

## Contemporary's World History

McGrawHill Wright Group 2006

### Alignment to the Arizona Social Studies Standards Strand 2: World History

#### Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: U.S. History. They are intended to be taught in conjunction with appropriate U.S. or World History content, when applicable.

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.		<b>PO 1.</b> Construct charts, graphs, and narratives using historical data of the historical era being studied.		<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.	
<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.		<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.		<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.	
<b>PO 3.</b> Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).		<b>PO 3.</b> Construct timelines (e.g., presidents/world leaders, key events, people.)		<b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.	
<b>PO 4.</b> Formulate questions that can be answered by historical study and research.		<b>PO 4.</b> Formulate questions that can be answered by historical study and research.		<b>PO 4.</b> Formulate questions that can be answered by historical study and research.	
<b>PO 5.</b> Describe the difference between primary and secondary sources.		<b>PO 5.</b> Describe the relationship between a primary source document and a secondary source document.		<b>PO 5.</b> Describe the difference between a primary source document and a secondary source document and the relationships between them.	

<b>PO 6.</b> Determine the credibility and bias of primary and secondary sources.		<b>PO 6.</b> Determine the credibility and bias of primary and secondary sources.		<b>PO 6.</b> Determine the credibility and bias of primary and secondary sources.	
<b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.		<b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.		<b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.	
<b>PO 8.</b> Describe how archaeological research adds to our understanding of the past.		<b>PO 8.</b> Describe two points of view on the same historical event.		<b>PO 8.</b> Analyze two points of view on the same historical event.	

## Concept 2: Early Civilizations

The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
<b>PO 1.</b> Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.	Chp1 P.1-16				
<b>PO 2.</b> Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:	Mesopotamia 17-21				
a. farming methods	Chp1 P.1-16				
b. domestication of animals	Chp1 P.1-16				
c. division of labor	Chp1 P.1-16				
d. geographic factors	Chp1 P.1-16				
<b>PO 3.</b> Describe the importance of the following river valleys in the development of ancient civilizations:					
a. Tigris and Euphrates - Mesopotamia	Mesopotamia 17-21				
b. Nile - Egypt	28,31,36				
c. Huang He - China	63,65-66				
d. Indus- India	page 28				
<b>PO 4.</b> Compare the forms of government of the following ancient civilizations:					
a. Mesopotamia – laws of Hammurabi	Mesopotamia 17-2, 3,20-23				

b. Egypt – theocracy	31-35,5,29,30				
c. China – dynasty	61-63, 163-165				
<b>PO 5.</b> Describe the religious traditions that helped shape the culture of the following ancient civilizations:					
a. Sumeria, India (i.e., polytheism)	16, 33,34				
b. Egypt (i.e., belief in an afterlife)	31-35				
c. China (i.e., ancestor worship)	61-63				
d. Middle East (i.e., monotheism)	Judaism p.23-25, Christianity 99-101, Islam 104,118-130				
<b>PO 6.</b> Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:					
a. Mesopotamia (i.e., laws of Hammurabi)	Mesopotamia 17-2, 3,20-23				
b. Egypt (i.e., mummification, hieroglyphs, papyrus)	31-35				

c. China (i.e., silk, gun powder/fireworks, compass)	61-63, 163-165				
Central and South America (i.e., astronomy, agriculture)	153-155 (map) 153				
<b>PO 7.</b> Describe the development of the following types of government and citizenship					
a. democracy	p 73-77				
b. republics/ empires	p 88				
<b>PO 8.</b> Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.	61-63, 163-165,31-35,5,29,30,				
<b>PO 9.</b> Identify the roles and contributions of individuals in the following ancient civilizations:					
a. Greece and Greek empires ( i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great)	Greeks-p. 29,70-85 Alexander				
b. Rome (i.e., Julius Caesar, Augustus)	Romans-86-102				

c. China (i.e., Qin Shi Huan Di, Confucius)	Confusionism P 61-6; early civil 56,57-60; rise and fall of dynasties 64-67;163-165;109				
d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra)	pages 31-35,5,29,30				
<b>PO 10.</b> Describe the transition from the Roman Empire to the Byzantine Empire:	Eastern Roman Empire p 97, 112,114; Byzantine Empire 104,106-112,126, 108 (map)				
a. "decline and fall" of the Roman Empire					
b. Empire split in eastern and western regions					
c. capital moved to Byzantium/ Constantinople					
d. Germanic invasions					

### Concept 3: World in Transition

**People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition.**

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
<b>PO 1.</b> Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.	Judaism p.23-25, Hinduism 46-48, Buddhism 46,49-51,151 Christianity 99-101, Islam 104,118-130				
<b>PO 2.</b> Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai:	Ghana142-143; Mali 143-144, 144-145				
a. Islamic influences					
b. mining of gold and salt					
c. centers of commerce					
<b>PO 3.</b> Describe the culture and way of life of the Arab Empire:	Islam 104,118-130				
a. Islam (i.e., Mohammad, Mecca)					
b. extensive trade and banking network					
c. interest in science (i.e., medicine, astronomy)					
d. translation and preservation of Greek and Roman literature					

<p><b>PO 4.</b> Describe the Catholic Church's role in the following activities during the Middle Ages:</p>	<p>Crusades 126, 188-189, 217</p>				
<p>a. Crusades</p>					
<p>b. Inquisition</p>					
<p>c. education</p>					
<p>d. government</p>					
<p>e. spread of Christianity</p>					
<p><b>PO 5.</b> Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p>	<p>Feudal System-115,, 184-185; Japan 171,303</p>				
<p><b>PO 6.</b> Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p>	<p>Silk Road 67, 67 (map) 111, 141, 167</p>				
<p><b>PO 7.</b> Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15<sup>th</sup> and 16<sup>th</sup> centuries</p>	<p>Silk Road 67, 67 (map) 111, 141, 167, 190-192</p>				

**Concept 4: Renaissance and Reformation**

**The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.**

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
<b>PO 1.</b> Describe how the Renaissance was a time of renewal and advancement in Europe:					
a. rebirth of Greek and Roman ideas					
b. new ideas and products as a result of trade					
c. the arts					
d. science					
<b>PO 2.</b> Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:	Renaissance 201-204; Catholic Reformation 211-213; Protestant Reformation 205-211				
a. Leonardo da Vinci					
b. Michelangelo					
c. Gutenberg					
Martin Luther					

**Concept 5: Encounters and Exchange**

**Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.**

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
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<b>PO 1.</b> Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:	The Enlightenment Era 245,247-248, 252, 257				
a. Scientific Revolution (i.e., Copernicus, Galileo, Newton)					
b. natural rights (i.e., life, liberty, property)					
c. governmental separation of powers vs. monarchy					
d. religious freedom					
e. Magna Carta					

**Concept 6: Age of Revolution**

**Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.**

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
		<b>PO 1.</b> Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.	Industrial Revolution 238,239,265-269		
		<b>PO 2.</b> Determine the effect of the Industrial Revolution on the Western World:	Industrialization 238,239,265-269, 268-269,285,368		
		a. growth of cities	402		
		b. rise of middle class	272		
		c. spread of industrialism	401		
		d. rise of imperialism	293-294		
		e. foundation for future technological advances			
		f. labor issues	271		

**Concept 7: Age of Imperialism**

**Industrialized nations exerted political, economic, and social control over less developed areas of the world.**

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
		<b>PO 1.</b> Describe the effects of the following factors on the rise of imperialism:	Pages 292,293-301		
		a. increased need for raw materials			
		b. increased need for consumers			
		c. nationalism – countries increased power			
		<b>PO 2.</b> Describe how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.	Pges 292,293-301		
		<b>PO 3.</b> Describe how industrialization in Japan led to its rise as a world power.	Pages 302,304-305		
		<b>PO 4.</b> Describe the impact of American interests in the following areas during the late 19 <sup>th</sup> century and the early 20 <sup>th</sup> century:			
		a. Philippines, Cuba, Puerto Rico and the Spanish American War	p 216, 261,312		
		b. China and the Boxer Rebellion	p 308		
		c. Colombia and the building of the Panama Canal	p 312-313		

		d. Hawaiian annexation			
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**Concept 8: World at War**

**Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.**

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
		<b>PO 1.</b> Explain how the following world movements led to World War I:	p 316,318,319-328	<b>PO 1.</b> Review the rise of totalitarianism in Europe following World War I.	p 316,318,319-328; totalitarianism 336,337-348
		a. militarism		<b>PO 2.</b> Analyze the major causes of World War II:	p 336,337-348
		b. imperialism		a. a. aggressive search for resources by Japan	
		c. nationalism		b. b. political ideologies of	p 338-339
		d. formation of alliances		c. Fascism and Nazism	p 338-339
		<b>PO 2.</b> Summarize the outcomes of World War I:	p. 325-328, 336,337-348	c. resentment toward the Treaty of Versailles	p. 325-328
		a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries)		<b>PO 3.</b> Trace the series of invasions and conquests in the European and Pacific Theaters in World War II.	p 316, 354-355
		b. economic issues (e.g.,national debt, spread of socialism)	p 334	<b>PO 4.</b> Describe the following events leading to the Allied victory:	p 351-3574
		<b>PO 3.</b> Describe the rise of totalitarianism in Europe following World War I:	Totalitarianism 336,337-348	a. D-Day Invasion	

		a. Italy under Mussolini		b. Battle of the Bulge	
		b. Germany under Hitler		c. Japanese defeat in Iwo Jima and Okinawa	
		c. Soviet Union under Stalin		d. atomic bombing of Hiroshima and Nagasaki	p 362
				<b>PO 5.</b> Describe how racism and intolerance contributed to the Holocaust.	p 359-360,391,411, map 411
				<b>PO 6.</b> Summarize each of the following outcomes of World War II:	p 371-374
				a. redrawing of political boundaries in Europe	
				b. tensions leading to Cold War	
				c. formation of the United Nations	
				d. beginning of atomic age	
				e. rebuilding of Japan	
				<b>PO 7.</b> Compare the rebuilding of Japan with the rebuilding of Germany following World War II.	p 371-374
				<b>PO 8.</b> Describe the following events resulting from World War II:	
				a. Nuremberg Trial	p 360
				b. Marshall Plan	p 364-365
				c. NATO / Warsaw Pact	p 372-374

				d. creation of United Nations	p 371-374
				creation of Israel	p 371-374
				<b>PO 9.</b> Describe the spread of Communism after World War II:	p 364,376,316,363-364,382,384,385
				a. China – Mao Tse-tung and Chinese Revolution	
				b. Korea – 38 <sup>th</sup> parallel and division of country	
				c. Cuba – Fidel Castro and Cuban Missile Crisis	
				d. Vietnam – Ho Chi Minh	
				<b>PO 10.</b> Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.	p 316,317,363-365
				<b>PO 11.</b> Describe the following events of the Korean War:	p 384-385
				a. Chinese involvement	
				b. U.N. police actions	
				c. containment of Communism	
				d. partition of Korea at the 38 <sup>th</sup> Parallel	
				<b>PO 12.</b> Describe how the following impacted the Vietnam War:	p 384-385
				a. historical relationship of China and Vietnam	

				b. French Indochina War	
				c. containment of Communism	p 364
				d. Ho Chi Minh Trail	
				e. conflict resolution	

				<b>PO 13.</b> Examine the fall of Communism and the unification of European nations:	p 372- 374
				a. Germany – reunification, Berlin Wall torn down	
				b. Russia – Gorbachev, Glasnost and Perestroika	
				c. Union of Soviet Socialist Republics – countries regained independence	
				d. European Union formed	
				<b>PO 14.</b> Describe the following events in the Middle East during the 20 <sup>th</sup> and 21 <sup>st</sup> centuries:	
				a. creation of Israel	p 391-392
				b. conflicts between Israeli and Palestinian governments	
				c. Camp David Peace Treaty	
				d. Persian Gulf War	p 392-393
				e. Iraq War	
				<b>PO 15.</b> Compare independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20 <sup>th</sup> century.	p 398-409

				<b>PO 16.</b> Examine human rights issues during the 20 <sup>th</sup> century (e.g., Apartheid, genocide, famine, disease).	p 410-414
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**Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.

Grade 6	Text Page #	Grade 7	Text Page #	Grade 8	Text Page
<b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Multimedia	<b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Multimedia	<b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Multimedia
<b>PO 2.</b> Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Multimedia	<b>PO 2.</b> Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Multimedia	<b>PO 2.</b> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Multimedia

		<p><b>PO 3.</b> Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p>		<p><i><b>PO 3.</b> Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</i></p>	
		<p><b>PO 4.</b> Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>			

Multimedia

Multimedia

Multimedia