

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, April 2013**

World History DHS/Alt. Ed.

Course Essential Questions (from Phase I report):

1. How can events be viewed from a global, interregional and regional perspective?
2. What role has geography played in the development of civilizations?
3. How has world religion and cultural beliefs shaped civilizations?
4. How have political changes influenced society?
5. How has trade impacted the civilizations of the world?

Phase II Curriculum

Unit: Foundations/The Ancient World and Ancient Civilizations

Essential Questions:

- In what ways do world historians organize the past?
- What are the differences between hunter-gatherer societies, civilizations, and empires?
- What are the core beliefs of the major religions of the world?
- How did different civilizations interact with each other?

Essential Understanding:

- The past is divided into ancient history, the Middle Ages, and the modern world.
- Civilizations formed around major river valleys.
- Agriculture allowed people to settle in one location.
- The major religions of the world are Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- Christianity, Islam and Judaism are monotheistic; Hinduism is polytheistic; Buddhism is non-theistic; and Confucianism is non-theistic and stresses respect of elders, education and civil service
- Culture spread through trade with different civilizations.

Curriculum Standards

F1 World Historical and Geographical “Habits of Mind” and Central Concepts

Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)(National Geography Standard 2, p. 186)

F2 Systems of Human Organizations

Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212)

- Changes brought on by the Agricultural Revolution, including the environmental impact of settlements
- TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze
- Classical China or India (Han China or Gupta empires)
- Classical Mediterranean (Greece and Rome)

F3 Growth and Development of World Religions

Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including

- spatial representations of that growth
- interactions with culturally diverse peoples
- responses to the challenges offered by contact with different faiths
- ways they influenced people's perceptions of the world. (*National Geography Standard 6, p. 195*)

F4 Regional Interactions

Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp. 188 and 210)

K1 General Knowledge— embedded in WHG standards and expectations

- K1.1 Know the defining characteristics of the disciplines of history and geography.
- CCR # 9 integrate info from primary and secondary sources, defining characteristics
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
- CCR # 6 point of view/ purpose
 - CCR # 9 integrate info from primary and secondary sources, criticisms and limitations
- K1.3 Understand and analyze temporal and spatial relationships and patterns.
- CCR # 7 integrate and evaluate multiple sources of information
- K1.4 Understand historical and geographical perspectives.
- CCR # 6 point of view/ purpose, perspectives
- K1.5 Understand the diversity of human beings and human cultures.
- CCR # 10 independently and proficiently
- K1.6 Analyze events and circumstances from the vantage point of others.
- CCR #6 point of view/purpose
 - CCW # 9 draw from informational text to support
- K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- CCR # 10 independently and proficiently
- K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- CCR # 9 integrate info from primary and secondary sources
- K1.9 Integrate concepts from at least two different social studies disciplines.
- CCR # 9 integrate info from primary and secondary sources
- K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.
- CCR # 10 independently and proficiently

Social Studies Procedures and Skills – embedded in WHG standards and expectations

P1 Reading and Communication – read and communicate effectively.

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- CCR # 1 textual evidence
 - CCR # 2 central ideas, summary
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- CCR # 6 point of view/ purpose
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- CCR # 9 integrate info from primary and secondary sources, diversity of interpretation
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- CCW # 5 develop and strengthen writing
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a

concise, clear closing.

- CCW #1 arguments

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate and evaluate multiple sources of information

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 evaluate author’s premise, corroborate/challenge with other information, support with evidence
- CCW # 8 Gather information

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

- CCR # 9 integrate info from primary and secondary sources, multiple perspectives
- CCW # 2 Informative/explanatory texts

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

- CCR # 9 integrate info from primary and secondary sources, inductive and deductive problem solving
- CCW # 2 Informative/explanatory texts

Knowledge/Content

Students will know (about)....

- The four major river valleys of ancient history include: The Nile, Indus River Valley, Tigris-Euphrates, Huang He
- In ancient times hunter-gather societies developed into pastoral nomads and agricultural societies
- A key component of a civilization is a government
- The major world religions influenced perceptions of the world and led to challenges and conflict between different faiths
- All aspects of culture, including religion, spread through trade
- The spread of culture is known as cultural diffusion
- The importance of writing in the development of civilization
- Periodization

Academic vocabulary for this unit:

- Anthropology
- Archaeology
- Pre-historic
- Cultural diffusion
- Civilization
- Dynasty
- Caste system
- City state

Skills/Processes

I can.....

- Use map skills to locate major river valleys, cultural regions
- Identify the characteristics of a civilization
- Analyze the development of civilizations (political, economic and social)
- Identify and describe major world religions
- Explain how interactions between different groups shaped society
- Make connections between the ancient world and the present
- Describe how writing influenced civilization
- Read and construct timelines
- Identify differences between primary and secondary sources
- Compare/Contrast periods of time
- Locate 4 major river valleys of ancient history
- Describe key components of early civilization
- Compare/contrast different religions
- Explain cultural diffusion
- Explain the role religion played in early conflict

<ul style="list-style-type: none"> • Hunter gathers • Empire • Polytheism • Monotheism • Nomads • Republic • Democracy • River valley • Pax Romana • Hieroglyphics • Cuneiform • Acropolis • Aqueduct • Reincarnation • Fertile Crescent 	<ul style="list-style-type: none"> • Explain how Greek and Roman Empires influenced the modern world
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

<p>Common Summative Unit Assessments:</p>	<p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p> <ul style="list-style-type: none"> • World Religions Pie activity – create a pie chart of the world religions to compare and contrast characteristics of each religion • *River Valley Civilizations – research a civilization and include the characteristics of a civilization on a poster display. Presentation to small groups. • Quizzes – river valley, religions,
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Phase V Learning Plan

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Unit: Era 4 – The Middle Ages

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors led to the rise and fall of ruling empires? • What forces of interaction led to increased 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • The plague, transportation, geography, strong military, religion, economy, and technology all played a part in the rise and fall of ruling empires. • Limited technology and communication affected the growth and stabilization of empires in Europe, China,
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<p>interdependence?</p> <ul style="list-style-type: none"> • How did world religions spread? • What is the impact of increased cultural diffusion? • What important developments led to global trade? 	<p>Africa, and the Americas.</p> <ul style="list-style-type: none"> • World religions spread through the Crusades, the Inquisition, and expansion of empires. • Social hierarchies shaped society • Improved means of transportation led to cultural diffusion and the development of global economies.
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Curriculum Standards

4.1 Cross-temporal or Global Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.

4.1.1 **Crisis in the Classical World** – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)

4.1.2 **World Religions** – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including

- Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades
- Islam and Hinduism in South Asia (See 5.3.3)
- continuing tensions between Catholic and Orthodox Christianity
(National Geography Standard 10, p. 203)

4.1.3 **Trade Networks and Contacts** – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including

- land-based routes across the Sahara, Eurasia and Europe
- water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas
(National Geography Standard 11, p. 206)

4.2 Interregional or Comparative Expectations

Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.

4.2.1 **Growth of Islam and Dar al-Islam** [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including

- The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society
- diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi
- role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia
- the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity
(National Geography Standard 10, p. 203)

4.2.2 **Unification of Eurasia under the Mongols** – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)

4.2.3 **The Plague** – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic.

(See 4.3.5) (National Geography Standard 15, p. 215)

4.3 Regional Expectations

Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.

4.3.1 Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by

- comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208)
- using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201)
- analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 11, p. 206)
- analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190)
- analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203)

4.3.2 The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.
(National Geography Standard 10, p. 203)

4.3.3 China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)

4.3.4 The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including

- the rise and decline of the Byzantine Empire
- the region's unique spatial location
- the region's political, economic, and religious transformations
- emerging tensions between East and West
(National Geography Standard 3, p. 188)

4.3.5 Western Europe to 1500 – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including

- the role and political impact of the Roman Catholic Church in European medieval society
- how agricultural innovation and increasing trade led to the growth of towns and cities
(National Geography Standard 14, p. 212)
- the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)
- the cultural and social impact of the Renaissance on Western and Northern Europe

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- CCW #1 arguments

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.

- CCW # 8 Gather information

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate and evaluate multiple sources of information

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

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P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- CCW #1 arguments

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

- CCW #1 arguments

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

- CCW #1 arguments

Knowledge/Content Students will know (about)....	Skills/Processes I can.....
<p>4.1.1 Crisis in the Classical World</p> <ul style="list-style-type: none"> • Greece and Roman empires expanded their borders beyond their control which led to their eventual downfall • Consequences of the Roman collapse include: • Fall of democracy • Loss of classical knowledge • Loss of government aid programs • Rise of the Byzantine Empire • Rise of the Eastern Orthodox Church <p>4.1.2 World Religions</p> <ul style="list-style-type: none"> • Mohammed taught the Five Pillars of Islam, but after his death, a split in the religion led to followers of Sunni, Shia' and Sufi. • birth of religious extremist groups • Dar al Islam is a term used to refer to countries in which Muslims can practice their religion freely. • Religions were spread through trade, military conquest, and missionaries. • The Byzantine Empire influenced the Eastern Mediterranean and Russia, including the split of the Roman Catholic Church and the origin of the Eastern Orthodox religion. • Mecca is the holy land of Islam • Dar al-Islam is the concept of allowing people to practice any form of the Islamic religion without persecution • Islam spread to Spain, Muslims in Spain were called the Moors • Osman was the founder of the Ottoman Turk Empire and helped spread Islam • Ottoman Turks spread Islam into Northern Africa • The split in Islam was due to the death of Mohamed and who would take over as the rightly guided caliph <p>4.2.2 Unification of Eurasia under the Mongols</p> <ul style="list-style-type: none"> • Mongols conquered neighbors and expanded into China, Eastern Europe and Middle East • Mongols failed to conquer Japan • Genghis Khan was the greatest of the Mongol leaders • Mongols raids led to the Chinese building the Great Wall • After Mongols took over China, the Silk Road became a safe trade route 	<ul style="list-style-type: none"> • Explain how the Greek and Roman Empires collapsed. • Explain how other empires were created based on the fall of Rome • Compare and contrast world religions • Compare and contrast manorialism, feudalism and monarchies • Explain how cultural diffusion shaped this era (Africa, Europe, China, & Americas) • Read and construct timelines about key events of this era • Analyze the development and decline of civilizations (political, economic and social) • Explain how interactions between different groups shaped society • Make connections between the medieval world and the present • Explain how the plague impacted society • Describe the effects of technology on civilizations

- There was a time of peace in China known as Pax Mongolica
- Infrastructure of China improved under Mongol rule
- Life for the average Chinese person improved under Mongol rule

4.2.3 The Plague

- The plague started in China, spread to Europe via Italy through trade
- The plague was one factor in the decline of feudalism due to a breakdown of lord serf relationships
- Faith in religion was shaken by the plague
- Population was reduced by 25-40%
- People behaved in irrational ways due to a lack of understanding of science and disease

4.3.1 Africa to 1500

- The kingdom of Aksum rose in Ethiopia
- Aksum's king Ezana converted to Christianity
- The east coast of Africa was influenced by the Swahili
- Commercial opportunities attracted Muslim merchants and Islam spread across northeast Africa
- The west coast of Africa was introduced to Christianity by Europeans
- Europeans began to enslave Africans
- The migration of the Bantu in southern Africa led to the spread of the use of iron tools

4.3.2 The Americas to 1500

- The Mayan were an advanced civilization in Mexico known for their pyramids
- The Aztec were an advance civilization in Mexico known for human sacrifice
- The Inca were an advance civilization in Peru known for building fortresses in the Andes mountains
- The Pueblo were a society in southwest North America known for use of adobe
- Life of Native Americans in eastern North American was dependent upon the environment

4.3.3 China to 1500

- Chinese government went through periods of dynasties including:
 - Sui who are known for building the Grand Canal
 - Tang who started the Great Wall of China. Missionaries from India brought Buddhism to

China. Buddhist were persecuted by Tang rulers who preferred Confucianism

- Sung who dealt with barbarian invasions and civil wars and also known for the use gun powder. Started civil service exams to try to eliminate social classes

- The Mongols invaded China and conquered the Sung

4.3.4 The Eastern European System and the Byzantine Empire to 1500

- The Byzantine Empire formed out of the eastern half of the Roman Empire
- Emperor Justinian is known for a code of law which is the basis of today's justice system
- Women had more rights
- The Iconoclastic Controversy led to a split with the Roman Catholic church and the creation of the Eastern Orthodox Church over the use of icons
- The capital, Constantinople, was an important trade center
- The decline of the Byzantine Empire was due to the rise of the Ottoman Turks

4.3.5 Western Europe to 1500

- Manoralism is an economic system based on relationships between landowners and serfs.
- Feudalism is a political system based on relationships between landowners and serfs
- One cause of Feudalism decline was due to the strengthening of monarchs and their ability to defend a country
- Another cause of the decline of Feudalism was due to the Bubonic Plague
- The Roman Catholic Church led by popes and monarchs fought for political power and also gained wealth through the tithe
- The Crusades were the conflict between Christianity and Islam for control of the Holy Land
- The 100 Years War was a conflict between France and England and helped lead to the development of centralized nation states

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

Unit: Era 5-The Reformation, Renaissance, and Age of Exploration

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the important developments and cultural changes in the Americas? • How did European exploration, colonization and trade impact the world? • Why did some countries advance faster than others? • How did the rise of the Ottoman Empire impact global relations? • How did culture in Western Europe affect the rest of the world? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Europeans discovered, colonized and forced cultural diffusion on the Americas • The Columbian Exchange was the mass movement of people, plants, animals, diseases and ideas from the Old World to the New World and vice versa • Christianity became the dominate religion of Latin America because Spain and Portugal were the leaders in exploration • Advances in technology allowed for more exploration and the conquering of native peoples • Economic theory of mercantilism led European nations to desire colonies • The creation of joint stock companies lead to capitalism and imperialism • Colonies were the source of materials and markets for other countries • Ottoman Empire dominated the Middle East and spread Islam in Eastern Europe and Northern Africa • European nations forced China to trade • United States forced Japan to trade
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Curriculum Standards

5.1 Cross-temporal or Global Expectations
Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.

5.1.1 Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era.
 (See 4.1.3; 5.3.6) (*National Geography Standard 11, p. 207*)

5.1.2 World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world

religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (*National Geography Standard 9, pg. 202*)

5.2 Interregional or Comparative Expectations

Analyze the impact of oceanic travel on interregional interactions.

5.2.1 European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by

- describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries (*National Geography Standard 11, p. 206*)
- explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (*National Geography Standard 14, p. 212*)

5.2.2 Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by

- using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage (*National Geography Standard 11, p. 206*)
- comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvée labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1)

5.3 Regional Content Expectations

Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.

5.3.1 Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by

- using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (*National Geography Standard 13, p. 210*)
- analyzing the impact of the Ottoman rule

5.3.2 East Asia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in East Asia by

- analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (*National Geography Standard 5, p. 192*)
- analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (*National Geography Standard 4, p. 190*)

6.2.4 Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by

- using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (*National Geography Standard 16, p. 216*)
- describing the connection between imperialism and racism, including the social construction of race
- comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (*National Geography Standard 13, p. 210*)
- analyze the responses to imperialism by African and Asian peoples (See 6.6.3) (*National Geography Standard 13, p. 210*)

5.3.3 South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact.
(See 4.1.2) (*National Geography Standard 4, p. 190*)

5.3.4 Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including

- Russian imperial expansion and top-down westernization/modernization (*National Geography Standard 13, p. 210*)
- the impact of its unique location relative to Europe and Asia (*National Geography Standard 3, p. 188*)
- the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (*National Geography Standard 10, p. 203*)

5.3.5 Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by

- explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (*National Geography Standard 13, p. 210*)
- analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism
- analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society
- analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)

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- CCR # 10 independently and proficiently
- K1.6 Analyze events and circumstances from the vantage point of others.
- CCR #6 point of view/purpose
 - CCW # 9 draw from informational text to support
- K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- CCR # 10 independently and proficiently
- K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- CCR # 9 integrate info from primary and secondary sources
- K1.9 Integrate concepts from at least two different social studies disciplines.
- CCR # 9 integrate info from primary and secondary sources
- K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.
- CCR # 10 independently and proficiently

Social Studies Procedures and Skills – embedded in USHG standards and expectations

P1 Reading and Communication – read and communicate effectively.

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- CCR # 1 textual evidence
 - CCR # 2 central ideas, summary
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- CCR # 6 point of view/ purpose
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- CCR # 9 integrate info from primary and secondary sources, diversity of interpretation
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- CCW # 5 develop and strengthen writing
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.
- CCW #1 arguments

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- CCW # 8 Gather information
- P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate and evaluate multiple sources of information

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 evaluate author's premise, corroborate/challenge with other information, support with evidence
- CCW # 8 Gather information

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

- CCR # 9 integrate info from primary and secondary sources, multiple perspectives
- CCW # 2 Informative/explanatory texts

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

- CCR # 9 integrate info from primary and secondary sources, inductive and deductive problem solving
- CCW # 2 Informative/explanatory texts

P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- CCW #1 arguments

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

- CCW #1 arguments

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

- CCW #1 arguments

Knowledge/Content

Students will know about....

Skills/Processes

I can.....

5.1.1 Emerging Global System –

- Discoveries in Earth's position in the universe and shape encouraged European exploration
- Joint stock companies funded European exploration
- Mercantilism theory believes that there is a fixed amount of money in the world and to increase in wealth nations must take gold and silver from colonies
- Colonies provide the raw materials, resources and wealth to the mother country and are markets for the finished product
- Colonies provided a place for growing European populations to develop, explore and settle

5.1.2 World Religions

- Expulsion of Muslims and Jews from Spain had economic impact on Spain
- Many Latin Americans are Christians because of Spanish and Portuguese influence
- The Ottoman conflicts with Mughal led to the spread of the Islam in India

5.2.1 European Exploration/Conquest and Columbian Exchange

The Columbian Exchange led to

- The migration of Europeans to the New World
- Wiping out large numbers of Native Americans by conquering them and

- Use map skills to show movement in cultural regions
- Explain the role of colonial exploration and how it impacted societies
- Compare and contrast world religions
- Explain the impact of Columbus' discovery of the Americas
- Explain the impact of the Triangular Trade
- Describe the impact of the Ottoman Empire on the Middle East and Northern Africa
- Explain why the Chinese and Japanese were able to sustain isolationism
- Compare and contrast Chinese and Japanese Feudal system and their relationships with the rest of the world.
- Describe the impact of the Mughal Empire on India
- Explain the impact of the Romanov family on Russia
- Explain how the divine Right of kings shaped European countries.
- Analyze the development and decline of civilizations

- bringing disease
- Introduction of new crops and animals
- Triangular Trade

5.2.2 Trans-African and Trans-Atlantic Slave Systems – Triangular Trade

- The movement of finished products from Europe to Africa
- Slaves from Africa to America (Middle Passage)
- Raw materials from America to Europe
- The slave trade was not just an Africa to America trade, slaves were also traded in Africa and the Middle East

5.3.1 Ottoman Empire through the 18th Century

- Suleyman was the leader at the height of the Ottoman’s power
- The Ottoman Empire spread Islam into Eastern Europe, India and Northern Africa
- The empire was able to exist by capturing warring nations/soldiers and forcing them to fight for and convert to Islam
- The Ottomans did allow religious freedom and self government within its empire
- Europeans opened sea trade routes and weakened Ottoman monopoly on trade

5.3.2 East Asia through the 18th Century and 6.2.4 Imperialism

- The Chinese belief that they were self sufficient perpetuated their belief in isolation and limited contact with the outside world
- The British forced the Chinese to open for trade
- The Chinese resisted trade with the British, leading to the Opium War
 - As a result of the Treaty of Nanjing the British gained Hong Kong
- Japanese samurai took power away from the emperor and created the position of Shogun
- Japan, as an island nation, was able to limit their contact with the outside world
- Japan had a feudal society consisting of Shogun, war lords, samurai and peasants
- Commodore Matthew Perry forced Japan to open its doors as a coaling station for American battle ships
- After Japan was forced out of isolation, the Shogun was removed from power and the emperor took back over (Meiji Restoration)
- Buddhism spread from China to Japan

5.3.3 South Asia/India through the 18th Century

(political, economic and social)

- Explain how interactions between different groups shaped society
- Make connections between the medieval world and the present
- Read and construct timelines
- Identify differences between primary and secondary sources
- Describe the cause and effect of regional interactions
- Describe the effects of the Scientific Revolution on civilization.
- Describe the Reformation and its impact on world religions

- After the collapse of the Mongol Empire the remnants became the Mughal Empire
- At the height of the Mughal Empire, the ruler was Akbar who tolerated all religions (creed known as Divine Faith) and implemented a fair and equal tax system
- The ruler Shah Jahan had the Taj Mahal built as a tomb for his wife. It is the largest Islamic mosque in a Hindu area
- The Sikh religion formed as a blend of Hinduism and Islam

5.3.4 Russia through the 18th Century

- Kiev was an important trading center
- Steppe land is grassy plains
- Taiga is northern forest in Russia
- Vladimir I converted to Christianity becoming Eastern Orthodox
- Mongols conquered the Russians
- Ivan the Great threw out the Mongols
- Russians recognized the patriarch of Moscow as the leader of their church creating the Russian Orthodox Church
- It was the fall of Constantinople that Russian proclaim Moscow as the third Rome
- As a result of Mongol rule, the Russians lagged behind the rest of Europe in technology
- Mikhail Romanov established the Romanov dynasty as the first Czar
- Peter the Great wanted to westernize Russia and copied French style of rule and culture
- Russia is landlocked which limited their ability to trade and expand
- Catherine and Peter expanded the empire over land

5.3.5 Europe through the 18th Century

- Absolute monarch is a king with complete control
- Divine right of kings is the right to rule based on God's authority
- The Reformation was an attempt to reform the corrupt policies of the Catholic Church
- Indulgence is a payment to the Church for the forgiveness of a sin
- Martin Luther protested corrupt policies and the Luther religion was formed based on the 95 Thesis
- John Calvin started the Calvinist religion
- Multiple Protestant religions formed following the Luther and Calvin break from the Catholic Church
- Johannes Gutenberg's invention of the printing press helped to spread reform ideas
- Scientific Revolution was a time of rapid

<p>What are the causes and results of Nationalism and Imperialism?</p>	<p>There is a growth of population and cities, which ultimately leads to the need for social reform.</p> <p>People with a common language and culture strive for a national identity.</p> <p>The growth of Nationalism led to the growth of new governments, which in turn, leads to conflict.</p> <p>Mercantilism economic theory led to Imperialism.</p> <p>The taking of colonies leads to conflict throughout the world.</p>
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Curriculum Standards

6.1 Global or Cross-temporal Expectations
Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.

6.1.1 Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (*National Geography Standard 13, p. 210*)

6.1.2 World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (*National Geography Standard 9, p. 201*)

6.1.3 Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including

- constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (*National Geography Standard 10, p. 203*)
- the global spread of major innovations, technologies, and commodities via new global networks (*National Geography Standard 11, p. 206*)

6.1.4 Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)

6.1.5 Interpreting Europe’s Increasing Global Power – Describe Europe’s increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (*National Geography Standard 13, p. 210*)

6.2 Interregional or Comparative Expectations
Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.

6.2.1 Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (*National Geography Standard 13, p. 210*)

5.3.6 Latin America through the 18th Century – Analyze colonial transformations in Latin America, including

- the near-elimination of American Indian civilizations and peoples
- social stratifications of the population (e.g., peninsulares, creoles, mestizos)
- the regional and global role of silver and sugar
- resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (*National Geography Standard 12, p. 208*)

6.2.2 Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (*National Geography Standard 10, p. 203*)

6.2.3 Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by

- comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France
- describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (*National Geography Standard 11, p. 206*)
- describing the environmental impacts of industrialization and urbanization (*National Geography Standard 14, p. 212*)

6.2.4 Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by

- using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (*National Geography Standard 16, p. 216*)
- describing the connection between imperialism and racism, including the social construction of race
- comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (*National Geography Standard 13, p. 210*)
- analyze the responses to imperialism by African and Asian peoples (See 6.6.3) (*National Geography Standard 13, p. 210*)

6.3 Regional Content Expectations

Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.

6.3.1 Europe – Analyze the economic, political, and social transformations in Europe by

- analyzing and explaining the impact of economic development on European society (*National Geography Standard 11, p. 206*)
- explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women
- using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (*National Geography Standard 13, p. 210*)

6.3.2 East Asia – Analyze the political, economic, and social transformations in East Asia by

- explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (*National Geography Standard 13, p. 210*)
- describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions

6.3.3 Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (*National Geography Standard 16, p. 216*)

K1 General Knowledge– embedded in WHG standards and expectations

K1.1 Know the defining characteristics of the disciplines of history and geography.

- CCR # 9 integrate info from primary and secondary sources, defining characteristics

K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.

- CCR # 6 point of view/ purpose
- CCR # 9 integrate info from primary and secondary sources, criticisms and limitations

K1.3 Understand and analyze temporal and spatial relationships and patterns.

- CCR # 7 integrate and evaluate multiple sources of information

K1.4 Understand historical and geographical perspectives.

- CCR # 6 point of view/ purpose, perspectives

K1.5 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.6 Analyze events and circumstances from the vantage point of others.

- CCR #6 point of view/purpose
- CCW # 9 draw from informational text to support

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

- CCR # 9 integrate info from primary and secondary sources

K1.9 Integrate concepts from at least two different social studies disciplines.

- CCR # 9 integrate info from primary and secondary sources

K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

- CCR # 10 independently and proficiently

Social Studies Procedures and Skills – embedded in USHG standards and expectations

P1 Reading and Communication – read and communicate effectively.

P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

- CCR # 6 point of view/ purpose

P1.3 Understand that diversity of interpretation arises from frame of reference.

- CCR # 9 integrate info from primary and secondary sources, diversity of interpretation

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

- CCW #1 arguments

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.

- CCW # 8 Gather information

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate and evaluate multiple sources of information

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 evaluate author's premise, corroborate/challenge with other information, support with evidence
- CCW # 8 Gather information

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

- CCR # 9 integrate info from primary and secondary sources, multiple perspectives
- CCW # 2 Informative/explanatory texts

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

- CCR # 9 integrate info from primary and secondary sources, inductive and deductive problem solving
- CCW # 2 Informative/explanatory texts

P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- CCW #1 arguments

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

- CCW #1 arguments

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

- CCW #1 arguments

Knowledge/Content

Students will know about....

Skills/Processes

I can.....

6.1 Global or Cross-temporal Expectations

People begin to question the divine right of kings.

The printing press is starting to spread word faster than it ever has before.

Rationalism started to replace the divine right of kings.

People demanded rights in works such as English Bill of Rights, Petition of the Rights of Man, and *Encyclopedia*.

The American and French Revolutions resulted from Enlightenment thinking.

The beliefs of the philosophes (i.e. Locke, Voltaire, and Jefferson) helped mold future revolutions.

French society was divided into three estates: the nobility, the clergy, and the common people, including the bourgeoisie.

The Third Estate took the Tennis Court Oath which was a vow to change French government.

The storming of the Bastille is considered to be the start of the French Revolution.

The French king was overthrown by the people because of his disregard for the Third Estate.

There was a period of civil unrest leading to the Reign of Terror led by Maximilien Robespierre.

Due to a lack of organized government, Napoleon Bonaparte was able to become the French emperor.

Explain the divine right of kings and how Rationalism started to replace it.

Explain how the printing press started to disseminate information faster than ever before.

Analyze why Rationalism started to replace the Divine Right of kings.

Compare and contrast the rights demanded in works such as English Bill of Rights, Petition of the Rights of Man, and *Encyclopedia* to those we expect to have today.

Analyze how the American and French Revolutions resulted from Enlightenment thinking.

Trace how the beliefs of the philosophes (i.e. Locke, Voltaire, and Jefferson) molded future revolutions.

Describe how French society was divided into three estates: the nobility, the clergy, and the common people, including the bourgeoisie.

Explain how the Tennis Court Oath was a vow to change French government.

Explain how the storming of the Bastille could be considered the start of the French Revolution.

Analyze why the French king was overthrown by the people.

Describe the period of civil unrest leading to the Reign of Terror.

Explain why Napoleon Bonaparte was able to become the French emperor.

<p>Napoleon tried to conquer much of Europe but failed because of Russia’s climate and scorched-earth policy. (6.3.1)</p>	<p>Rationalize why Russia’s climate and scorched-earth policy led to the demise of Napoleon’s rule.</p>
<p>After Napoleon’s defeat an attempt by kings to regain their power occurred, known as the Congress of Vienna. (6.3.1)</p>	<p>Analyze the role that the Congress of Vienna played in reshaping Europe.</p>
<p>6.2 Interregional or Comparative Expectations</p>	
<p>Innovations in agriculture such as the seed drill and crop rotation led to an increase in agricultural output.</p>	<p>Analyze the impact of innovations in agriculture.</p>
<p>The Industrial Revolution is an era of rapid industrial development.</p>	<p>Explain how the Industrial Revolution changed society.</p>
<p>There is a change from domestic system to the factory system.</p>	<p>Compare and contrast the domestic system to the factory system.</p>
<p>With fewer people needed to farm, an opportunity for people to move to cities occurred, looking for better economic opportunities.</p>	<p>Explain the transformation from mercantilism to capitalism.</p>
<p>The factors of production are land, labor, and capital.</p>	<p>Compare and contrast socialism and capitalism.</p>
<p><i>The Wealth of Nations</i> by Adam Smith described a new economic theory called capitalism.</p>	<p>Describe the impact of colonialism on Latin America.</p>
<p>The factory system led to social changes such as women and children in the workforce, the rise organized labor movements, and urbanization.</p>	<p>Analyze the impact of the Monroe Doctrine.</p>
<p>The new economic theory of socialism was developed in Karl Marx’s <i>The Communist Manifesto</i>.</p>	<p>Describe the impact of the Italian nationalist movement.</p>
<p>The Spanish conquered all of Latin America and used it for economic gain (i.e. creation of haciendas).</p>	<p>Describe the impact of the German nationalist movement.</p>
<p>Latin American society was divided into four social classes: peninsulares, creoles, mestizos, and mulattoes.</p>	<p>Describe the effects of Russification on the Russian reform movement.</p>
<p>San Martin led political revolutions in Argentina, Chile, and Peru.</p>	<p>Explain the change from the Holy Roman Empire to the Austria-Hungarian empire.</p>
<p>Simon Bolivar led political revolutions in</p>	<p>Describe the decline of the Ottoman Empire.</p>
	<p>Analyze the effects of imperialism on Africa.</p>
	<p>Explain why warlords overthrew the Shogun and restored the emperor to power in Japan.</p>
	<p>Describe the impact of global trade on America’s desire to gain land in the Pacific.</p>
	<p>Identify and locate the territories that were colonized by European powers.</p>

Venezuela and Columbia.

Hildago led political revolution in Mexico.

Toussaint-Louverture led the only successful slave revolt in Latin America.

Following Latin American revolutions, the Monroe Doctrine was created to protect American interests.

A nationalist movement in Italy helped to unite all Italian-speaking people.

The Carbonari was a secret society that worked to unite Italians.

The Young Italy Movement was an open movement by patriots that called for uniting Italy.

Leaders of these movements included Giuseppe Mazzini and Giuseppe Garibaldi.

A nationalist movement in Germany helped to unite all German-speaking people.

The creation of the Zollverein was for economic reasons but helped unite the German people.

Otto von Bismarck was a political leader who reshaped the German Confederation.

In Russia serfdom continued into the 1800s.

Russification was a movement to force all non-Russians to embrace Russian customs and culture (i.e. language, appearance, dress).

A reform movement in Russia, the Emancipation Act, ends serfdom.

The People's Will was a group of populists that use terrorism to bring about political and social reform.

Pogroms were attacks on Jews in Russia.

The Holy Roman Empire transforms into Austria-Hungary due to revolutions in the Balkans.

Read and construct timelines.

Recognize the difference between primary and secondary sources.

There was a series of wars called the Balkan Wars, which reduced the amount of territory the Ottoman Empire held in Europe.

Nationalism helped lead to Imperialism, as countries were in search of resources to boost their economies.

Many Europeans believed that they had a responsibility to Christianize and civilize non-white individuals, known as “The White Man’s Burden.”

All of Africa was colonized by European powers except for Ethiopia and Liberia. This was known as the “The Scramble for Africa.” (6.3.3)

The Fashoda Crisis was a conflict between Great Britain and France over who would colonize the Sudan.

The Berlin Conference was a meeting of European powers to determine the areas that each could colonize to avoid conflicts.

The Boer War was fought between the British and Dutch settlers for control of South Africa.

In areas that were not colonized, Europeans held spheres of influence.

Commodore Perry led an American naval expedition to force Japan to open its ports for trade.

Japanese warlords overthrew the Shogun and restored the Emperor to power. This is known as the Meiji Restoration. (6.3.2)

The British took colonies in India, Burma, and Singapore.

The French took colonies in Indochina.

The Dutch took colonies in Indonesia.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments:
(*identifies Performance Task)

Phase V Learning Plan

Unit: Era 7 Global Crisis and Achievement, 1900-1945

Essential Questions:

What effects did nationalism, imperialism, militarism, and system of alliances have on the first half of the twentieth century?

How did the rise of totalitarian governments impact the first half of the twentieth century?

What global economic events impacted the first half of the twentieth century?

How did technological advancements influence the first half of the twentieth century?

Essential Understanding:

Nationalism, imperialism, militarism, and system of alliances led to global conflict.

There was a rise of dictatorships in Europe as well as a communist revolution in Russia leading to a restructuring of Europe.

Dictators' desire to conquer neighboring lands led to a second global conflict.

The Russian Revolution of 1917 created the first communist government.

The depression from 1929-1940 affected global economies.

Technology improved communication, infrastructure, transportation, weaponry, and medicine.

Curriculum Standards

7.1 Global or Cross-temporal Expectations

Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.

7.1.1 Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2) (*National Geography Standard 13, p. 210*)

7.1.2 Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination).

(*National Geography Standard 13, p. 210*)

7.1.3 Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romans (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)

7.1.4 Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (*National Geography Standard 11, p. 206*)

7.1.5 Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3)

(*National Geography Standard 13, p. 210*)

7.2 Interregional or Comparative Expectations

Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.

7.2.1 World War I – Analyze the causes, characteristics, and long-term consequences of World War I by

- analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism
- analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)
- explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (*National Geography Standard 13, p. 210*)

7.2.2 Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by

- examining the causes and consequences of the economic depression on different regions, nations, and the globe
- describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)
- comparing and contrasting the rise of nationalism in China, Turkey, and India (*National Geography Standard 10, p. 203*)

7.2.3 World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by

- explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland) (*National Geography Standard 13, p. 210*)
- explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (*National Geography Standard 10, p. 203*)
- analyzing the major turning points and unique characteristics of the war (See 7.1.5) (*National Geography Standard 17, p. 219*)
- explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (*National Geography Standard 13, p. 210*)
- analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (*National Geography Standard 6, p. 195*)
- describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (*National Geography Standard 6, p. 195*)

7.2.4 Revolutionary and/or Independence Movements – Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (*National Geography Standard 13, p. 210*)

7.3 Regional Content Expectations

Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.

7.3.1 Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges. (*National Geography Standard 6, p. 195*)

7.3.2 Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)

7.3.3 Asia – Analyze the political, economic, and social transformations that occurred in this era, including

(National Geography Standard 13, p. 210)

- Japanese imperialism
- Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)
- Indian independence struggle

7.3.4 The Americas – Analyze the political, economic and social transformations that occurred in this era, including

- economic imperialism (e.g., dollar diplomacy)
- foreign military intervention and political revolutions in Central and South America
- nationalization of foreign investments

(National Geography Standard 13, p. 210)

K1 General Knowledge– embedded in WHG standards and expectations

K1.1 Know the defining characteristics of the disciplines of history and geography.

- CCR # 9 integrate info from primary and secondary sources, defining characteristics

K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.

- CCR # 6 point of view/ purpose
- CCR # 9 integrate info from primary and secondary sources, criticisms and limitations

K1.3 Understand and analyze temporal and spatial relationships and patterns.

- CCR # 7 integrate and evaluate multiple sources of information

K1.4 Understand historical and geographical perspectives.

- CCR # 6 point of view/ purpose, perspectives

K1.5 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.6 Analyze events and circumstances from the vantage point of others.

- CCR #6 point of view/purpose
- CCW # 9 draw from informational text to support

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

- CCR # 9 integrate info from primary and secondary sources

K1.9 Integrate concepts from at least two different social studies disciplines.

- CCR # 9 integrate info from primary and secondary sources

K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

- CCR # 10 independently and proficiently

Social Studies Procedures and Skills – embedded in USHG standards and expectations

P1 Reading and Communication – read and communicate effectively.

P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

- CCR # 6 point of view/ purpose

P1.3 Understand that diversity of interpretation arises from frame of reference.

- CCR # 9 integrate info from primary and secondary sources, diversity of interpretation

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

- CCW #1 arguments

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.

- CCW # 8 Gather information

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate and evaluate multiple sources of information

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 evaluate author’s premise, corroborate/challenge with other information, support with evidence
- CCW # 8 Gather information

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

- CCR # 9 integrate info from primary and secondary sources, multiple perspectives
- CCW # 2 Informative/explanatory texts

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

- CCR # 9 integrate info from primary and secondary sources, inductive and deductive problem solving
- CCW # 2 Informative/explanatory texts

P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- CCW #1 arguments

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

- CCW #1 arguments

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

- CCW #1 arguments

Knowledge/Content

Students will know about....

Skills/Processes

Students will be able to.....

7.1-7.3

The causes of WWI were imperialism, nationalism, militarism, and systems of alliances.

The assassination of Archduke Francis Ferdinand by the Black Hand led to the beginning of WWI.

The nations of the Triple Alliance were Germany, Austria-Hungary, and Italy.

The nations of the Triple Entente were Great Britain, France, and Russia.

Analyze the causes of WWI.

Identify and locate on a map the nations of the Triple Alliance and Triple Entente.

Explain the role that technology played in WWI.

Describe the events that drew the U.S. into WWI.

Describe the outcome of the Treaty of Versailles.

Compare and contrast the Treaty of Versailles with Wilson’s 14 Points.

New technologies used in WWI included tanks, u-boats, trench warfare, poison gas, machine guns, airplanes, flame throwers, etc.

The U.S. was drawn into the war by events such as unrestricted submarine warfare and the Zimmerman Note.

Germany was blamed for WWI and was forced to pay reparations.

Treaties play a role in starting and/or resolving conflict.

President Wilson proposed the 14 Points to establish peace without victory; one of Wilson's 14 Points was to create the League of Nations.

The Treaty of Versailles was created to realign European nations, set reparation payments, and establish the League of Nations.

Economic issues led to the rise of totalitarian governments across Europe (i.e. Mussolini, Hitler, and Stalin).

The cause of the Russian Revolution was social unrest.

Vladimir Lenin led a communist revolution in Russia in 1917.

Czar Nikolas II was overthrown and executed by the Bolsheviks (communists).

Under the Bolsheviks Russia's name changed to U.S.S.R.

Communists under Lenin negotiated peace with Germany to get out of WWI.

After Lenin's death there was conflict over who the new leader in the Soviet Union would be, and that conflict was won by Josef Stalin.

Josef Stalin instituted a series of five-year plans to improve industry and agriculture.

Market speculation and risky investments led to a worldwide depression.

Explain how economic issues lead to political change including the rise of totalitarian governments.

Identify the leaders of the Russian revolution.

Identify the aims of the Bolsheviks.

Explain the effects of Stalin's five year plans; evaluate the effectiveness of these plans.

Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	
Unit: Era 8 The Cold War and its Aftermath, The 20th Century Since 1945	
Essential Questions: What are the origins of the Cold War? What effect did the Cold War have on the world? What is the legacy of imperialism? How did political and social change after WWII affect the Americas, Middle Eastern nations and Africa? How have population changes of the late twentieth century impacted the world?	Essential Understanding: The conflict between economic and government systems led to tensions between the U.S. and Soviet Union. The world became divided between East and West. There are revolutions and conflict that exist to this day as a result of European imperialism. The creation of Israel affected the Middle East by causing other nations to give up their land freely, causing disputes since its creation. The U.S. becomes a political and economic superpower. Colonialism comes to an end in Africa, but leaves a legacy of racism. The baby boom has had a lasting impact on the second half of the twentieth century.
Curriculum Standards	

8.1 Global and Cross-temporal Expectations

Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.

8.1.1 Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3)
(National Geography Standard 13, p. 210)

8.1.2 Cold War Conflicts – Describe the major arenas of conflict, including

- the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam
- ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin
- the arms and space race

(National Geography Standard 13, p. 210)

8.1.3 End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)

8.1.4 Mapping the 20th Century – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).
(See 7.2.3) (National Geography Standard 13, p. 210)

8.2 Interregional or Comparative Expectations

Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.

8.2.1 The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)

8.2.2 Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standards 13 and 17, pp. 210 and 219)

8.2.3 Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)

7.3.5 Middle East – Analyze the political, economic, and social transformations that occurred in this era, including

- the decline of the Ottoman Empire
- changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples
- the role of the Mandate system
- the discovery of petroleum resources

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Knowledge/Content

Students will know about....

Skills/Processes

I can.....

After WWII, Europe was divided; the East was communist, the West was democratic.

Mao Zedong's communist party won control of China and created the People's Republic of China.

NATO was created in response to a perceived communist threat.

The Warsaw Pact was created in response to NATO.

The Cold War has led to conflicts around the world.

The Cold War ended with the collapse of the Soviet Union.

Gandhi led the Independence Movement in India.

Nelson Mandela led the movement against apartheid, racial discrimination.

European powers left Africa after years of opposition, and the legacy they left behind includes civil war, racial discrimination, economic instability, and environmental decay.

The creation of Israel affected the Middle East and the rest of the world.

There is a rise of Nationalism in the twentieth century.

Terrorism has been used in the twentieth century as a method to bring about political change.

Explain the effect communism had on Europe after WWII.

Explain the role of the communist party in China.

Understand the creation of new alliances after WWII.

Trace the impact the Cold War had on global economies.

Identify the relationship between the Independence Movements in Africa and India.

Explain the effects that apartheid and racial discrimination had on the formation of new governments in Africa.

Define Pan-Africanism.

Explain why Israel became a country.

Explain why nationalism changes in the twentieth century and how it leads to terrorism.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments:
(*identifies Performance Task)

Phase V Learning Plan