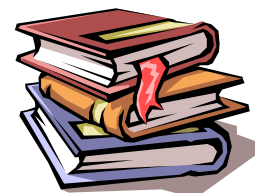


**Citywide History Standards  
and  
Curriculum Guide**

**High School  
Modern World History  
1800 to the Present**





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## Section I: Themes, Skills and Strategies

### A. Key Themes: Adapted from the Massachusetts Curriculum Framework

The Massachusetts Curriculum Framework presents districts with broad overarching themes to be applied to the study of World History. These themes are from the 1988 Bradley Commission Report and in the 1992 document, “Lessons from History,” by the National Center for History in the School.<sup>1</sup> The Massachusetts themes for World History are:

**M1 - The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.** This theme addresses the evolution of democratic principles and the on-going human struggle for personal freedom and self-respect. The theme also examines the evolution of democratic institutions in England, throughout Europe, and then throughout much of the rest of the world and the struggle to extend the principles of democracy to non-Europeans and in non-Western lands. Examples are the 19<sup>th</sup> century independence movements in Latin America, Gandhi’s efforts on behalf of Indian independence in the 20<sup>th</sup> century, the establishment of democracies in Israel and Japan after World War II, the Tiananmen Square demonstration in China, and the destruction of apartheid in South Africa. Many world history standards, such as the worldwide struggle to abolish slavery, World War II, and the efforts to defeat communism during the Cold War, also address the revolutions, wars, and political battles that were fought to preserve or expand the principles of freedom.

**M2 - The growth and impact of centralized state power.** This theme addresses the growth of civilizations and nations with increasingly stronger central governments, as well as many of the conflicts and effects associated with these developments, including the rise of communism.

**M3 - The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.** This theme addresses the encounters and conflicts between groups of people as in modern Africa or Ireland, the Balkans, and Southeast Asia, and between different civilizations, such as Islam and Christianity. The theme also addresses the growth of trade among nations and regions as well as diplomatic, religious, and cultural interaction among civilizations and nations.

**M4 - The effects of geography on the history of civilizations and nations.** This theme addresses the relationship between geography and the rise and central characteristics of civilizations and nations.

**M5 - The growth and spread of free markets and industrial economies.** This theme addresses the role of economic trade in spreading ideas, customs, and practices, as well as sparking new ones, and the origins and dramatic consequences of the Industrial Revolution on nations and people.

**M6 - The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.** This theme addresses advances in scientific and mathematical thought in the Islamic world, India, and Europe. This theme also addresses major technological innovations in the 19<sup>th</sup> century, such as the steam engine, and their contribution to economic growth. Finally, this theme addresses several major 20<sup>th</sup> century scientific theories as well as the computer and its contribution to economic growth, science, medicine, and communication in the late 20<sup>th</sup> century.

**M7 - The birth, growth, and decline of civilizations.** This theme addresses the growth and decline of Islamic civilization and the rebirth and dramatic growth of European civilization after 1500, as well as the establishment of the European colonies as independent nations after World War II.

## **B. History and Social Studies Skills - Procedural Knowledge**

Students are expected to develop the following skills to access, understand, evaluate, and apply the information and ideas they will study throughout the year. The development of these skills is the responsibility of every teacher.

Students will:

1. Construct timelines, identify ways to express time relationships, and arrange events in chronological order.
2. Construct, read, and interpret charts, graphs, and maps.
3. Use historical maps (physical and political) to place ideas, events, people in time and an historical context.
4. Define and use concepts and terms from history, civics and government, economics and geography.
5. Distinguish fact from opinion.
6. Identify and explain the parts of an organization, institution, or system and their relationships.
7. Identify and explain cause and effect relationships, sequence of events, and correlation of events.
8. Make causal connections between and among historic, economic, social, intellectual, cultural, and political events, ideas, and trends.
9. Compare, contrast, evaluate, defend and critique ideas, values, personalities, behaviors, motives, beliefs, opinions, and institutions.
10. Demonstrate historical understanding and perspective:
  - a. describe the past through the eyes and experiences of those who were there,
  - b. consider the historical context in which the event unfolded,
  - c. examine and judge the past first from the norms and values of the era in question before comparing the past in terms of current norms and values.
11. Explain, analyze, and evaluate events, policies, actions, ideas, movements, debates, and decisions for strengths and weaknesses, using historical evidence and considering historical context; suggest viable alternatives, where appropriate.
12. Read, observe, listen to, analyze, and evaluate primary source documents, artifacts, charts, graphs, and other data.
 

Students will:

  - a. Identify the author or source and assess for credibility.
  - b. Identify the central question(s) and concepts the source addresses.
  - c. Identify the purpose, perspective, or point of view from which it has been constructed.
  - d. Differentiate between facts, opinions, beliefs, and interpretations.
  - e. Assess for accuracy and validity.
  - f. Summarize.
  - g. Take and defend a position on its content, where appropriate, orally and in writing.
13. Make connections between historical issues, events, decisions and the present and themselves; determine their importance to current affairs.
14. Understand instructions in order to write responses to questions. Instructions include: define, describe, explain, analyze, demonstrate, make connections, trace, summarize, evaluate, critique, defend, compare/contrast, assess, identify

## C. Assessment

To help students do well on the MCAS and other local assessments, teachers need to assess students' skills and understandings on a frequent basis to learn what students have and have not mastered, to inform their subsequent instruction, and to hold students accountable. All students need to:

1. Respond to frequent multiple choice, open-response, and essay questions that assess their understanding of the key themes, ideas, people, events, policies, debates, decisions, and documents included in the curriculum guide.
2. Analyze their responses to identify areas in need of improvement; work on these areas in collaboration with the teacher.
3. Maintain an up-to-date history notebook including notes, assignments, and responses to presentations, readings, videos, key questions, and primary source materials, including the key documents.

It is the responsibility of every teacher to help students learn how to do these things well.

District mid- and end-of-course World History assessments will include multiple choice, open-response/essay or thematic questions aligned with this curriculum guide. Assessments may also include short answer responses. School administrators will be informed of the test format at the beginning of each school year. Data derived from the assessments will be used to assess and improve students' performance and instruction. World History teachers will have the freedom to factor the results of the assessments into students' grades at a level of their choosing.

## Section II: Citywide Standards for Modern World History - 1800 to the Present

### A. Standards Format

The standards for all history courses have been divided into two sections: procedural standards and content standards. The first fifteen (15) standards for every history course are the procedural standards which precede the content standards.

- (#1) – Title of the Era including time periods to be addressed.
- (#2) – One or more key Massachusetts themes (number and title, i.e. M1 The Evolution of the Concept of...) that align with the era.
- (#3) - A listing of the Key Ideas, People and Events for the era under study.
- (#4) - Suggested Primary Source documents to be addressed by all teachers in all classrooms.

<b>Era I: The Growth of the Nation State in...</b>			#1
<b>Key Themes: Era I</b>			
<b>M1- The Evolution of the Concept of ...</b>			#2
<b>Key Ideas</b>	<b>Key People</b>	<b>Key Events</b>	
▪ Absolutism	▪ Charles I	▪ Thirty Years War	#3
<b>Required Documents:</b> Students will be able to read, interpret, discuss and respond to these documents: (English) Bill of Rights, 1689			
	#4		

A list of standards and performance benchmarks follows the grid for each era. Teachers should build their instruction, assignments, projects, and assessments around these benchmarks. Students should be able to meet the benchmarks, using key people, events, cases, decisions, and debates to illustrate their understanding.

The performance benchmarks, primary source documents, and the key ideas, people, events, and questions will be used in the development of multiple choice and open response/thematic essay questions to be included in the mid and end of the course district assessments.

### **B. Course Sequence:**

The middle and high school history course sequence for SY 2004-2005 appears below. This sequence has been established to accommodate MCAS testing that will focus on American History content. Tryouts of the examination, to be administered to sophomores, have been scheduled for spring 2005. United States History I: 1763-1877, Modern American History, and World History: 1800 to the Present are required courses in high school.

<u>Grade</u>	<u>Course Number</u>	<u>Title</u>
Grade 6	236/246 (AWC)	Ancient Civilizations
Grade 7	237/247 (honors)	United States History Origins to 1763
**MCAS Testing (Tryouts - spring 2005 - Ancient and Classical Civilizations and World Geography)		
Grade 8	238/248 (honors)	Civics in Action
Grade 9	2a1/268 (honors)	United States History I: 1763 to 1877
Grade 10	253/263 (honors)	Modern American History, 1877 to the present
**MCAS Testing (Tryouts - spring 2005 - US History 1763-present)		
Grade 11	252/262 (honors)	World History: 1800 to the Present (required) or AP History electives
Grade 12	—	Social Science Electives or World History: 1800 to the present (required)

### **B. Scope, Sequence, Pacing Guide: Modern World History**

Modern World History – 1800 to the Present is divided into six eras:

- Era 1 - The Growth of the Nation State in Europe
- Era 2 - Industrial Revolution and Social and Political Change in Europe, 1800-1914
- Era 3 - Asian, African, and Latin American History in the 19<sup>th</sup> and early 20<sup>th</sup> centuries
- Era 4 - The Great Wars, 1914-1945
- Era 5 - Cold War Era, 1945-1989
- Era 6 - The Contemporary World, 1989-2001

Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. Students will study the origins and consequences of the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

A pacing guide has been established to fully prepare students for the citywide mid- and end of course assessments. Given the six eras included in the course, one era should be completed every 5-6 weeks. Content questions for the mid and end of course assessments will be derived directly from information found on the standards pages in this document.

**Procedural Standards:** Students are expected to develop the following skills to access, understanding, evaluate, and apply the information and ideas they will study throughout the year. The development of these skills is the responsibility of every teacher.

<b>Standard</b>	<b>Students will...</b>
<b>1</b>	Construct timelines, identify ways to express time relationships, and arrange events in chronological order.
<b>2</b>	Construct, read, and interpret charts, graphs, and maps.
<b>3</b>	Use historical maps (physical and political) to place ideas, events, people in time and an historical context.
<b>4</b>	Define and use concepts and terms from history, civics and government, economics and geography.
<b>5</b>	Differentiate between facts, opinions, beliefs, and interpretations.
<b>6</b>	Identify historical people, events, issues, decisions, documents, or ideas.
<b>7</b>	Describe, summarize, or explain historical events, issues, decisions, institutions, documents, artifacts, ideas, et al. using historical evidence and considering historical context.
<b>8</b>	Identify or describe historical people, their ideas, decisions, purpose, beliefs, opinions, motives, perspective, or point of view.
<b>9</b>	Identify and explain cause and effect relationships, using historical evidence and considering historical context.
<b>10</b>	Identify and explain sequence of events.
<b>11</b>	Compare and contrast historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
<b>12</b>	Make connections between and among historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., including the present, using historical evidence and considering historical context.
<b>13</b>	Analyze historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
<b>14</b>	Evaluate, assess, comment upon, or critique historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
<b>15</b>	Defend historical decisions, motives, beliefs, opinions, documents, ideas, et al., using historical evidence and considering historical context.

**Content Standards:**

<b>Era 1: The Growth of the Nation State in Europe</b>		
<b>Key Themes:</b>		
<p><b>M1 - The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</b> This theme addresses the evolution of democratic principles and the on-going human struggle for personal freedom and self-respect. The theme also examines the evolution of democratic institutions in England, throughout Europe, and then throughout much of the rest of the world and the struggle to extend the principles of democracy to non-Europeans and in non-Western lands.</p> <p><b>M2 - The growth and impact of centralized state power.</b> This theme addresses the growth of civilizations and nations with increasingly stronger central governments, as well as many of the conflicts and effects associated with these developments, including the rise of communism.</p>		
<b>Key Ideas</b>	<b>Key People</b>	<b>Key Events</b>
<ul style="list-style-type: none"> <li>▪ Constitutional Monarchy</li> <li>▪ Enlightened despotism"</li> <li>▪ Nation-state</li> <li>▪ Absolutism</li> <li>▪ Theocratic absolutism</li> <li>▪ Absolute Monarch</li> <li>▪ "L'état, c'est moi" (I am the state)</li> <li>▪ "Divine Right"</li> <li>▪ "Old Regime"</li> <li>▪ Estates (First, Second and Third Estate)</li> <li>▪ Bourgeoisie</li> <li>▪ "liberté, égalité, fraternité"</li> <li>▪ Nationalism</li> <li>▪ Totalitarianism</li> <li>▪ Popular sovereignty</li> <li>▪ Grand Empire</li> <li>▪ Napoleonic Code</li> <li>▪ Conservatism</li> <li>▪ Liberalism</li> <li>▪ "Balance of power"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Charles I (1625-49)</li> <li>▪ Oliver Cromwell</li> <li>▪ James II (1685-88)</li> <li>▪ William of Orange and Mary</li> <li>▪ Frederick William I, 1713-40 (Prussia)</li> <li>▪ Frederick II (Frederick the Great 1740-86)</li> <li>▪ Peter the Great (1689-1725)</li> <li>▪ Catherine the Great</li> <li>▪ Louis XIV, 1661-1715</li> <li>▪ Cardinal Richelieu</li> <li>▪ Jean Baptiste Colbert</li> <li>▪ Charles de Montesquieu</li> <li>▪ Jean-Jacques Rousseau</li> <li>▪ Louis XVI, 1774-91</li> <li>▪ Marie Antoinette</li> <li>▪ Estates General</li> <li>▪ Maximilien Robespierre</li> <li>▪ Committee of Public Safety, 1793-1794</li> <li>▪ Jacobins</li> <li>▪ Napoleon Bonaparte</li> <li>▪ Prince Klemens von Metternich</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thirty Years War, 1618-48</li> <li>▪ Peace of Westphalia, 1648</li> <li>▪ English Civil War, 1642-48</li> <li>▪ Charles I, executed 1/30/1649</li> <li>▪ Edict of Nante revoked, 1685</li> <li>▪ Glorious Revolution 1688</li> <li>▪ War of Austrian Secession 1740-48</li> <li>▪ American Revolution, 1775-1783</li> <li>▪ French Revolution, 1789-1799</li> <li>▪ Meeting of the Estates-General, May 5, 1789</li> <li>▪ National Assembly declared by third estate, June 17, 1789</li> <li>▪ Fall of the Bastille, July 14, 1789</li> <li>▪ Louis XVI executed, January 21, 1793</li> <li>▪ Reign of Terror, 1793-94</li> <li>▪ Robespierre execute, July 28, 1794</li> <li>▪ Age of Napoleon, 1799-1815</li> <li>▪ Napoleon Bonaparte declares self emperor, 1804</li> <li>▪ Napoleon invades Russia, 1812</li> <li>▪ Congress of Vienna, September 1814</li> <li>▪ Battle of Waterloo, 1815</li> <li>▪ Napoleon exiled to Saint Helena, 1815</li> </ul>
<p><b>Suggested Documents:</b> Students will be able to read, interpret, discuss and respond to these documents: (English) Bill of Rights, 1689; Declaration of the Rights of Man and the Citizen. August 26, 1789 Additional source readings can be found in Appendix A</p>		

## Era 1 - The Growth of the Nation State in Europe

### Content Standards/Performance Benchmarks:

Standard	Students will be able to...
16	Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. This will include: <ol style="list-style-type: none"> <li>a) the rise of the French monarchy, including the policies and influence of Louis XIV</li> <li>b) the Thirty Years War and the Peace of Westphalia</li> <li>c) the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia</li> <li>d) the rise of Prussia e) Poland and Sweden</li> </ol>
17	Explain why England was the main exception to the growth of absolutism in royal power in Europe. (H, C). Students will take into consideration: <ol style="list-style-type: none"> <li>a) the causes and essential events of the English Civil War and the Glorious Revolution of 1688</li> <li>b) the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament</li> </ol>
18	Summarize the important causes and events of the French Revolution. This includes: <p><i>Causes:</i></p> <ol style="list-style-type: none"> <li>a) the effect of Enlightenment political thought</li> <li>b) the influence of the American Revolution c) economic troubles and the rising influence of the middle class d) government corruption and incompetence</li> </ol> <p><i>Events:</i></p> <ol style="list-style-type: none"> <li>a) the role of the Estates General and the National Assembly</li> <li>b) the storming of the Bastille on July 14, 1789</li> <li>c) the 1789 Declaration of the Rights of Man and the Citizen</li> <li>d) the execution of Louis XVI in 1793</li> <li>e) the Terror</li> <li>f) the rise and fall of Napoleon</li> <li>g) the Congress of Vienna</li> </ol>
19	Summarize the major effects of the French Revolution to include <ol style="list-style-type: none"> <li>a) its contribution to modern nationalism and its relationship to totalitarianism</li> <li>b) the abolition of theocratic absolutism in France</li> <li>c) the abolition of remaining feudal restrictions and obligations</li> <li>d) its support for the ideas of popular sovereignty, religious tolerance, and legal equality</li> </ol>

<b>Era 2: Industrial Revolution and Social and Political Change in Europe, 1800-1914</b>		
<b>Key Themes:</b>		
<p><b>M2 - The growth and impact of centralized state power.</b> This theme addresses the growth of civilizations and nations with increasingly stronger central governments, as well as many of the conflicts and effects associated with these developments, including the rise of communism.</p> <p><b>M5 - The growth and spread of free markets and industrial economies.</b> This theme addresses the role of economic trade in spreading ideas, customs, and practices, as well as sparking new ones, and the origins and dramatic consequences of the Industrial Revolution on nations and people.</p> <p><b>M6 - The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</b> This theme addresses advances in scientific and mathematical thought in the Islamic world, India, and Europe. This theme also addresses major technological innovations in the 19<sup>th</sup> century, such as the steam engine, and their contribution to economic growth. Finally, this theme addresses several major 20<sup>th</sup> century scientific theories as well as the computer and its contribution to economic growth, science, medicine, and communication in the late 20<sup>th</sup> century.</p>		
Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> <li>▪ Enclosure movement</li> <li>▪ Agricultural Revolution</li> <li>▪ Commercial Revolution</li> <li>▪ Industrial Revolution (1750-1870; 1870 and beyond)</li> <li>▪ Factors of production</li> <li>▪ Laissez-faire economics</li> <li>▪ Capitalism</li> <li>▪ Private-ownership</li> <li>▪ Free Enterprise</li> <li>▪ Profit Motive</li> <li>▪ Competition</li> <li>▪ Market Economy</li> <li>▪ Socialism</li> <li>▪ Utopian socialists</li> <li>▪ "withering away of the state"</li> <li>▪ "dictatorship of the proletariat"</li> <li>▪ Communism</li> <li>▪ Class struggle</li> <li>▪ Bourgeoisie</li> <li>▪ Proletariat</li> <li>▪ Factory System</li> <li>▪ Division of Labor</li> <li>▪ Standardization</li> <li>▪ Mass production</li> <li>▪ Population explosion</li> <li>▪ Urbanization</li> <li>▪ Social reform</li> <li>▪ Improved standard of living</li> <li>▪ Feminist Movement</li> <li>▪ Leisure Time</li> <li>▪ Imperialism</li> <li>▪ Unification</li> <li>▪ "Realpolitik"</li> </ul>	<ul style="list-style-type: none"> <li>▪ John Kay</li> <li>▪ James Hargreaves</li> <li>▪ Edmund Cartwright</li> <li>▪ James Watts</li> <li>▪ Henry Bessemer</li> <li>▪ Adam Smith</li> <li>▪ Robert Owens</li> <li>▪ Thomas Malthus</li> <li>▪ David Ricardo</li> <li>▪ Karl Marx</li> <li>▪ Frederick Engels</li> <li>▪ Mary Wollstonecraft</li> <li>▪ Emmeline Pankhurst</li> <li>▪ King Victor Emmanuel II (1849-78)</li> <li>▪ Count Camillo Benso di Cavour</li> <li>▪ Giuseppe Garibaldi</li> <li>▪ Otto von Bismarck</li> </ul>	<ul style="list-style-type: none"> <li>▪ The flying shuttle patented, 1733</li> <li>▪ Spinning Jenny invented, 1764</li> <li>▪ Steam engine invented, 1782</li> <li>▪ Power loom invented, 1785</li> <li>▪ British Abolition of Slavery 1833</li> <li>▪ Expansion of railroad services throughout Europe, 1830-60</li> <li>▪ Factory Act of 1833</li> <li>▪ Ten-hour Law of 1847</li> <li>▪ Unification of Germany, 1815-1871</li> <li>▪ Unification of Italy, 1859-1870</li> <li>▪ Suez Canal opens, 1869</li> <li>▪ Franco-Prussian War 1870-71</li> <li>▪ Panama Canal opens, 1914</li> </ul>
<p><b>Suggested Documents:</b> Students will be able to read, interpret, discuss and respond to these documents: Excerpts from Wollstonecraft's , <i>Vindication of the Rights of Women</i> (1792). Additional source readings can be found in Appendix A</p>		

## Era 2 - Industrial Revolution and Social and Political Change in Europe, 1800-1914

### Content Standards/Performance Benchmarks:

Standard	Students will be able to...
20	Identify the causes of the Industrial Revolution to include: a) the rise in agricultural productivity b) transportation improvements such as canals and railroads c) the influence of the ideas of Adam Smith d) new sources of energy such as coal and technological innovations such as the steam engine.
21	Summarize the social and economic impact of the Industrial Revolution. a) the vast increases in productivity and wealth b) population and urban growth c) the growth of a middle class d) problems caused by urbanization and harsh working conditions e) responses of national governments.
22	Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx.
23	Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies.
24	Explain the impact of various social and political reforms and reform movements in Europe, including a) liberalism b) child labor laws, and social legislation such as old age pensions and health and unemployment insurance c) the expansion of voting rights
25	Summarize the causes, course, and consequences of the unification of Italy and Germany, including a) Germany's replacement of France as the dominant power in continental Europe b) the role of Cavour and Bismarck in the unification of Italy and Germany
26	Describe the causes of 19 <sup>th</sup> century European imperialism. a) the desire for economic gain and resources b) the missionary impulse and the search for strategic advantage and national pride.

<b>Era 3: Asian, African, and Latin American History in the 19<sup>th</sup> and Early 20<sup>th</sup> Centuries</b>		
<b>Key Themes:</b>		
<p><b>M1 - The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</b> This theme addresses the evolution of democratic principles and the on-going human struggle for personal freedom and self-respect. The theme also examines the evolution of democratic institutions in England, throughout Europe, and then throughout much of the rest of the world and the struggle to extend the principles of democracy to non-Europeans and in non-Western lands.</p> <p><b>M3 - The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</b> This theme addresses the encounters and conflicts between groups of people as in modern Africa or Ireland, the Balkans, and Southeast Asia, and between different civilizations, such as Islam and Christianity. The theme also addresses the growth of trade among nations and regions as well as diplomatic, religious, and cultural interaction among civilizations and nations.</p> <p><b>M4 - The effects of geography on the history of civilizations and nations.</b> This theme addresses the relationship between geography and the rise and central characteristics of civilizations and nations.</p> <p><b>M7 - The birth, growth, and decline of civilizations.</b> This theme addresses the growth and decline of Islamic civilization and the rebirth and dramatic growth of European civilization after 1500, as well as the establishment of the European colonies as independent nations after World War II.</p>		
<b>Key Ideas</b>	<b>Key People</b>	<b>Key Events</b>
<ul style="list-style-type: none"> <li>▪ Feudalism</li> <li>▪ Sphere of influence</li> <li>▪ Protectorate</li> <li>▪ Apartheid</li> <li>▪ Anticolonialism</li> <li>▪ Nonviolent resistance</li> <li>▪ Civil disobedience</li> <li>▪ Oligarchy</li> <li>▪ Dictatorship</li> <li>▪ Nationalism</li> <li>▪ Passive resistance (noncooperation)</li> <li>▪ Zionist</li> <li>▪ Pan-Africanism</li> <li>▪ Decolonization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matthew Perry</li> <li>▪ Emperor Mutsuhito</li> <li>▪ John Hay</li> <li>▪ Sun Yat-Sen</li> <li>▪ Simon Bolivar</li> <li>▪ Jose de San Martin</li> <li>▪ Benito Juárez</li> <li>▪ Emperor Maximilian I, 1864-67</li> <li>▪ Bernardo O'Higgins</li> <li>▪ Emiliano Zapata</li> <li>▪ Francisco "Pancho" Vulla</li> <li>▪ Porfirio Díaz</li> <li>▪ Mohandas "Mahatma" K. Gandhi</li> <li>▪ Cecil Rhodes</li> <li>▪ Theodore Roosevelt</li> </ul>	<ul style="list-style-type: none"> <li>▪ Haitian Revolution, 1792</li> <li>▪ Argentina Independent, 1810</li> <li>▪ Venezuela Independent, 1811</li> <li>▪ Mexico Independent, 1821</li> <li>▪ Brazil Independent, 1822</li> <li>▪ Commodore Perry arrives in Tokyo Bay, 1853</li> <li>▪ Opium War, 1839-42</li> <li>▪ Mexican-American War, 1846-48</li> <li>▪ Taiping Rebellion, 1853-64</li> <li>▪ Treaty of Kanagawa, 1854</li> <li>▪ Sino-Japanese War, 1894-95</li> <li>▪ Spanish American War, 1898-99</li> <li>▪ Meiji Constitution adopted, 1890</li> <li>▪ Open Door Policy, 1899</li> <li>▪ Boer War, 1899-1902</li> <li>▪ Boxer Rebellion, 1900</li> <li>▪ Hay-Paunce-fote Treaty, 1901</li> <li>▪ Hay-Herrán Treaty, 1903</li> <li>▪ Russo-Japanese War 1904-05</li> <li>▪ Treaty of Portsmouth, 1905</li> <li>▪ Mexican Revolution, 1910-20</li> <li>▪ Nationalist uprising in China, 1911</li> <li>▪ African National Congress created, 1912</li> <li>▪ Government of India Act, 1919 and 1937</li> <li>▪ Amritsar Massacre, 1919</li> </ul>
<p><b>Suggested Documents:</b> Students will be able to read, interpret, discuss and respond to these documents: None for this era. Additional source readings can be found in Appendix A</p>		

### Era 3 – Asian, African, and Latin American History in the 19<sup>th</sup> and early 20<sup>th</sup> centuries

#### Content Standards/Performance Benchmarks:

Standard	Students will be able to...
<b>27</b>	Identify major developments in Indian history in the 19 <sup>th</sup> and early 20 <sup>th</sup> century, including <ul style="list-style-type: none"> <li>a) the economic and political relationship between India and Britain</li> <li>b) the building of roads, canals, railroads, and universities</li> <li>c) the rise of Indian nationalism and the influence and ideas of Gandhi</li> </ul>
<b>28</b>	Identify major developments in Chinese history in the 19 <sup>th</sup> and early 20 <sup>th</sup> centuries, including <ul style="list-style-type: none"> <li>a) China's explosive population growth between 1750 and 1850</li> <li>b) decline of the Manchu dynasty beginning in the late 18<sup>th</sup> century</li> <li>c) growing Western influence</li> <li>d) The Opium War</li> <li>e) The Taiping rebellion from 1850 to 1864</li> <li>f) The Boxer Rebellion</li> <li>g) Sun Yat-Sen and the 1911 nationalist revolution</li> </ul>
<b>29</b>	Identify and explain major developments in Japanese history in the 19 <sup>th</sup> and early 20 <sup>th</sup> centuries, including <ul style="list-style-type: none"> <li>a) the Meiji Restoration</li> <li>b) the abolition of feudalism</li> <li>c) the borrowing and adaptation of western technology and industrial growth</li> <li>d) Japan's growing role in international affairs</li> </ul>
<b>30</b>	Identify major developments of African history in the 19 <sup>th</sup> and early 20 <sup>th</sup> centuries, including <ul style="list-style-type: none"> <li>a) Africa's interaction with imperialism</li> <li>b) agricultural changes and new patterns of employment</li> <li>c) the origins of African nationalism</li> </ul>
<b>31</b>	Identify the major developments of Latin American history to the early 20 <sup>th</sup> century, including <ul style="list-style-type: none"> <li>a) the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French Revolutions</li> <li>b) economic and social stratification</li> <li>c) the role of the church</li> <li>d) the importance of trade</li> <li>e) the growing influence of the United States as demonstrated by the Spanish American War and the building of the Panama Canal</li> <li>f) the Mexican Revolution</li> </ul>

<b>Era 4: The Great Wars, 1914-1945</b>					
<b>Key Themes:</b>					
<p><b>M1 - The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</b> This theme addresses the evolution of democratic principles and the on-going human struggle for personal freedom and self-respect. The theme also examines the evolution of democratic institutions in England, throughout Europe, and then throughout much of the rest of the world and the struggle to extend the principles of democracy to non-Europeans and in non-Western lands.</p>					
<p><b>M2 - The growth and impact of centralized state power.</b> This theme addresses the growth of civilizations and nations with increasingly stronger central governments, as well as many of the conflicts and effects associated with these developments, including the rise of communism.</p>					
<p><b>M3 - The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</b> This theme addresses the encounters and conflicts between groups of people as in modern Africa or Ireland, the Balkans, and Southeast Asia, and between different civilizations, such as Islam and Christianity. The theme also addresses the growth of trade among nations and regions as well as diplomatic, religious, and cultural interaction among civilizations and nations.</p>					
<p><b>M6 - The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</b> This theme addresses advances in scientific and mathematical thought in the Islamic world, India, and Europe. This theme also addresses major technological innovations in the 19<sup>th</sup> century, such as the steam engine, and their contribution to economic growth. Finally, this theme addresses several major 20<sup>th</sup> century scientific theories as well as the computer and its contribution to economic growth, science, medicine, and communication in the late 20<sup>th</sup> century.</p>					
<b>Key Ideas</b>					
Balance-of-Power	Militarism	Totalitarianism	Triple Alliance	Triple Entente	Self-determination
"war guilt clause"	Bolsheviks	Fascism	Central Powers	Trench Warfare	Policy of appeasement
Fourteen Points	Reparations	Purge	Propaganda	Mein Kampf	Total war
Blitzkrieg	Genocide	Holocaust	Anti-Semitism	Collectivization	Nuclear Age
"Iron Curtain"	dehumanization		decolonization	political reform	superpowers
Mandate System					
<b>Key People</b>					
Otto von Bismarck	John Maynard Keynes	Hideki Tojo			
Archduke Francis Ferdinand	Ludwig von Mises	Emperor Hirohito			
Gavrilo Princip	Friedrich von Hayek	Vladimir (Nikolai) Lenin			
President Woodrow Wilson	Milton Friedman	Leon Trotsky			
George Clemenceau	Mustafa Kemal (Atatürk or	Joseph Stalin			
David Lloyd George	"Father of the Turks")	Winston Churchill			
Vittorio Orlando	Neville Chamberlain	Franklin Delano Roosevelt			
Tsar Nicholas II	Benito Mussolini	Dwight D. Eisenhower			
Alexander Kerensky	Adolph Hitler	Douglas MacArthur			
Leon Trotsky	Heinrich Himmler	Harry Truman			
	Paul von Hindenburg				

<b>Key Events</b>		
<ul style="list-style-type: none"> <li>▪ Congress of Berlin, 1878</li> <li>▪ Entente Cordiale, 1904</li> <li>▪ Assassination of Archduke Francis Ferdinand and wife, June 28, 1914</li> <li>▪ World War I, 1914-18</li> <li>▪ United States enters World War I, 1917</li> <li>▪ Bolshevik Revolution</li> <li>▪ Balfour Declaration, 1917</li> <li>▪ Tsar Nicholas II abdicates/Provisional government assumes power, 1917</li> <li>▪ Bolsheviks overthrow provisional government November, 1917</li> <li>▪ Treaty of Brest-Litovsk signed March, 1918</li> <li>▪ Civil War in Russia, 1918-22</li> <li>▪ Armenian Genocide, 1915-16; 1922-23</li> <li>▪ Paris Peace Conference begins, 1919</li> <li>▪ Treaty of Versailles signed, June 1919</li> <li>▪ Greek invasion of Smyrna, 1919</li> <li>▪ Defeat of Greek forces in Turkey, 1921</li> <li>▪ Treaty of Lausanne, 1923</li> <li>▪ Modernization of Turkey, 1923-38</li> <li>▪ Formal existence of the League of Nation, 1920-46</li> </ul>	<ul style="list-style-type: none"> <li>▪ Great Depression begins, 1929</li> <li>▪ Hitler named chancellor, 1933</li> <li>▪ Death of Hindenburg./Hitler sole ruler of Germany 1934</li> <li>▪ Italian invasion of Ethiopia, 1935</li> <li>▪ Kemal named "Atatürk," 1935</li> <li>▪ German occupation of the Rhineland, 1936</li> <li>▪ Purges begin under Stalin 1936-38</li> <li>▪ Japan invades China, The rape of Nanjing (Nanking) 1937</li> <li>▪ Munich Conference, 1938</li> <li>▪ Kristallnacht, November 9, 1938</li> <li>▪ German annexation of Austria, 1938</li> <li>▪ German occupation of Czechoslovakia, 1939</li> <li>▪ German-Soviet non-aggression agreement, 1939</li> <li>▪ German invasion of Poland, 1939</li> <li>▪ World War II, 1939-45</li> <li>▪ Battle of Britain, 1940</li> <li>▪ Attack on Pearl Harbor December 7, 1941</li> <li>▪ Bataan Death March</li> <li>▪ El Alamein, 1942</li> <li>▪ Midway, June 1942</li> <li>▪ Stalingrad, 1943</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Invasion of Normandy/D-Day June 6, 1944</li> <li>▪ Battle of the Bulge, December 1944</li> <li>▪ Iwo Jima, February, 1945</li> <li>▪ Yalta Conference, February 5-11, 1945</li> <li>▪ Invasion of Okinawa, April 1945</li> <li>▪ Establishment of the United Nation 1945</li> <li>▪ Germany surrenders, May, 1945</li> <li>▪ Potsdam Conference, July 1945</li> <li>▪ Atomic bomb dropped on Hiroshima, August 6, 1945</li> <li>▪ Atomic bomb dropped on Nagasaki, August 9, 1945</li> <li>▪ Japan surrenders, August, 1945</li> </ul>
<p><b>Suggested Documents:</b> Students will be able to read, interpret, discuss and respond to these documents: Universal Declaration of Human Rights. Additional source readings can be found in Appendix A</p>		

## Era 4 - The Great Wars, 1914-1945

### Content Standards/Performance Benchmarks:

Standard	Students will be able to...
32	Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing WW1.
33	Summarize the major events and consequences of World War I. a) physical and economic destruction b) the League of Nations and attempts at disarmament c) the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia d) post-war economic and political instability in Germany e) the Armenian genocide in Turkey f) the unprecedented loss of life from prolonged trench warfare
34	Identify the major developments in the Middle East before World War II. a) the end of the Ottoman Empire b) the Balfour Declaration of 1917 c) the expulsion of the Greeks from Asia Minor d) the establishment of a secular Turkish state under Mustafa Kemal Atatürk e) the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British f) the growing importance of Middle Eastern oil fields to world politics and the world economy
35	Describe the various causes and consequences of the global depression of the 1930s and analyze how governments responded to the Great Depression: a) restrictive monetary policies b) unemployment and inflation c) political instability d) the influence of the ideas of Keynes, von Mises, von Hayek, and Friedman
36	Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin.
37	Summarize the consequences of Soviet communism to 1945. a) the establishment of a one-party dictatorship under Lenin b) the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization c) the destruction of individual rights and the use of mass terror against the population d) the Soviet Union's emergence as an industrial power
38	Describe the German, Italian, and Japanese drives for empire in the 1930s: a) Italy's invasion of Ethiopia in 1935 b) the Japanese invasion of China and the Rape of Nanking c) Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland
39	Summarize the key battles and events of World War II: the German conquest of continental Europe, Battle of Britain, Pearl Harbor, Bataan Death March, El Alamein, Midway, Stalingrad, D-Day, Battle of the Bulge, Iwo Jima, Okinawa
40	Identify the goals, leadership, and post-war plans of the allied leaders. a) Winston Churchill b) Franklin D. Roosevelt c) Joseph Stalin
41	Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19 <sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews.
42	Explain the reasons for dropping the atom bombs on Japan; its short & long-term effects.
43	Explain the consequences of World War II. a) physical and economic destruction b) the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities c) support in Europe for political reform and decolonization d) the emergence of the U.S. and the Soviet Union as the world's two superpowers
44	Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights.

### Era 5: The Cold War Era, 1945-1989

#### Key Themes:

**M1 - The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.** This theme addresses the evolution of democratic principles and the on-going human struggle for personal freedom and self-respect. The theme also examines the evolution of democratic institutions in England, throughout Europe, and then throughout much of the rest of the world and the struggle to extend the principles of democracy to non-Europeans and in non-Western lands.

**M2 - The growth and impact of centralized state power.** This theme addresses the growth of civilizations and nations with increasingly stronger central governments, as well as many of the conflicts and effects associated with these developments, including the rise of communism

**M3 - The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.** This theme addresses the encounters and conflicts between groups of people as in modern Africa or Ireland, the Balkans, and Southeast Asia, and between different civilizations, such as Islam and Christianity. The theme also addresses the growth of trade among nations and regions as well as diplomatic, religious, and cultural interaction among civilizations and nations.

**M5 - The growth and spread of free markets and industrial economies.** This theme addresses the role of economic trade in spreading ideas, customs, and practices, as well as sparking new ones, and the origins and dramatic consequences of the Industrial Revolution on nations and people.

**M6 - The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.** This theme addresses advances in scientific and mathematical thought in the Islamic world, India, and Europe. This theme also addresses major technological innovations in the 19<sup>th</sup> century, such as the steam engine, and their contribution to economic growth. Finally, this theme addresses several major 20<sup>th</sup> century scientific theories as well as the computer and its contribution to economic growth, science, medicine, and communication in the late 20<sup>th</sup> century.

Key Ideas		
<ul style="list-style-type: none"> <li>▪ Theory of Relativity</li> <li>▪ Strategic Defense Initiative</li> <li>▪ Human Genome Project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brinkmanship</li> <li>▪ Nuclear energy</li> <li>▪ Democracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Containment</li> <li>▪ DNA</li> <li>▪ World Communism</li> </ul>
Key People		
<ul style="list-style-type: none"> <li>▪ Albert Einstein</li> <li>▪ Enrico Fermi</li> <li>▪ J. Robert Oppenheimer</li> <li>▪ Edward Teller</li> <li>▪ Wernher von Braun</li> <li>▪ Jonas Salk</li> <li>▪ James Watson</li> <li>▪ Francis Crick</li> </ul>	<ul style="list-style-type: none"> <li>▪ Josip Broz (Tito)</li> <li>▪ George C. Marshall</li> <li>▪ Chiang Kai-shek</li> <li>▪ Nikita Krushchev</li> <li>▪ Leonid Brezhnev</li> <li>▪ Dwight Eisenhower</li> <li>▪ John F. Kennedy</li> <li>▪ Lyndon Johnson</li> <li>▪ Richard Nixon</li> <li>▪ Ronald Reagan</li> <li>▪ Fulgencio Batista</li> <li>▪ Fidel Castro</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mao Zedong</li> <li>▪ Deng Xiaoping (Teng Hsiao-Ping)</li> <li>▪ Nehru</li> <li>▪ Ho Chi Minh</li> <li>▪ Ngo Dinh Diem</li> <li>▪ Gamal Abdel Nasser</li> <li>▪ Jawaharlal Nehru</li> <li>▪ Indira Gandhi</li> <li>▪ Anwar Sadat</li> <li>▪ Menachem Begin</li> <li>▪ Patrice Lumumba</li> <li>▪ Juan Peron</li> <li>▪ Eva Peron</li> </ul>

<b>Key Events</b>		
<ul style="list-style-type: none"> <li>▪ British mandate of Palestine, 1920-48</li> <li>▪ Mao Zedong's Long March, 1934-35</li> <li>▪ Cold War begins, 1946</li> <li>▪ Truman Doctrine, 1947</li> <li>▪ UN Mandate divides Palestine, 1947</li> <li>▪ India independent, 1947</li> <li>▪ Marshall Plan, 1947-51</li> <li>▪ Berlin Airlift, 1948</li> <li>▪ Modern state of Israel established, 1948</li> <li>▪ Chinese Civil War, 1948</li> <li>▪ Establishment of the People's Republic of China, 1949</li> <li>▪ Division of Germany, 1949</li> <li>▪ Formation of NATO, 1949</li> <li>▪ Formation of COMECON, 1949</li> <li>▪ US military and financial support to the French in Vietnam, 1950</li> <li>▪ French surrender at Dien Bien Phu, 1954</li> <li>▪ SEATO (Southeast Asia Treaty Organization) established, 1954</li> <li>▪ Warsaw Pact, 1955</li> <li>▪ Korean War, 1950-53</li> <li>▪ Geneva Conference, 1954</li> <li>▪ Hungarian Revolution, 1956</li> </ul>	<ul style="list-style-type: none"> <li>▪ Suez Crises, 1956</li> <li>▪ First launch of Soviet Intercontinental Ballistic Missile, 1957</li> <li>▪ Great Leap Forward, 1958-60</li> <li>▪ Soviets launch Sputnik, 1959</li> <li>▪ Vietnam War</li> <li>▪ Castro seizes power in Cuba, 1959</li> <li>▪ Sino-Soviet split, 1961</li> <li>▪ Cuban Missile Crisis, 1962</li> <li>▪ Gulf of Tonkin incident, 1964</li> <li>▪ Arab-Israeli War, 1967</li> <li>▪ "Prague Spring", 1968</li> <li>▪ Tet Offensive, 1968</li> <li>▪ SALT I signed, 1972</li> <li>▪ Anti-Ballistic Missile Treaty, 1972</li> <li>▪ Nixon visits China, 1972</li> <li>▪ Paris Peace Accord signed (to end war in Vietnam), 1973</li> <li>▪ Arab-Israeli War, 1973</li> <li>▪ Fall of Vietnam, 1975</li> <li>▪ Helsinki Agreement, 1975</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chinese Cultural Revolution, 1966-76</li> <li>▪ SEATO disbanded, 1977</li> <li>▪ Camp David Conference, 1978</li> <li>▪ SALT II signed, 1979</li> <li>▪ Israeli-Egyptian Peace Treaty, 1979</li> <li>▪ Soviets invade Afghanistan, 1979</li> <li>▪ Invasion of the Falkland Islands/ Falkland War, 1982</li> <li>▪ Soviets withdraw from Afghanistan, 1989</li> <li>▪ Tiananmen Square Demonstration 1989</li> </ul>
<p><b>Suggested Documents:</b> Students will be able to read, interpret, discuss and respond to these documents: Winston Churchill's "Iron Curtain" Speech, 1946. See Appendix A</p>		

## Era 5 - Cold War Era, 1945-1989

### Content Standards/Performance Benchmarks:

Standard	Students will be able to...
45	Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism.
46	Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies.
47	Describe the development of the arms race and the key events of the Cold War era. a) the Korean War b) the emergence of the People's Republic of China as a major power c) the 1956 uprising in Hungary d) Soviet-U.S. competition in the Middle East e) conflicts involving Cuba and Berlin f) the Vietnam War g) the "Prague Spring" h) arms control agreements (including the ABM and SALT treaties) and détente under Nixon i) the Soviet war in Afghanistan
48	Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949.
49	Identify the political and economic upheavals in China after the Chinese Revolution. a) Communist Party attempts to eliminate internal opposition b) the Great Leap Forward and its consequences (famine) c) the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps) d) the 1989 Tiananmen Square demonstration e) China's economic modernization and its growing involvement in world trade
50	Describe the global surge in economic productivity during the Cold War and describe its consequences. a) the rise in living standards b) the economic recovery and development of Germany and Japan
51	Explain the various factors that contributed to post-World War II economic and population growth. a) the long post-war peace between democratic nations b) the policies of international economic organizations c) scientific, technological, and medical advances
52	Describe how the work of scientists in the 20 <sup>th</sup> century influenced historical events, changed the lives of the general populace, and led to further scientific research. a) Albert Einstein and the Theory of Relativity b) Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy c) Wernher von Braun and space exploration d) Jonas Salk and the polio vaccine e) James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project
53	Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. a) Fidel Castro (Cuba) b) Patrice Lumumba (Congo) c) Ho Chi Minh (Vietnam) d) Gamal Abdel Nasser (Egypt) e) Jawaharlal Nehru (India) f) Juan Peron (Argentina)
54	Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. a) the growth of Zionism, and 19 <sup>th</sup> and early 20 <sup>th</sup> century immigration by Eastern European Jews to Palestine b) anti-Semitism and the Holocaust c) the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries d) the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries e) the 1967 and 1973 wars between Israel and neighboring Arab states f) the attempts to secure peace between Palestinians and Israelis

<b>Era 6: The Contemporary World, 1989-2001</b>		
<b>Key Themes:</b>		
<p><b>M2 - The growth and impact of centralized state power.</b> This theme addresses the growth of civilizations and nations with increasingly stronger central governments, as well as many of the conflicts and effects associated with these developments, including the rise of communism</p> <p><b>M3 - The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</b> This theme addresses the encounters and conflicts between groups of people as in modern Africa or Ireland, the Balkans, and Southeast Asia, and between different civilizations, such as Islam and Christianity. The theme also addresses the growth of trade among nations and regions as well as diplomatic, religious, and cultural interaction among civilizations and nations.</p> <p><b>M5 - The growth and spread of free markets and industrial economies.</b> This theme addresses the role of economic trade in spreading ideas, customs, and practices, as well as sparking new ones, and the origins and dramatic consequences of the Industrial Revolution on nations and people.</p> <p><b>M6 - The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</b> This theme addresses advances in scientific and mathematical thought in the Islamic world, India, and Europe. This theme also addresses major technological innovations in the 19<sup>th</sup> century, such as the steam engine, and their contribution to economic growth. Finally, this theme addresses several major 20<sup>th</sup> century scientific theories as well as the computer and its contribution to economic growth, science, medicine, and communication in the late 20<sup>th</sup> century.</p>		
Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> <li>▪ Strategic Defense Initiative</li> <li>▪ Solidarity</li> <li>▪ Glasnost</li> <li>▪ Perestroika</li> <li>▪ Separatist Movement</li> <li>▪ "New World Order"</li> <li>▪ Ethnic conflicts</li> <li>▪ Technological Revolution</li> <li>▪ Islamic Fundamentalism</li> <li>▪ Weapons of Mass Destruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ronald Reagan</li> <li>▪ Mikhail Gorbachev</li> <li>▪ Boris Yeltsin</li> <li>▪ Vladimir Putin</li> <li>▪ Vaclav Havel</li> <li>▪ Andrei Sakharov</li> <li>▪ Aleksander Solzhenitsyn</li> <li>▪ Lech Walesa</li> <li>▪ Nelson Mandela</li> <li>▪ F.W. de Clerk</li> <li>▪ George H.W. Bush</li> <li>▪ George W. Bush</li> <li>▪ Irish Republic Army</li> <li>▪ Hutus</li> <li>▪ Tutsi</li> <li>▪ Yasir Arafat</li> <li>▪ Ayatollah Khomeini</li> <li>▪ Saddam Hussein</li> <li>▪ Osama Bin Laden</li> <li>▪ Al-Qaeda</li> <li>▪ Taliban</li> <li>▪ Mujahedeen</li> </ul>	<ul style="list-style-type: none"> <li>▪ Palestinian Liberation Organization established, 1964</li> <li>▪ Cease fire announced by IRA, 1975</li> <li>▪ Iranian Revolution 1978-79</li> <li>▪ Soviet invasion of Afghanistan, 1979</li> <li>▪ Iran-Iraq War, 1980</li> <li>▪ On-going civil war and famine, Sudan, 1982</li> <li>▪ Anglo-Irish Agreement, 1985</li> <li>▪ Chernobyl nuclear accident, 1986</li> <li>▪ Soviet troops withdraw from Afghanistan, 1988-89</li> <li>▪ Communist governments in Eastern Europe fall, 1989</li> <li>▪ Reunification of Germany, 1990</li> <li>▪ Release of Nelson Mandela from prison, 1990</li> <li>▪ Iraq invades Kuwait, 1990</li> <li>▪ Fall of the USSR, 1991</li> <li>▪ Persian Gulf War, 1991</li> <li>▪ Nelson Mandela elected President of South Africa, 1994</li> <li>▪ Vladimir Putin elected Russian president, 2000</li> <li>▪ Attack on the World Trade Center and Pentagon September 11, 2001</li> </ul>
<p><b>Suggested Documents:</b> Students will be able to read, interpret, discuss and respond to these documents:</p>		

**Content Standards/Performance Benchmarks: Era 6 - The Contemporary World, 1989-2001**

<b>Standard</b>	<b>Students will be able to...</b>
<b>55</b>	Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. a) the weaknesses of the Soviet command economy b) the burdens of Soviet military commitments c) the anticommunist policies of President Reagan d) the resistance to communism in the Soviet Union and Eastern Europe
<b>56</b>	Explain the role of various leaders in transforming the Soviet Union and Eastern Europe. a) Mikhail Gorbachev b) Vaclav Havel c) Andrei Sakharov d) Aleksander Solzhenitsyn e) Lech Walesa
<b>57</b>	Analyze the consequences of the Soviet Union's breakup. a) the development of market economies b) political and social instability c) the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations
<b>58</b>	Identify the sources of ethnic and religious conflicts in the following nations and regions. a). Northern Ireland b) the Balkans c) Sudan and Rwanda d) Sri Lanka e) Kashmir
<b>59</b>	Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.
<b>60</b>	Explain the social and economic effects of the spread of AIDS in Asian and African countries.
<b>61</b>	Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication.
<b>62</b>	Explain the rise and funding of Islamic fundamentalism in the last half of the 20 <sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades. a). the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others b) the Iranian Revolution of 1978-1979 c) defeat of the Soviet Union by the Mujahideen in Afghanistan d) the origins of the Persian Gulf War and the post-war actions of Saddam Hussein e) the financial support of radical and terrorist organizations by the Saudis f)the increase in terrorist attacks against Israel and the United States
<b>63</b>	Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C.



### Section III: Literacy Across the Curriculum: Strategies, Skills, Activities

#### Reading/Writing/Thinking Strategies: Structured Text

The following strategies help students build an understanding of the ideas in structured text (like textbooks). Teaching these strategies to students is the responsibility of all teachers.

Students will:

1. **Survey:** scan the text for 1-2 minutes identifying clues about the content and most important ideas, including headings, bold-faced words, illustrations, pictures, and other striking details
2. **Question:** generate questions likely to be answered by reading the text
3. **Predict:** state 3-5 things they might learn based on the questions they generated
4. **Read:** “chunk” the text into small, manageable pieces; search for answers to their questions and responses to their predictions (on their own or with a partner); note important terms and concepts; generate additional questions as they read
5. **Respond:** answer their questions (on their own and with others); confirm or refute their predictions; generate additional ideas and responses to the text
6. **Summarize:** after completing multiple “chunks”, identify the 8-10 terms and concepts that are most important to understanding the text; write a summary statement using as many of the terms and concepts as possible; write an overall summary statement for the entire text after it has been read

Going Deeper:

7. **Infer:** take what they already know; add it to what they’ve just learned; put the two together to generate a new idea not included in the text, an assertion, a generalization, or a connection to their lives or the larger world
8. **Analyze:** where known, consider the author’s background, perspective and bias; identify facts versus opinions, beliefs, interpretations, assertions, or conclusions; identify perspectives that may be different or not represented
9. **Evaluate:** assess the validity of the author’s opinions, ideas, beliefs, interpretations, assertions, and conclusions included in the text, based on the evidence; look for content that is in/accurate, in/consistent, im/plausible, or missing; consider alternative opinions, ideas, beliefs, interpretations, and assertions that could be made...and reach conclusions of their own based on the evidence

**Artifacts:** Similar strategies are used when examining artifacts (e.g., political cartoons, photos, other works of art). Students will...

1. **Survey:** scan the artifact for one minute; list important, striking, or unusual details; familiar figures, symbols, or characters; titles, labels, captions, dates, and the creator’s name (if available)
2. **Question:** generate questions about the details, figures, symbols, characters, title, label, caption, creator, or the overall artifact.
3. **Infer:** generate answers to their questions; consider what they know about the details; look for connections between the parts to derive meaning; look for the deeper meaning; consider alternative interpretations...and reach a conclusion about the work based on the evidence
4. **Summarize:** write an overall conclusion about the meaning of the artifact (1-3 sentences)

#### Pre-, During, and After-Reading Activities: Structured and Unstructured Text

The following are additional activities that will help teachers help students read and understand challenging (historical) documents that do not provide structured support often found in textbooks... as well as textbooks with challenging language and ideas.

1. **Access and Build Background Knowledge:** Before students begin to read, help them access and build on their existing knowledge of key concepts, terms, and other vocabulary they'll encounter in the document. Examine and talk about short videos or images that can introduce students to key concepts in a document before you read the text. Use effective teaching strategies (e.g., Word Splash, K-W-L, Anticipation Guides) to find out what students' knowledge and misconceptions are. If you're working with long text, attack it in small chunks.
2. **Read/Think Aloud:** Read a portion of the document aloud, and slowly, to help students listen to and understand the particular language, structure, and style used in the document. Think aloud as you read, as if you had never read the document before, and as if the language and ideas are obscure or complex (as they will be for many of your students). Stop to re-think passages out loud as you make meaning of them. As any questions, problems, connections to prior knowledge, or new ideas comes to mind, share them with students, mark up the text or jot down notes, and let them know how you're going to process your questions, problems, connections, and ideas as you move through the text. Identify words you don't understand and talk about how you're going to figure them out. Identify sentences or passages that are deep in meaning and talk about the mental processes you go through to make meaning of them. Stop and express exasperation if the language is obscure, unfamiliar, or difficult to get a handle on. Help the students know that figuring out the meaning of any challenging text is hard work.....for everyone, not just them.
3. **On Their Own:** Provide your students with the same kind of opportunities to read and think aloud. Give them opportunities to read the documents slowly, carefully, and often aloud, on their own, in pairs, and in larger groups (when they feel they can read the document fluently, expressively, and with understanding). Push your students to think deeply about the document; to generate different kinds of questions and observations as they go along, including literal, interpretive, analytical, and evaluative questions. Model different kinds of questions you ask when you try to get all the meaning, nuances, implications, and connections out of a text.
4. **Sharing/Debrief:** Provide students with plenty of time to share and respond to what they've learned and the questions they still have. Fill in students' gaps with insights and questions of your own, but only after you've worked hard to get them thinking, questioning, sharing, and responding on their own...and have modeled some of the hard work for them.
5. **Writing & Other Responses:** Get students in the habit of writing in response to what they've read...while they're reading. The writing can include brief notations, summaries, questions (with or without answers...yet), comments, inferences, ideas, connections they've made to their own experiences, and other personal responses. Written responses can also include chapter, section, or paragraph headings; captions for pictures in the text; and brief narratives representing the feelings and ideas of different people from the time. The possibilities are limitless. There are other modalities (other than writing) students can also use to respond to what they've read, seen, or heard (e.g., cartoons, caricatures, other visual representations). Encourage students to take advantage of all their creative talents to represent important people, events, and ideas in ways that help them to understand and remember the content. All student responses should be collected in a history notebook that is reviewed with the teacher on a regular basis, considered an important element in determining students' grades, and shared with parents during conferences and celebrations.

### **Key Questions for Required Primary Source Documents:**

Answering the following questions will help students analyze, interpret, and reach conclusions about primary source documents. They should be considered whenever these documents are being studied.

1. What type of document is being analyzed (e.g., letter, essay, article)? What are the important characteristics you need to pay attention to in this type of document?
2. For whom was the document written? Who is the intended audience?
3. What are the most important ideas and details included in the document?
4. Who was the author and what was his/her bias, perspective?
5. What are the facts, opinions, beliefs, observations, interpretations, assertions, and conclusions included in the document? Are the opinions, beliefs, observations, interpretations, assertions, and conclusions supported by the facts or other evidence?
6. Why was the document or artifact important when it was created? What event(s) highlight its importance?
7. What were the effects of the document's publication?
8. Why is the document important today? What recent event(s) highlight its importance?
9. What ideas, observations, and interpretations do you come away with after your analysis?

### **Discussion and Presentation Skills:**

There are certain discussion and presentation skills students must master to engage in effective dialogue to enhance their learning. Helping students develop these skills is an important responsibility of every teacher. Students will:

1. Participate in formal and informal discussions and debates in large and small groups; build and use agreed upon rules to conduct and facilitate them
2. Organize and present their thoughts in a logical manner
3. Support their ideas with evidence or details; expect and request the same of others
4. Actively listen, respond to, and build on ideas generated during discussions
5. Use the information to inform or change their perspectives
6. Ask for clarification when others' responses are unclear
7. Summarize and evaluate what they have learned from the discussion
8. Evaluate the productivity of discussions using established criteria; make suggestions to improve the discussions
9. Give oral presentations; use established criteria to prepare, assess, and improve their presentations

### **Writing Skills:**

Students must do a great deal of writing to learn and exhibit what they've learned. Helping students develop solid writing skills is an important responsibility of every teacher.

Students will:

1. Write clear, cogent, focused responses to open-ended and essay questions; responses will include a thesis that is supported by evidence from the text or the historical record.
2. Write frequent responses to readings, lectures, and other presentations (e.g., summaries, questions, reactions, interpretations, connections, perspectives, predictions, and other responses to people and events).
3. Maintain a system (e.g., history notebook) for collecting, referring to, and sharing their notes, thoughts, and writings, including formal writing products.
4. Write occasional, brief research reports to extend their knowledge beyond classroom presentations; include a clear focus and supporting details.



**Appendix A:  
Suggested Primary Documents for Modern World History \***

1. Thucydides, *History of the Peloponnesian War*
2. Plato, *The Republic*
3. Aristotle, *Politics*
4. John Milton, *Areopagitica* (1644)
5. John Locke, *Second Treatise of Civil Government* (1690)
6. Charles de Montesquieu, *The Spirit of the Laws* (1748)
7. Jean-Jacques Rousseau, *Discourse on the Origin and Foundations of Inequality* (1755)
8. Edmund Burke, “On Election to Parliament” speech (1766)
9. National Assembly of France, “The Declaration of the Rights of Man and Citizen” (1789)
10. Thomas Paine, *Rights of Man* (1791)
11. Mary Wollstonecraft, *Vindication of the Rights of Women* (1792)
12. Benjamin Constant, “The Liberty of the Ancients Compared With that of the Moderns” (1819)
13. Thomas Macaulay, “Jewish Disabilities,” speech (1833).
14. John Stuart Mill, *On Liberty* (1859)
15. W.H. Auden, “September 1, 1939,” poem.

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\* Most of the world history documents can be found in Diane Ravitch and Abigail Thernstrom eds., *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide* (New York: HarperCollins, 1992).

16. George Orwell, “England Your England,” essay (1941)
17. Winston Churchill’s “The Iron Curtain” speech (1946)
18. United Nations, “International Declaration of Human Rights” (1948)
19. Isaiah Berlin’s “Two Concepts of Liberty” lecture (1958)
20. Nelson Mandela, “Statement at the Rivonia Trial” (1964)
21. Andrei Sakharov, “Peace, Progress, and Human Rights,” speech (1975)
22. Vaclav Havel, “The Power of the Powerless,” essay (1978)
23. Wei Jingsheng, “The Fifth Modernization,” essay (1978)
24. “An Open Letter to Citizen Mobutu Sese Seko” (1980)
25. Lech Walesa, Nobel Peace Prize Lecture (1983)
26. Mario Vargas Llosa, “Latin America: The Democratic Option,” essay (1987)
27. Fang Lizhe, “Human Rights in China,” speech (1989)
28. Salman Rushdie, “In Good Faith,” essay (1989)
29. Mario Vargas Llosa, “Latin America: The Democratic Option,” speech (1990)
30. United Nations, Arab Human Development Report for the Arab Fund for Economic and Social Development (2002), on the web at [www.undp.org/rbas/ahdr/](http://www.undp.org/rbas/ahdr/)

### Endnote

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<sup>i</sup> The six themes contained in the Bradley Commission report are 1) civilization, cultural diffusion, and innovation, 2) human interaction with the environment, 3) values, beliefs, political ideas, and institutions, 4) conflict and cooperation, 5) comparative history of major developments, and 6) patterns of social and political interaction. See the Bradley Commission, *Building a History Curriculum: Guidelines for Teaching History in Schools* (Educational Excellence Network, 1988). The four themes contained in the National Center for History in the Schools report are 1) the development and changing character of human societies, 2) the economic and technological development of human societies, resulting from humankind's increasing control of the environment, in the quest to sustain and improve the quality of life, 3) people's development and representation of their understandings of themselves, their moral imperatives, and their place in the universe (a theme concerned with people's quest for meaning as they confront the great questions of human existence and give such meanings cultural expression), and 4) the development of political theories and organization, variously expressed in people's quest for effective power and for just and humane relationships. See the National Center for History in the Schools, *Lessons from History: Essential Understandings and Historical Perspectives* (University of California, Los Angeles, 1992). The information contained in this footnote was taken from the Massachusetts History and Social Science Curriculum Framework, 2002 pages 9-11).