

World History Curriculum Document



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The *World History Curriculum* document is designed as a supplemental guide for teaching the North Carolina *World History Standard Course of Study*. Several key features in this guide will be useful to teachers. Major concepts and key terms have been identified for each objective. Thinking skills and activities are designed to promote and engage students in higher order thinking in the disciplines of social studies. In addition, a resource list is provided with direct linkage to many web sites.

A correlation to textbooks that are on the state adoption list for 2003 is a companion to this document. A suggested pacing guide has been added which is based on the two pilot classes that were taught during the 2002-2003 school year. The *World History Curriculum* is color coded to show the linkage to the required social studies courses at the tenth and eleventh grades, *English/Language Arts* and the Internet.

Green text indicates connections to *Civics and Economics*

Red text indicates connections to *United States History*

Purple text indicates connections to *English*

Blue text indicates hyperlinks to Internet sources

(H) indicates activities and web sites are appropriate for an honors course.

However, these activities may be modified for use in any classroom.

The study of *World History* builds on the knowledge that students have gained in the cultural geographic studies in grades five, six, and seven. Students emerge from a cultural geographic approach of the world to a more formal historical approach. *World History* examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. *World History*, recommended for grade nine, establishes the basis for the founding principles of the United States political and economic systems and democratic processes. Incorporating this document with the LEA's curriculum guide for *World History* will provide teachers with the support needed for teaching this course.

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Honors World History Suggested Pacing

Goal	45-55 Minute Period	90 Minute Block
1	12	6
2	26	13
3	26	13
4	26	13
5	26	13
6	20	10
7	20	10
8	13	6
Subtotal	169	84
Testing/Flex	11	6
Total	180	90

Note:

This pacing guide is “suggested” and is based on the piloting classes of *World History*.

It is recommended that as the LEA curriculum document is developed, school systems look closely at the school calendar and make any necessary adjustments to accommodate your needs. It is also recommended that at the end of the school year, teachers reassess their pacing and make the necessary realignments.

HONORS WORLD HISTORY

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. *World History* provides the foundation that enables students to acquire this knowledge which will be used in the study of *Civics and Economics* and *United States History*.

Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking. Although the goals and objectives are the same as those found in the *Standard Course of Study*, the material is taught with greater complexity and reflects a differentiated curriculum.

Strands: Geographic Relationships, Historic Perspectives, Economic and Development, Government and Active Citizenship and Political Culture, Global Connections and Processes, Technological Influences and Society, Individual Identity and Development, Change and Continuity, Social and Gender Structure, Periodization, Cultural and Intellectual Developments, Interpretation of Documents.

Honors World History Course Expectations

Curriculum

- The course curriculum is specifically designed as an honors course that is more rigorous, experiential, investigative and/or accelerated than a standard course.

Instruction

- The instructor requires students to read and/or interact to a wide spectrum of more challenging, thought provoking, relevant instructional materials including, but not limited to, multiple texts, primary sources and multimedia.
- The instructor utilizes appropriate pacing.
- The instructor requires evidence of higher level thinking from students.
- The instructor uses appropriate technology.
- The instructor encourages students to take greater responsibility and increase self-direction in their own learning.
- The instructor includes opportunities for a variety of activities, such as panels, debates, reaction/reflection groups, scholarly dialogue, group investigations, and seminars.
- The instructor requires students to engage in self-directed, advanced historical research.
- The instructor provides multiple opportunities for real world and experiential learning opportunities.
- The instructor requires students to develop and defend a position on a historical issue.

Assessment

- There are multiple types of assessment, including formal and informal evaluation.
- Assessment can be conducted by a variety of individuals, including self, peers, instructor and outside experts.

ESSENTIAL QUESTIONS: Goal 1

- How and why does history influence humankind?
- What skills and sciences help us to uncover the past?

World History

Goal 1: Historical Tools

The learner will recognize, use, and evaluate the methods and tools valued by historians, compare the views of historians, and trace the themes of history.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
<p>1.01 Define history and the concepts of cause and effect, time, continuity, and perspective.</p> <p>1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.</p> <p>1.03 Relate archaeology, geography, anthropology, political science, sociology, and economics to the study of history.</p> <p>1.04 Define the themes of society, technology, economics, politics, and culture and relate them to the study of history.</p> <p>1.05 Trace major themes in the development of the world from its origins to the rise of early civilizations.</p> <p>1.06 Recognize and examine the indicators of civilization, including writing, labor specialization, cities, technology, trade, and political and cultural institutions.</p>	<p><u>1.01</u> cause and effect continuity perspective time</p> <p><u>1.02</u> bias primary source secondary source</p> <p><u>1.03 and 1.04</u> history</p> <p><u>1.05</u> civilization</p> <p><u>1.06</u> cultural diffusion</p>	<p><u>1.01</u> documents epigraphs history multiple causation periodization</p> <p><u>1.02</u> epics graphics literature oral history sagas</p> <p><u>1.03</u> anthropology archaeology artifacts economics geography (inc. 5 themes) political science sociology</p> <p><u>1.04</u> 5 themes of history</p> <p><u>1.05</u> agriculture Cro-Magnon domestication Homo sapien hunting and gathering Ice Age migration Neanderthal Stone Age</p> <p><u>1.06</u> command economy family government interdependence market economy surplus traditional economy</p>	<p>Thinking Skills and Activities</p> <ol style="list-style-type: none"> Identify and assess causes and effects for events. Explain the differences between oral and written history. Construct and interpret timelines. Examine the differing perspectives of firsthand accounts and of historical revisions. Distinguish themes and biases in historical records. Use primary sources, secondary sources, and economic data to develop generalizations. Evaluate the themes of geography as factors in history. Evaluate the impact of geography on the ability to interpret historical data in a specific region. (H) Examine how societies address the issues of scarcity and choice. Demonstrate an understanding of how and why humans established settled communities and experimented with agriculture. Examine the issues involved in using “civilization” as an organizing principle in world history. Write an editorial demonstrating the opposing viewpoints in the use of the term “civilization.” (H) Evaluate the patterns and impacts of interaction among major societies including trade, war, diplomacy and organization. Create a project which details the interactions between societies. (H) 	<p><u>1.02</u> “Why Study History Through Primary Sources?” “How to Read a Primary Source”</p> <p><u>1.03</u> <i>Time</i> (26 October 1992) “The Iceman’s Secrets”</p> <p><u>Goal One General Links:</u></p> <p>Hyperhistory (H) History and Social Studies Resource page k-12 (H)</p>

“Why Study History through Primary Sources?”: <http://www.fordham.edu/halsall/source/robinson-sources.html>

“How to Read a Primary Source”: http://www.bowdoin.edu/~prael/writing_guides/primary.htm

Hyperhistory: www.hyperhistory.com **(H)**

ESSENTIAL QUESTIONS: Goal 2

- Why did early civilizations develop?
- How did global civilizations organize and grow?
- How and why do civilizations change overtime?
- What aspects of civilizations are common across time and location?

World History

GOAL 2: Emerging Civilizations

The learner will analyze the development of early civilizations in Africa, Asia, Europe, and the Americas.

Recommended Pacing:

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
<p>2.01 Trace the development and assess the achievements of early river civilizations, including but not limited to those around the Huang-He, Nile, Indus, and Tigris-Euphrates rivers.</p> <p>2.02 Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.</p> <p>2.03 Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.</p> <p>2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.</p> <p>2.05 Assess the distinctive achievements of Chinese and Japanese civilizations.</p> <p>2.06 Describe the rise and achievements of the Byzantine and Islamic civilizations.</p> <p>2.07 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Nubia, and Songhai and analyze the reasons for their decline.</p> <p>2.08 Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch, including but not limited to the Aztecs, Incas, and Mayas.</p>	<p><u>2.01</u> class systems dynastic rule Judaism Mandate of Heaven matriarchy patriarchy</p> <p><u>2.02</u> aristocracy democracy monarchy monotheism oligarchy polytheism</p> <p><u>2.03</u> Christianity republic</p> <p><u>2.04</u> Buddhism castes Hinduism</p> <p><u>2.05</u> Confucianism Daoism Shintoism</p> <p><u>2.06</u> Islam</p> <p><u>2.07</u> animism trade systems</p> <p><u>2.08</u> calendar time</p>	<p><u>2.01</u> Ashurbanipal Assyria Babylonia bureaucracy cuneiform Fertile Crescent Hammurabi hieroglyphs Mesopotamia monsoons Persians Phoenicians Semitic peoples Sumer</p> <p><u>2.02</u> Alexander the Great Aristotle Athens Draco Homer Macedonia Pericles phalanx philosophical schools Plato polis Socrates Sparta tyranny</p>	<p>a. Locate the civilizations and identify the influence of geography on the culture and its development.</p> <p>b. Trace the establishment of government and systems of law.</p> <p>c. Describe social organization, education, and the role of women. Explain the reasons for the forms of organization, the purpose of education and what determines the role of women. (H)</p> <p>d. List accomplishments in the arts, literature, religion, and philosophy.</p> <p>e. Describe technological, mathematical, and scientific innovations.</p> <p>f. Outline significant patterns of events in the history of the civilizations.</p> <p>g. Map and chart migrations, cultural diffusion, wars, and conflicts.</p> <p>h. Identify important leaders and achievers.</p> <p>i. Identify production, consumption, and distribution of goods, services, and wealth in civilizations.</p> <p>j. List causes and results of the rise and decline of civilizations.</p>	<p><u>2.01</u> Rosetta Stone's site</p> <p><u>2.02</u> everyday life in Ancient Greece Alexander defeats the Persians Ancient Greece (H) Greece Images</p> <p><u>2.03</u> Tacitus on the burning of Rome Pliny on the destruction of Pompeii Ancient Rome (H) Rome</p> <p><u>2.04</u> Early Civilizations (H) Ancient Near East Near East Exploring Ancient World Cultures Art British Museum Online Images Primary Sources Ancient India (H) Harappa-Virtual Tour</p> <p><u>2.05</u> Ancient China (H) China the Beautiful Chinese Dynasties Chinese art Terra Cotta Figures (Qin) Art- Shang Stories</p>

World History

GOAL 2: Emerging Civilizations (Continued)

The learner will analyze the development of early civilizations in Africa, Asia, Europe, and the Americas.

Recommended Pacing:

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
		<p><u>2.03</u> Augustus Caesar consul Etruscans Julius Caesar Patrician Pax Romana plebeian senate tribune</p> <p><u>2.04</u> Gupta Empire Indo-Europeans Mauryan Empire Siddhartha Gautama Silk Roads Vedic poetry</p> <p><u>2.05</u> Han dynasty Lao-tzu (Laozi) Qin dynasty Shang dynasty Zhou dynasty</p> <p><u>2.06</u> Bedouins Justinian Shi'ites Sufites Sunnites</p> <p><u>2.07</u> griot Nubia Swahili culture</p> <p><u>2.08</u> Mesoamerica</p>	<p>k. Compare and contrast the development of traditions and institutions in early civilizations. Working in cooperative groups, each group will create a graphic organizer demonstrating how civilizations interact with each other. (H)</p>	<p>Ancient Japan (H) Virtual Tour of Edo, Japan Japan Resources Byzantine Empire (H) Byzantine Art Byzantine Documents Islamic Civilizations Islamic Timeline Misconceptions of Islam</p>

LINKS:

Rosetta Stone's site: <http://www.clemusart.com/archive/pharaoh/rosetta.htm>

Everyday Life in the Golden Age of Greece: <http://www.ibiscom.com/ancientgreece.htm>

Alexander defeats the Persians: <http://www.ibiscom.com/alexander.htm>

Tacitus on the burning of Rome: <http://www.ibiscom.com/rome.htm>

Pliny on the destruction of Pompeii: <http://www.ibiscom.com/pompeii.htm>

ESSENTIAL QUESTIONS: Goal 3

- Why did early civilizations develop?
- How did global civilizations organize and grow?
- How and why do civilizations change overtime?
- What led to the rise of monarchial and imperial systems of government?

World History

GOAL 3: Monarchies and Empires

The learner will investigate significant events, people, and conditions in the growth of monarchical and imperial systems of government.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
<p>3.01 Trace the political and social development of monarchies and empires, including but not limited to the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, and the Moghul Empire.</p> <p>3.02 Describe events in Western Europe from the fall of Rome to the emergence of nation-states and analyze the impact of these events on economic, political, and social life in medieval Europe.</p> <p>3.03 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.</p> <p>3.04 Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, and the Americas.</p> <p>3.05 Cite the effects of European expansion on Africans, pre-Columbian Americans, Asians, and Europeans.</p> <p>3.06 Compare the influence of religion, social structure, and colonial export economies on North and South American societies.</p> <p>3.07 Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.</p>	<p><u>3.01</u> dynasty empire monarchy Zen Buddhism</p> <p><u>3.02</u> chivalry feudal relationships money economy nation states rise of the middle class scholasticism</p> <p><u>3.03</u> absolutism humanism Reformation Renaissance</p> <p><u>3.04</u> colonialism exploration</p> <p><u>3.05</u> triangular trade</p> <p><u>3.06</u> Spanish colonial social system</p> <p><u>3.07</u> mercantilism</p>	<p><u>3.01</u> Genghis Khan Kublai Khan Shogunate</p> <p><u>3.02</u> Bayeux Tapestry Black Death Charlemagne Crusades guilds Hundred Years' War Joan of Arc Magna Carta Norman conquest Romanesque and Gothic architecture serfs troubadours Vikings</p> <p><u>3.03</u> Anabaptists Babylonian Captivity John Calvin Church of England Council of Trent Counter Reformation English Renaissance Erasmus French Renaissance Great Schism Henry VIII Holy Roman Empire Jan Hus Inquisition</p>	<p>a. Explain how the feudal and manorial systems provided a foundation for political and social relationships in Europe.</p> <p>b. Analyze the extent to which religion affected society in medieval Europe (e.g., the Crusades, Moors, the arts).</p> <p>c. Identify the roots and impacts of developing philosophies in medieval and Renaissance Europe.</p> <p>d. Analyze major changes in the agrarian and commercial economies of Europe in the context of drastic population decline.</p> <p>e. Identify important leaders and achievers.</p> <p>f. Cite the importance of scientific and technological developments.</p> <p>g. Map European expansion.</p> <p>h. Write a research paper comparing and contrasting the impact of the Columbian Exchange in the Americas, Europe, and Africa. (H)</p> <p>i. Assess the impact of the Columbian Exchange.</p>	<p><u>3.01</u> Reclaiming Genghis Khan Kublai Khan in Battle</p> <p><u>3.02</u> Norman Conquest portrayed by the Bayeux Tapestry Magna Carta Middle Ages exhibit Black Plague</p> <p><u>3.03</u> Crusaders capture Jerusalem Ninety-five Theses</p> <p><u>3.05</u> African Voices Aboard a Slave Ship</p> <p><u>3.06</u> Bartolomé de Las Casas</p> <p>Goal Three General Links: Feudalism in World History (H) EuroDocs (H)</p>

World History

GOAL 3: Monarchies and Empires (Continued)

The learner will investigate significant events, people, and conditions in the growth of monarchical and imperial systems of government.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
		<p><u>3.03</u> (Continued) Italian Renaissance John Knox Martin Luther Medicis Northern Renaissance printing press John Wycliffe <u>3.04</u> Conquistadors Dutch India Companies Line of Demarcation Northwest Passage Prince Henry of Portugal Treaty of Tordesillas <u>3.05</u> Middle Passage Silk Road <u>3.06</u> Jesuits encomienda Bartolomé de Las Casas Spanish hierarchy Spanish missions <u>3.07</u> Columbian exchange Commercial Revolution</p>	<p>j. Describe the benefits of mercantilism in theory and in practice and explain its decline.</p> <p>k. Create an illuminated text of the indications of the rise and fall of a civilization. Give examples from past civilizations. (H)</p> <p>l. Compare and contrast developments in political and social institutions in both Eastern and Western Europe. (H)</p>	

LINKS:

Reclaiming Genghis Khan (from the National Museum of Natural History): <http://www.mnh.si.edu/exhibits/mongolia.html>

Kublai Khan in Battle: <http://www.ibiscom.com/khan.htm>

Norman Conquest portrayed by the Bayeux Tapestry: <http://www.ibiscom.com/bayeux.htm>

Magna Carta (modern translation): <http://www.fordham.edu/halsall/source/magnacarta.html>

Middle Ages exhibit (from Annenberg/CPB): <http://www.learner.org/exhibits/middleages.html>

Black Plague: <http://www.ibiscom.com/plague.htm>

Vikings: The North Atlantic Saga (from the National Museum of Natural History): <http://www.mnh.si.edu/vikings.html>

Crusaders Capture Jerusalem: <http://www.ibiscom.com/crusades.htm>

Martin Luther's Ninety-five Theses: <http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html>

African Voices (from the National Museum of Natural History): <http://www.mnh.si.edu/africanvoices.html>

Aboard a Slave Ship: <http://www.ibiscom.com/slaveship.htm>

Bartolomé de Las Casas, Brief Account of the Devastation of the Indies: <http://www.swarthmore.edu/SocSci/bdorsey1/41docs/02-las.html>

ESSENTIAL QUESTIONS: Goal 4

- Why did early civilizations develop?
- How did global civilizations organize and grow?
- How and why do civilizations change overtime?
- What causes people to seek economic, political, social or religious change?
- What philosophies have supported the rise of revolutions and nationalism over time?

World History

GOAL 4: Revolution and Nationalism

The learner will analyze the causes and effects of movements seeking change and will evaluate the sources and consequences of nationalism.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
<p>4.01 Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy.</p> <p>4.02 Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.</p> <p>4.03 Evaluate the growth of nationalism as a contributor to nineteenth century European revolutions (e.g., in the Balkans, France, Germany, and Italy).</p> <p>4.04 Examine the causes and effects of the Russian Revolution for Russia and the world.</p> <p>4.05 Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.</p>	<p><u>4.01</u> balance of power constitutional monarchy Enlightenment <u>4.02</u> capitalism conservatism imperialism laissez-faire liberalism radicalism socialism utilitarianism <u>4.03</u> discrimination nationalism realpolitik Social Darwinism sphere of influence <u>4.04</u> provisional government soviet <u>4.05</u> liberation theology nonunification passive resistance</p>	<p><u>4.01</u> cabinet Congress of Vienna Continental System English Bill of Rights Glorious Revolution Great Fear Metternich Napoleon National Assembly Old Regime power, legitimacy and authority Puritan commonwealth Reign of Terror Restoration separation of powers Seven Years' War social contract <u>4.02</u> British Empire Mexican independence Monroe Doctrine <u>4.03</u> Austro-Prussian War Berlin Conference Otto von Bismarck Boxer Rebellion Camillo di Cavour Crimean War Franco-Prussian War Frederick Wilhelm Giuseppe Garibaldi Napoleon III Pan-Slavism</p>	<p>a. Identify specific examples of economic, philosophical, political, and scientific ideas that were the foundation of the Enlightenment.</p> <p>b. Demonstrate the impact of the Enlightenment on segments of society.</p> <p>c. Evaluate to what extent revolutions in North America and France brought about expectations of liberty, equality, fraternity, and justice.</p> <p>d. Describe how European commercial networks were replaced with political domination or spheres of influence.</p> <p>e. Cite examples of nationalism and explain how it and other factors (including but not limited to class status, eighteenth-century philosophical ideas, and industrialization) contributed to revolutionary changes.</p> <p>f. Explain the long and short-term causes of the Russian Revolution and how they led to the establishment of the Soviet state.</p>	<p><u>4.01</u> English Bill of Rights Locke, A Letter Concerning Toleration Locke, Two Treatises of Government Montesquieu, The Spirit of the Laws Rousseau, The Social Contract Smith, The Wealth of Nations Declaration of Independence Tennis Court Oath Declaration of the Rights of Man Execution of Louis XVI <u>4.02</u> Boer War White Man's Burden <u>4.04</u> <i>George Orwell, Animal Farm</i> <u>4.05</u> Balfour Declaration Gandhi, Indian home rule</p> <p>Goal 4 General Links:</p> <p>Tokugawa Japan (H) The Scientific Revolution (H) The European Enlightenment (H) LIBERTY! The American Revolution (PBS) (H) Links on the French Revolution (H)</p>

World History

GOAL 4: Revolution and Nationalism (Continued)

The learner will analyze the causes and effects of movements seeking change and will evaluate the sources and consequences of nationalism.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
		<p>4.03 (Continued) pogroms Suez Canal Treaty of Frankfurt Victor Emmanuel II</p> <p>4.04 atheism Bolsheviks collectivization Great Purge Alexander Kerensky Vladimir Lenin Karl Marx Mensheviks</p> <p>4.05 Balfour Declaration Simón de Bolívar Chiang Kai-shek Cultural Revolution Mohandas Gandhi Miguel Hidalgo Kuomintang Toussaint L'Ouverture Mao Zedong Mau Mau Jawaharlal Nehru protectorate Russo-Japanese War José de San Martín Sepoy mutiny Zionism</p>	<p>g. Connect the causes and the effectiveness of revolutions to end colonial domination in Africa, Asia, and Latin America.</p> <p>h. Describe the debates about the timing and the extent of European dominance in the world economy.</p> <p>i. Analyze the growth of European expansion in global markets. (H)</p> <p>j. Describe the makeup of government systems and how they changed as a result of revolution.</p>	<p>Internet Modern History Sourcebook: The Industrial Revolution (H) The Nationalism Project (H) Romanticism (H) Realism (H) Colonialism & Nationalism in Southeast Asia (H) The Political Heritage of Colonization in Africa (H) WebQuest: The (New) Passage to India (H) Latin America and the Conquistadors (H) Japan: Memoirs of a Secret Empire (H) The Dawn of the Chinese Revolution (H) The Story of India's Freedom Struggle (H)</p>

LINKS:

English Bill of Rights: <http://www.yale.edu/lawweb/avalon/england.htm>
John Locke, A Letter Concerning Toleration: <http://odur.let.rug.nl/~usa/D/1651-1700/locke/ECT/toleraxx.htm>
John Locke, Two Treatises of Government: <http://www.fordham.edu/halsall/mod/1690locke-sel.html>
Baron de Montesquieu, The Spirit of the Laws: <http://www.fordham.edu/halsall/mod/montesquieu-spirit.html>
Jean Jacques Rousseau, The Social Contract: <http://www.fordham.edu/halsall/mod/Rousseau-soccon.html>
Adam Smith, The Wealth of Nations: <http://www.fordham.edu/halsall/mod/adamsmith-summary.html>
Declaration of Independence: http://www.archives.gov/exhibit_hall/charters_of_freedom/declaration/declaration.html
Tennis Court Oath: <http://www.wise.virginia.edu/history/wciv2/tennis.html>
Declaration of the Rights of Man: http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/rights_of_man.html
Execution of Louis XVI: <http://www.ibiscom.com/louis.htm>
Boer War: <http://www.boondocksnet.com/cartoons/mc32.html>
Rudyard Kipling, The White Man's Burden: <http://www.fordham.edu/halsall/mod/Kipling.html>
Balfour Declaration: <http://www.lib.byu.edu/~rdh/wwi/1917/balfour.html>
Mohandas K. Gandhi, Indian Home Rule: http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/gandhi.html Tokugawa Japan:
<http://www.wsu.edu:8080/~dee/TOKJAPAN/CONTENTS.HTM> (H)
The Scientific Revolution: <http://web.clas.ufl.edu/users/rhatch/pages/03-Sci-Rev/SCI-REV-Home/> (H)
The European Enlightenment: <http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.HTM> (H)
LIBERTY! The American Revolution (PBS): <http://www.pbs.org/ktca/liberty/> (H)
Links on the French Revolution: <http://userweb.port.ac.uk/~andressd/frlinks.htm> (H)
Internet Modern History Sourcebook: The Industrial Revolution: <http://www.fordham.edu/halsall/mod/modsbook14.html> (H)
The Nationalism Project: <http://www.nationalismproject.org/> (H)
Romanticism: <http://www.artcyclopedia.com/history/romanticism.html> (H)
Realism: <http://www.artcyclopedia.com/history/realism.html> (H)
Colonialism & Nationalism in Southeast Asia: <http://www.seasite.niu.edu/crossroads/wilson/colonialism.htm> (H)
The Political Heritage of Colonization in Africa: <http://exploringafrica.matrix.msu.edu/curriculum/lm10/student/stuactthree.html> (H)
WebQuest: The (New) Passage to India: <http://webpages.shepherd.edu/ltate/WebQuestIndia.htm> (H)
Latin America and the Conquistadors: http://www.ucalgary.ca/applied_history/tutor/eurvoya/Latin.html (H)
Japan: Memoirs of a Secret Empire: <http://www.pbs.org/empires/japan/> (H)
The Dawn of the Chinese Revolution: <http://www.chinavoc.com/history/public/dawn.htm> (H)
The Story of India's Freedom Struggle: <http://www.kamat.com/kalranga/freedom/> (H)

ESSENTIAL QUESTIONS: Goal 5

- Why were there global conflicts in the twentieth century?
- How were the global conflicts in the twentieth century resolved?
- What factors seem to be constant in global war?
- What is the impact of global war on the development of a global society?

World History

GOAL 5: Global Wars

The learner will analyze the causes and results of twentieth century conflicts among nations.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
<p>5.01 Analyze the causes and course of World War I and assess its consequences.</p> <p>5.02 Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.</p> <p>5.03 Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.</p> <p>5.04 Trace the course of the Cold War and judge its impact on the global community (including but not limited to the Korean War, the satellite nations of Eastern Europe, and the Vietnam War).</p> <p>5.05 Examine governmental policies and the role of organizations established to maintain peace and judge their continuing effectiveness (including but not limited to the Kellogg-Briand Pact, the League of Nations, and the United Nations).</p>	<p><u>5.01</u> militarism alliances imperialism nationalism <u>5.02</u> existentialism fascism totalitarianism <u>5.03</u> isolationism <u>5.04</u> Cold War containment Iron Curtain superpower <u>5.05</u> peacekeeping missions</p>	<p><u>5.01</u> Archduke Franz Ferdinand propaganda Treaty of Versailles trench warfare Triple Alliance Triple Entente <u>5.02</u> Great Depression Adolf Hitler Benito Mussolini Joseph Stalin Weimar Republic <u>5.03</u> appeasement <u>5.04</u> brinkmanship deterrent domino theory NATO satellite nations Warsaw Pact <u>5.05</u> Kellogg-Briand Pact League of Nations United Nations</p>	<p>a. Investigate the military strategies employed during World War I and World War II and the impact of technology on them.</p> <p>b. Map European boundaries and compare the changes that resulted from World War I and World War II.</p> <p>c. Analyze the rise of totalitarian governments.</p> <p>d. Identify important leaders and achievers.</p> <p>e. Evaluate the importance of economic competition in the Cold War era.</p> <p>f. Assess the impact of changing European ideologies on the global conflicts of the twentieth century (e.g., Communism, Nationalism, Imperialism, Capitalism, etc.). (H)</p>	<p><u>5.01</u> Assassination of the Archduke “Blank Check” U-boat attack Gas attack Lawrence of Arabia Fourteen Points 1919 Treaty of Versailles <u>5.03</u> Nazi occupation of Poland Blitzkrieg Fall of Berlin <u>5.04</u> Cold War (British) <u>5.05</u> Universal Declaration of Human Rights</p> <p><u>Goal Five General Links:</u></p> <p>The Causes of WWI (H) The Great War (H) The Russian Revolution Links (H) Nazi Germany (H) World War II (H) United States Holocaust Memorial (H) MLC Museum of Tolerance (H) Race for the Superbomb (H) Vietnam Online (H) Battlefield: Vietnam (H)</p>

World History

GOAL 5: Global Wars (Continued)

The learner will analyze the causes and results of twentieth century conflicts among nations.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
				<p>CNN Interactive: The Cold War (H) The Cold War Museum (H) The United Nations Website (H)</p>

LINKS:

Assassination of the Archduke: <http://www.ibiscom.com/duke.htm>
“Blank Check”: <http://www.lib.byu.edu/~rdh/wwi/1914/blankche.html>
U-boat attack: <http://www.ibiscom.com/sub.htm>
Gas attack: <http://www.ibiscom.com/gas.htm>
Lawrence of Arabia: <http://www.ibiscom.com/lawrence.htm>
Woodrow Wilson, Fourteen Points: <http://www.lib.byu.edu/~rdh/wwi/1918/14points.html>
1919 Treaty of Versailles: <http://www.yale.edu/lawweb/avalon/imt/menu.htm>
Nazi occupation of Poland: <http://www.ibiscom.com/poland.htm>
Blitzkrieg: <http://www.ibiscom.com/blitzkrieg.htm>
Fall of Berlin: <http://www.ibiscom.com/berlin.htm>
National Archive’s Learning Curve: Cold War (British): <http://learningcurve.pro.gov.uk/coldwar.htm>
WWI: http://www.schoolhistory.co.uk/lessons/wwi/objectives_wwi.html (H)
The Great War: <http://www.pbs.org/greatwar> (H)
The Russian Revolution Links: <http://www.barnsdl.demon.co.uk/russ/rusrev.html> (H)
Nazi Germany: <http://www.historylearningsite.co.uk/Nazi%20Germany.htm> (H)
World War II: <http://www.teacheroz.com/wwii.htm> (H)
United States Holocaust Memorial: <http://www.ushmm.org/> (H)
MLC Museum of Tolerance: <http://motlc.wiesenthal.com/index.html> (H)
Race for the Superbomb: <http://www.pbs.org/wgbh/amex/bomb/> (H)
Vietnam Online: <http://www.pbs.org/wgbh/amex/vietnam/> (H)
Battlefield: Vietnam: <http://www.pbs.org/battlefieldvietnam/> (H)
CNN Interactive: The Cold War: <http://www.cnn.com/SPECIALS/cold.war/> (H)
The Cold War Museum: <http://www.coldwar.org/> (H)
The United Nations Website: <http://www.un.org/> (H)

ESSENTIAL QUESTIONS: Goal 6

- How is power obtained and maintained over time?
- What has led to the changing nature of social order over time?
- What are the social order issues of the twenty-first century?

World History

GOAL 6: Patterns of Social Order

The learner will investigate social and economic organization in various societies throughout time in order to understand the shifts in power and status that have occurred.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
<p>6.01 Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.</p> <p>6.02 Analyze causes and results of ideas of superiority and inferiority in society and how those ideas have changed over time.</p> <p>6.03 Trace the changing definitions of citizenship and the expansion of suffrage.</p> <p>6.04 Relate the dynamics of state economies to the well-being of their members and to changes in the role of government (including but not limited to the enclosure movement, the Great Depression, and the rise of the welfare state).</p> <p>6.05 Analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond.</p> <p>6.06 Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world</p>	<p><u>6.01</u> class wage slavery <u>6.02</u> discrimination elitism ethnic cleansing ethnocentrism gender issues <u>6.03</u> citizenship suffrage <u>6.04</u> state economies <u>6.05</u> sustainable development <u>6.06</u> civil war</p>	<p><u>6.01</u> apartheid British rule <u>6.02</u> Armenian genocide Holocaust Hutus and Tutsis Nazism <u>6.03</u> Dreyfus Affair <u>6.04</u> business cycle Fidel Castro Cuba enclosure movement European Union Great Depression Labour party most favored nation status NAFTA state capitalism welfare state <u>6.05</u> acid rain Argentina Jean-Bertrand Aristide Cambodia Congo Duvaliers global warming Haiti Khmer Rouge Organization of African Unity</p>	<p>a. Compare slavery in emerging civilizations with serfdom and with African slavery throughout the world in the seventeenth and eighteenth centuries.</p> <p>b. Analyze the factors that brought an end to systems of forced labor.</p> <p>c. Analyze the cause and impact of changes in the Indian caste system in the twentieth century.</p> <p>d. Trace changes in the role and status of women over time.</p> <p>e. Identify the impact of ideas of superiority and inferiority in Nazi Germany and in events such as genocide and apartheid.</p> <p>f. Evaluate the causes, course, and results of civil wars (e.g., Africa, Asia, Latin America).</p> <p>g. Define the business cycle and cite its effects on domestic and international policies.</p>	<p><u>6.02</u> <i>Mein Kampf</i> Dreyfus Affair</p> <p><u>Goal Six General Links:</u></p> <p>Apartheid Photographs (H) Teaching South African Resources (H) British Empire Resources (H) Genocide Teaching Resources (H) European Welfare States (H) Fidel Castro (H) Image Archive of the Eugenics Movement (H)</p>

World History

GOAL 6: Patterns of Social Order (Continued)

The learner will investigate social and economic organization in various societies throughout time in order to understand the shifts in power and status that have occurred.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
		<p><u>6.05</u> (Continued) Organization of American States Juan and Eva Perón Peru</p> <p><u>6.06</u> Afghanistan Chechnya contras and Sandinistas Kashmir Nigeria Palestinian Liberation Organization Six-Day War South Africa Taliban Tibet Yugoslavia</p>	<p>h. Evaluate the role of economic and political organizations in promoting cooperation (e.g., North American Free Trade Association, European Union, Organization of American States, Organization of African Unity).</p> <p>i. Compare the effects of the Great Depression on the world powers of the 1930s.</p>	

LINKS:

Dreyfus Affair: http://www.boondocksnet.com/cartoons/mc32_b.html (H)

Universal Declaration of Human Rights: <http://www.umn.edu/humanrts/instree/b1udhr.htm> (H)

South Africa Photography <http://www.ic-creations.com/SouthAfrica/Pages/southafricapicturegallery.html> (H)

Resources for Teaching on South Africa <http://www.bu.edu/africa/outreach/materials/handouts/safrica.html> (H)

The British Empire <http://www.britishempire.co.uk/> (H)

Why Teach Genocide? <http://www.teachgenocide.org/> (H)

European Welfare States: Information and Resources <http://www.pitt.edu/~heinisch/eusocial.html> (H)

Fidel Castro: Further Reading <http://www.pbs.org/wgbh/amex/castro/filmmore/fr.html> (H)

Image Archive of the Eugenics Movement: <http://www.eugenicsarchive.org/eugenics> (H)

ESSENTIAL QUESTION: Goal 7

- How has technology impacted world history?

World History

GOAL 7: Technology and the Emerging Global Order The learner will analyze the short- and long-term consequences of the development of new technology. Recommended Pacing				
Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
7.01 Assess the degree to which discoveries, innovations, and technologies have accelerated change. 7.02 Examine the causes and effects of scientific revolutions and cite their major costs and benefits. 7.03 Examine the causes and effects of industrialization and cite its major costs and benefits. 7.04 Describe significant characteristics of global connections created by technological change and assess the degree to which cultures participate in that change	<u>7.01</u> technology <u>7.02</u> deductive reasoning deism inductive reasoning natural law scientific method <u>7.03</u> labor unions mass production urbanization <u>7.04</u> Pacific Rim	<u>7.01</u> alchemy astrolabe Francis Bacon Robert Boyle Chinese astronomers computers Nicolaus Copernicus René Descartes Galileo Galilei William Harvey Indian and Muslim mathematicians irrigation Johannes Kepler Antoine Lavoisier Isaac Newton nuclear weapons paper Joseph Priestley printing press smelting iron space technology Andreas Vesalius wheel <u>7.02</u> genetic engineering <u>7.03</u> Industrial Revolution <u>7.04</u> “green revolution” Internet Organization of Petroleum Exporting Countries	a. Identify important contributions to the fields of science and technology. b. Analyze the cultural, religious, and scientific impact of astronomical discoveries and innovations from Copernicus to Newton. c. Assess the impact of competition among nations in the fields of space exploration, nuclear technology, and natural resource utilization. d. Examine revolutionary changes in agriculture and medicine. e. Describe changes in social organization and efforts for political reform that occurred as a result of industrialization. f. Study the ways in which technology has contributed to global connections and contrast its effects on urban and rural populations (e.g., airplanes, satellites, computers, cell phones).	<u>7.03</u> Charles Dickens’ works (e.g., <i>Hard Times</i>) Goal 7 General Links: Human’s Impact on the Environment (H) Science and Technology in History (H) History of Various Science Fields (H) Modern Deism (H) Industrial Revolution (H) Muslim Contributions (H) Green Revolution (H) OPEC Resources (H) Descartes’ Writings (H)

LINKS:

My Ecological Footprint <http://www.myfootprint.org/> (H)

Science, Technology, Invention in History: Impact, Influence and Change http://www.archives.gov/digital_classroom/history_day/bright_ideas/bright_ideas.html (H)

Internet Resources for History of Science and Technology <http://www2.lib.udel.edu/subj/hsci/internet.htm#topics> (H)

Deism: Reason and Spirituality <http://www.deism.org/frames.htm> (H)

The Industrial Revolution <http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html#b> (H)

Muslims Contribution to the World of Science: <http://www.islamtomorrow.com/science2.asp> (H)

The Green Revolution: <http://edugreen.teri.res.in/explore/bio/green.htm> (H)

Middle East Policy Council: Resources: http://www.mepc.org/public_asp/resources/educational.asp (H)

Descartes: http://www.msu.org/intro/content_intro/texts/descartes/descartes.html (H)

ESSENTIAL QUESTIONS: Goal 8

- How does culture shape the world?
- What major cultural revolutions have helped to shape the world?
- What cultural revolutions may shape the twenty-first century?

World History

GOAL 8: Patterns of History The learner will analyze important current global events and issues to show an understanding of the ideals, values, beliefs, and traditions at the heart of these events and issues. Recommended Pacing				
Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
8.01 Trace developments in literary, artistic, and religious traditions over time as legacies of past societies or as cultural innovations. 8.02 Compare major Eastern and Western beliefs and practices, including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance. 8.03 Classify within the broad patterns of history those events that may be viewed as turning points. 8.04 Characterize over time and place the interactions of world cultures. 8.05 Analyze how the changing and competing components of cultures have led to current global issues and conflicts and hypothesize solutions to persistent problems. 8.06 Analyze the meanings of “civilization” in different times and places and demonstrate how such meanings reflect the societies of which they are a part	<u>8.01</u> innovation <u>8.02</u> religion <u>8.03</u> turning point <u>8.04</u> geopolitical continuity global market <u>8.05</u> cultural conflict <u>8.06</u> civilization	<u>8.01</u> impressionism realism romanticism surrealism <u>8.02</u> Buddhism Christianity Confucianism Hinduism Islam Judaism Shintoism <u>8.03</u> atomic weapons development Congress of Vienna domestication of plants and animals 15 th century exploration Great Depression Hundred Years’ War printing press <u>8.04</u> cartels drug trade World Bank World Trade Organization <u>8.05</u> biowarfare home rule intifada Pan-Arabism terrorism	a. Analyze causes of large-scale population movements from rural areas to cities. b. Examine the movement of people and the cultural diffusion that resulted. c. Identify issues that affect the entire world (e.g., terrorism, acid rain, apartheid, drug trafficking) as well as issues that involve the entire world (e.g., AIDS, global warming, World Trade Organization). d. Analyze the root causes of cultural conflicts, such as those found in the Middle East, Ireland, Quebec, the Congo, Eastern Europe, Indonesia, etc. e. Determine the impacts of evolving definitions of “civilization”. f. Create a comparative chart which details the religious beliefs and practices of major world religions. (H) g. In a position paper, describe the contradiction between the concept of civilization and civilized behavior. (H)	<u>8.06</u> <i>William Golding, Lord of the Flies</i> <u>Goal Eight General Links:</u> World Religious Texts (H)

World History

GOAL 8: Patterns of History

The learner will analyze important current global events and issues to show an understanding of the ideals, values, beliefs, and traditions at the heart of these events and issues.

Recommended Pacing

Objectives	Major Concepts	Terms/People	Thinking Skills and Activities	Resources
		<p><u>8.06</u> progress rural urban</p>	<p>h. Hold a mock International Trial to settle a global dispute. Research the conflicting points of view on the issue and speculate on topics for current disputes. (H)</p>	

LINKS:

World Religious Texts: <http://davidwiley.com/religion.html> (H)