HCPSS Curriculum Framework
Modern World History

Maryland Standards:

1. Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.
2. Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.
3. Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
4. Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
5. Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
6. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Literacy Framework:

Close Reading	Student Questions	Outcomes (linked to Common Core Standards)	Prompts
Sourcing Consider the document's source and purpose *Prior to reading the document, students should carefully analyze the source.*	• Who wrote this? • What is the author's point of view? • Why was it written? • When was it written (a long time or a short time after the event)? • Is this a primary or secondary source? How do you know? • Is the source believable? Why or why not?	**Key Ideas and Details** • Cite specific textual evidence to support analysis of primary and secondary sources (RH.6-8.1) **Craft and Structure** • Identify aspects of a text that reveal an author's point of view or purpose. (RH.6-8.6 **Integration of Knowledge and Ideas** • Analyze the relationship between a primary and secondary source	• "I think the author probably believes..." • "The author's purpose is to…" • "I think the audience is..." • "Based on the sourcing information, I predict this author will..." • "I do/don't trust this source because..." • "If a contemporary of the author had written the text,

		on the same topic. (RH.6-8.9)	his or her point of view would…”
Contextualizing *(Imagining/Visualizing the setting)* Place the document in a time period, culture, setting, or subject-specific context	• "What events were happening at the time the text was written?" • In what ways might this influence what you are reading? • What was it like to be alive at this time? • What things were different during the time when the text was written? What things were the same? • What would it be like to see this event through the eyes of someone who lived in this time? • How might these perspectives and attitudes influence their actions?	**Key Ideas and Details** • Determine the central ideas or information; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2) **Craft and Structure** • Identify aspects of a text that reveal an author's point of view or purpose. (RH.6-8.6) **Integration of Knowledge and Ideas** • Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8) • Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9)	• "I already know that _____ is happening at this time..." • "From this document I would guess that people at this time were feeling..." • "This document might not give me the whole picture because..." • "The events of the time were influenced by…" • "Life during this time period and life during the 21st century are similar and/or different because…"
Critical Reading Read the text carefully to identify details and nuances in the author's words, or in data, images, text features, etc.	• What claims does the author make? • What evidence does the author use to support those claims? • How is this document supposed to make me feel? • What words does the author use to paint a particular picture of the event, or to convince me that	**Key Ideas and Details** • Cite specific textual evidence to support analysis of primary and secondary sources (RH.6-8.1) • Identify key steps in a text's description of a process. (RH.6-8.3) **Craft and Structure** • Determine the meaning of words and phrases as they are	• "The author claims that…" • "To support his/her claims, the author…" • "I think the author chose these words because they make me feel…" • "The author is trying to convince me...(by using/saying...)"

	they are right? • What information does the author leave out?	used in a text. (RH.6-8.4) • Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5) • Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) (RH.6-8.6) **Integration of Knowledge and Ideas** • Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8)	• "The ordering of events allows readers to..." • "Specific vocabulary the author uses provides…"
Corroborating *(Cross-Checking)* Compare multiple sources against each other to develop a well supported interpretations	• What do other pieces of evidence (texts, images, data, maps, etc.) say? • Am I finding the same information everywhere? • Am I finding different versions of the story? (If yes, why might that be?) • Where else might I locate additional information about the topic? • Which pieces of evidence are most believable and why?	**Key Ideas and Details** • Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) **Integration of Knowledge and Ideas** • Integrate visual information with other information in print and digital texts. (RH.6-8.7) • Analyze relationship between primary and secondary sources on the same topic. (RH.6-8.9)	• "This author agrees/disagrees with..." • "This document was written earlier/later than the other, so..."

Universal Design for Learning

Universal Design for Learning is a set of principles for curriculum development and instruction that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Here are some basic tools to get started with UDL in your classroom:

More information
CAST Web-site

Get to know your learners.
Online multiple intelligence assessment

Explore classroom technology resources.
Discovery Education in the classroom
Show Me (Mac and iPad app)
Using Edmodo in the classroom
PBS Learning Media for Social Studies
UDL Self-Check

Multiple Means of Representation *How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.*	**Multiple Means of Expression** *Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.*	**Multiple Means of Engagement** *How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.*

▪ Provide information through different modalities
    o Caption/Cartoon
    o Spoken language
	▪ Provide alternatives for interacting with instructional materials, physical manipulatives and technology (e.g., laminate map and mark with dry	▪ Provide choices in levels of challenge, types of tools used, color, design, layout of graphics, sequence and timing of tasks

- o Visual diagrams
- o Video and audio clips
- o Alternate text size
- o Graphs, charts tables
- o Use color strategically
- Conduct simulations of key events
- Modulate the speed, repetition, or timing of video, slides, animation, sound
- Prime vocabulary to connect to prior knowledge or experiences
- Emphasize roots of words
- Clarify or point out patterns, symbols, sequencing, big ideas
- Present and support concepts with alternative forms of expression (i.e., illustration, dance/movement, diagram, model, comic strip, storyboard, photograph, animation, physical or virtual manipulative)
- Activate prior knowledge through preview
- Pre-teach critical prerequisites
- Bridge understanding by using analogies, metaphors to provide context
- Chunk information into smaller elements
- Teach and model mnemonic strategies
- Use checklists and graphic organizers
- Review and practice

- erase, point and click map games)
- Compose in multiple media such as text, speech, drawing, visual art, sculpture, or video
- Provide technology tools to facilitate demonstration of learning (e.g., spell check, speech to text software, graphing calculators, graph paper, outlining tools, sentence strips, sentence starters, concept mapping)
- Use web applications (e.g., wikis, animation)
- Provide scaffolds as needed that can be gradually released with increasing independence & skills
- Use prompts, models, process think-alouds, and templates for sequencing
- Set learning goals, provide checklists, guides for note taking, & guided questions

- Involve students in setting personal goals
- Vary activities and sources that can be personalized & contextualized to learners lives, that are culturally relevant, responsive and appropriate
- Design purposeful activities that allow for active participation so that outcomes are authentic and resonates with audiences
- Invite personal response, evaluation, and self-reflection
- Use feedback to provide alternative aid
- Provide prompts to provide & restate goals—calendars, schedules
- Provide collaboration and peer support
- Emphasize process, effort, improvement in meeting standards
- Cooperative learning groups & roles
- Differentiate degrees of difficulty
- Provide rubrics
- Provide recording, charting & displaying of data and templates to support processing

Unit I: Redefining World Society and Culture *(transition from the ancient and classical worlds to 1300s)*

Overview:

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

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

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

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
What is history and historical thinking?	1. Use active reading skills of predicting, questioning, summarizing, connecting, clarifying, and visualizing.	• bias • context • corroborate	1. Historical thinking skills aide in processing large amounts of conflicting information

	2. Use cause and effect reasoning to determine why certain events occurred and are possibly related. 3. Determine how people used problem solving skills to overcome historical challenges. 4. Practice writing generalizations by collecting different examples, identifying what they have in common, and making statements that apply equally to all.	• credible • evidence • interpretation • explanation • multiple perspectives • perspective • source	2. When you learn to "do" history, you learn to think critically and solve problems. 3. The study of processes in history help you better evaluate world events.
World Religions and Belief Systems	5. Compare the fundamental teachings, practices, and divisions found in Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism. (U1LB) 6. Analyze how cultural diffusion led to the spread of Christianity throughout the Roman and Byzantine worlds, Islam throughout southwest Asia and Africa, and Buddhism throughout eastern Asia. (U1LB) 7. Explain how political differences create divisions within world religions, such as the Catholic/Orthodox schism and Sunni/Shi'ite Islam. (U1LB) 8. Compare the influence of world religions on social structure, included but not limited to the Hindu Caste System and Confucius social preferences.	• belief system • cultural diffusion • missionary • monotheism • polytheism • religion	4. Religions often spread through trade and other cultural exchanges. 5. People who practiced the same religion were often connected through political and cultural ties. 6. Religions evolved as people with new ideas from diverse backgrounds approached religion differently and divisions emerged within them. 7. Religion impacted political affairs, served as a unifying cultural/social force and sometimes led to conflict and division.
Political Empires and	9. Compare pre-Modern political life in the Americas, West Africa, South Asia, and	• Medieval Period • primary source	8. Empires typically spread because of powerful armies and strong leaders.

State Building	East Asia. (U1LC) 10. Analyze Arab Muslim success in founding an empire stretching from Western Europe to India and China and describe the diverse religious, cultural, and geographic components of that civilization. (U1LC) 11. Compare the political structures before and after Mongol conquests. (U1LC)	• secondary source	9. As empires spread, they encountered diverse populations that they had to find ways to effectively rule. 10. There are many reasons for the fall of empires, such as corruption, excessive wealth, and the lack of keeping up with technology.
Cultural in Africa and Eurasia prior to 1300.	12. Evaluate the role of gender, such as inheritance laws, marriages, and legal status in societies such as those in Western Europe, China, India, and throughout the Middle East and Africa. (U1LD) 13. Compare the political systems found in Japan and Europe. (U1LD) 14. Compare the artistic and architectural styles found in different regions, such as those found in Western Europe, Eastern Europe, East Asia, South Asia, West Africa, and the Americas. (U1LD) 15. Identify the major scientific, mathematical, and technological achievements in South Asia, East Asia, and the Middle East prior to 1300. (U1LD)	• culture • dynastic cycle • economic system • feudalism • Mandate of Heaven • Religion • social structure	11. Challenging established roles of women in the pre-modern world set the stage for how most of the world's civilizations viewed women. 12. Many significant achievements in science, math, and technology originated in the non-Western world and spread throughout the world. 13. Art both reflects and influences the culture that it comes from.
Interaction of Peoples and Groups	16. Describe the importance of geographic features and trade routes in the development of major urban centers. (U1LE) 17. Examine how the migrations of different	• displace • migration • port cities • pull factor • push factor	14. Migration and invasion transformed culture by allowing new empires to emerge. 15. As people traded with each other, large cities emerged as centers of

	groups, such as Bantus, Mongols, Vikings, and Arabs impacted different political, social, and cultural ideas and systems. (U1LE) 18. Illustrate how migration patterns and trade routes such as the Indian Ocean trade routes connected most of Afro-Eurasia. (U1LE) 19. Assess the importance of trade routes, including the Indian Ocean trade routes, as vehicles of economic, religious, cultural, and technological diffusion. (U1LE) 20. Use case studies to explore how groups and/or individuals use trade to fulfill their needs.	trade and culture. 16. Trade routes promoted cross-cultural interactions and developed a wider understanding of the world.

Text Resources:

Title	Source*
What is history and historical thinking?	
• Historical *Thinking and Other Unnatural Acts, Charting the Future of Teaching the Past*	• Sam Wineburg, http://www.temple.edu/tempress/titles/1518_reg.html
• What Does It Mean to Think Historically?	• Thomas Andrews and Flannery Burke, American Historical Association, http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm
World Religions and Belief Systems	
	• http://www.religionfacts.com
Political Empires and State Building	

HCPSS Curriculum Framework
Modern World History

• Aztec Account of the Conquest of Mexico (Modern History Sourcebook)	• http://www.fordham.edu/Halsall/mod/aztecs1.asp
• Chronicles of the Incas, 1540 (Pedro de Cieza de Léon , Modern History Sourcebook)	• http://www.fordham.edu/Halsall/mod/1540cieza.asp
• Hernan Cortés: from Second Letter to Charles V, 1520 (Modern History Sourcebook)	• http://www.fordham.edu/Halsall/mod/1520cortes.asp
• Chinese Dynasties (Windows on Asia)	• http://asia.isp.msu.edu/wbwoa/east_asia/china/history/Song_Dynasty.htm
• China in the Song Dynasty (Indiana University Northwest)	• http://www.iun.edu/~hisdcl/h425/songdynasty.htm
• The Stanford Ancient Chinese And Mediterranean Empire Comparative History Project (ACME)	• http://www.stanford.edu/~scheidel/acme.htm
• Princeton/Stanford Working Papers in Classic	• http://www.princeton.edu/~pswpc/papers/authorMZ/scheidel/scheidel.html
• Magna Carta of 1215 text (Fordham University)	• http://www.fordham.edu/halsall/source/magnacarta.asp
• *The Islamic World to 1600*	• http://www.ucalgary.ca/applied_history/tutor/islam/empires/intro.html
• Islam Empire of Faith	• http://www.pbs.org/empires/islam/
• The Islamic Empires	• http://faculty.rcc.edu/buenviaje/World%20Civilization%20Website/World%20Civ/PowerPoint%20Presentation/The%20Islamic%20Empires.ppt
• In pictures: Russian Empire in colour photos	• http://www.bbc.co.uk/news/in-pictures-17449958
• The Emancipation of the Russian Serfs, 1861: A Charter of Freedom or an Act of Betrayal? (History Today)	• http://www.historytoday.com/michael-lynch/emancipation-russian-serfs-1861-charter-freedom-or-act-betrayal
• Invasion of England, 1066 (The Battle of Hastings)	• http://www.eyewitnesstohistory.com/bayeux.htm
• The Rise and Fall of the Maya Empire	• http://www.history.com/topics/maya
• Maya Rise & Fall	• http://ngm.nationalgeographic.com/static-legacy/ngm/0708/feature2/
• Architecture of Ancient Greece	• http://upge.wn.com/?t=ancientgreece/index12.txt
• Ancient Roman Architecture	• http://www.roman-colosseum.info/roman-architecture/ancient-

HCPSS Curriculum Framework
Modern World History

	roman-architecture.htm
Social structures in Africa and Eurasia prior to 1300	
• Islamic origins Caliphates and Islamic World	• http://bss.sfsu.edu/mwilliams/hist110/lectures/hist110L12.pdf
• Ancient Civilizations	• http://www.ushistory.org/civ/
Cultural achievements of different groups in Africa and Eurasia prior to 1300	
• History of Migration (History World)	• http://www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=1278&HistoryID=ab18&gtrack=pthc
• The Map of Indo-European Migrations	• http://indo-european-migrations.scienceontheweb.net/map_of_indo_european_migrations.html
Interaction of Peoples and Groups	
• The Indian Ocean Trade: A Classroom Simulation	• http://www.bu.edu/africa/outreach/resources/indian/
• Trade Routes: Silk Road, Indian Ocean, Trans-Saharan	• Powerpoint to be added

Suggested Media:

Title	Source*
World Religions and Belief Systems	
• Harvard Divinity School; Center for the Study of World Religions; Lectures online	• http://www.hds.harvard.edu/cswr/resources/lectures/index.html
• British Library; Learning Sacred Texts	• http://www.bl.uk/learning/cult/sacredbooks/sacredintro.html
Political Empires and State Building	
Culture in Africa and Eurasia prior to 1300	
Interaction of Peoples and Groups	

Suggested Resources

Title	Source*
What is history and historical thinking?	

• Historical Thinking Standards	• National Center for History in the Schools, UCLA,
World Religions and Belief Systems	
• The Big Religion Chart - ReligionFacts	• http://www.religionfacts.com/big_religion_chart.htm
• BBC: Religions	• http://www.bbc.co.uk/religion/religions/
• PBS Teachers; Thematic Teaching –World Religions	• http://www.pbs.org/teachers/thismonth/worldreligion/index.html
• Teaching Tolerance; Taking a Closer Look at Religions Around the World	• http://www.tolerance.org/activity/taking-closer-look-religions-around-world
Political Empires and State Building	
Social structures in Africa and Eurasia prior to 1300	
Cultural achievements of different groups in Africa and Eurasia prior to 1300	
Interaction of Peoples and Groups	

Unit II: How Trade and Travel Changed the World

Overview:

By the eve of the early modern period, most major regions of Africa and Eurasia were linked through trade and migration routes. The linking of regions caused global transformations as economic exchanges were accompanied by cultural exchanges and advantageous locations in trade networks were linked to economic growth and political power. This unit is a comparative look at societies in Eurasia and Africa that increasingly interacted between1300 and 1550.

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

HCPSS Curriculum Framework
Modern World History

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

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Intercommunication and Trade in Afro-Eurasia	1. Describe how empires, such as the Ottoman Empire, Ming China, Moghul India, and Songhai Africa acquired wealth and power as a result of interregional trade. (U2LA) 2. Trace the rise of European involvement in interregional trade from the 14th through the 17th centuries. (U2LA) 3. Analyze the origins of global pandemics and the impact of their spread through trade networks, such as the bubonic plague in Central and East Asia, Europe, Middle East, and North Africa. (U2LA)	• Bubonic plague • inter-regional trade • land-based empires • merchants • rural • trade • urban	1. The benefits of trade included increasing access to needed goods such as food and tools. 2. The costs of trade included protection of growing trade routes and networks, and the spread of diseases — such as the bubonic plague — along these routes. 3. Trade connected land-based empires throughout Europe, Africa, and Asia, and enabled the rise and growth of empires.
Growth and Transformation of Large Territorial Eurasian Empires – The Ottoman	4. Summarize the achievements of the Ottoman Empire through the 17th century. (U2LB) 5. Analyze the role of trade and location in the origin, organization,	• caliph • melting pot • multicultural • persecution • sultanate	4. The Ottoman Empire reached its height during the 15th and 16th centuries, spreading its control over the Middle East, southeast Europe, and North Africa.

	and administration of the Ottoman Empire. (U2LB) 6. Analyze the impact of the growth of the Ottoman Empire on the diverse peoples of the empire. (U2LB)	• janissary	
Growth and Transformation of Large Territorial Eurasian Empires – Ming China	7. Explain the reasons for the collapse of Mongol rule in China. (U2LC) 8. Summarize the reasons for the Ming Dynasty's rejection of foreign influences in favor of traditional Chinese practices and beliefs. (U2LC) 9. Evaluate the impact of Chinese trade and cultural diffusion on Asian societies such as Korea, Vietnam, and Japan. (U2LD)	• displacement • Khan • civil service • diaspora • diffusion	5. Mongol rule in Asia during the 13th century was violent and disruptive. However, many of the effects of the conquests benefited people of Europe and Asia, specifically in China. 6. Diffusion of culture took place within trade networks of the Silk Road and Indian Ocean, and between invading empires and conquered peoples. 7. The interaction of new ideas threatened traditional Chinese ideas, and challenged the Ming dynasty. 8. The cultural diffusion of Chinese customs and traditions played an influential role in developments throughout Asia.
Economic and Cultural Transformations in Europe	10. Analyze the role of the Black Death in the decline of European feudalism. (U2LE) 11. Compare the rise of a system of competing states in Europe to a centralized state in East Asia. (U2LE)	• centralized rule • city-states • Crusades • feudalism • globalization • manorial system • humanism	9. The end of feudalism and the creation of more centralized kingdoms were the first steps in Europe's eventual rise as a dominant region. 10. The challenge to control trade in Eurasia signaled the beginning of the

	12. Describe the role of the Italian city-states and the Portuguese in providing luxury goods such as silk and spices to Europe. (U2LE) 13. Analyze the political, philosophical, and cultural contributions of earlier civilizations to the Renaissance. (U2LF) 14. Summarize the scientific, aesthetic, and cultural significance of major artistic and literary changes. (U2LF) 15. Explain the role of new technologies, such as the printing press, on the spread of secular ideas and humanistic thought of the 14th through 17th centuries. (U2LF) 16. Analyze the causes and consequences of the Protestant and Catholic reformations. (U2LF)	• indulgence • Pope • Protestant • Renaissance • Roman Catholic • Scholastic • Secular	Modern Period. 11. As the early Modern Period evolved, European states continued to grow in influence and soon become sea-based empires that dramatically altered global political and economic systems. 12. The challenge to traditional church values and the authority of the Roman Catholic Church resulted in new Protestant religions. 13. An explosion of cultural expression known as the "Renaissance", characterize the period of increased cultural expression among Europe's elite.
Economic and Cultural Transformations in Sub-Saharan Africa.	17. Explain the causes and effects of Islamic expansion on political and cultural life in West Africa. (U2LG) 18. Explain how West African Kingdoms participated in and profited from Eurasian trade routes, especially the trade of slaves, salt, gold, and ivory. (U2LG) 19. Analyze the impact of trade in the economic and cultural development	• Colonization • Equator • Intermarriage • Oral Histories • Swahili	14. The rise of the Islamic empires in West Africa were influenced by cultural exchanges along trans-Saharan trade routes. 15. Technological and cultural developments connected markets of East Africa with merchants in the Mediterranean and Indian Ocean networks. 16. European demand for goods such as

	of East Africa, including the significance of Swahili. (U2LG)		gold and salt, and the boom in the intercontinental slave trade, permanently impacted African control over their continent.

Economic, Political, and Cultural Transformations in a Global Economy	20. Explain how the European desire for Asian goods and Ming China's demand for silver, led the Portuguese, Dutch and Spanish to explore new trade routes. (U2LH) 21. Analyze how and why the Spanish and Portuguese were able to establish colonial empires in the Americas. (U2LH) 22. Assess the ways in which the Columbian Exchange and the trans-Atlantic African slave trade affected European, Asian, African, and American indigenous societies. (U2LI) 23. Explain how plantation production spread from the Mediterranean to the Americas and the impact of the production of sugar on the world economy and global labor systems. (U2LI) 24. Compare the conditions of slave life on plantations in Latin America and North America. (U2LI)	• Immigrant • Indigenous • Racial Supremacy • Social Class • Columbian Exchange • New World • Old World • Plantation System • Transatlantic slave system	17. Competition for goods and new labor systems fueled the rise of European states and the exploitation of human and natural resources in both the New and Old World. 18. Competition and advances in technology permitted Europe's global ascendency beginning in the 16th century. 19. The Columbian Exchange resulted in unprecedented biological and cultural exchange. 20. American colonization affected global commerce by increasing the trade of natural and human resources and fostering the growth of the plantation economies. 21. The socioeconomic system imposed by Europeans in the Americas meant few to no rights for indigenous and enslaved people. 22. Efforts to resist European colonization resulted in cultural blending that preserved elements of native and African culture.

HCPSS Curriculum Framework
Modern World History

Text Resources:

Title	Source (Links)
Intercommunication and Trade in Afro-Eurasia	
• The Travel of Ibn Battuta in Asia and Africa	• Internet History Sourcebook
• Vasco da Gama: Round Africa to India, 1497-1498 CE	• Internet History Sourcebook:
Eurasian Empires: The Ottoman	
• Great Muslim Empires: Ottoman, Safavid and Mughals. Discovering Islam, 2002. p. 65	• EBSCO. History Reference Center. Online Database
Eurasian Empires: Ming China	
• Matteo Ricci: On Chinese Government (selections)	• [Brooklyn College (CUNY) Chinese Cultural Studies](#)
Economic and Cultural Changes in Europe: The Black Death	
• Giovanni Boccaccio: The Decameron-Introduction	• Internet History Medieval Sourcebook
Economic and Cultural Changes in Europe: The Reformation	
• Martin Luther: Letter to Archbishop of Mainz, 1517	• Internet History Medieval Sourcebook
Economic and Cultural Changes in Europe: Italian Renaissance	
• Petrarch. The Ascent of Mount Ventoux	• Internet History Sourcebook
• The Prince (excerpts). Niccolo Machiavelli	• Internet History Medieval Sourcebook
Economic and Cultural Changes in Europe: The Reformation	
• The English Reformation by Prof. Thomas Pettegree	• The British Broadcasting Corporation (BBC)
Transformations in a Global Economy:	
• Bartolomé de las Casas. A Short Account Of The Destruction Of The Indies	• The National Humanities Center
• Columbus' Letter to the King and Queen of Spain	• Internet Medieval Sourcebook
Economic and Cultural Changes in Europe: Italian Renaissance	
• The Medieval Synthesis and the Discovery of Man: The	• The History Guide: Lectures on European Intellectual History

Renaissance	

Suggested Media:

Title	Source*
● World History: The Medieval Era (video), selected segments	● Discovery Education
● In '1493.' Columbus Shaped A World To Be. An interview with Charles C. Mann, author of '1493: Uncovering the World Columbus Created' (audio)	● National Public Radio (transcript available)
● Intercommunication and Trade in Afro-Eurasia ● Spread of the Black Death- Interactive Map	● Cengage Learning: Higher Education
● Moments in Time: The Curse of the Rat (video)	● Discovery Education
● Transformations in a Global Economy ● "Guns, Germs and Steel" DVD based on the book by Jared Diamond	● National Geographic (approved HCPSS resource)
● Transformations in a Global Economy ● "Culture Clash: New World Meets Old" (video)	● Discovery Education

Suggested Resources

Title	Source*
General	
● Best of History Websites: an EdTech Teacher Resource	● http://besthistorysites.net/
Transformations in a Global Economy	
● PBS, Guns, Germs, and Steel (website)	● http://www.pbs.org/gunsgermssteel/index.html
Transformations in Europe: The Renaissance	
● Annenberg Learner. Renaissance	● http://www.learner.org/interactives/renaissance/
Sub-Saharan Africa	
● The Story of Africa: West African Kingdoms	● BBC: The Story of Africa
● The Story of Africa: The Swahili	● http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index.shtml

• Asia for Educators (website)	● http://afe.easia.columbia.edu/
● World History Connected (website)	● http://worldhistoryconnected.press.illinois.edu/
● Internet History Sourcebook	● http://www.fordham.edu/Halsall/index.asp

Unit III: Revolutions and Reaction

Overview:

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

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

Essential Questions:
- How do trade and migration patterns cause intellectual and cultural transformations?
- What social, political, and economic conditions lead to the overthrow of established ideas?
- How does nationalism impact nations and people?
- How do artifacts and documents influence how history is written?
- How did global discoveries, exploration, expansion, and technological change bring new wealth and power to Europe?
- How and why did the spread of Enlightenment (Age of Reason) and revolutionary ideas transform existing political and social systems throughout the world?
- How did the ideas of liberalism and nationalism unite the people of Europe and the Americas?

HCPSS Curriculum Framework
Modern World History

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Enlightenment and Revolution	1. Analyze the causes of the European Enlightenment including political instability, scientific revolution, and economics. (U3LA) 2. Describe Enlightenment ideas about human rights and government, including democratic ideas, and how enlightenment thinkers used the printing press to spread new ideas. (U3LA) 3. Compare the causes, character, and consequences of the American and French Revolutions, including ideas of social equality, democracy, human rights, liberty, constitutionalism, and nationalism. (U3LB) 4. Explain how the French Revolution transitioned from constitutional monarchy to autocratic rule under Napoleon. (U3LC) 5. Analyze how the Enlightenment ideas (liberty, equality, fraternity, and nationalism) spread throughout Napoleon's empire and how the ideals of the revolution inspired	● absolute monarch ● divine right ● colonialism ● constitutional monarchy ● limited government ● parliament ● Enlightenment ● philosophies ● scientific method ● natural laws ● mercantilism ● *laissez faire* ● social contract ● state of nature ● reason ● revolution ● social class ● bourgeoisie ● taxes ● conservative ● liberty ● nationalism ● reign of terror	1. England and her American colonies were the first societies to establish limited government. 2. The Bill of Rights guaranteed essential rights to the people for the first time and limited the power of the government. 3. Enlightenment thinkers applied the scientific method to try to uncover laws about society and government. 4. Scientists, especially those focused on observations and discoveries associated with the universe, were among the first to question the teachings of the Catholic Church. 5. Some philosophers believed humans would constantly fights among themselves in a "state of nature." 6. The social contract theory of government was based on the theory that this was the best way to preserve peace and order in society. 7. While both the American and French Revolutions were based on Enlightenment ideals, the French revolution became a far more violent

	revolts against absolute governments. (U3LC)	- guillotine - Napoleonic Code	event.
Reaction	6. Explain how the French Revolution and Napoleon led to a reactionary response by absolutist rulers. 7. Evaluate the failure of the ideals of liberty on the continuation of forced labor 8. Examine the influence of nationalism in the call for liberty and government reform throughout Europe. (U3LC) 9. Analyze how nationalism and revolutionary ideals led to revolutions in Haiti, Mexico, and throughout South America. (U3LD) 10. Compare the roles of Creole elites, the Catholic Church, and mestizo, mulatto, and Indian populations in Latin American independence movements. (U3LD) 11. Analyze the extent to which revolutions in the New World accomplished Enlightenment goals. 12. Assess the successes and failures of democracy in New World countries following independence. 13. Trace the development of Canada as an independent nation. (U3LD)	- slave trade vs. slavery - serfdom - Congress of Vienna - principle of legitimacy - balance of power - liberalism - conservatism - unification (of Italy and Germany) - peninsulares - creoles - Catholic Church - mestizo - mulatto - Seven Years War - transcontinental railroad	8. Although liberty was a key ideal of both the Enlightenment and the American and French Revolutions, slavery and serfdom persisted into the mid-19th century. 9. The revolutions of 1848 in France set off forces of liberalism and nationalism in other parts of Europe, but conservative forces soon reasserted power. 10. Nationalism played a major role in the creation of the Italy and Germany. 11. Both the American and French Revolution had a direct impact on the revolutions in Latin America. 12. A person or institution's status in Latin American society determined their role in their colony's independence movement. 13. The goals of the Enlightenment were not widely achieved in Latin American revolutions due to the pervasive concern with the the fear of social rebellion from lower classes. 14. There were varying degrees of success in Latin American countries following independence, depending upon the

			type of government, natural resources, etc. 15. Canada's political and cultural links with England, its strong French presence in Quebec, and the Canadian Railway are all key factors in its national development
Industrialization	14. Describe the characteristics of the agricultural revolution in Western Europe and its relation to industrialization. (U3LE) 15. Analyze the internal and external geographic, economic, technological and political facts that resulted in industrialization in Western European countries and the United States. (U3LE) 16. Analyze relationships between the expanding world market economy of the 16th through the 18th centuries and the development of industrialization, including comparison of the positions of Britain, China, and India. (U3LE) 17. Examine how new inventions, including the railroad, steamship, telegraph, mass production, photography, and internal combustion engine, transformed	• iron plows • mechanical inventions • factory system • steam engine • natural resources • entrepreneurs • capital • tariffs • labor force • trade • corporations • mercantilism • capitalism • urbanization • export • import • standard of living • second industrial revolution • oil • electricity	16. As countries became more efficient in their farming techniques, they were able to produce a surplus of crops, and also free up labor to work in mills and factories. 17. The governments of countries in Western Europe and the US supported industrialization with tariffs and other laws and these countries also had plentiful natural resources. 18. Russia and Japan were two countries that were slow to industrialize at this time due to governments that were not democratic and lack of the necessary labor force or natural resources. 19. With the addition of the factor of industrialization to the global market, global commerce further increased, and by the end of the 18th century, Britain was the dominant world power. 20. The second industrial revolution was powered by more sophisticated forms

	patterns of global communication, trade, and state power. (U3LE) 18. Analyze how new forms of generative power contributed to Europe's "second industrial revolution" and compare the role of the state in different countries in directing or encouraging industrialization. (U3LE) 19. Explain how industrialization led to demographic changes such as population patterns, urbanization, the emergence of new social classes, and increase literacy and how these impacted urban populations. (U3LF) 20. Analyze the connections between industrialization and political and social reform movements. (U3LF) 21. Analyze how changes in the world economy, Enlightenment thought, religion, democratic revolutions, and slave resistance brought about the abolition of the slave trade and emancipation of slaves in England and the Americas. (U3LF)	● steel ● chemicals ● industrial middle class ● literacy ● mass newspapers ● feminism ● socialism ● communism ● universal suffrage ● trade unions ● emancipation ● abolitionism	of energy and Western Europe clearly took the lead in industrialization. 21. Industrialization led to increased urbanization and the rise of a new industrial middle class. 22. Universal education was an important feature of the newly urbanized areas, although it was primarily available to the elite and wealthier middle class. 23. Reform movements arose as a reaction and a response to the social and economic problems associated with industrialization and urbanization. 24. In many places, the problems caused by industrialization pushed workers and the government to make changes that would eventually protect the workers and expand rights.

Text Resources:

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Modern World History

Title	Source*
Seven Years War	
● "The Role of the Indians in the Rivalry between France, Spain, and England"	● United States, From Revolution to Reconstruction
Glorious Revolution	
● "English Bill of Rights"	● Modern History Sourcebook
Enlightenment	
● "The Wealth of Nations"	● Modern History Sourcebook
● "A Vindication of the Rights of Woman"	● Modern History Sourcebook
French Revolution	
● "The Tennis Court Oath"	● The History Guide
● "Declaration of the Rights of Man and the Citizen"	● The Avalon Project, Yale University
● "The Civil Constitution of the Clergy"	● Hanover Historical Texts Project
● "La Marseillaise"	● Modern History Sourcebook
Congress of Vienna	
● Metternich's "Confession of Faith"	● Modern History Sourcebook
Reaction to Revolution	
● Tsar Nicholas I's "Imperial Manifesto to Poland"	● Modern History Sourcebook
Industrialization	
● "The Communist Manifesto"	● The Avalon Project, Yale University
Reforms/Emancipation	
● "Alexander II's Declaration of Emancipation"	● Readings in Modern European History: Sam Houston State University

Suggested Media:

Title	Source*

Suggested Resources

Title	Source*
Industrialization	●
● "Tables Illustrating the Spread of Industrialization"	● Modern History Sourcebook
● "Spread of Railways in 19th Century"	● Modern History Sourcebook

Unit IV: Nationalism, Industrialism, Imperialism

Overview:

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

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

Essential Questions:
- How has industrialization, nationalism, and liberalism impacted the world?
- How does the development of nationalism impact people, nations, and empires?
- How did imperialism affect the cultural, social, political, and economic climate of societies?
- What characteristics and factors unite people as a nation?
- Is there such a thing as completely unbiased history?
- How does geography and location affect historical events?
- How and why did governments, societies, and economies change as a result of 18th and 19th century industrialization and imperialism?
- Why and how did industrialization and imperialism create inequalities between nations?
- How did nationalism unify different nations and peoples during the 19th century?

Content Framework:

HCPSS Curriculum Framework
Modern World History

Topic	Learning Outcomes	Vocabulary	Key Concepts
Imperialism	1. Explain how the need for raw materials and new markets directly led to imperialism in nations in Africa and Asia. (U4LA) 2. Examine how Europeans established and strengthened control over their colonies through different processes such as warfare and diplomacy. (U4LA) 3. Analyze how Social Darwinism and scientific racism were used to justify western imperialism throughout the non-western world. (U4LA) 4. Explain the reasons for the creation and the long-term success of European settler colonial settlements in places such as Argentina, South Africa, Australia, and New Zealand. (U4LA)	• Assimilate • Balance of Power • Diplomacy • Imperialism • Nationalism • Natural Resources • Settler Colony	1. New Imperialism was characterized by capitalist principles and the pursuit of overseas territory, primarily in Africa and Asia. 2. Profit provided the main impetus for the new imperialism. 3. European empires were able to efficiently exert a great deal of control over their empires through military campaigns and diplomatic efforts. 4. Pseudo-science was used to justify Europeans' dominance over, and generally racist attitude towards, other parts of the world. 5. Imperialism led to the expansion of Western culture.
Direct Imperialism in South Asia, Southeast Asia, and Africa	5. Analyze the reasons for British imperialism in India, including the decline of the Mughal Empire and the economic potential of Indian crops. (U4LB) 6. Assess the economic impact of British imperialism, including deindustrialization, on India, including	• Cash Crops • Colonialism • Imperialism • Perspective • Balance of Power • Depose • Ethnic Groups • Geo-political	6. European empires sought to gain control over the natural resources South Asia, Southeast Asia, and Africa to support their industrial growth. 7. European empires sought to make their territories dependent on them for their manufactured goods.

the impact on farmers, manufacturers, and world trade. (U4LB)

7. Explain the sources of Indian nationalism and analyze the reactions of the British government to it. (U4LB)

8. Analyze the factors that permitted European imperialism throughout Africa, including the Berlin Conference and internal cultural, social, and political disunity. (U4LC)

9. Analyze how the abolition of the Atlantic slave trade and increased output of European manufactured goods affected economies of West and Central Africa. (U4LC)

10. Compare resistance movements to European Imperialism throughout Africa. (U4LC)

- Manufactured Goods
- Missionaries
- Mother Country
- Raw Materials
- Scientific Racism
- Treaty

8. Africa, the last part of the world to be exposed to New Imperialism, was also the most heavily imperialized.

9. The natural resources in places such as Africa and India caused economic, political, and social conflict between the parties involved.

10. European empires prevented the process of industrialization in the territories they controlled.

11. European empires encouraged the growth of cash crops over subsistence farming, which led to great famines if crops failed.

12. As European empires took control of Africa, they divided the territory in ways that did not align with existing ethnic, linguistic, or religious borders.

13. Cooperating with European empires and conforming to elements of Western culture provided some parts of Africa and Asia with the possibility of not becoming controlled by a foreign power.

14. The effects of imperialism caused

			nationalist movements in many parts of Asia and Africa, who began to seek independence from Western control.
Economic Imperialism in East Asia and Latin America	11. Analyze why Qing China resisted political contact and trade with Europeans and its reluctance to industrialize and modernize following a European model. (U4LD) 12. Explain the growth of the Chinese Diaspora in Southeast Asia and the Americas and assess the role of overseas Chinese in attempts to reform the Qing. (U4LD) 13. Analyze how the reactions to economic imperialism in the Qing Dynasty, including the Taiping Uprising and the Boxer Rebellion, laid the foundation for governmental reform movements and later revolutions in China. (U4LD) 14. Compare the process of economic imperialism in China with that of Indonesia or Latin America, including the role of military intervention. 15. Summarize Latin America's growing dependence on the global market. (U4LF) 16. Analyze the consequences of	• Commodity • Diaspora • Economic Imperialism • Envoy • Extraterritorial Rights • Isolationist • Canal • Military Intervention • Trading Partner	15. China traditionally saw itself as superior to outsiders and therefore rebuffed contact and trade with Europeans. 16. Western empires used military force to protect and/or influence their political or economic interests such as securing trade routes or supplies of natural resources. 17. Because of China's lack of military and industrial technology, Western empires forced it into a subordinate trade status. 18. Some people in China and Chinese living outside of China began to believe that China should reform along a western model. 19. The negative effects of imperialism led to violent uprisings against both the Qing Dynasty and foreigners in China. 20. Since its political independence, Latin America had remained

	economic development, elite domination, and the abolition of slavery for peasants, Indian populations, and immigrant laborers in Latin America. (U4LF) 17. Assess the effects of foreign intervention, liberal government policies, and nationalism on social and economic changes in Mexico, including legal and political rights for women. (U4LF)		largely economically dependent on European countries as markets for its agricultural products and as suppliers of manufactured goods. 21. The United States was the main imperial power in Latin America. 22. Latin American politics was characterized by a series of political strongmen who used private wealth and armies to take over governments throughout the region. 23. Mexico saw great change as women, the poor, and minorities pushed for greater rights beginning at the end of the 19th century.
Outside Reactions to Western Economic, Political, and Military Power	18. Analyze the effects of European commercial interventions and population growth on Ottoman society and government. (U4LG) 19. Explain the defensive reform programs of the Ottoman Empire and analyze the challenges they faced in resolving political and economic crises. (U4LG) 20. Analyze the reasons for Russian success in wars of expansion against the Ottoman and other Muslim states	• Despotism • Domestic Policy • Foreign Policy • Imperialism • Isolationist • Traditional Values	24. The Ottoman Empire declined due to decreased trade, a bureaucracy that became less effective, and weak rulers. 25. As the Ottoman Empire waned, European empires sought to gain economic and political advantages at the Ottomans' expense. 26. Since the 17th century, Russia had vacillated between a western orientation and an internal focus, but the Russian monarchy

	and the reasons for failures against Europeans. (U4LG) 21. Describe the changes in Japan's relations with China and Western powers from the 1850s to the 1890s. (U4LE) 22. Analyze Japan's rapid industrialization, technological advancement, and national integration in the late 19th and early 20th centuries, including the policies of the Meiji state, the role of traditional values, and the impact of Western ideas. (U4LE) 23. Analyze the effects of Sino-Japanese and Russo-Japanese wars and the colonization of Korea on the power of Japan and the people of Korea. (U4LE)		remained authoritarian in nature. 27. Russia began a process of industrialization late in the 19th century. 28. To avoid being dominated by Western empires, Japan began the Meiji Restoration with a goal of industrializing in order to compete with Western empires. 29. During the Meiji Period, Japan rapidly built an industrial economy and military. 30. During the Meiji Period, Japan used its traditional hierarchical culture to create a strong state that expanded to create an empire of its own.
The Impact of New Social Movements, Cultural Movements, and Ideologies on 19th Century Europe	24. Analyze the impacts of Socialist and Marxist movements on politics, industry, and labor relations in late 19th century Europe. (U4LH) 25. Summarize how expanded educational opportunities and literacy changed European society. (U4LH) 26. Examine the impact of political, economic, and social events on the artistic movements of 19th Century	• Bourgeoisie • Imperialism • Impressionism • Proletariat • Romanticism • Realism • Socialism	31. As a result of the Industrial Revolution, populations shifted from the countryside to cities as work shifted from subsistence agriculture to industrial labor. 32. The Industrial Revolution created numerous social problems as the lower classes perceived growing economic and political inequality around them.

	European society. (U4LH)		33. Socialism emerged as an ideology that encouraged a more equal distribution of wealth between the upper and lower strata of society. 34. Marxism became an extreme form of socialism that advocated industrial workers taking ownership of the means of production. 35. Several reforms for the working classes were instituted in the 19th century such as child labor laws and education. 36. Education came to be seen as a way to encourage economic productivity as classes in engineering and the sciences became more widespread. 37. The stresses of the Industrial Revolution were evident in the arts as well as many artists came to reject what they saw as an overly mechanical and scientific world and came to favor emotion, nature, and religion.
Nationalism	27. Assess the impact of nationalism on the unification movements in Germany and Italy. (U4LI) 28. Analyze how nationalism was a	• Colonialism • Empire • Imperialism • Nationalism	38. Nationalism involves the grouping of people based on a common culture, history, language, and territory.

	source of tension and conflict in places such as the Ottoman Empire. (U4LI) 29. Explore how events during the 19th century, such as imperialism, led to the rise of nationalist movements in places such as China, India, Egypt, Russia, and Japan. (U4LI)		39. Nationalism has the potential to be a creative force or a destructive force. 40. Through the 19th century, people in Italy and Germany came to see themselves as parts of national entities and created their own countries. 41. The peoples of the Ottoman Empire started to see themselves as distinct from their identity as Ottoman subjects and began movements for independence from the Ottoman Empire. 42. The negative experience under imperialism led to nationalist movements in many world regions as they began to reject western influence.

Text Resources:

Title	Source*
Imperialism	
● Rudyard Kipling "The White Man's Burden"	● Modern History Sourcebook
● Rudyard Kipling "The Ballad of East and West"	● Modern History Sourcebook
	● Internet History Sourcebook http://www.bartleby.com/246/1129.html
Imperialism in Africa	
● Adam Hochschild King Leopold's Ghost pages 131-135	● Globemed Online
Imperialism in China	

HCPSS Curriculum Framework
Modern World History

● Commissioner Lin "Letter to Queen Victoria, 1839"	● Modern History Sourcebook
Imperialism in India	
● Dadhabhai Naoroji "The Benefits of British Rule, 1871"	● Modern History Sourcebook
Imperialism in China	
● Qian Long "Letter to George III, 1793"	● Modern History Sourcebook
● John Hay "First Open Door Note On China 1899"	● From Revolution to Reconstruction... and what happened afterwards
● "The Breakup of China, and Our Interest In It 1899"	● The Atlantic Online
Imperialism in Latin America	
● The Treaty of Guadalupe Hidalgo 1848	● Modern History Sourcebook
Social Darwinism	
● Walter Bagehot "The Use of Conflict 1872"	● Modern History Sourcebook
Nationalism in Japan	
● Tokugawa Iemitsu "Closed Country Edict of 1635"	● Wake Forest University
● Emperor Meiji "Imperial Rescript on Education 1890"	● Ashland University
The Fall of Imperial China	
● Ching Chun Wang "A Plea For The Recognition of the Chinese Republic 1913"	● The Atlantic
Italian Nationalism	
● Giuseppe Mazzini "On Nationality 1852"	● Modern History Sourcebook
German Nationalism	
● Ernst Moritz Arndt "The German Fatherland 1813"	● Modern History Sourcebook
Jewish Nationalism	
● Theodor Herzl "On the Jewish State 1896"	● Modern History Sourcebook
Latin American Independence	
● Simon Bolivar "Jamaica Letter 1815"	● In-Depth-Info
Demise of the Ottoman Empire	
● Rise of Arab Nationalism - Ottoman Empire	● New Zealand History Online
Postcolonial Latin America	
● "Modern Latin America"	● The Saylor Foundation
Romanticism	

● Friedrich Schiller "Ode to Joy 1785"		● Raptus Association for Music Appreciation	
Industrial Revolution			
● Letter From Leeds Cloth Merchants 1791		● Modern History Sourcebook	
● Laura Del Col "The Life of the Industrial Worker in 19th Century England"		● The Victorian Web	
● Edwin Chadwick "Report on Sanitary Conditions 1842"		● The Victorian Web	
● The 1870 Education Act		● British Parliament	
● Friedrich Engels "Industrial Manchester 1844"		● Modern History Sourcebook	
Socialism and Communism			
● Karl Marx and Friedrich Engels "Manifesto of the Communist Party 1848"		● The Avalon Project at Yale Law School	

Suggested Media:

Title	Source*
● Music and Nationalism	● Modern History Sourcebook
● Romanticism	● The Metropolitan Museum of Art
● Tables Illustrating the Spread of Industrialization	● Modern History Sourcebook
● Images of the Industrial Era in Great Britain (several pages)	● Mt Holyoke College
● Aspects of the Industrial Revolution Image Gallery	● UMASS Dartmouth
● The Industrial Revolution Educational Image Gallery	● Student Handouts.com
● Digital Docs in a Box: Imperialism	● Digital Docs in a Box
● Punch: Imperialism and Colonialism Cartoons	● Punch
● Spread of Railways in the 19th Century	● Modern History Sourcebook

Suggested Resources

Title	Source*
● Teaching With Primary Sources (analysis tools)	● Eastern Illinois University
● Millennium Issue: Japan's Zaibatsu	● The Economist

Unit V: Crisis and Change

Overview:

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

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

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

Content Framework

Topic	Learning Outcomes		Vocabulary	Key Concepts
World War I	1. Analyze the roles of militarism, alliances, imperialism, and nationalism in the outbreak of World War I. (U5LA)	• aggressor • alliance • arms	1. Late 19th Century European relationships set the stage for a massive war that spread across	

2. Describe the major turning points of the war and the principal theaters of conflict. (U5LB) 3. Analyze how scientific and technological innovations impacted the course of World War I, including the impact on civilian populations through "total warfare" and the impact on military personnel through trench warfare. (U5LB) 4. Explain how colonial peoples contributed to the war effort of both the Allies and the Central Powers by providing military forces and supplies. (U5LB) 5. Analyze how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (U5LB) 6. Examine the global impact of the 1918 Influenza pandemic. (U5LD) 7. Explain the impact of World War I on women's suffrage movements.(U5LD) 8. Evaluate the impact of artistic and literary movements, such as Cubism, Surrealism, Expressionism, Realism, and jazz on culture. (U5LD) 9. Analyze how new media, such as newspapers, magazines, commercial	• imperialism • militarism • multinational • neutral • propaganda • armistice • blockade • isolationist • League of Nations • mandates • pandemic • reparations • stalemate • total war • Treaty of Versailles • trench warfare	the globe between 1914 and 1918. 2. The growth of militarism, a web of alliances between European countries, imperialism, and a growing sense of nationalism in many European countries pushed the continent of Europe into World War I. 3. New technologies and advances in weaponry led to devastation on a scale rarely seen before as 37 million people died worldwide as a result of World War I. 4. Europe's economy was devastated as countries had emptied their treasuries. 5. Survivors of World War I experienced a deep sense of despair, but were also hopeful that they could build a new, lasting peace. 6. After the long and horrific conflict of The First World War ended, many hoped for a lasting peace. 7. New borders, countries and mandates affected the balance of power in the Middle East and Africa. 8. Nearly an entire generation of young men had perished 9. The Treaty of Versailles and other major political negotiations left some

	advertising, film, and radio contributed to the rise of mass culture and interactions around the world. (U5LD) 10. Describe the outcomes of the Paris Peace Conference. (U5LB) 11. Explain how the mandate system altered patterns of European colonial rule in the Middle East and led to the rise of nationalist struggles for independence. (U5LB)		countries richer and others poorer than they had been before the Great War. 10. The increasingly urban, industrialized world embraced changes in technology, particularly in transportation and communication, like the automobile, radio, and cinema. 11. Traditional middle-class attitudes and values were disrupted, and young people, especially women, adopted new values and sought to have more influence on their lives and the world around them. 12. Artists, writers, and musicians broke with the past.
The Russian Revolution	12. Explain the events that led to the victory of the Bolsheviks during the Russian Revolution. (U5LC) 13. Analyze the challenges that revolutionary Russia posed to Western governments. (U5LC)	• Bolsheviks • capitalism • command economy • communism • czar • Marxism • proletariat • propaganda • soviet • totalitarian	13. The Russian Revolution was a <u>series of events</u> that took place in Russia in 1917, which ended the rule of the Romanov czarist Dynasty. 14. The Russian Civil War that immediately followed the Russian Revolution was a multi-party war that occurred within the former Russian Empire. 15. This emerging Soviet government created the world's first communist state, changed the name of the country to the Union of Soviet Socialist Republics (U.S.S.R.), and remained in power until 1989.

The Global Depression	14. Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world. (U5LE) 15. Compare the impact of the Great Depression on different countries including colonial peoples. (U5LE) 16. Analyze how the Depression contributed to the growth of socialist and communist movements and how it affected capitalist economic theory and practice in capitalist nations. (U5LE) 17. Describe how governments, businesses, social groups, families, and individuals addressed the hardships of the Depression. (U5LE) 18. Assess the impact of the Great Depression on the rise of authoritarian regimes. (U5LE)	• balance of international trade • demand • depression • free market • gold standard • Gross Domestic Product (GDP) • interest rate • interventionism • personal income • populism • price • profit • reparations • supply • tariff • taxes • unemployment rate • welfare	16. The Global Depression resulted in huge drops in industrial production and stock market share prices. 17. Many considered the Global Depression to be a sign of the failure of capitalism. 18. The interdependent worldwide economy that had been established following World War I splintered as governments across the globe sought to protect their respective countries from the effects of the Global Depression. 19. Citizens everywhere suffered personal losses of all kinds and endured long periods of unemployment. 20. While not universal, the Global Depression generally started in the early 1920's and lasted into the late 1930s or early 1940s.
World War II	19. Explain the ideology of fascism and analyze how fascist regimes seized power and gained mass support. (U5LF) 20. Analyze how the legacy of World War I, the Depression, ideological conflicts, imperialism, and traditional rivalries were underlying causes of	• aggression • anti-Semitism • appeasement • armistice • authoritarian • blitzkrieg • expansionism • fascism • genocide	21. After World War I, treaties and the creation of the League of Nations to stop warfare failed and the policy of appeasement was ineffective in stopping Germany, Italy, and Japan. 22. Expanding militaries, alliances, imperialism, and nationalism in Europe and Asia changed the world during the 1930s.

World War II. (U5LF)

21. Analyze how the policies of appeasement and nonaggression by nations and the failure of the League of Nations led to continued aggression. (U5LF)
22. Explain the major turning points of the war and describe the principal theaters of conflict in Europe, Africa, and Asia. (U5LG)
23. Explain the reasons for the dropping of atomic bombs on Japan and its short and long-term effects. (U5LG)
24. Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war. (U5LG)
25. Compare the impact of World War II on women and civilians in countries such as the United States and the Soviet Union. (U5LG)
26. Analyze the atrocities committed against civilians during World War II, including the Holocaust in Europe and the Rape of Nanking in China. (U5LG)
27. Compare World War I and World War

- imperialism
- League of Nations
- Nazism
- nonaggression
- reparations
- totalitarian

23. World War II was the most extensive war ever fought, and it extended to all of the major seas and the continents of Africa, Asia, and Europe.
24. The Allies faced difficulty in the early years of the war while the Axis Powers, were more successful in their quest for empire.
25. By 1943, after a series of German defeats in Eastern Europe and U.S. victories in the Pacific, the Axis Powers lost their advantage.
26. The war eventually ended with the separate Allied victories over Germany and Japan, both in 1945.
27. Atrocities committed during the era awoke the world to a new sense of humanitarianism.
28. Economically, many countries were hard-hit by the destruction of war and concentrated on trying to rebuild their industries and economies.
29. Imperialistic countries felt the changes as the countries in Asia and Africa, who had also actively participated in the fighting, worked for decolonization.
30. The United Nations was established to prevent future conflicts.
31. The United States and the U.S.S.R. emerged as rival superpowers, with the tensions between them beginning an era known as the Cold War.

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II in terms of the impact of industrial production, political goals, national mobilization, technological innovations, and scientific research on strategies, tactics, and levels of destruction. (U5LF, U5LG)

28. Explain the consequences of World War II, including the physical and economic destruction of land and property and the enormous loss of life. (U5LG)

29. Explain how the United Nations was established to prevent future conflicts and address issues of global concern. (U5LG)

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Text Resources:

Title	Source*
World War I	
• President Wilson's Fourteen Points	• World War I Document Archive: Brigham Young University (BYU
• The Willy-Nicky Telegrams	• World War I Document Archive: (BYU)
• The Zimmerman Telegram	• The National Archives and Records Administration
• The Treaty of Versailles, 1919 (excerpts)	• Modern World History Sourcebook
• The Treaty of Brest-Litovsk	• Modern World History Sourcebook

Suggested Media:

Title	Source*

HCPSS Curriculum Framework
Modern World History

Suggested Resources:

Title	Source*
World War I	
● History: World War One	● BBC History (Website)
● World War I, Eighty Years On (includes archived radio interviews and news reels)	● BBC News Special (Website)
● Primary Source Links for the First World War	● University of North Carolina, Pembroke
● World War I Document Archive	● Brigham Young University (BYU)
● The Great War and the Shaping of the 20th Century	● PBS
World Wars I & II	
● Imperial War Museums Collections and Archives	● Imperial War Museums (UK)
World War II	
● For Teachers: Teaching About the Holocaust	● National Holocaust Museum

Unit VI: Global Issues of the Contemporary World

Overview:

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

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

Essential Questions:

- Why do changes in economic and or political systems cause cultural change?
- What impact has science, technology, and economics had in shaping regional and global cooperation, conflict and interdependence?
- How do societies seek security in the world?
- Is there such a thing as completely unbiased history?
- How should evidence address problems in history?
- Why do people around the world continue to struggle in democratic movements and is democracy universal?
- What are the positive and negative effects of rapidly increasing global interaction?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
The Cold War	1. Analyze the causes, events, and consequences of the Chinese Revolution,. (U5LH, U6LA) 2. Compare the Chinese Communist System with that in the Soviet Union. (U5LH, U6LA) 3. Examine the role that the Chinese played in the wars in Korea, Vietnam, and Cambodia. (U6LA) 4. Explain how regional wars, conflicts, and nationalistic movements, such as those found in Korea, Vietnam, *Cambodia*, Cuba, *Angola*, *El Salvador, Nicaragua*, *Israel*, and Afghanistan were incorporated into the larger Cold War. (U6LA) 5. Describe the role of significant individuals in the decline of the Soviet power throughout Eastern	• Capitalism • Dissidents • Labor Strike • Proxy War • Satellite Nations • Solidarity Movement	1. Similar to the earlier world wars, the Cold War had both short and long-term causes. 2. The revolution(s) that brought down the Qing Dynasty left a power vacuum in China that existed until Mao Zedong seized power. 3. Chinese Communism differed from Soviet Communism in a way that caused friction between the two countries. 4. The Cold War saw the major actors pursuing their "national interests" in the 3rd World (parts of the world not formally aligned with western democracy or communism). 5. The proxy wars and nationalist movements in the latter part of the 20th century became a forum where the superpowers sought to undermine each

	Europe, such as Lech Walesa, Vaclav Haval, and Aleksander Solzhenitsyn. (U6LA) 6. Examine how the internal policies of Mikhail Gorbachev led to the end of the Soviet Empire and Soviet Union. (U6LA)		other's national interests and strategic goals. 6. The domestic situation created by the Cold War created great social strain that produced artistic and political activists who brought attention to, and challenged, the regimes of the time. 7. The Soviet Union fell due to a series of events that resulted in increased pressure on the Soviet Empire, such as the expense of the arms race, the unpopularity of the Afghanistan War, the election of Solidarity in Poland and the fall of the Berlin Wall.
Continuous Struggle for Democracy and Human Rights	7. Analyze how nationalism and nationalist leaders led the demand for colonial independence in nations including Gandhi in India, Ho Chi Minh in Vietnam, Kwame Nkrumah in Ghana, and Kenyatta in Kenya. (U6LB) 8. Explain how democracy flourished in some former colonies, such as India, but did not flourish in former colonies such as Ghana. (U6LB) 9. Analyze how apartheid in South Africa denied both democracy and human rights to its non-white	• ASEAN • Capitalism • Colonization • Communism • Democracy • Developed Nation • Gross Domestic Product (GDP) • Nationalism • United Nations • Zionism	8. World War II caused an increased cry for independence in the territories controlled by European empires. 9. There were varied paths to independence from European empires that ranged along the spectrum from armed insurrection to nonviolent resistance. 10. Often, independence from European empires did not quickly result in a stable government or economy. 11. Many former colonies remained economically dependent on the countries that previously controlled them. 12. The context of the Cold War caused the

	citizens. (U6LC) 10. Compare and contrast the methods used by Gandhi, Martin Luther King, and Nelson Mandela to secure rights. (U6LC) 11. Analyze how events, such as the Great Leap Forward, the Cultural Revolution, and Tiananmen Square have impacted China's human rights record. (U6LC) 12. Analyze how people have sought to gain access to democracy and human rights throughout Latin America, such as the overthrow of dictators. (U6LC) 13. Examine how warfare and conflicts within the Middle East, such as the Iran-Iraq War, the Israeli-Palestinian Conflict, and the Lebanese Civil War have limited the development of democracy and human rights. (U6LC) 14. Assess the extent to which women and ethnic minorities have been extended suffrage and human rights throughout the world. (U6LC)		democratic and communist countries to compete for influence in countries that were not formally aligned with either of them. 13. Though the vision of a post-World War II would was one of universal democracy, various forms of governments (including dictatorships, monarchies, and theocracies) cemented themselves in the 2nd half of the 20th century. 14. Apartheid disenfranchised Black South Africans politically and economically for nearly all of the latter part of the 20th century. 15. The Apartheid regime was eventually brought down through a combination of international economic pressure and nonviolent efforts. 16. Both Martin Luther King Jr and Nelson Mandela modeled their nonviolent efforts on those of Gandhi. 17. Since its founding, the People's Republic of China has struggled with the concept of human rights as millions perished resulting from the Great Leap Forward's failed economic reforms, the Cultural Revolution's political purge, and the crackdown on the Tianamen Square demonstration.

			18. Latin America's history of political strongmen has been difficult to break away from, with countries in the region achieving varied degrees of democratization. 19. Political instability and lack of national identity in the Middle East have hindered the development of democracy and improvement in the area of human rights. 20. The 20th century has seen marked improvement in the rights extended to women and ethnic minorities in some parts of the world, but women and minority groups in many places (namely in the developing world) continue to face significant barriers to social and economic progress.
Globalization	15. Compare and contrast genocides and ethnic cleansings of the 20th century, including the Holocaust, the Killing Fields in Cambodia, the attacks against Bosnian Muslims, and the murder of Tutsis in Rwanda. (U6LC) 16. Examine the role international bodies in punishing those responsible for crimes against humanity, such as the Nuremburg Trials and the Trial of	• Developed Country • Developing Country • Globalization • Integration • Multinational Corporation	21. Many genocides and ethnic cleansings in the 20th century have roots in how former empires were dismantled. 22. Rather than a permanent framework for justice, the international community has often responded to genocide and war crimes with ad hoc tribunals. 23. Several global organizations have emerged to help with international incidents involving including security, health, and food, but often struggle in

Milosevic. (U6LC)

17. Describe the roles of different international organizations and agencies in responding to international crises and other international needs, such as UN Peacekeeping Missions, UNICEF, and the Red Cross/Red Crescent during times of disaster. (U6LC)

18. Evaluate the international efforts made to deal with potential international environmental disasters, such as pollution, deforestation, and global warming. (U6LC)

19. Examine the international responses to the growth of terrorism around the world, including terrorism in the Middle East, Northern Ireland, Spain, Russia, South Asia, and the United States. (U6LC)

20. Analyze how global economic growth has been unequal. (U6LC)

21. Evaluate the role of international trade agreements and regional trading networks, such as the European Union, the ASEAN, and NAFTA, in increasing international trade. (U6LC)

22. Describe how population explosion,

providing their services because of issues such as jurisdiction.

24. The United Nations was founded to provide security, promote democracy and usher in an era of prosperity throughout the world, but has wavered in ability to accomplish its goals.

25. Due to a number of factors such as the number of parties and varied interests involved, building international consensus to address issues such as pollution and global warming has proved difficult.

26. Terrorism has galvanized many nations throughout the world as they have begun to cooperate in order to address this common threat.

27. Economic growth in the latter 20th century has been generally unequal, with the industrial nations and former empires reaping the largest share of output, though the economies of Brazil, Russia, India, and China are emerging to greater significance.

28. To promote economic integration and free trade, countries in regions throughout the world have banded together to form regional trade and economic cooperation networks.

29. Many people throughout the world

	environmental changes, and political and economic challenges have influenced standards of living around the world. 23. Assess how rapid communication has spread culture, including how entertainment, such as movies, music, and television, has impacted national culture and language and contributed to a "global" identity. (U6LC)		continue to live in impoverished conditions due to factors such as: strains on resources due to burgeoning populations, environmental problems inhibiting agricultural productivity, and the lack of effective management of emerging political and economic systems. 30. In recent times, rapid communication such as the internet has enabled the spread of information and many aspects of culture. This sharing of information, ideas, and entertainment has begun to create a degree of cultural homogeneity in the world, leading to an emerging sense of a "global identity".

Text resources:

Title	Source*
The Cold War	
● "The Anti-Soviet Policy of Communist China"	● Modern World History Sourcebook
● "China Gets the Bomb"	● Modern World History Sourcebook
● "Vietnamese Declaration of Independence"	● Modern World History Sourcebook
● "United Nations: Cuban Missile Debate"	● Modern World History Sourcebook
● "What I learned in the gulag" A. Solzhenitsyn, abridged excerpt from *The Gulag Archipelago*	● Modern World History Sourcebook
● "Evil Empire Speech" R. Reagan	● Modern World History Sourcebook
Decolonization	
● "Statute of Westminster"	● Modern World History Sourcebook
● Preamble to the Charter of the United Nations	● United Nations

• UN General Assembly Resolution 1514: *Declaration on the granting of independence to colonial countries and peoples.*	• United Nations
• "Indian Home Rule 1909," Gandhi	• Washington State University
• "I Speak of Freedom 1961," Kwame Nkrumah	• Fordham University
• The Kenya Africa Union is Not the Mau Mau 1951," Jomo Kenyatta	• Fordham University
Apartheid	
• "I Am The First Accused," Nelson Mandela	• History Place
Human Rights	
• "Human Rights: A Valid Chinese Concept?," Julia Ching	• The Religious Consultation on Population, Reproductive Health, and Ethics
• "Defending Human Rights in Latin America," Mike Alliso	• Al Jazeera
• "Can Democracy Prevail?" Saliba Sarsar	• Middle East Quarterly
• "Remarks For The United Nations Fourth World Conference On Women," Hillary Rodham Clinton	• Columbia University
Genocide	
• "Genocide in the 20th Century"	• The History Place
• "Punishing Genocide"	• Prevent Genocide International
Pollution and Global Warming	
• "Background on the UNFCCC: The international response to climate change"	• United Nations Framework Convention on Climate Change
• "Emissions Trading System"	• European Commission on Climate Action
Structure and Organization of the UN	
• Charter of the United Nations	• United Nations
International Responses to Humanitarian Crises	
• "Improving UN Responses to Humanitarian Crises" Jayshree Bajoria	• UN Chronicle
Global Responses to Terrorism	
• Counter-Terrorism Implementation Task Force	• United Nations
Unequal Economic Growth and Development	
• "Patterns of Economic Growth and Development," Neva R Goodwin	• The Encyclopedia of Earth

The Impact of Global Trade Networks	
● "Trade Liberalization Under the GATT, the NAFTA and the EU: Selected Topics," Nicholas Baggaley	● Findarticles Business Library
The Impact of Population on the Environment and Development	
● *Population and Sustainable Development*	● United Nations Population Fund
The Impact of Increased Global Communication	
● Cultural Dimension of Globalization	● World Heath Organization

Suggested Media:

Title	Source*
● 2012 Economic Freedom Heat Map	● Heritage.org
● Freedom in the World (page 31)	● Freedom House
● "A global culture to fight extremism," Maajid Nawaz	● Technology Entertainment Design (TED)
● "Global ethics vs national interest," Gordon Brown	● TED
● "How ideas trump crises," Alex Tabarrok	● TED
● "Global population growth," Hans Roling	● TED
● "Why we have too few women leaders," Sheryl Sandberg	● TED
● "Ai Weiwei detained"	● TED (youtube video)

Suggested Resources

Title	Source*
● DBQ: What Made Nonviolence Work?	● The DBQ Project
● Teaching and Learning For A Sustainable Future	● UNESCO
● Youthink!	● World Bank