



# **World History, Culture, & Geography: The Modern World Curriculum Guide with Common Core Literacy Standards and Resources 2014-2015**

## **Course Description:**

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

## **Course Text:**

Beck et al., *Modern World History: Patterns of Interaction*, McDougal Littell, 2006

## **Course Goals:**

The students will:

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source. As well as be able to evaluate historical arguments and write their own historical argument or a topic in history.
- Analyze in detail a series of events described in a text and be able to develop chronological and spatial thinking skills.
- Determine the meaning of words used in a text and be able to develop a sense of historical perspective.
- Analyze how a text uses structure to emphasis key points within the context of events and understand the meaning, implication, and impact of historical events.
- Compare the point of view of two different authors and understand how they treat similar events in history.
- Integrate and evaluate multiple perspectives in history through the use of multimedia formats such as short film clips, speeches, etc.
- Evaluate an author's premises, claims, and evidence.

- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **State Content Standards:**

- 10.1** Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.2** Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 10.3** Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 10.4** Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- 10.5** Students analyze the causes and course of the First World War.
- 10.6** Students analyze the effects of the First World War.
- 10.7** Students analyze the rise of totalitarian governments after World War I.
- 10.8** Students analyze the causes and consequences of World War II.
- 10.9** Students analyze the international developments in the post-World World War II world.
- 10.10** Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.11** Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers)

### **Common Core State Standards**

#### **Listening and Speaking Standards for Grades 9-10**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade)  
CA

Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

### **Writing Standards for Grades 9-10**

1. Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focus and most significant for a specific purpose and audience.
5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding investigation.

### **Reading Standards for History/Social Studies Grade 9-10**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop or the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words or words and phrases as they are used in a text, including vocabulary Describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
7. Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print Or digital text.
8. Assess the extent to which the reasoning an evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.



## **Common Core Teaching Strategies and Sample Lessons:**

Students learn how to investigate historical questions by employing reading and writing strategies. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues. They learn to make historical claims backed by documentary evidence.

1. <http://safari.sandi.net/?g=b284aaa6-53f6-11e4-b4a4-842b2b653445>  
**Analyzing Sources in the Common Core Classroom**

<http://sheg.stanford.edu/>  
**31 Common Core aligned lessons in World History**

## **Helpful Resources**

### **Common Core/General**

- Achieve the Core: <http://www.achievethecore.org/>
- Engage NY: <http://www.engageny.org/>
- The Source (CA History-Social Science Project): <http://chssp.ucdavis.edu/source-magazine>
- National Council for the Social Studies: <http://www.socialstudies.org/>
- Social Education: <http://www.socialstudies.org/publications/socialeducation>  
(Membership Required)

### **Content/Teaching Resources**

History Blueprint: <http://chssp.ucdavis.edu/programs/historyblueprint>

- Fordham University Source Books Project: <http://www.fordham.edu/Halsall/index.asp>
- World Digital Library: <http://www.wdl.org/en/>
- Youth Leadership Initiative: [http://208.81.226.245/central/lesson\\_plans/436?\\_yli\\_session=zjvcgmhf](http://208.81.226.245/central/lesson_plans/436?_yli_session=zjvcgmhf)
- National History Education Clearing House  
<http://teachinghistory.org>
- Geography Resources: <http://www.loc.gov/teachers/additionalresources/relatedresources/ss/geog.html>

## Modern World History Pacing Guide (4 x 4)

<b>Development of Modern Political Thought</b>	<b>Industrial Expansion and Imperialism</b>	<b>Causes and Effects of the First World War</b>	<b>Causes and Effects of the Second World War</b>	<b>International Developments in the Post World War II Era</b>
<b>3 Weeks</b>	<b>7 Weeks</b>	<b>6 Weeks</b>	<b>6 Weeks</b>	<b>4 Weeks</b>
<p><b>10.1</b> Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <p><b>10.2</b> Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p>	<p><b>10.3</b> Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.</p> <p><b>10.4</b> Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.</p>	<p><b>10.5</b> Students analyze the causes and course of the First World War.</p> <p><b>10.6</b> Students analyze the effects of the First World War.</p>	<p><b>10.7</b> Students analyze the rise of totalitarian governments after the First World War.</p> <p><b>10.8</b> Students analyze the causes and consequences of World War II.</p>	<p><b>10.9*</b> Students analyze the international developments in the post-World War II world.</p> <p><b>10.10</b> Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p><b>10.11</b> Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>
<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Prologue</li> <li>○ Ch. 6</li> <li>○ Ch. 7</li> <li>○ Ch. 8</li> </ul>	<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 9</li> <li>○ Ch. 10</li> <li>○ Ch. 11</li> <li>○ Ch. 12</li> <li>○ Ch. 14, Sections 3 &amp; 4</li> </ul>	<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 13</li> <li>○ Ch. 15, Sections 1 &amp; 2</li> </ul>	<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 14, Sections 1 &amp; 2</li> <li>○ Ch. 15, Section 3 &amp; 4</li> <li>○ Ch. 16</li> </ul>	<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 17</li> <li>○ Ch. 18</li> <li>○ Ch. 19</li> <li>○ Ch. 20</li> </ul>



## Modern World History Pacing Guide

<b>Development of Modern Political Thought</b>	<b>Industrial Expansion and Imperialism</b>	<b>Causes and Effects of the First World War</b>	<b>Causes and Effects of the Second World War</b>	<b>International Developments in the Post World War II Era</b>
<b>Approximately 7 Weeks</b>	<b>Approximately 8 Weeks</b>	<b>Approximately 8 Weeks</b>	<b>Approximately 8 Weeks</b>	<b>Approximately 6 Weeks</b>
<p><b>10.1</b> Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <p><b>10.2</b> Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p>	<p><b>10.3</b> Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.</p> <p><b>10.4</b> Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.</p>	<p><b>10.5*</b> Students analyze the causes and course of the First World War.</p> <p><b>10.6</b> Students analyze the effects of the First World War.</p>	<p><b>10.7</b> Students analyze the rise of totalitarian governments after the First World War.</p> <p><b>10.8</b> Students analyze the causes and consequences of World War II.</p>	<p><b>10.9**</b> Students analyze the international developments in the post-World War II world.</p> <p><b>10.10</b> Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p><b>10.11</b> Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).</p>
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## Theme: Development of Modern Political Thought

Major Events/Themes Curriculum Objectives	Suggested Textbook Reading (to pair with Primary/Secondary Sources)	Primary and Secondary Sources
<p><b>Standard 10.1</b></p> <ol style="list-style-type: none"> <li>Analyze the similarities and differences in <b>Judeo-Christian and Greco-Roman views of law</b>, reason and faith, and duties of the individual.</li> <li>Trace the development of the <b>Western political ideas of the rule of law and illegitimacy of tyranny</b>, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>.</li> <li>Consider the <b>influence of the U.S. Constitution</b> on political systems in the contemporary world.</li> </ol> <p><b>Standard 10.2</b></p> <ol style="list-style-type: none"> <li>Compare the <b>major ideas of philosophers</b> and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</li> <li>List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</li> <li>Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</li> <li>Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</li> </ol>	<p><b>Prologue</b></p> <p><i>The Legacy of Ancient Greece and Rome</i>: Pages 2-12</p> <p><i>Judaism</i>: 12-13</p> <p><i>Christianity</i>: 14-15</p> <p><i>Renaissance and Reformation</i>: Pages 16-17</p> <p><i>Democracy Develops in England</i>: Pages 18-23</p> <p><b>Note:</b> For an accelerated pace, section 4 of the Prologue offers a brief overview of 10.2.</p> <p><b>Chapter 6</b></p> <p><i>The Enlightenment in Europe</i>: Pages 195-201</p> <p><i>The American Revolution</i>: Pages 206-211</p> <p><b>Chapter 7</b></p> <p><i>The French Revolution and Napoleon</i>: Pages 214-241</p> <p><b>Chapter 8</b></p> <p><i>Europe Faces Revolutions</i>: Pages 253-257</p> <p><i>Nationalism</i>: Pages 258</p>	<p><b>Primary Source Documents</b></p> <p><i>The Declaration of Rights of Man</i>  <a href="http://www.columbia.edu/~iw6/docs/dec1793.html">http://www.columbia.edu/~iw6/docs/dec1793.html</a></p> <p><i>The Persian Letters (Montesquieu)</i>  <a href="https://chnm.gmu.edu/revolution/d/271/">https://chnm.gmu.edu/revolution/d/271/</a></p> <p><i>Frenchmen, Is this What You Want (King Louis XVI)</i>  <a href="http://www.historyguide.org/intellect/louis_trial.html">http://www.historyguide.org/intellect/louis_trial.html</a></p> <p><i>Execution by Guillotine</i>  <a href="http://www.ultimatehistoryproject.com/executions-the-guillotine-and-the-french-revolution.html">http://www.ultimatehistoryproject.com/executions-the-guillotine-and-the-french-revolution.html</a></p> <p><i>Letters of Napoleon I, 1801-1806</i>  <a href="http://www.napoleon.org/en/reading_room/articles/files/473953.asp">http://www.napoleon.org/en/reading_room/articles/files/473953.asp</a></p>

<b>Major Events/Themes Curriculum Objectives</b>	<b>Suggested Textbook Reading (to pair with Primary/Secondary Sources)</b>	<b>Primary and Secondary Sources</b>
<p>5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p>		<p>Congress of Vienna and Concert of Europe <a href="http://www.historydiscussion.net/world-history/europe/history-of-the-concert-of-europe-1815-22-world-history/1426">http://www.historydiscussion.net/world-history/europe/history-of-the-concert-of-europe-1815-22-world-history/1426</a> <a href="http://www.newworldencyclopedia.org/entry/Concert_of_Europe">http://www.newworldencyclopedia.org/entry/Concert_of_Europe</a></p>

## Theme: Industrial Expansion and Imperialism

Major Events/Themes Curriculum Objectives	Suggested Textbook Reading (to pair with Primary/Secondary Sources)	Primary/Secondary Sources
<p><b>10.3</b></p> <ol style="list-style-type: none"> <li>1. Analyze why England was the first country to industrialize.</li> <li>2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</li> <li>3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</li> <li>4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.</li> <li>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</li> <li>6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</li> <li>7. Describe the emergence of</li> </ol>	<p><b>Chapter 9</b>  <i>The Beginnings of Industrialization</i>: Pages 283-288  <i>Industrialization</i>: Pages 289-295  <i>Industrial Development in the United States</i>: Pages 295-297  <i>Continental Europe Industrializes</i>: Pages 297-298  <i>Reforming the Industrial World</i>: Pages 300-306</p> <p><b>Chapter 12</b>  <i>Modernization in Japan</i>: Pages 376-379</p> <p><b>Chapter 10</b>  <i>Democratic Reform and Activism</i>: Pages 313-316  <i>Nineteenth Century Progress</i>: Pages 328-333</p> <p><b>Chapters 11 &amp; 12</b>  <b>Imperialism:</b> Select two regions to focus on, stressing the major concepts of imperialism  <b>Africa:</b>  <i>The Scramble for Africa</i>: Pages 339-344  <i>Imperialism Case Study: Nigeria</i>: Pages 345-350</p> <p><b>Southeast Asia:</b>  <i>European Powers Invade the Pacific Rim</i>:</p>	<p><i>Child Labor in the Mines, 1842</i>  <a href="http://www.museumwales.ac.uk/2191/">http://www.museumwales.ac.uk/2191/</a></p> <p><i>The Communist Manifesto (Karl Marx and Frederick Engels)</i>  <a href="http://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf">http://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf</a></p> <p><i>Stanley Finds Livingston, 187)</i>  <a href="http://www.eyewitnesstohistory.com/stanley.htm">http://www.eyewitnesstohistory.com/stanley.htm</a></p> <p><i>Private Company Rule in the Congo, 1903</i>  <a href="http://cobweb.sfasu.edu/sbradley/Classes/homepages/Congo_Free_State/">http://cobweb.sfasu.edu/sbradley/Classes/homepages/Congo_Free_State/</a></p> <p><i>Rise of the Color Bar</i>  <a href="http://www.classzone.com/books/wh_05_shared/pdf/WHS05_027_794_PS.pdf">http://www.classzone.com/books/wh_05_shared/pdf/WHS05_027_794_PS.pdf</a></p> <p><i>Two Years in the Forbidden City, 1911 (Princess Der Ling)</i>  <a href="https://archive.org/details/twoyearsinfo00linggoog">https://archive.org/details/twoyearsinfo00linggoog</a></p> <p><i>Fifty Years of New Japan, 1909</i>  <a href="http://www.classzone.com/books/wh_05_shared/pdf/WHS05_028_809_PS.pdf">http://www.classzone.com/books/wh_05_shared/pdf/WHS05_028_809_PS.pdf</a></p>

<p>Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</p>	<p>Pages 362-363  <i>Siam Remains Independent</i>: Pages 363-364</p>	<p><i>Nonviolence (Gandhi)</i>  <a href="http://www.mkgandhi.org/nonviolence/gandhi_and_non.htm">http://www.mkgandhi.org/nonviolence/gandhi_and_non.htm</a></p>
<p><b>10.4</b></p>	<p><b>China:</b>  <i>China Resists Outside Influence</i>: Pages 371-375  <i>Imperial China Collapses</i>: Pages 448-452</p>	<p>Imperial China  <a href="http://www.britishmuseum.org/explore/cultures/asia/imperial_china.aspx">http://www.britishmuseum.org/explore/cultures/asia/imperial_china.aspx</a>  <a href="http://www.chaos.umd.edu/history/imperial.html">http://www.chaos.umd.edu/history/imperial.html</a></p>
<p>1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p>	<p><b>India:</b>  <i>British Imperialism in India</i>: Pages 357-361  <i>Nationalism in India and Southwest Asia</i>: Pages 453-457</p>	<p>Nationalism in India and Southwest Asia  <a href="http://historoda.com/2013/04/19/revolution-and-nationalism-nationalism-in-india-and-southwest-asia/">http://historoda.com/2013/04/19/revolution-and-nationalism-nationalism-in-india-and-southwest-asia/</a>  <a href="http://cdaworldhistory.wikidot.com/nationalism-in-india-and-southwest-asia">http://cdaworldhistory.wikidot.com/nationalism-in-india-and-southwest-asia</a></p>
<p>2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p>	<p><b>Latin America:</b>  <i>U.S. Economic Imperialism</i>: Pages 382-387  <i>Turmoil and Change in Mexico</i>: Pages 388-393</p>	<p>Turmoil and Change in Mexico  <a href="http://historoda.com/">http://historoda.com/</a></p>
<p>3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> <p>4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p>	<p><b>Chapter 14</b>  <i>Imperial China Collapses</i>: Pages 448-452  <i>Nationalism in India and Southwest Asia</i>: Pages 453-457</p>	

## Theme: Causes and Effects of the First World War

Major Events/Themes Curriculum Objectives	Suggested Textbook Reading (to pair with Primary/Secondary Sources)	Primary and Secondary Sources
<p><b>Standard 10.5</b></p> <ol style="list-style-type: none"> <li>Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."</li> <li>Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</li> <li>Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</li> <li>Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</li> <li>Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.</li> </ol> <p><b>Standard 10.6</b></p> <ol style="list-style-type: none"> <li>Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United State's rejection of the League of Nations on world politics.</li> <li>Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</li> <li>Understand the widespread disillusionment with prewar institutions, authorities, and values</li> </ol>	<p><b>Chapter 13</b></p> <p><i>Marching Toward War</i>. Pages 407-410</p> <p><i>Europe Plunges into War</i>. Pages 411-415</p> <p><i>A Global Conflict</i>. Pages 417-422</p> <p><i>A Flawed Peace</i>. Pages 424-427</p> <p><b>Chapter 15</b></p> <p><i>Postwar Uncertainty</i>. Pages 463-467</p> <p><i>A World Wide Depression</i>. Pages 470-474</p>	<p><i>German Army Marches through Brussels</i> (Richard Davis) <a href="http://www.eyewitnesstohistory.com/brussels.htm">www.eyewitnesstohistory.com/brussels.htm</a></p> <p><i>Suffolk Farmhand at Gallipoli</i> <a href="http://www.classzone.com/books/wh_05_shared/.../WHS05_029_851_PS.pdf">www.classzone.com/books/wh_05_shared/.../WHS05_029_851_PS.pdf</a></p> <p><i>14 Points</i> (Woodrow Wilson) <a href="http://www.historylearningsite.co.uk/woodrow_wilson1.htm">http://www.historylearningsite.co.uk/woodrow_wilson1.htm</a></p> <p><i>Postwar Uncertain</i> <a href="http://www.jstor.org/discover/10.2307/2937892?uid=3739560&amp;uid=2&amp;uid=4&amp;uid=3739256&amp;sid=21105257210043">http://www.jstor.org/discover/10.2307/2937892?uid=3739560&amp;uid=2&amp;uid=4&amp;uid=3739256&amp;sid=21105257210043</a></p>

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<p>that resulted in a void that was later filled by totalitarians.</p> <p>4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).</p>		<p><i>Pablo Picasso</i></p> <p><a href="http://www.biography.com/#!/people/pablo-picasso-9440021">http://www.biography.com/#!/people/pablo-picasso-9440021</a></p> <p><a href="http://www.pablocicasso.org/">http://www.pablocicasso.org/</a></p>

## Theme: Causes and Effects of the Second World War

Major Events/Themes Curriculum Objectives	Suggested Textbook Reading (to pair with Primary/Secondary Sources)	Primary and Secondary Sources
<p><b>Standard 10.7</b></p> <ol style="list-style-type: none"> <li>Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).</li> <li>Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</li> <li>Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</li> </ol> <p><b>Standard 10.8</b></p> <ol style="list-style-type: none"> <li>Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</li> <li>Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</li> <li>Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</li> <li>Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower).</li> <li>Analyze the Nazi policy of pursuing racial purity,</li> </ol>	<p><b>Chapter 14</b>  <i>Revolutions in Russia</i>: Pages 433-439  <i>Totalitarianism Case Study: Stalinist Russia</i>: Pages 440-445</p> <p><b>Chapter 15</b>  <i>Fascism rises in Europe</i>: Pages 476-480  <i>Aggressors Invade Nations</i>: Pages 481-485</p> <p><b>Chapter 16</b>  <i>Hitler's Lightning War</i>: Pages 491-496  <i>Japan's Pacific Campaign</i>: 497-501  <i>The Holocaust</i>: Pages 502-505  <i>Allied Victory</i>: Pages 506-513  <i>Europe and Japan in Ruins</i>: Pages 514-517</p>	<p><i>Ten Days that Shocked the World</i> (John Reed  <a href="http://www.marxists.org/archive/reed/.../10days/10da.">www.marxists.org/archive/reed/.../10days/10da.</a>)</p> <p><i>Famine in Russia</i> (Philip Gibbs)  <a href="http://www.classzone.com/books/wh_05_shared/.../WHS05_031_904_PS.pdf">www.classzone.com/books/wh_05_shared/.../WHS05_031_904_PS.pdf</a></p> <p><i>Memos on the Aims of German and Japan</i>  <a href="http://www.jonescollegeprep.org/ourpages/auto/2011/.../AimsGermanyItaly.pd">www.jonescollegeprep.org/ourpages/auto/2011/.../AimsGermanyItaly.pd</a>.</p> <p><i>Speech in the House of Commons, 1938</i> (Neville Chamberlain)  <a href="http://www.wwnorton.com/college/history/ralph/workbook/ralprs36.htm">http://www.wwnorton.com/college/history/ralph/workbook/ralprs36.htm</a></p> <p><i>Affidavit Given at Nuremberg</i> (Rudolf Hess)  <a href="http://www.fordham.edu/halsall/mod/1946hoess.html">www.fordham.edu/halsall/mod/1946hoess.html</a></p> <p><i>Blood, Toil, Tears, and Sweat, 1940</i> (Churchill)  <a href="http://www.winstonchurchill.org/...churchill/92-blood-toil">www.winstonchurchill.org/...churchill/92-blood-toil</a>.</p> <p><i>Japanese Internment</i>  <a href="http://www.history.com/topics/world-war-ii/japanese-american-relocation/videos/japanese-internment-in-america">http://www.history.com/topics/world-war-ii/japanese-american-relocation/videos/japanese-internment-in-america</a></p> <p><a href="http://www.densho.org/">http://www.densho.org/</a></p>



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<p>especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p> <p>6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p>		<p><i>Holocaust Education</i></p> <p><a href="http://www.history.com/topics/world-war-ii/the-holocaust">http://www.history.com/topics/world-war-ii/the-holocaust</a></p> <p><a href="http://www.historyplace.com/worldwar2/holocaust/timeline.html">http://www.historyplace.com/worldwar2/holocaust/timeline.html</a></p> <p><a href="http://www.jewishvirtuallibrary.org/jsource/Holocaust/history.html">http://www.jewishvirtuallibrary.org/jsource/Holocaust/history.html</a></p>

## Theme: International Developments in the Post World War II Era

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<p><b>Standard 10.9</b></p> <ol style="list-style-type: none"> <li>Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</li> <li>Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</li> <li>Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</li> <li>Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</li> <li>Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</li> <li>Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</li> <li>Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to</li> </ol>	<p><b>Chapter 17</b></p> <p><i>Cold War: Superpowers Face Off:</i> Page 531-536</p> <p><i>Communists Take Power in China:</i> Page 538-541</p> <p><i>Wars in Korea and Vietnam:</i> Pages 542-547</p> <p><i>Confrontation in Latin America:</i> Pages 550-552</p> <p><i>The Cold War Thaws:</i> Pages 554-557</p> <p><b>Chapter 18</b></p> <p><i>The Colonies Become New Nations:</i> Pages 560-595</p> <p><b>Chapter 19</b></p> <p><i>Struggles for Democracy:</i> Pages 596-633</p> <p><i>Global Interdependence:</i> Pages 634-665</p>	<p><b>Primary Sources</b></p> <p><i>Enough Blood and Tears</i> (Yitzhak Rabin) <a href="http://www.classzone.com/books/wh_05_shared/.../WHS05_034_1_021_PS.pdf">www.classzone.com/books/wh_05_shared/.../WHS05_034_1_021_PS.pdf</a></p> <p><i>Masakhane- Let Us Build Together</i> (Nelson Mandela) <a href="http://www.anc.org.za/show.php?id=3519">http://www.anc.org.za/show.php?id=3519</a></p> <p><i>Top Ten Migration Issues of 2013—link will get you to the overview then students can click on headlines and get to each article. Migration Policy Organization</i> <a href="http://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2013">http://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2013</a></p> <p><a href="http://blogs.telegraph.co.uk/news/danielknowles/100129096/why-immigrants-arent-taking-british-jobs/">http://blogs.telegraph.co.uk/news/danielknowles/100129096/why-immigrants-arent-taking-british-jobs/</a> <i>Blog from British Writer—Why immigrants aren't taking British Jobs</i></p> <p><i>Article from Daily Express in Britain—Immigrants Do Take British Jobs</i> <a href="http://www.express.co.uk/news/uk/294891/Immigrants-do-take-British-jobs">http://www.express.co.uk/news/uk/294891/Immigrants-do-take-British-jobs</a></p> <p><a href="http://www.globalissues.org/article/537/immigration">http://www.globalissues.org/article/537/immigration</a> <i>Includes overview of the issue of migration, including charts, as well as links to articles on subtopics such as “Why Do People Emigrate” and “The Effects of Immigration”</i></p> <p><i>Blog from co-director of International Migration Institute, Myths around Migration based on recent research findings. Great article to have students do additional research and corroborate the claims of this author with earlier research</i> <a href="http://heindehaas.blogspot.com/2014/07/human-migration-myths-hysteria-and-facts.html">http://heindehaas.blogspot.com/2014/07/human-migration-myths-hysteria-and-facts.html</a></p>

Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

**Standard 10.10**

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

*Good Background Article on Central America*  
<http://migrationpolicy.org/article/central-america-crossroads-america>

*National Geographic article on Syria/Turkey Powerful Photographs*  
<http://news.nationalgeographic.com/news/2014/09/1409021-syria--turkey-refugees-islamic-state-pictures-photography/>

*Short article on Global Perspective of Migration*  
<http://science.jrank.org/pages/10225/Migration-in-World-History-Global-versus-Nationalist-Perspectives.html>

*Article on International Migrants Day, December Has statistics and background on international migrants*  
<http://www.un.org/en/events/migrantsday/background.shtml>

*Series on Global Migration by BBC*  
[http://news.bbc.co.uk/2/shared/spl/hi/world/04/migration/html/migration\\_boom.stm](http://news.bbc.co.uk/2/shared/spl/hi/world/04/migration/html/migration_boom.stm)

Interactive/Maps/Graphics

*Interactive map of international migrant population by country of origin and destination, based on 2013 data*  
[www.migrationpolicy.org/programs/data-hub/charts/international-migrant-population-country-origin-and-destination](http://www.migrationpolicy.org/programs/data-hub/charts/international-migrant-population-country-origin-and-destination)

*Colorful, interactive, circular chart of world migration from 2005--2010*  
<http://qz.com/192440/where-everyone-in-the-world-is-migrating-in-one-gorgeous-chart/>

*Great timeline chart of Migration Patterns from 1821--2000*  
[http://lewishistoricalsociety.com/wiki2011/tiki-read\\_article.php?articleId=29](http://lewishistoricalsociety.com/wiki2011/tiki-read_article.php?articleId=29)

*Article on European Immigration issues, contains video and good infographic*  
<http://www.cnn.com/2013/10/30/opinion/europe-immigration-debate-koser/>