



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

***Essential Standards: World History* • Unpacked Content**

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

Note on the time frames mentioned in this document: The timeframes in this document are intended to be guidelines only. Given the fact that historians have differing perspectives on the beginning and end dates of historical eras and periods, there will be overlap between traditionally identified eras and periods in this document. Each Essential Standard is written broadly to include multiple eras and historical periods; thus, the sample content may cover a wide spread of history. For example, Standard WH.H.2 includes the dawn of civilization as well the rise of empires through the late classical age. Standard WH.H.3, while focusing primarily on the medieval era, may also include material from the end of the classical age and the beginning of the early modern age.

Historical Understanding

Essential Standard:

WH.H.1 Apply the four interconnected dimensions of historical thinking to World History Essential Standards in order to understand the creation and development of societies/civilizations/nations over time.

Concept(s): Historical Thinking, Creation, Development, Perspective, Change

Clarifying Objectives

WH.H.1 .1
Use Chronological Thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

Unpacking

What does this objective mean a student will understand, know and be able to do?

The student will know:

- Chronological thinking is the foundation of historical reasoning—the ability to examine relationships among historical events and to explain historical causality.
- Historical eras are fluid and historians may not agree on the ‘start and end dates’ of particular periods or eras in history.

The student will be able to:

- Deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories.
- Think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or work backward from some issue, problem, or event in order to explain its origins or development over time.
- Interpret data presented in time lines in order to identify patterns of historical

succession (change) and historical duration (continuity).

- Create time lines to record events according to the temporal order in which they occurred and to reconstruct patterns of historical succession and duration.

Key Terminology:

- **Patterns of Historical Succession** - The act or process in which historical developments have unfolded.
- **Patterns of Historical Duration** – The time during which historical developments exhibit reliable samples of traits, acts, tendencies, etc. of events, phenomena, persons, groups or institutions.
- **Temporal** – of or relating to the sequence of time or to a particular time.
- **Periodization** - the attempt to categorize or divide time into named blocks.

WH.H.1. 2

Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources

The student will know:

- Historical passages are primary sources that provide firsthand testimony or direct evidence concerning a topic under investigation.
- Historical narratives are research based stories or accounts that describe or interpret historical events.
- Comprehending a historical passage requires that it be read to reveal the humanity of the individuals and groups who lived in the past.
 - Motives and intentions, values and ideas, hopes, doubts, fears, strengths, and weaknesses
- Comprehending a historical passage or narrative requires the appreciation for and the development of historical perspective—judging the past in consideration of the historical context in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.
 - How did the social, political, cultural, or economic world of certain individuals and groups possibly influence their motives and intentions,

their values and ideas, their hopes, doubts, fears, strengths, and weaknesses?

The student will be able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect the historian's judgment of what is most significant about the past.
- Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes, but is not limited to, visual, mathematical, and quantitative data presented in a variety of historical maps, graphic organizers, photographs, political cartoons, paintings, music and architecture.

For example: visual, mathematical and quantitative data presented in a variety of historical maps, graphic organizers, photographs, political cartoons, paintings, music and architecture.

Key Terminology:

- **Historical Perspective** - describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, etc.
- **Historical Context** – placing events or situations in a given period of time or era.
- **Present-mindedness** – Judging things that occurred in the past based solely in

terms of present-day norms and values.

WH.H.1. 3

Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues

The student will know:

- Historical analysis involves a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.
- The study of history is subject to an individual’s interpretation of past events, issues, and problems, and there is usually no one right answer, one essential fact, or one authoritative interpretation that can be used to explain the past.
- Historians may differ on the facts they incorporate in the development of their narratives and disagree on how those facts are to be interpreted. Thus, written history is a “dialogue” among historians, not only about what happened but about the historical interpretation of why and how events unfolded.
- Historical issues are frequently value-laden and subsequently create opportunities to consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past.
- The past has a degree of relevance to one’s own times.

The student will be able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Use criteria to judge the past in consideration of the historical context in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.

- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze past events in terms of cause and effect relationships.
- Consider multiple causes of past events by demonstrating the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational.
- Use specific criteria to critique competing historical interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence.
- Use specific criteria to judge the relevance of the past to contemporary events and their own lives through a variety of classroom settings such as debates, simulations, and seminars.

Key Terminology:

- **Historical interpretation** –when a certain historical event is described from different points of views. When this is done in first-person, it is sometimes referred to as living history.
- **Multiple causation** – the mutual effect by many different forces to cause a particular action or occurrence.
- **Causative** – something that acts as an agent or cause; agent that is the reason for something.

WH.H.1. 4

Use Historical Research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.

The student will know:

- Historical inquiry, the research or investigation of change over time, often begins with a historical question.
- Historical inquiry is the process of studying history that includes questioning, forming hypotheses, analyzing evidence, and creating arguments in order to test hypotheses of past events.
- Historical inquiry requires the acquisition and analysis of historical data and documents beyond the classroom textbook.
- Historical inquiry allows one to analyze preexisting interpretations, to raise new questions about an historical event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to investigate an issue that the textbook largely or in part bypassed
- Citations for historical research often involve a specific style appropriate to the discipline.

For example: Turabian is often used in historical research, while MLA is often used in research related to literature and APA is often appropriate for economics, psychology, and sociology.

The student will be able to:

- Formulate historical questions as a result of encounters with historical documents.
- Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.

For example: Sources include, but are not limited to, library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

- Create analytical essays that demonstrate historical interpretations, analysis, conclusions, and supporting evidence from a variety of sources.
- Develop arguments relating to the effectiveness of various solutions to social, political, or economic problems.
- Follow a methodical process to facilitate historical inquiry.
- Make appropriate citations based on historiography.

Key Terminology:

- **Quantitative Analysis** – the examination of measurable and verifiable data such as earnings, revenue, population, movement, trade, etc. Quantitative analysis is used to explore such topics as migration patterns, changes in the economy, wealth distribution, changes in family size and composition, etc.
- **Qualitative Analysis** – the examination of non-measurable data such as reputation, image, feelings, beliefs, values, etc. Quantitative analysis is used to explore such topics as a person or group’s feelings about a government or judicial decision, a president’s image or the beliefs about reasons justifying war, etc.

History

Essential Standard:

WH.H.2 Analyze ancient civilizations and empires in terms of their development, growth and lasting impact.

Concept(s): Growth, Trade, Innovation, Society, Human-Environment Interaction, Values and Beliefs, Movement

Note: Standard WH.H.2 is intended to address the time period from the first civilizations through the classical era, ending with the dawn of the medieval era.

Clarifying Objectives

WH.H.2.1 Compare how different geographic issues of the ancient period influenced settlement, trading networks and the sustainability of various ancient civilizations (e.g., flooding, Fertile Crescent, confluence, limited fertile lands, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- Topography, climate and natural resources of a region may direct the culture, economy and life-style of its inhabitants.
- Geographic issues can lead to the migration of people and result in the spread and adaptation of ideas, customs and technologies from one group of people to another.
- Human response to the physical environment comes with consequences for both the environment and human dependence on the environment.

Students will know:

- How and why geographic issues such as flooding, natural barriers, drought, famine and limited fertile land influenced the settlement, trade interactions and sustainability of ancient civilizations.
- Various reasons for the rise of early river valley civilizations across the globe.

For example: how resources in a region contributed to the development of a

settlement.

- How and why the physical geography of a region helps shape the development of trade and the flow of migration in early and ancient civilizations.
- How and why the physical geography of a region contributes to the potential for conflict between early and ancient civilizations.
- Examples of how cultural diffusion due to trade and migration contributed to sustainability.
- Various ways people modified the environment to meet their need for survival.

For example: People controlled the rivers in various manners in an attempt to channel water to the fields, build dikes to hold back flood waters, develop trade routes, and serve as a means of communication.

- How and why trade networks expanded as groups crisscrossed the Mediterranean exporting and importing goods.

For example: Phoenician and Greek traders traveled back and forth across the Mediterranean trading goods and technology. As a result people migrated throughout the [Mediterranean and trade networks](#) connected to each other and stretched deep into northern Europe, Africa, and Asia.

WH.H.2.2 Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies (e.g., theocracy, democracy, oligarchy, tyranny, aristocracy, etc.).

Students will understand:

- As a society increases in complexity and interacts with other societies, the complexity of government often increases.
- Culture and society shape and change how a government is organized and carries out responsibilities.

For example: [The Mandate of Heaven](#) in China provided for dynastic rule and reflected the value and beliefs of Chinese society at the time.

Students will know:

- The role that religion played in unifying and governing territories with diverse populations.
- How ancient civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and by promoting commerce and a common culture.

For example: [Babylon](#), [Israel](#), [Egypt](#), [Greece](#), [Rome](#), [India](#) and [China](#)

- Various types of governments that existed within ancient civilizations.
- The structure of government in major ancient civilizations around the globe.
- How and why the function of government in major ancient civilizations around the globe differed depending on the type of government system that was in place.

	<p>Key Terminology:</p> <ul style="list-style-type: none"> • Interregional – connections between or among two or more regions. <p><i>Note: The two terms below are significant in World History because they indicate that many of the linking dynamics in the human story happen in complementary occurrences.</i></p> <ul style="list-style-type: none"> • Cross-regional – dealing with two or more different geographic areas or territories. • Cross-cultural – dealing with or comparing two or more different cultures or cultural areas.
<p>WH.H.2.3 Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Written codes of law establish rules and regulations that govern a society as well as inform those in the society of acceptable and unacceptable behavior. • Establishing laws into a written “code” can be a unifying force for a society while also reflecting duties and obligations of those in the society. • Effective distribution of power in government and order within a society can result from the creation of a written code of laws. <p>Students will know:</p> <ul style="list-style-type: none"> • The meaning of codify and what it means when used in context with laws or legal systems. • How written laws such as Hammurabi’s Code, Justinian’s Code, and the Ten Commandments reinforced the belief that government had a responsibility for what behaviors were acceptable in a society and the consequences of unacceptable behaviors. • How and why ancient laws, such as Hammurabi’s Code and the Roman Twelve

	<p>Tables, enforced class and/or caste divisions.</p> <ul style="list-style-type: none"> • How and why codifying laws centralized power for ancient rulers. • How and why Draco’s laws lead to the development of democracy in Ancient Greece. <p>Key Terminology:</p> <ul style="list-style-type: none"> • Codification – the act of systemically collecting and writing down; “arranging and writing down laws”.
<p>WH.H.2.4 Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, Imperial states in Africa, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • As cultural exchange and diffusion increase, religions, achievements and traditions emerge that often endure and may become cultural legacies. • Conquest and invasion may bring about the spread of culture and ideas as well as alter economic and political power. • The achievements of a society often contribute to its economic and political expansion as well as its cultural influence on those outside the society. <p>For example: Ancient: The Pyramids of ancient Egypt served as a symbol of dynastic power and religious devotion and stood as a symbol of Egyptian influence.</p> <p>For example: Classical: The “silk roads” connecting the Chinese and Romans empires impact both societies and the people of Central Asia through which they passed.</p>

	<p>Students will know:</p> <ul style="list-style-type: none"> • Ancient and classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. <ul style="list-style-type: none"> ○ For example: Machu Picchu; the Pyramids of Giza; Greek and Roman art, literature, architecture and systems of government; Chinese Silk Road, paper money; Indian decimal system; Africa’s system of irrigation, mathematics; etc. • That the ways in which empires expanded and controlled their lands and the people within those lands helped spread their political, military, economic, and cultural influence across continents and established long lasting legacies. <p style="text-align: center;">For example: Creation and expansion of the Ottoman Empire, Unification in China.</p> <p>Key Terminology:</p> <ul style="list-style-type: none"> • Trans-empire – extending or going across and beyond territories that are under the single domination or control of one ruler or government. This term is used in the study of the ancient world to convey an example of the linkage of people from different geographic areas of the world. It is often used alongside the mental concept of cross-cultural. • Cross-regional war and transnational war – These two terms both refer to organized violence between and among the world’s peoples. It is the knowledge of when to use each term that is significant in World History. Transnational appropriately, would not be a term used prior to the early to middle sixteenth century because very few if any nation-states existed.
<p>WH.H.2.5 Analyze the development and growth of major Eastern and Western religions (e.g.,</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Connections between and among empires may lead to the rise and spread of

Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, etc.).

religious practices and lead people to integrate new values and beliefs into a culture.

- Toleration of religious practices and beliefs often encourages the growth of religion within an empire, which can result in practices that may lead to internal and external conflict.

Students will know:

- Differences between [monotheistic and polytheistic belief systems](#) and how they impact the political, economic, and cultural development and/or expansion of major empires.
- How and why the introduction of various religions and philosophies impacted the [values and beliefs of both Eastern and Western civilizations](#) (e.g., including but not limited to the practicing religions of Christianity, Hinduism, Islam, Judaism, and Shintoism and the religious or social philosophies of Confucianism and Buddhism)

For example:

- [The spread of Christianity in the Roman Empire.](#)
- The causal connections between the breakup of the Roman and Han empires and the spread of Christianity and [Buddhism](#).
- The connection between [Zoroastrianism](#) and the later Abrahamic religions
- Major beliefs and practices of [Brahmanism](#) in India and how they evolved into early [Hinduism](#).
- Christianity and Buddhism winning converts among culturally diverse peoples across wide area of Afro-Eurasia.
- [Islam winning converts](#) among culturally diverse peoples across wide area of Afro-Eurasia.

- The emergence of a center of [Islamic civilization in Iberia](#) and its economic and cultural influence.
- The [emergence of Judaism within a traditional polytheistic society and the later establishment of the kingdoms of Israel and Judea](#).
- The [survival of Judaism and the Diaspora](#) despite conquest and assimilation by various ancient empires (such as Babylon, Persia, and Rome).
- Contributing factors that led to the expansion of religious influences and practices in and across Europe, Asia and Africa.
- The similarities between the tenets of various world religions and philosophies that developed in the medieval period (e.g., [Buddhism](#), [Christianity](#), [Confucianism](#), [Islam](#), [Judaism](#), [Sikhism](#), and [Taoism](#)) and their patterns of expansion.
- Why the location, economic, and religious importance of [Constantinople](#) was a source of conflict between civilizations but also enabled the spread of Christianity.

Key Terminology:

- **Belief systems** – the actual set of precepts from which a person or society lives their daily life, those which govern the thoughts, words, and actions of a person or society. This is the most important aspect of defining how a person, group, civilization or society is characterized.

Note: This objective is intended to address the breadth of both religions and philosophies from the ancient era to the medieval era.

WH.H.2.6 Analyze the interaction between the Islamic world and Europe and Asia in terms of

Students will understand:

- Interaction among and between nations may increase economic opportunity,

<p>increased trade, enhanced technology innovation, and an impact on scientific thought and the arts.</p>	<p>which can provide for new innovations and encourage cultural achievements that may influence later generations.</p> <ul style="list-style-type: none"> • Increased interactions between people can influence individual and collective thought, belief, and practice and lead to the transformation of a society. <p>Students will know:</p> <ul style="list-style-type: none"> • How and why interaction between the Islamic world and Europe and Asia increased trade, enhanced technology innovation, and impacted scientific thought and the arts. • How and why Islamic cultural achievements influenced European technological advances. • Why the discovery of the many new goods, people, and information that was carried back to Europe was due to advances in navigational technology and increased trade and was a contributing factor that would later lead to the Renaissance. • The extent to which the Byzantine Empire influenced the Islamic world and Western Europe.
<p>WH.H.2.7 Analyze the relationship between trade routes and the development and decline of major empires (e.g. Ghana, Mali, Songhai, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Territorial conflict may lead to the rise and fall of empires. • Struggle for the control of trade routes can lead to the rise or decline of regional powers and influential groups. • The movement of people, goods, and ideas often brings about the rise and spread of new belief systems that may transform societies.

- The influences brought about by the movement of people, goods, and ideas can often serve as a source of tension that may lead to conflict.
- Commercial and agricultural improvements may create new wealth and opportunities for empire

Students will know:

- How and why the emergence of empires in [Asia](#), [Africa](#), [Europe](#), and the [Americas](#) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- How and why ancient trade routes in West Africa allowed for the development of major empires such as [Ghana](#), [Mali](#), and [Songhai](#).
- How maritime and overland trade routes such as the [African caravan](#) and [Silk Road](#) impacted urbanization, transportation, communication, and the development of international trade centers.
- How and why increased trade affected the balance of power of major empires.

For example: The accumulation of power [by the Romans](#), the prominence of [Timbuktu](#) in Africa, etc.

- How and why [trade routes](#) increased the power and influence among African trading states.

<p>WH.H.2.8 Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Religion and economics shape an empire’s social hierarchy and consequently the lives of various groups of people. • Slavery changes as contact among cultures increases and societies develop. • The hierarchal structure of society may contribute to the development of civilizations. • Social class and caste systems may impede economic, political, and social opportunity and limit diversity within society. <p>Students will know:</p> <ul style="list-style-type: none"> • The caste system limited the social mobility within India. • How ancient and classical societies addressed social imbalances and inequalities. • Examples of slavery, caste, and class in various ancient and classical societies and how they compare to one another and to class, caste, and class in the present day.
<p>WH.H. 2.9 Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • The legacies of a civilization can reflect the elements which instill a sense of pride and present a lasting contribution to global culture or society. • The achievements of a civilization are often judged by their influence on the generations that follow.

	<p>Students will know:</p> <ul style="list-style-type: none"> • That a legacy is a part of a history of a people that remains from an earlier time. • Examples of cultural legacies (e.g., Roman law and government, Greek philosophy, Egyptian and Incan/Meso-American pyramids, Mayan calendar, Hindu-Arabic numerals).
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History

Essential Standard:

WH.H.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations.

Concept(s): Power, Authority, Innovation, Conflict, Religion, Region

Note: Standard WH.H.3 is intended to address the time period from the end of the classical era through the medieval era, ending with the first years of the early modern era.

Clarifying Objectives

WH.H.3.1 Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- Religious beliefs and practices allow for the development of political and cultural institutions that often unite people and groups.
- Religious decisions and actions may result in both intended and unintended consequences that can impact a group or nation's power in a region.
- Absolute power can evolve when leaders have complete authority in religious and political matters.

Students will know:

- The meaning of the term Medieval.
- [The characteristics of the Early Middle Ages, High Middle Ages, and Late Middle Ages](#) in Europe.
- The political significance of Europe being largely cut off from advanced civilizations in the Middle East, China, and India.
- How and why a new European civilization emerged that blended Greco-Roman, Germanic, and Christian traditions.
- The reasons why [Holy Roman](#) emperors failed to build a unified state in Germany.
- The reasons for the emergence of “[feudalism](#)” and the development of the manor economy and political system.
- The extent to which Christianity was a unifying force culturally, politically, and militarily in the European empires.
- That [medieval popes](#) enjoyed powerful positions of absolute authority during the Middle Ages.
- How disputes over the authority of the popes contributed to the divisions [Great Schism](#) and the development of [Orthodox](#) Christianity.
- How the role of religion was used to unify and centrally govern expanding territories with diverse populations of Europe.
- The causes and outcomes of the [Crusades](#).
- Religion played an integral role in the expansion of empires.

	<ul style="list-style-type: none"> • The powers the Catholic Church had at its height. • Judaism and Christianity influenced the development and power of Ethiopia throughout the middle and high medieval period. • The spread of Islam and Arabic into Africa and its influence in the medieval period. • The significance of the Safavid dynasty in Persia and the spread of Shi'a Islam. • How the Islamic Ottoman Empire emerged as one of the first ethnically and religiously diverse empires. • That the Ottoman Empire allowed for the tolerance of different religious traditions by the 'People of the Book' (i.e. those that used the Old Testament)
<p>WH.H.3.2 Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years' War, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • When there is conflict between or within societies, political and social change is often the result. • Religion can drive political and social changes as a result of conflict among different belief systems. • Struggles over power and authority within regions can lead to the development of nation-states. <p>Students will know:</p> <ul style="list-style-type: none"> • Conflict between differing religious ideals led to changes economically, politically, and socially within Europe. • Examples of monarchs that struggled to exert royal authority over nobles and churchmen. • Conflict within the Catholic world led to changes in the political design of

	<p>European nations.</p> <ul style="list-style-type: none"> • Conflict between Islam and Christianity contributed to centuries of warfare between followers of the two faiths. • The connection between religious and secular conflict and the rise and fall of significant dynasties in China (i.e. Tang, Sung, and Ming). • The impact of Mongol invasions on Europe, Asia, and the Middle East. • The relationship between shogun, daimyo, and samurai in medieval Japan. • Religious authority between popes and rulers caused conflict especially in regard to values and beliefs. • How religion was used to unify and centrally govern expanding territories with diverse populations of Europe. • Examples of limiting the power of kings and how that led to political changes in government (e.g., Magna Carta). • The importance of the Magna Carta as it relates to the development of democracy in England. • The importance of the rise of nation-states of Europe. • How European struggles for power and authority impacted African societies.
<p>WH.H.3.3 Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g., Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system,</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Innovation and technology may lead to economic, cultural, and social change. • Technological innovation and expanding economic activity and markets can lead to population shifts, urbanization, and the development of complex

manorial system, growth of towns, etc.).

economic systems.

Students will know:

- The connection between peasants adapting new farming technologies that made their fields more productive and the [Agricultural Revolution](#).
- How and why the fact that Europe's growing population created a need for goods not available on the manor led to the revival of trade across Europe.
- How and why new business practices such as banking houses, partnerships and bills of exchange transformed medieval economies in the [Commercial Revolution](#).
- The significance of the [evolution of medieval towns and cities](#) due to rapid growth.
- Increased trade and the growth of towns create the need for a [banking system](#).
- That the decline of feudalism occurs in part due to the [Agricultural Revolution](#) and [Commercial Revolution](#).
- How the feudal and manorial systems provided a foundation for political, economic, and social relations in Europe.
- How the introduction of a new class (the middle class) impacted the traditional medieval system of lord, church and peasant or serf.
- That the middle class included master artisans and merchants.
- That the [rise of the middle-class in Europe](#) contributed to a weakening of the aristocracy and a strengthening of the monarch.
- The [rise of a military society in Japan](#) strengthened the power of the shogun and

	<p>led to the transition of the position of Emperor to a more figurehead/symbolic role.</p> <ul style="list-style-type: none"> • Urbanization and centralization strengthened the Aztec and Incan Empires.
<p>WH.H.3.4 Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas (e.g., Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Improvements in agriculture can lead to political, economic, and social changes that may have a lasting impact on the environment. • Agricultural advances promote growth in populations, urbanization, and industrialization which can impact the physical environment. • Population increase can create the need for changes in the physical environment which in turn may cause political conflict. <p>Students will know:</p> <ul style="list-style-type: none"> • The use of step terraces on hillsides enabled Incas to increase the amount of farmland they had available. • The chinampas used among the Aztecs created farmland. • The reasons why feudal lords wanted more land. • The types of things that feudal lords did to the environment in order to boost their incomes. <p>For example: Feudal lords made peasants clear forests, drain swamps, and reclaim wasteland for farming and grazing.</p> <ul style="list-style-type: none"> • The impact of various farming techniques on the physical environment. <p>For example: Slash and burn agriculture in Africa contributed to the growth of deserts.</p>

- Examples of historical instances in which increasing population creates the need for more farmland which in turn causes political conflict.
- How the shift from a [two field to a three field system](#) led to the [Agricultural Revolution](#).
- The continued development of irrigation and crop rotation techniques and the diversification of agriculture contributed to an [Arab Agricultural Revolution](#).
- Quality roads and organized regional crop productions in the [Incan Empire](#) provided citizens a variety of agricultural goods not readily available otherwise.
- The [enclosure movement](#) in Europe forces people off of their land and in turn creates a population shift, conflict among people, and permanent changes to the physical environment.
- Population growth creates a need for more farmland and leads to conflict and colonization.

History

Essential Standard:

WH.H.4 Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction.

Concept(s): Reform, Exploration, Authority, Economic System, Interaction

Clarifying Objectives

WH.H.4.1 Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, Printing revolution, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- An increase in the quest for knowledge can lead to global interactions that may lead to political and cultural changes in society.
- Intellectual and religious reform movements can transform societies and influence relationships among nations.

Students will know:

- How and why innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the [Renaissance](#).
- How and why increased availability of print material increased literacy and resulted in the spread of ideas that both supported and challenged secular and religious authority.
- The factors that led to the [Renaissance](#) and the impact it had on the arts and society.
- The factors that led to the [Reformation](#) and the impact it had on European politics and society.
- The reasons why classical knowledge becomes the foundation for cultural growth.

	<ul style="list-style-type: none"> • That the geographic location of Italian city-states played a significant role in the fact that Italy was the center of the Renaissance. • How and why the Reformation led to religious reforms. • The ways in which the printing press contributed to the beginning and spread of the Reformation. • How the Protestant Reformation and Catholic Counter Reformation affected the development of Northern and Southern European society. • How the Protestant Reformation contributed to the rise of significant Catholic religious orders (i.e., the Jesuits).
<p>WH.H.4.2 Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires (e.g., Reformation, absolutism, limited monarchy, empires, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • The search for national identity can lead to the development of nation-states. • An increase in political conflict can lead to changes in government. • Discontent with economic, political, and social conditions can lead to revolution or reform which may alter physical boundaries and government systems. <p>Students will know:</p> <ul style="list-style-type: none"> • The significant themes that dominated political life at the end of the medieval era: <ul style="list-style-type: none"> ○ The establishment of national monarchies in England and France. ○ The growth of parliamentary government in England and absolutism in France. ○ The failure of Germany and Italy to unify under national monarchies. • The ways in which both the Protestant and Catholic reformations brought sweeping changes to Europe.

- Why the idea of a nation-state is associated with the rise of the modern system of states (i.e., Westphalian system in reference to the [Treaty of Westphalia](#)).
- The reasons for and the consequences of the rise of powerful, centralized nation-states in Europe (e.g., the French absolute monarchy and the English limited monarchy).
- How and why the [English Civil War](#) led to the downfall of absolutism in England.
- Why the [Glorious Revolution](#) and the creation of the [English Bill of Rights](#) were important contributors to eventual limits on British monarchy.
- Characteristics that show how [Louis XIV](#) personified the ideals of absolutism.
- The significance and accomplishments of various absolute monarchs (e.g., [Peter the Great](#), [Catherine the Great](#), Frederick the Great, [Louis XIV](#), etc.).
- The political, economic, and military reasons for the consolidation of power by the [Grand Viziers](#) at the expense of the sultan in the Ottoman Empire.
- The causes and consequences of centralization of authority under the [Ming emperors](#) in China.
- The long lasting significance of the division of European regions into those that remained Catholic and those that became Protestant.

<p>WH.H.4.3 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Regional and local economies may progress with improvements in agriculture and technology. • Technological innovation often leads to expanding economic activity and new markets which can result in massive population increases, urbanization, and the development of new economic systems. • Quality of life may be altered as a result of a shift in economic stability. <p>Students will know:</p> <ul style="list-style-type: none"> • That there are significant relationships between the “Agricultural Revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding that encourage growth of towns, creation of guilds and unions, and changes in the feudal and manorial systems. • Technological improvements made agricultural advancements possible. • Better diets increased the average life span of people as a result of agricultural advancements. • How and why the impact of the printing press and other technologies helped to disseminate beliefs and ideas as well as improve communication. • How and why scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes across the globe.
<p>WH.H.4.4 Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa (e.g., exploration, mercantilism, inflation, rise of</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • The desire for resources and markets can serve as catalysts for exploration and may lead to increased global interaction, economic competition, social transformation, and additional colonial possessions.

capitalism, etc.).

- Global travel may lead to exchanges of goods and ideas that are contributing factors to the development of new economic systems.
- Global interactions may have unintended consequences that can lead to beneficial or harmful results for groups and societies.

Students will know:

- The difference between Mercantilism and Capitalism.
- The extent to which [Mercantilism](#) prompted the colonization of the Americas.
- Trade competition among European nations fueled economic growth.
- Exploration fueled the global economy and led to global interaction.
- How and why the desire to spread Christianity, acquire economic wealth, and achieve social or political notoriety were reasons individuals, groups, and governments participated in or financed exploration of the western hemisphere and the far east.
- How and why powerful nations benefited from the acquisition of colonial possessions.
- How and why the desire for a trade route that bypassed the Mediterranean, providing direct access to Asia, influenced European exploration.
- How and why the [Crusades](#) became one of the many reasons for European exploration.
- The major economic, political, and cultural features of European society that

stimulated exploration and conquest in Asia, the Americas, and Africa.

For example: The role of both technology and disease in the rise of European powers at the expense of Asia, Africa, and the Americas.

- The role of the Mongol Empire in in the opening of trade across Asia.
- Examples of epidemics or outbreaks of disease and the disastrous economic, political, and social consequences across the places and regions impacted.

For example: The “[Black Death](#)” and how and why it spread both death and social unrest throughout Western Europe.

History

Essential Standard:

WH.H.5 Analyze exploration and expansion in terms of its motivations and impact.

Concept(s): Exploration, Expansion, Colonization, Interaction, Economic System

Clarifying Objectives

WH.H.5.1 Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- The methods of and motivations for exploration and conquest can result in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- The desire for resources and markets can serve as catalysts for exploration and may lead to increased global interaction, economic competition, and additional colonial possessions.

Passage, trading outposts, plantation colonies, rise of capitalism, etc.).

- Imperialism and colonization may prompt political, military, and economic conflict among and between people and groups while initiating global interactions that can result in the development of new systems.
- The desire for economic advantage and the migration of people may cause changes in how, why, and where people settle.

Students will know:

- How and why the recovery of the late Middle Ages set the stage for changes during the European [Age of Exploration](#).
- The major technological innovations that were made by the Portuguese and Spanish in shipbuilding, navigation, and naval warfare and that those innovations had a direct effect on the confidence explorers had in expanding their travel beyond traditional routes.
- The economic and geopolitical causes that led groups and nations to seek expansion.
- That the voyages for exploration marked the start of European domination of the globe and these voyages helped Europe emerge as a powerful new force in the world in the 16th and 17th centuries.
- Factors such as the [Scientific Revolution](#), the search for a sea route to Asia, and the arrival of Columbus and other Europeans to the Americas helped create the [Columbian Exchange](#).
- The migration of Europeans to the Americas and the exchange of ideas and culture between the [Europeans and the Native Americans](#) as well as the death of millions of Native Americans and the [trans-Atlantic slave trade](#) are

effects of the Columbian Exchange.

- The movement of human beings, agricultural, mineral, and trade goods, as well as disease, between Europe, Africa, and the Americas is known as the [Triangular Trade](#).
- How and why colonization prompted conflict between Europeans and Native Americans.
- How and why the movement of people (indigenous Americans, European, African) into, from and within the Americas and Africa resulted in conflict between the New World and European nations.
- The African slave trade and resulting migration caused a shift in societal settlement patterns in Africa, European societies and the Americas.
- The motivations for the establishment of the trans-Atlantic slave trade and the impact of that trade on African societies and European settlements in the Americas.
- The role of Europeans, Africans, and Arabs in the development of the trans-Atlantic slave trade.
- The perils of the [Middle Passage](#) and its consequences.

Key Terminology:

- **Transoceanic** – the use of this term begins to be appropriate with the study of the world after 1450. It is often used when referring to the interlinking of all major regions of the world via the crossing of and extending across the Atlantic, Indian and Pacific oceans.
- **Transnational and international encounters** - As we move into Modern World History of the past 500 or so years, important contacts among the world's people

are usually referred to *transnational* and *international* encounters.

WH.H.5.2 Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Columbian exchange).

Students will understand:

- Explorers, reflecting different cultures and religions, often seek to imprint their identities on areas of exploration and discovery.
- The conquest of nations or regions often creates a shift in the balance of economic and political power.
- Changes in society may serve as catalysts for new opportunities in exploration and invention; likewise, exploration and invention stimulate change in society.

Students will know:

- The major technological innovations that were made by the Portuguese and Spanish in shipbuilding, navigation and naval warfare and that those innovations had a direct effect on the confidence explorers had in expanding their travel beyond traditional routes.
- Reasons for exploration and the acquisition of colonial possessions.
- Reasons behind the decision of China and Japan to pursue isolationism during the European Age of Exploration.

WH.H.5.3 Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade,

Students will understand:

- Colonization is often inspired by the desire to have access to resources and markets often at the expense of indigenous cultures, populations, and the environment.
- The need for resources and markets promotes expansion and may contribute to social chaos and economic and political conflict.

encomienda system, enslavement of indigenous people, mixing of populations, etc.).

- Colonization provides a nation an outlet for its discontented population.
- A nation's acquisition of new colonies increases its wealth by guaranteeing control of resources for trade, raw materials for developing industry and markets for their manufactured products.
- Colonialism may promote a system that enables the colonial power to exploit the natural resources and labor of indigenous people.

Students will know:

- How and why the new social stratification created by voluntary and coerced interactions among American Indians, Africans, and Europeans in Spanish colonies laid the foundation for centuries of conflict.
- That the founding of the British colonies in North America occurred within a wide context of events: the decline of American Indian populations, the rise of the Spanish empire, conflict with other European powers, the African slave trade, and the trans-Atlantic trade and migration of Europeans.
- The Commercial Revolution was a result of the need for new resources and economic markets.
- The various motivations for the Atlantic slave trade and the impact it had on Europeans, Africans, and American Indians.
- The ways in which Spanish colonization and the need for new markets created political, economic, and social change in the Americas and Europe.
- The decline in the population of American Indians throughout North and South America as a result of disease spread through the Columbian Exchange.

- The ways in which cultural changes occurred as a result of the Spanish conquest of the Americas.
- The effects of colonialism on both the imperial power and the colonized land and people.

Key Terminology:

- **Indigenous factors** – resources that exist within local geography that are not imported but are originated there.
- **Endogenous factors** – institutions or systems within a society or civilization such as culture, religion, education, etc.
- **Exogenous factors** – conditions or resources outside the systems of a society or civilization such as capital, labor, etc.
- **Pluralism** – a theory that there is more than one basic substance, belief or principle.
- **Cultural pluralism** - a condition in which many groups and cultures coexist and participate within a society and maintain their cultural differences.

WH.H.5.4 Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchial funding, corporations, creation of capital markets, etc.).

Students will understand:

- Exploration may occur because of the desire for wealth which motivates people and nations to take financial risks in exploring unknown territory.
- Centralized authority and decision making allows for national investment in exploration.
- Economic revolutions instigate global trade, promote new business methods and increase competition for profits.
- Mercantilism may stimulate expansion through trade, conquest and colonization.

Students will know:

- The economic system of [mercantilism](#) and how it affected decisions involving exploration and expansion.
- The extent of the role of mercantilism in stimulating European expansion through trade, conquest and colonization.
- How economic systems changed as a result of exploration.
- How new business and investment methods (e.g., [joint-stock companies](#)) developed in the medieval era allowed people to pool large amounts of capital needed for overseas ventures.
- The [Commercial Revolution](#) was a period of European economic expansion, colonialism and mercantilism which lasted from approximately the 13th century until the early 18th century.
- Expanded international trade and the push for overseas empires helped the growth of European capitalism.

History

Essential Standard:

WH.H.6 Understand the Age of Revolutions and Rebellions.

Concept(s): Revolution, Conflict, Industrialism, Power, Change, Innovation, Economic Systems

Clarifying Objectives

WH.H.6.1 Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- New ideas, theories and philosophies often drive changes in government, economies and societies.
- Discontent with prevailing economic, political, and social conditions is often the impetus for change which can result in revolution or reform.

Students will know:

- How and why the recovery of the [late Middle Ages](#) set the stage for changes during the Renaissance and Reformation.
- Meanings of key terminology as it relates to the [Age of Revolutions](#) (e.g., rationalism, reason, humanism, empiricism, heliocentric, geocentric).
- The impact of humanism on the growth of the Renaissance and the spread of new ideas.
- [Enlightenment theories](#) that initiated the questioning of current government practices and prompted the desire for self-rule.
- How and why various ideals became driving forces for reforms and revolutions (e.g., liberty, natural rights, democracy and nationalism).

- That new intellectual, philosophical, and scientific ideas caused people to reevaluate how they viewed themselves and how they viewed their physical and spiritual worlds.

For example: the development of [Deism](#) among some Enlightenment thinkers (i.e. [Voltaire](#), [Jefferson](#), [Rousseau](#), [Paine](#)), [new economic theories](#) ([Adam Smith](#)) or [new ideas about the universe](#) (i.e., [Newton](#), [Kepler](#)).

- That the rise of the [Enlightenment](#) challenged the supremacy of the traditional Christian world view in Europe and the Americas.
- The [Inquisition](#) was at least in part a result of the spread of ideas of the Enlightenment that were in conflict with the doctrines of the Roman Catholic Church.
- The role of the [Inquisition](#) in the [Reconquista of Spain](#) and the expulsion of the Jews and Muslims.
- How economic conditions were impacted by Enlightenment thinkers.
- How and why the [printing press](#) and other technologies were a catalyst to better communication and more rapid dissemination of ideas across the globe.
- How [Enlightenment ideas impacted the revolutions of Latin America](#).
- How new economic and scientific ideas impacted European interaction with Africa.
- How the [centralization of power by Russian emperors](#) contributed to changing geo-political relations during the Age of Revolutions.

	<ul style="list-style-type: none"> • Why Eastern Europe differed from Western Europe in the spread and implementation of Enlightenment ideas. <p>Key Terminology:</p> <ul style="list-style-type: none"> • Pluralism – a theory that there is more than one basic substance, belief or principle. • Religious pluralism - Religious pluralism is a set of worldviews that stands on the premise that one religion is not the sole exclusive source of values, truths, and supreme deity. It is the acceptance of various religions.
<p>WH.H.6.2 Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • When there is conflict between or within societies, social, political, or economic change may result and lead to the creation of new structures for governing and new social and political relationships between groups. • Conflict may occur when leaders are not able to compromise on issues of power, authority, and governance. • New ideas and discontent with social, political, or economic conditions can lead to revolution and a change in the structure of government or society. <p>Students will know:</p> <ul style="list-style-type: none"> • How changes in political thought resulted in revolution around the globe. • The American Revolution was a catalyst for revolutions around the globe. • The desire for independence created revolutions in the Americas. • New ideas developed during the Enlightenment became a motivating factor behind the American & French Revolutions. • Economic factors, such as concerns over taxation, poor disbursement of national resources, and/or financial mismanagement, contributed to a number of revolutions around the world.

	<ul style="list-style-type: none"> • The French, Russian and Chinese Revolutions were a result of weak leadership, global conflict and revolutionary ideas. • Ways in which the American, French, and Haitian revolutions influenced independence movements in Latin America. • Causes and impacts of various revolutionary conflicts across the globe.
<p>WH.H.6.3 Explain how physical geography and natural resources influenced industrialism and changes in the environment (e.g., agricultural revolutions, technological innovations in farming, land use, deforestation, industrial towns, pollution, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Innovations may lead to the increased need for access to available resources. • The physical environment and scarcity of natural resources can determine the type of industrialization which occurs in various regions. • Environmental change may often be a result of economic needs and wants, which can contribute to human adaptation of the physical environment and sociological changes. • Shifts in population, new economic organization, and industrialization can contribute to increased urbanization and may result in physical and cultural changes to the environment. <p>Students will know:</p> <ul style="list-style-type: none"> • The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets. • Why population shifts, urbanization and the development of complex economic systems were a result of and contributed industrialization. • The role that geography (place, location, region, human interaction, movement) played in the development and spread of industrialism. • The role of natural resource availability in industrialization.

	<p>For example: Industrialization began in England because of the surplus of resources such as the use of water to power mills.</p> <ul style="list-style-type: none"> • That access to natural resources was influenced by geographic factors spurred by technological innovation and helped facilitate industrialization, urbanization, and non-agricultural employment. • That the process of industrialization led to the transformation of the physical environment (i.e. pollution in Manchester, England and Lowell, Massachusetts; the cultivation of cotton fields in India) • Geographic, economic, and political factors that led to early industrial revolutions in Western Europe and the United States as opposed Eastern Europe, Asia, Africa, and South America. • The extent to which interaction with Western powers contributed to the industrialization of Japan.
<p>WH.H.6.4 Analyze the effects of industrialism and urbanization on social and economic reform (e.g., Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Advances in technology lead to the development of new products and materials which can strengthen the economic infrastructure of a society. • Innovation and industrialism may lead to the creation of new wealth and opportunities. • Industrialism and urbanization can transform social structure, government policies, and economic systems, creating new opportunities and challenges for peoples, groups, and nations. • Industrialism may lead to efficiency, specialization and mass production, which can increase a society’s wealth and quality of life.

- Industrialism brings about new migration patterns which can help facilitate urbanization.

Students will know:

- Rapid growth of factories and cities were an effect of industrialism.
- A migration of people to the cities occurred as a result of the Industrial Revolution.
- Factors of industrialization that led to the development of new methods of banking, finance, and economic systems (i.e., industrial capitalism, corporations)
- The ways in which the [Industrial Revolution](#) created material benefits as well as social problems (e.g., the “new” middle class, labor unions).
- The Industrial Revolution fostered new ideas, practices, and critiques about business and economics ([Laissez-faire](#) economics, emergence of [socialism](#), [Marxism](#)).
- Labor organizations were created due to the working conditions spurred by rapid industrialism.
- How the causes and consequences of the Industrial Revolution may have differed between various countries (i.e., [Russia](#), [North Africa](#), [South America](#), [United States](#), [Great Britain](#), [Germany](#), [Japan](#)).
- How and why European nations set out to acquire resources and markets.

History

Essential Standard:

WH.H.7 Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.

Concept(s): Turning Point, Nationalism, Imperialism, Conflict, War, Power, Change, Economic Systems

Note: Standard WH.H.7 may include content from the start of the early modern era to the present day.

Clarifying Objectives

WH.H.7.1 Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- Societies may change as a result of significant catalysts, such as geopolitical transformation, environmental change, conflict, or new ideas.

For example: the [Scramble for Africa](#) and the [partition of Poland](#) (geopolitical change); [enclosure movement](#), [terracing](#), and decline of the Amazon Rain Forest (environmental change); [Franco-Prussian War](#) and [Cold War](#) (conflict); [Domino Theory](#), [Capitalism](#), [Communism](#) (new ideas)

- Key events in history may be turning points that drastically alter the social, economic and political directions of a society.

For example: The decisions of leaders and the creation of new governments may change the direction of a society.

- Turning points may have impacts over large periods of time and relevance to contemporary events, problems and issues.
- The evaluation of key turning points is often value-laden and may create

opportunities to consider moral convictions and actions taken by individuals and groups in the past.

Students will know:

- The meaning of “turning point” and “watershed”.
- How geography impacted major turning points during major wars during the modern era.
- How and why major political, military and economic campaigns or decisions have changed the course of history.
- The role effective and ineffective leadership has played in key events throughout history.
- Examples of major turning points and their consequences

For example: [The Union victory in the US Civil War](#), the [German victory in the Franco-Prussian War](#), the [assassination of Archduke Franz Ferdinand](#), the [removal of Bismarck](#) by Kaiser Wilhelm II, the [collapse of the global economy in 1929](#), the [fall of the Berlin Wall](#), the [victory of Mao](#) over Chiang Kai-shek, the [Japanese victory over Russia](#) in 1905.

Key Terminology:

- **Watershed** – A critical point that marks a division or a change of course; a turning point. It is oftentimes an event marking a unique or important historical change of course or one on which important developments depend.

WH.H.7.2 Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German

Students will understand:

- National ambition can lead to competition among nations, creating international conflict and changes in global political, economic, and social relationships.
- The desire for power and land may be manifested by imperialism and militarism.

Empire, “Have and Have Nots” of Europe, industrial America, etc.).

- Scarcity of resources may increase tensions between peoples as nations pursue inclusion in global economic competition.

Students will know:

- Nationalism becomes a focal point for unity in Italy and Germany.
- Imperialism brings nations into conflict as they compete for limited resources such as land.
- How domestic conflicts over nationalism, industrialization, imperialism, and militarism could lead to national division or result in greater centralization (i.e., the United States before and after the Civil War, [Prussia vs Austria](#) in the unification of Germany, the [Boxer Rebellion](#) in China).
- Why industrialization contributed to the expansion of imperialism.
- The goals of the [Congress of Berlin](#) and how they impacted military and economic competition.
- How the disintegration of the Ottoman Empire and the creation of [new nations in the Middle East](#) following World War One contributed to economic and military competition in the 20th century.
- Why the pressure of extreme nationalism and economic upheaval set Japan on a [militaristic and expansionist](#) path in the early twentieth century.
- How and why [Bismarck](#) was successful with German unity when others had failed.
- How the [Hapsburg rulers](#) approach to ethnic diversity within their empire contributed to military tensions with the Russian Empire and economic difficulties across the Austro-Hungarian Empire.
- How and why [war with Japan](#) contributed to the [Revolution of 1905](#) in

	<p>Russia.</p> <ul style="list-style-type: none"> • The role of military and economic alliances in the pursuit of national ambitions and the increasing of tensions.
<p>WH.H.7.3 Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Conflict can occur when compromise over land, national identity and colonial possessions fails to resolve disputes between those in authority and those they serve. • Nationalism and the quest for power and resources are often underlying causes for war. • Ethnic rivalry within nations can lead to civil war or rebellion. • The conditions and agreements resulting from one conflict may serve as a catalyst for greater conflict when ongoing problems are not resolved effectively. <p>For example: The economic conditions imposed on Germany as a result of the Treaty of Versailles created the conditions that contributed to the outbreak of World War Two.</p> <p>Students will know:</p> <ul style="list-style-type: none"> • The underlying and immediate causes of World War I and World War II. <p>For example: (MAIN-Militarism, Alliance system, Imperialism, and Nationalism).</p> <ul style="list-style-type: none"> • How and why the increased feelings of nationalism and ethnic rivalries combined with the assassination of the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, sparked World War I. • Debt and the conditions of the Treaty of Versailles from World War I became a motivating factor for Germany’s increased nationalism.

	<ul style="list-style-type: none"> • How the writings of Karl Marx influenced the Russian Revolution and contributed to the creation the Soviet Union. • How Vladimir Lenin used the failures of Russian leadership in World War One to lead the Bolsheviks into power. • Why the Second World War developed from the terms of peace following the First World War. • How the principles and ideals of fascism contributed to growing tensions. • Why the failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. • How Allied countries responded to the expansionist actions of Germany and Italy.
<p>WH.H.7.4 Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements (e.g., India, Africa, Southeast Asia).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Conflict can occur when compromise over land, national identity and colonial possessions fails to resolve disputes between those in authority and those they serve. • Expansion of ideas associated with national identity can create conflict under colonial rule and lead to changes in leadership. • Independence movements may result from the struggle to create and maintain a national identity, which can cause conflict when people are forced to conform to an identity that is not their own. • Failure to compromise intensified by social and economic conditions help lead to independence movements.

	<ul style="list-style-type: none"> • When economic power is used to dominate nations, groups within a nation may begin to seek control over their national identity, independence, and economic well-being. <p>Students will know:</p> <ul style="list-style-type: none"> • World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world and the rise of various independence movements throughout the world. . • Why the methods used by Mao Zedong and Chiang Kai-Shek influenced the desire for Chinese independence. • How the use of passive resistance by Mahatma Gandhi helped lead to an end of British rule in India. • How African peoples challenged European dominance and achieved independence. <p>For example: the Mau Mau in Kenya; independence movement in Algeria; Resistance movements in the Congo</p> <ul style="list-style-type: none"> • How economic power and bureaucracies have been used by nations to deliberately and systematically dominate ethnic/racial, political, and cultural groups.
<p>WH.H.7.5 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • When individuals operate within an economic system, their actions and choices can determine the effectiveness of the system in meeting the wants and needs of a nation. • Competition for resources and trade may lead governments to choose economic systems that fit their ideological perspective and provide economic advantage.

	<ul style="list-style-type: none"> • Financial and trade patterns can determine the strength of an economic system and lead to a challenge to the system. • Imperialism and neo-colonialism can result in economic dependence of one nation on another as a consequence of limited economic opportunity. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The Marshall Plan, Truman Doctrine, and Eisenhower Doctrines were used to solidify the economies of new democratic nations. ▪ The strengths and weaknesses of capitalism as compared to competing economic philosophies (such as socialism and communism). • How and why countries may or may not turn to capitalism for economic organization. • Why the Open Door policy was a response to the economic desires of capitalist imperial nations. • The reasons for and consequences of Dollar Diplomacy in the Western hemisphere. • How nations have responded to global and regional trade agreements. • How and why national economic systems are impacted by political and social ideology.
<p>WH.H.7.6 Explain how economic crisis contributed to the growth of various political and economic movements (e.g., Great Depression, nationalistic movements of colonial Africa and Asia, socialist and communist movements, effect on capitalist economic theory, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Economic depression in one country can substantially alter the economies of other nations. • The threat of economic crisis may lead to political and economic reforms. • Unequal distribution of wealth may lead to economic crisis and the need for economic and political reform.

- Economic problems can drive citizens to demand changes in political leadership.

Students will know:

- The factors that have contributed to various modern economic crises (e.g., [the Great Depression](#), the [austerity crisis](#) of the early 21st century, the collapse of Latin American economies in the late 20th century, [the bust of the Japanese economy in the 1990's](#), [the dot-com collapse](#)).

For example: the unequal distribution of wealth; the cost of German reparation payments; heavy debt.

- How and why the methods used by [Mao Zedong](#) and [Chiang Kai-Shek](#) were prompted by the economic crisis within China.
- Ways in which proponents of competing economic systems used crisis to advocate for their views
- Various examples of citizen action taken in response to economic crisis.

For example: changes in leadership as a consequence of the Great Depression, the [austerity crisis](#) of the 21st century (e.g., Greece, Spain, France), the Cuban Revolution, the Russian Revolution.

History

Essential Standard:

WH.H.8 Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.

Concept(s): Politics, War, Power, Influence, Interdependence, Change, Innovation

Clarifying Objectives

WH.H.8.1 Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- The collapse of a government or nation causes changes in the balance of power within a region and between nations.
- Changes in political and economic power can follow global conflict.
- Changing political power structures can determine the extent of global economic interdependence .
- Political instability and chaos serve as catalysts for changes to the balance of power and can lead to war.

Students will know:

- How and why the rise of [totalitarian governments](#) contributed to [World War II](#).
- The failure of the [Treaty of Versailles](#), the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.
- World Wars I and II were “[total wars](#)” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.
- The intended and unintended consequences of new national boundaries

established by the treaties that ended World War II.

- World War II challenged economic and political power structures and gave rise to a new balance of power in the world.
- The causes and consequences of the genocides of [Armenians](#), [Roma](#) (gypsies), and [Jews](#), as well as the mass exterminations of [Ukrainians](#) and [Chinese](#).
- How and why American isolationism contributed to World War II.
- The significance of the United States emerging as a world power.
- The reasons that political instability within [Vietnam](#) caused political and military changes as well as chaos globally.
- How and why the [nation of Israel was established](#) following the Second World War.
- The significance of decolonization and colonial wars in Africa and Asia.
- Factors that contributed to and consequences of late 20th and early 21st century conflict in the Middle East (e.g., [Iran-Iraq War](#), [United States-Iraq Wars](#), [Israeli-Arab conflicts](#))

Key Terminology:

- **Globalization** – refers to the increasingly global relationships of culture, people, politics and economic activity. It is the development of an increasingly integrated global economy. It is the growth to a global or worldwide scale.

WH.H.8.2 Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban

Students will understand:

- International conflicts challenge political power structures and give rise to new balances of power throughout the world.

Missile Crisis, OPEC oil crisis, Iranian Revolt, “911”, terrorism, etc.).

- **For examples:** [Partitioning of India](#), [Berlin Blockade](#), [Hungarian Revolt](#), [Cuban Missile Crisis](#), [Iranian Revolt](#)

- International relationships often change in response to global and regional issues and events.
- Conflict between nations and peoples concerning beliefs and values may result in international crisis and drive changes in foreign policy and diplomatic relations.
- The inability to compromise and the lack of cooperation can lead to increased tension and crisis.
- The continued threat of violence upon a nation may lead to changes in a nation’s political and foreign policy decisions.
- A change in the balance of power can serve as a means to increase political leverage among nations.

Students will know:

- The reasons for and impact of various 20th and 21st century foreign policies of various nations.
 - **For examples:** [Containment](#), Eisenhower’s policy of [Brinkmanship](#), [Kennedy’s Flexible Response](#), Khrushchev’s [Peaceful Coexistence](#), the [Brezhnev Doctrine](#), [Glasnost](#), [Perestroika](#), Reagan’s [Trust but Verify](#), French actions in [Algeria](#) and [Europe](#), China’s ‘[One China](#)’ policy, [Bush Doctrine](#).
- How and why post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over [Kashmir](#) contributed to ongoing religious and regional divisions.

- Cold War conflicts in Eastern Europe and Asia led to increased tensions and prompted the US policy of containment.
- Conflict between Israel and its Muslim neighbors resulted in increased global tensions between the West and the Muslim world.
- Reason why the [Cuban Missile Crisis](#) was a result of heightened global tensions during the Cold War.
- That the [Iranian Revolution](#) resulted in the capture of the 52 American hostages and increased tensions between the West and Muslim countries.
- The basic tenets of major foreign policy programs of the U.S. and other superpower nations during the Cold War.

For example: The [Brezhnev Doctrine](#) derived from the basic tenet that *"When forces that are hostile to socialism try to turn the development of some socialist country towards capitalism, it becomes not only a problem of the country concerned, but a common problem and concern of all socialist countries."*

- [Late 20th and 21st century terrorism](#) has resulted in changed approaches to domestic and international security in nations throughout the world.
- [Examples of terrorism and terrorist organizations](#) in the late 20th and 21st centuries.
- The relationship between fundamentalist extremism (political, social, or economic) and international conflict.
- Examples of ways in which the interactions between nations have changed following the "[9-11](#)" attacks in the United States.

WH.H.8.3 Analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., post WWII, Post Cold War, 1990s Globalization, New World Order, Global Achievements and Innovations).

Students will understand:

- Manmade or symbolic barriers between nations can serve to exclude or protect but may also represent reminders of political differences.
- Global interactions can be shaped by differences in the political and economic strength and power of various nations.
- The desire for global stability and peace may be transformed by international relationships and relative national strength.

Students will know:

- Ways in which World War II and the Cold War challenged economic and political power structures and gave rise to a new balance of power in the world.
- How Winston Churchill’s [Iron Curtain speech](#) defined the division between the communist and non-Communist countries and described obstacles to international stability and peace.
- The political purpose for the [Berlin Wall](#) being erected as a physical barrier of division between communist and non-Communist countries in Europe.
- How the building of the Berlin Wall served as a symbol of the division of political ideology between communist and non-communist countries and how its destruction served as a symbolic end of the Cold War and affected international stability and peace.
- That post-World War II global interactions increased cooperation between nations that had once been adversaries.
- Examples of organizations that have been created to pursue or maintain global peace ([UN](#), [NATO](#), [SEATO](#), [OAS](#), [Reconciliation Commission](#) in South Africa).

WH.H.8.4 Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).

Students will understand:

- Advances in technology can lead to the development of new products and materials which can strengthen the economic infrastructure and standard of living of a society.
- New technologies, medicines, and scientific breakthroughs can improve the quality of life but may also present ethical dilemmas.
- Scientific and technological innovation can transform global economies, societies and military systems.
- Nations may use technological innovation to achieve political, military, economic, or social dominance over competing nations and groups.
- The balance of global trade may change as some nations become technologically advanced.
- Advances in technology allows for faster communication and greater interconnectivity among people.

For example: The rise in social networking services, the Internet, and fiber optics has increased the ability of people across the globe to communicate quickly and effectively.

Students will know:

- How and why scientific and technological improvements in the second half of the 20th century have resulted in an increasingly global economy.
- Ways in which technological improvements in the second half of the 20th century have led to issues with the use and consumption of global natural resources.

- How medical discoveries such as the [polio vaccine](#) and [antiretroviral](#) (ARV) therapy for HIV/AIDS patients have increased the life span of people.
- The benefits and drawbacks of an increased standard of living and longer lifespan as a result of scientific, technological, and medical innovations.
- The significance of [Sputnik](#) for the global space race, the military-industrial complex, international relations, and education.

For example: Western nations, especially the United States, placed an emphasis on science, math, and foreign language education after the 1957 launch of Sputnik.
- How and why the [Internet](#) has allowed for the exchange of ideas to take place at such a rapid pace and has contributed to greater global interaction.
- Both positive and negative global effects of the information superhighway and 21st century technologies.
- Reasons for nations supporting free trade or the establishment of trade barriers.
- How and why certain countries have sought to expand or limit access to the World Wide Web.

<p>WH.H.8.5 Explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, Ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Population growth, urbanization and industrialization can promote changes in the environment as a result of the need for increased space and resources. • Scarcity of resources and land can lead to conflict and movement of peoples which can alter the physical environment. <p>Students will know:</p> <ul style="list-style-type: none"> • How and why increased population has a negative impact on the environment (pollution, deforestation, and fuel emissions). • Examples of ways in which urbanization and industrialization has changed the physical environment of various nations. <p>For example: Deforestation in Brazil, air and water pollution in Egypt, drainage of rivers and other water sources in the United States, air pollution in China.</p> <ul style="list-style-type: none"> • The impact of warfare on the environment and the availability of resources. <p>For example: The drug wars in the Western Hemisphere, the ongoing wars in Africa (Sudan, Congo, Liberia), the wars in Afghanistan and Iraq, the Vietnam War.</p>
<p>WH.H.8.6 Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • National and global changes involving competing ideologies can lead to violent confrontations. • Human rights can be promoted or challenged by differing systems of government. • Social change may originate with an individual or small group as an effort to address inequities. • Laws and policies for the protection of human rights may be shaped by the

values and beliefs of individuals and groups in a society.

- The influence of media can help shape responses to human rights movements and reform.

Students will know:

- The definition of Human Rights.
- Examples of human rights and civil rights and civil liberties.
- The similarities and differences between the [U.N. Declaration of Human Rights](#) and other declarations of rights (such as the [Magna Carta](#), US [Bill of Rights](#), [Declaration of the Rights of Man](#)).
- The role of [international law](#) in the maintenance of human rights.
- The intent of the [creation of the United Nations](#) and other global organizations that attempt to protect human rights.
- That [the end of the Cold War](#) along with the ability to openly exchange ideas led to a renewed emphasis on human rights internationally.
- [Glasnost and Perestroika](#) created a climate that helped lead to the collapse of the Soviet Union and expanded human rights in Eastern Europe and western Asia.
- Ways in which the growth of liberal democracy and private enterprise have contributed to or challenged the expansion of human rights across the globe.
- Examples of how various types media has been used to expose human rights violations across the globe.

For example: [Apartheid](#), [Abu Ghraib](#), [My Lai](#), and [Tiananmen Square](#)

were all violations of human rights that were broadcast through print, visual or Internet media and resulted in significant domestic or global response.

WH.H.8.7 Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

Students will understand:

- Acts of violence gain global attention and may prompt changes in politics, economies and geographic boundaries.
- Acts of violence can occur as a result of political and economic factors such as the struggle for power, nationalism, religion, economic disadvantage or globalization.

For example: The [Ku Klux Klan](#) in the United States, [Al Qaeda](#) in the Muslim World, [Basque separatists](#) in France and Spain, [IRA](#) in the United Kingdom, [Tamil Tigers](#) in Sri Lanka.

- Radical movements that espouse violence can arise from broad political conflicts centered on the demands of disadvantaged groups.
- Acts of violence can be a reaction to alien cultural values and influences.
- Social and political reactions to acts of violence often differ by nation.

For example: The Indonesian government's pressure to relieve the economic hardships faced by the people in Bali after the 2002 attack and the tightening of airport security in order to prevent terrorism.

- Government measures to secure a nation and limit violence may infringe on individual freedom and personal privacy.
- The desire for change in existing political order or geopolitical boundaries can lead to violent acts and alter societies.

For example: The creation of a new state from an existing state or replacement of the existing state with another form ([PLO](#) and Islamic Jihad in Israel, the

[Chechnyans](#) in Russia and the [IRA](#) in the UK, who want to change the existing political order and replace it with their own.)

For example: The jihadis in Saudi Arabia want the existing [Al-Saud](#) dynasty to be replaced and to remove the US support to the Al-Saud regime, the [FARC](#) in Columbia, the [Muslim Brotherhood](#) in Egypt.

- Terrorist acts in one country can challenge the health of national and global economies as a result of the interconnectedness of global society, government, and trade.

For example: Violence may impact global supply chains and cause things such as higher transportation costs that which often have a negative effect on emerging economies.

Students will know:

- The [United Nations definition](#) of terrorism.
- A definition of “fundamentalism” and how the modern connotation differs from its historical use.
- The origin of and similarities and differences between [terrorist groups](#) (such as the [IRA](#), [al Qaeda](#), the [KKK](#), and [Hezbollah](#)) and how they have impacted politics and societies.
- Meaning of [jihad](#) and related Islamic principles and laws that are relevant to military activity.
- Factors that influence [terrorist acts in the last two decades of the 20th century and the early 21st century](#).
- Ways in which violent acts have impacted various countries and regions.

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| | <ul style="list-style-type: none">• The importance of international cooperation and multinational organizations in attempting to solve global issues. |
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Appendix A: Key Terminology

Essential Standard: WH.H.1

- **Patterns of Historical Succession** - The act or process in which historical developments have unfolded.
- **Patterns of Historical duration** – The time during which historical developments exhibit reliable samples of traits, acts, tendencies, etc. of events, phenomena, persons, groups or institutions.
- **Temporal** – of or relating to the sequence of time or to a particular time.
- **Periodization** - the attempt to categorize or divide time into named blocks.
- **Historical perspective** - describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, etc.
- **Historical context** – placing events or situations in a given period of time or era.
- **Present-mindedness** – Judging things that occurred in the past based solely in terms of present-day norms and values.
- **Historical interpretation** –when a certain historical event is described from different points of views. When this is done in first-person, it is sometimes referred to as living history.
- **Multiple causation** – the mutual effect by many different forces to cause a particular action or occurrence.
- **Causative** – something that acts as an agent or cause; agent that is the reason for something.
- **Quantitative analysis** – the examination of measurable and verifiable data such as earnings, revenue, population, movement, trade, etc. Quantitative analysis is used to explore such topics as migration patterns, changes in the economy, wealth distribution, changes in family size and composition, etc.
- **Qualitative analysis** – the examination of non-measurable data such as reputation, image, feelings, beliefs, values, etc. Quantitative analysis is used to explore such topics as a person or group’s feelings about a government or judicial decision, a president’s image or the beliefs about reasons justifying war, etc.

Essential Standard: WH.H.2

- **Interregional** – connections between or among two or more regions.
- **Cross-regional** – dealing with two or more different geographic areas or territories.
- **Cross-cultural** – dealing with or comparing two or more different cultures or cultural areas.
- **Codification** – the act of systemically collecting and writing down; “arranging and writing down laws”.

- **Trans-empire** – extending or going across and beyond territories that are under the single domination or control of one ruler or government. This term is used in the study of the ancient world to convey an example of the linkage of people from different geographic areas of the world. It is often used alongside the mental concept of cross-cultural.
- **Cross-regional war and transnational war** – These two terms both refer to organized violence between and among the world’s peoples. It is the knowledge of when to use each term that is significant in World History. Transnational appropriately, would not be a term used prior to the early to middle sixteenth century because very few if any nation-states existed.
- **Belief systems** – the actual set of precepts from which a person or society lives their daily life, those which govern the thoughts, words, and actions of a person or society. This is the most important aspect of defining who or what a person, group, civilization or society is.

Essential Standard: WH.H.5

- **Transoceanic** – the use of this term begins to be appropriate with the study of the world after 1450. It is often used when referring to the interlinking of all major regions of the world via the crossing of and extending across the Atlantic, Indian and Pacific oceans.
- **Transnational and international encounters** - As we move into Modern World History of the past 500 or so years, important contacts among the world’s people are usually referred to *transnational* and *international* encounters.
- **Indigenous factors** – resources which exist within local geography that are not imported but are originated there.
- **Endogenous factors** – institutions or systems within a society or civilization such as culture, religion, education, etc.
- **Exogenous factors** – conditions or resources outside the systems of a society or civilization such as capital, labor, etc.
- **Pluralism** – a theory that there is more than one basic substance, belief or principle.
- **Cultural pluralism** - a condition in which many groups and cultures coexist and participate within a society and maintain their cultural differences.

Essential Standard: WH.H.6

- **Pluralism** – a theory that there is more than one basic substance, belief or principle.
- **Religious pluralism** - Religious pluralism is a set of worldviews that stands on the premise that one religion is not the sole exclusive source of values, truths, and supreme deity. It is the acceptance of various religions.

Essential Standard: WH.H.7

- **Watershed** – A critical point that marks a division or a change of course; a turning point. It is oftentimes an event marking a unique or important historical change of course or one on which important developments depend.

Essential Standard: WH.H.8

- **Globalization** – refers to the increasingly global relationships of culture, people, politics and economic activity. It is the development of an increasingly integrated global economy. It is the growth to a global or worldwide scale.