Italy, and Japan. (U5LF)

**INDICATOR**

2. Analyze the global scope, outcome, and human costs of the war.

**OBJECTIVES**

- a. Explain the major turning points of the war and describe the principal theaters of conflict in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia, and the Pacific. (U5LG)
- b. Explain the reasons for the dropping of atomic bombs on Japan and its short and long-term effects. (U5LG)
- c. Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war. (U5LG)
- d. Describe the devastation suffered by Jews and other groups during the course of the Nazi Holocaust. (U5LG)
- e. Compare the impact of World War II on women and civilians in countries such as the United States, Great Britain, and the Soviet Union. (U5LG)
- f. Analyze the atrocities committed against civilians during World War II, including the Holocaust in Europe and the Rape of Nanking in China. (U5LG)
- g. Compare World War I and World War II in terms of the impact of industrial production, political goals, national mobilization, technological innovations, and scientific research on strategies, tactics, and levels of destruction. (U5LF, U5LG)
- h. Explain the consequences of World War II, including the physical and economic destruction of land and property and the enormous loss of life. (U5LG)
- i. Explain how the United Nations was established to prevent future conflicts and address issues of global concern. (U5LG)

**TOPIC**

- E. The Cold War

**INDICATOR**

- a. Analyze the events that led to division of the world into "East" and "West" after World War II and the global effects of the Cold War.

**OBJECTIVES**

- a. Analyze the factors that led to the Cold War, including atomic weapons, Soviet expansion in Eastern Europe and the ideological differences between democracy, totalitarianism, capitalism, and communism. (U5LH)
- b. Explain the concepts of "West" and "East" during the Cold War. (U5LH)
- c. Describe the reactions of the Soviet Union to the United Nations, the Truman Doctrine, the Marshall Plan, and NATO. (U5LH)
- d. Compare the reactions of different peoples to events of the Cold War, such as European resistance in Hungary and Prague Spring and the reactions in non-aligned nations. (U5LH)

**EXPECTATION** <sup>[1]</sup>

Students demonstrate understanding of the post World War II world including the impact of the Cold War, the continuous struggle for democracy, and economic growth in an era of accelerated globalization.

**TOPIC**

- A. The Cold War

**INDICATOR**

1. Analyze the events that led to division of the world into “East” and “West” and the results.

**OBJECTIVES**

- a. Analyze the causes, events, and consequences of the Chinese Revolution, including the roles of Chiang Kai-shek (Jiang Jieshi) and Mao Zedong and the creation of Taiwan. (U5LH, U6LA)
- b. Compare the Chinese Communist System with that in the Soviet Union. (U5LH, U6LA)

<sup>[1]</sup> Please note that this expectation and topic is also in Unit 6.



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## **Unit 6: Modern World History**

***Please note anything in red and italics is not covered in the online course***



## **Unit 6: Modern World History**

The world since 1950 might be the most important unit of study for students to truly understand the world in which they live. The impact and consequences of the post World War II recovery and the Cold War shaped political, military, ideological, and social structures around the world and are still guiding the interaction of nations and regions today. This period not only included the Cold War and its ultimate end, but also the rise of democracy as a global expectation rather than a benefit of the western world. In the world in which we live today globalization of ideas, goods, and movement inspires hopes of true global understanding and acceptance.

### **ENDURING UNDERSTANDING:**

- International relationships change in response to global, regional, and national issues.
- Political systems can be changed by internal and external pressures.
- Technology impacts the diffusion of ideas and beliefs and reshapes how people live and see the world.
- The need for resources and markets promotes expansion and may lead to some degree of conflict.

### **ESSENTIAL QUESTIONS:**

- Why do changes in economic and or political systems cause cultural change?
- What impact have science, technology, and economics had in shaping regional and global cooperation, conflict and interdependence?
- How do societies seek security in the world?
- Is there such a thing as completely unbiased history?
- How should evidence address problems in history?

### **UNIT QUESTION:**

- Why do people around the world continue to struggle in democratic movements and is democracy universal?
- What are the positive and negative effects of rapidly increasing global interaction?

### **HISTORICAL THINKING SKILLS:**

- Identify issues and problems in the past. (U6LB)
- Marshal evidence of antecedent circumstances. (U6LB)
- Identify relevant historical antecedents. (U6LB)
- Evaluate alternative courses of action.
- Formulate a position or course of action on an issue.
- Evaluate the implementation of a decision. (U6LA, U6LB)

**EXPECTATION**

Students demonstrate understanding of the post World War II world including the impact of the Cold War, the continuous struggle for democracy, and economic growth in an era of accelerated globalization.

**TOPIC**

B. The Cold War<sup>[1]</sup>

**INDICATOR**

1. Analyze the events that led to division of the world into "East" and "West" and the results.

**OBJECTIVES**

- e. Analyze the causes, events, and consequences of the Chinese Revolution, including the roles of Chiang Kai-shek (Jiang Jieshi) and Mao Zedong and the creation of Taiwan. (U5LH, U6LA)
- f. Compare the Chinese Communist System with that in the Soviet Union. (U5LH, U6LA)
- g. Examine the role that the Chinese played in the wars in Korea, Vietnam, and Cambodia. (U6LA)
- h. Explain how regional wars, conflicts, and nationalistic movements, such as those found in Korea, Vietnam, *Cambodia*, Cuba, *Angola*, *El Salvador*, *Nicaragua*, *Israel*, and Afghanistan were incorporated into the larger Cold War. (U6LA)

<sup>[1]</sup> Please note that this topic is also in Unit 5.

**INDICATOR**

2. Examine the conditions that led to the end of the Cold War, including the growing demand for democracy in Europe and the collapse of the Soviet Union.

**OBJECTIVES**

- a. Describe the role of significant individuals in the decline of the Soviet power throughout Eastern Europe, such as Lech Walesa, Vaclav Haval, and Aleksander Solzhenitsyn. (U6LA)
- b. Examine how the internal policies of Mikhail Gorbachev led to the end of the Soviet Empire and Soviet Union. (U6LA)
- c. Examine the series of events that resulted in increased pressure on the Soviet Empire, such as the expense of the arms race, the unpopularity of the Afghanistan War, the election of Solidarity in Poland and the fall of the Berlin Wall. (U6LA)

**TOPIC****C. Continuous Struggle for Democracy and Human Rights****INDICATOR**

1. Examine the political systems which developed in nations that emerged after colonial decolonization.

**OBJECTIVES**

- a. Analyze how nationalism and nationalist leaders led the demand for colonial independence in nations including Gandhi in India, Ho Chi Minh in Vietnam, Kwame Nkrumah in Ghana, and *Kenyatta in Kenya*. (U6LB)
- b. Explain how democracy flourished in some former colonies, such as India, but did not flourish in former colonies such as Ghana. (U6LB)
- c. Compare the development of systems of governments in the Middle East, including Egypt, Israel, Iran, Saudi Arabia, Ghana, India, and Vietnam. (U6LB)
- d. Explain how the legacy of colonization was under development in comparison with former imperial nations. (U6LB)

**INDICATOR**

2. Trace the development of democracy and human rights throughout the world.

**OBJECTIVES**

- a. Analyze how apartheid in South Africa denied both democracy and human rights to its non-white citizens. (U6LC)
- b. Compare and contrast the methods used by Nelson Mandela to secure rights for Black South Africans with the methods used by Gandhi and Martin Luther King. (U6LC)
- c. Analyze how events, such as the Great Leap Forward, the Cultural Revolution, and Tiananmen Square have impacted China's human rights record. (U6LC)
- d. Analyze how people have sought to gain access to democracy and human rights throughout Latin America, such as the overthrow of dictators in Argentina. (U6LC)
- e. Examine how warfare and conflicts within the Middle East, such as the Iran-Iraq War, the Israeli-Palestinian Conflict, and the Syrian invasion of Lebanon have limited the development of democracy and human rights. (U6LC)
- f. Assess the extent to which women and ethnic minorities have been extended suffrage and human rights throughout the world. (U6LC)

**TOPIC**

## D. Globalization

**INDICATOR**

1. Examine the global responses to address the violation of international law, regional conflicts, and disasters and emergencies during the second half of the 20<sup>th</sup> century and the first decade of the 21<sup>st</sup> century.

**OBJECTIVES**

- a. Compare and contrast genocides and ethnic cleansings of the 20<sup>th</sup> century, including the Holocaust, the Killing Fields in Cambodia, the attacks against Bosnian Muslims, and the murder of Tutsis in Rwanda. (U6LC)
- b. Examine the role of the World Court and International Law in punishing those responsible for crimes against humanity, such as the Nuremburg Trials and the Trial of Milosevic. (U6LC)
- c. Describe the roles of different international organizations and agencies in responding to international crises and other international needs, such as UN Peacekeeping Missions, UNICEF, and the Red Cross/Red Crescent during times of disaster. (U6LC)
- d. Explain the purpose, organization, and fluctuating influence of the United Nations.
- e. Evaluate the international efforts made to deal with potential international environmental disasters, such as pollution, deforestation, and global warming. (U6LC)
- f. Examine the international responses to the growth of terrorism around the world, including terrorism in the Middle East, Northern Ireland, Spain, Russia, South Asia, and the United States. (U6LC)
- g. Assess the effectiveness of international programs in medicine and education and their impact on nations around the world. (U6LC)

**INDICATOR**

2. Analyze the impact of globalization on economics and culture.

**OBJECTIVES**

- a. Examine how scientific and technological advances, such as medical breakthroughs and the Internet, have contributed to a “global” identity. (U6LC)
- b. Analyze how the economies of Japan, China, Brazil, India, United States, and the European Union grew to dominate the international trade at the end of the 20<sup>th</sup> century. (U6LC)
- a. Analyze how global economic growth has been unequal, such as the emergence of a North v. South/socio-economic gap.
- c. Evaluate the role of international trade agreements and regional trading networks, such as the European Union, the ASEAN, and NAFTA, in increasing international trade. (U6LC)
- b. Describe how population explosion, environmental changes, and political and economic challenges have influenced standards of living around the world.
- d. Assess how rapid communication has spread culture, including how entertainment, such as movies, music, and television, has impacted national culture and language. (U6LC)