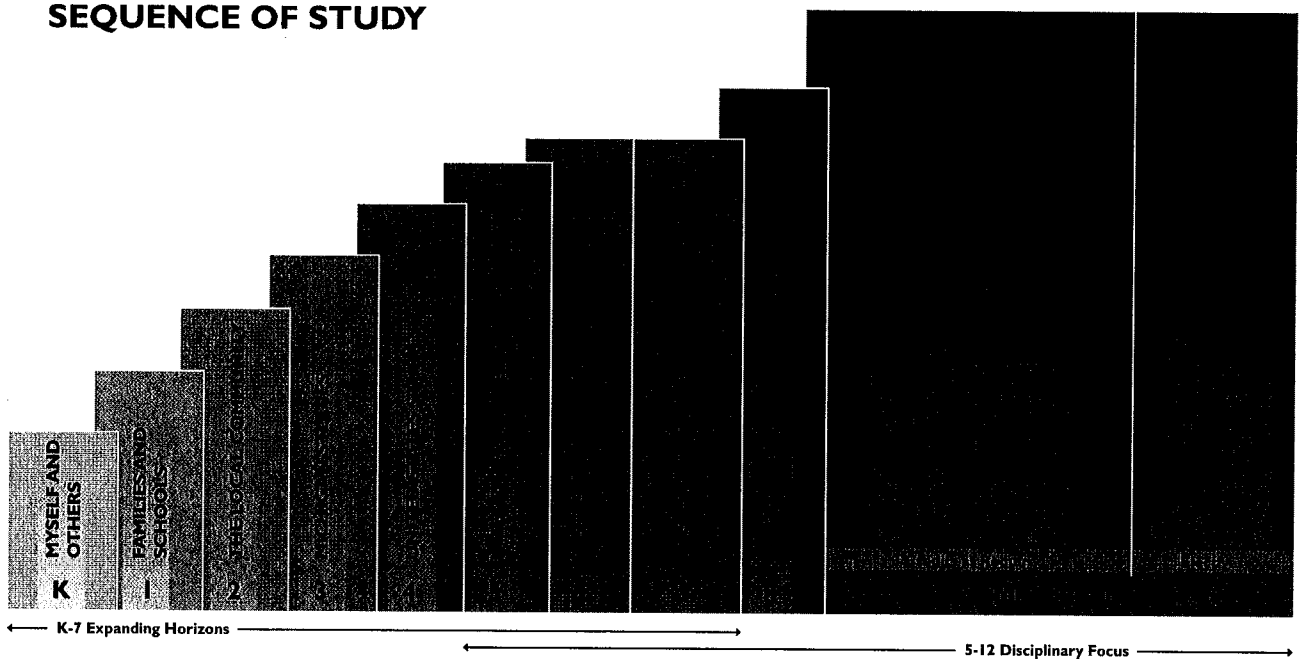


# Michigan High School Social Studies

## WORLD HISTORY AND GEOGRAPHY

### SEQUENCE OF STUDY



# World History and Geography (WHG) Content Statement Outline

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS *(listed on page 20)*

- K1 General Knowledge
- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

## WORLD HISTORY AND GEOGRAPHY

### Eras 4 – 8 Addressed in WHG HSCE

#### *Foundations in WHG Eras 1 – 3 (Review of content taught in Grades 6 and 7)*

- F1 World Historical and Geographical "Habits of Mind" and Central Concepts
- F2 Systems of Human Organizations
- F3 Growth and Development of World Religions
- F4 Regional Interactions

### WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.

- 4.1 Crisis in the Classical World, World Religions, Trade Networks and Contacts
- 4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague
- 4.3 Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500

### WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries

- 5.1 Emerging Global System and World Religions
- 5.2 European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems
- 5.3 Ottoman Empire to 1800, East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century

### WHG Era 6 – An Age of Global Revolutions, 18th Century-1914

- 6.1 Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power
- 6.2 Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism
- 6.3 Europe, East Asia, and Africa

### WHG Era 7 – Global Crisis and Achievement, 1900-1945

- 7.1 Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War
- 7.2 World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements
- 7.3 Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East

### WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945

- 8.1 Origins of Cold War, Cold War Conflicts, End of Cold War, Mapping the 20th Century
- 8.2 The Legacy of Imperialism, Independence, Decolonization, and Democratization Movements, Middle East

### *Contemporary Global Issues 1 – 4 (Population, Resources, Patterns of Global Interactions, Conflict, Cooperation, and Security)*

## National Geography Standards *(as referenced after expectations where appropriate)*

### The World in Spatial Terms: Geographical Habits of Mind

- 1. Tools, Technology, and Information Processing
- 2. Mental Maps
- 3. Spatial Organization on Earth's Surface

### Places and Regions

- 4. Physical and Human Characteristics of Place
- 5. Creating Regions
- 6. Perceptions of Places and Regions

### Physical Systems

- 7. Physical Processes
- 8. Ecosystems

### Human Systems

- 9. Distribution and Migration of People
- 10. Cultural Mosaic
- 11. Economic Interdependence
- 12. Patterns of Human Settlement
- 13. Forces of Cooperation and Conflict

### Environment and Society

- 14. Human Modification of the Environment
- 15. How Physical Systems Affect Human Systems
- 16. Resource Use and Distribution

### Uses of Geography

- 17. Using Geography to Interpret the Past
- 18. Using Geography to Interpret the Present and Plan for the Future

## Disciplinary Knowledge

*(See page 18)*

Historical and Geographic Knowledge and Perspective  
Historical and Geographic Analysis and Interpretation

## World History Themes

Historical and Geographic Changes  
People, Cultures, and Ideas  
Economic and Technological Changes  
Changing Role of Global Powers

## **General Social Studies Knowledge, Processes, and Skills**

### **K1 General Knowledge** – embedded in WHG standards and expectations

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

### **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.
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### **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.
- P2.2 Read and interpret data in tables and graphs.
- 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.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

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

#### **P4 Citizen Involvement**

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

### **Disciplinary Knowledge** – embedded in WHG standards and expectations

#### **Historical and Geographical Knowledge and Perspective**

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.

Identify and define specific factual information, themes, movements, and general principles operating in world history and geography to deduce meaning and comprehend patterns.

#### **Historical and Geographical Analysis and Interpretation**

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

#### **Global Analysis of World History Eras 4 – 8**

# WORLD HISTORY AND GEOGRAPHY

## FOUNDATIONS WHG 1-3: BEGINNING THE HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY COURSE/CREDIT

*These foundational expectations are included to set the stage for the study of World History and Geography in High School and to help bridge the transition from Middle School Social Studies.*

### **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)*

# WORLD HISTORY AND GEOGRAPHY

## WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

### 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*)

# WORLD HISTORY AND GEOGRAPHY

## 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

# WORLD HISTORY AND GEOGRAPHY

## WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES

### 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, corvee 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

# WORLD HISTORY AND GEOGRAPHY

- 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*)
- 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)
- 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*)

# WORLD HISTORY AND GEOGRAPHY

## WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

### 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*)
- 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*)

# WORLD HISTORY AND GEOGRAPHY

- 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*)

*Note: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectation 6.2.1)*

## 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*)

## WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-1945

### 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*)

# WORLD HISTORY AND GEOGRAPHY

- 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, Romas (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*)

# WORLD HISTORY AND GEOGRAPHY

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

## WHG ERA 8 – THE COLD WAR AND ITS AFTERMATH: THE 20TH CENTURY SINCE 1945

### 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*)

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- 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)*

# WORLD HISTORY AND GEOGRAPHY

## CONTEMPORARY GLOBAL ISSUES

*Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.*

### CG1 Population

*Explain the causes and consequences of population changes over the past 50 years by analyzing the*

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology)
- distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)
- relationship of the population changes to global interactions, and their impact on three regions of the world

*(National Geography Standards 9 and 17, pp. 201 and 219)*

### CG2 Resources

*Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating*

- change in spatial distribution and use of natural resources
- the differences in ways societies have been using and distributing natural resources
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources
- major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent)
- the impact of humans on the global environment

*(National Geography Standard 16, p. 216)*

### CG3 Patterns of Global Interactions

*Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing*

- economic interdependence of the world's countries and world trade patterns
- the exchanges of scientific, technological, and medical innovations
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns
- comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources

*(National Geography Standards 6 and 11, pp. 195 and 206)*

### CG4 Conflict, Cooperation, and Security

*Analyze the causes and challenges of continuing and new conflicts by describing*

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)
- causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)
- local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights
- the type of warfare used in these conflicts, including terrorism, private militias, and new technologies

*(National Geography Standards 10 and 13, pp. 203 and 210)*