

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	
<p>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.</p>	
High School	Page Number
PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.	
PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).	
PO 3. <i>Formulate questions that can be answered by historical study and research.</i>	
PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.	
PO 5. Evaluate primary and secondary sources for:	
a. authors' main points	
b. purpose and perspective	
c. facts vs. opinions	
d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)	
e. credibility and validity	
economic issues facing the world.	
PO 7. Compare present events with past events:	
a. cause and effect	
b. change over time	
c. different points of view	

High School	Page Number
Concept 2: Early Civilizations	
The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations.	
PO 1. Describe the development of early prehistoric people, their agriculture, and settlements.	Chp1 P.1-16
PO 2. Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.	Judaism p.23-25, Hinduism 46-48, Buddhism 46,49-51,151 Christianity 99-101, Islam 104,118-130
PO 3. Analyze the enduring Greek and Roman contributions and their impact on later civilization:	Greeks-p. 29,70-85 Romans-86-102
a. development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire)	Greeks-p. 29,70-85 Romans-86-102
b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy)	Greeks-p. 29,70-85 Romans-86-102
PO 4. Analyze the enduring Chinese contributions and their impact on other civilizations:	China- 61-
a. development of concepts of government and citizenship (e.g., Confucianism, empire)	Confusionism P 61-6; early civil 56,57-60; rise and fall of dynasties 64-67;163-165;109
b. scientific, mathematical, and technical advances (e.g., roads, aqueducts)	Inventions p 106
c. cultural advancements in art, architecture, literature, theater, and philosophy	rise and fall of dynasties 64-67;163-165
Concept 3: World in Transition	
People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition.	
High School	Page Number
PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).	Eastern Roman Empire p 97, 112,114; Byzantine Empire 104,106-112,126, 108 (map)
PO 2. Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.	Feudal System-115,, 184-185; Japan 171,303
PO 3. Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world.	Roman-86-102; Han 65-66; Mali 143-144; Incan 153-155 (map) 153
PO 4. Describe the interaction of European and Asian civilizations from the 12 th to the 16 th centuries:	
a. Crusades	Crusades 126, 188-189, 217
b. commerce and the Silk Road	Silk Road 67, 67 (map) 111, 141, 167
c. impact on culture	
d. plague	Plague 79,96,191

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.	
PO 1. Analyze the results of Renaissance thoughts and theories:	Renaissance 201-204
a. rediscovery of Greek and Roman ideas	Renaissance 201-204
b. humanism and its emphasis on individual potential and achievements	Renaissance 201-204
c. scientific approach to the natural world	Renaissance 201-204
d. Middle Eastern contributions (e.g., mathematics, science)	Renaissance 201-204
e. innovations in the arts and sciences	
PO 2. Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.	Catholic Reformation 211-213; Protestant Reformation 205-211
Concept 5: Encounters and Exchange	
Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.	
PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration:	Age of Exploration 216-236, map 229
a. reasons for European exploration	Age of Exploration 216-236, map 229
b. impact of expansion and colonization on Europe	Age of Exploration 216-236, map 229
c. impact of expansion and colonization on Africa, the Americas, and Asia	Age of Exploration 216-236, map 229
d. role of disease in conquest	Age of Exploration 216-236, map 229
e. role of trade	Age of Exploration 216-236, map 229
f. navigational technology	Age of Exploration 216-236, map 229
g. impact and ramifications of slavery and international slave trade	Age of Exploration 216-236, map 229
h. contrasting motivations and methods for colonization	Age of Exploration 216-236, map 229
Concept 6: Age of Revolution	
Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.	
PO 1. Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations:	Monarchs 243,241,194-196, 241-244
a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II)	Pages 196-197,255
b. the Magna Carta, the English Bill of Rights, and parliamentary government	Pages 195-196
c. the ideas of John Locke	
PO 2. Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world.	Pages 82-83; 245-246
PO 3. Explain how Enlightenment ideas influenced political thought and social change:	Pages 245,247-248, 252, 257
a. Deism	
b. role of women	
c. political thought	
d. social change	
PO 4. Analyze the developments of the French Revolution and rule of Napoleon:	French Revolution 238,239,253-256,332
a. Reign of Terror	
b. rise of Napoleon	
c. spread of nationalism in Europe	

d. defeat of Napoleon and Congress of Vienna	Page 281
PO 5. Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).	Revolution in Latin America p 257-261
PO 6. Analyze the social, political, and economic development and impact of the Industrial Revolution:	Industrial Revolution 238,239,265-269 Industrialization 265-269, 268-269,285,368 (map)
a. origins in England's textile and mining industries	
b. urban growth and the social impact of industrialization	
c. unequal spread of industrialization to other countries	
d. political and economic theories (nationalism, anarchism, capitalism, socialism)	p 273-275
Concept 7: Age of Imperialism	
Industrialized nations exerted political, economic, and social control over less developed areas of the world.	
PO 1. Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.	Imperialism-Pages 292,293-301
PO 2. Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).	British Empire pages 177,294-297
PO 3. Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).	Imperialism-Pages 292,293-301
PO 4. Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).	Imperialism-Pages 292,293-301
PO 5. Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century.	Boxer Rebellion p 308, Opium Wars p 306-307, Sepoy Rebellion 295-296
PO 6. Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.	Japanese Imperialism 302,304-305, 305(map)
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.	
High School	Page Number
PO 1. Examine the causes of World War I:	Causes of WWI p 316,318,319-328
a. rise of nationalism in Europe	Nationalism p 280-290
b. unification of Germany and Otto Von Bismarck's leadership	
c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire	

PO 2. Analyze the impact of the changing nature of warfare in World War I:	Nature of War 320-321
a. trench warfare	
b. mechanization of war – machine gun, gasoline, submarine, tanks, chemical	
c. American involvement	
PO 3. Explain the end of World War I and its aftermath:	Aftermath p327-328, 328 (map)
a. Russian Revolution	
b. Treaty of Versailles	p 325-326
c. end of empires (e.g., Austro-Hungarian, Ottoman, Russian)	
d. continuation of colonial systems (e.g., French Indochina, India, Philippines)	
PO 4. Examine the period between World War I and World War II:	Totalitarianism 336,337-348 Fascism p 338-339
a. rise of fascism and dictatorships	
b. postwar economic problems	
c. new alliances	
d. growth of the Japanese empire	
e. challenges to the world order	
PO 5. Analyze aspects of World War II:	WW II 371-374
a. political ideologies (e.g., Totalitarianism, Democracy)	Totalitarianism 336,337-348
b. military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)	
c. treatment of civilian populations	
d. Holocaust	Holocaust p 359-360,391,411, map 411
PO 6. Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).	Genocide 346, 410-413
PO 7. Analyze the political, economic and cultural impact of the Cold War:	Cold War p 364,376,316,363-364,382,384,385
a. superpowers – Soviet Union, United States, China	
b. division of Europe	
c. developing world	
d. Korean and Vietnam Wars	p 384-385
PO 8. Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).	Developing Nations 398-401

Concept 9: Contemporary World	
The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues	
PO 1. Explain the fall of the Soviet Union and its impact on the world.	Collapse of Soviet Union p 368, 374,375(map)
PO 2. Explain the roots of terrorism:	Terror and terrorism p414-417
a. background and motives	
b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)	
c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)	
d. economic and political inequities and cultural insensitivities	
PO 3. Describe the development of political and economic interdependence during the second half of the twentieth century:	After World War II 369
a. economics, global wage inequalities	
b. technology	
c. multinational corporations	
d. growth of international governmental organizations (e.g., World Trade Organization)	World Trade Organization p 400
e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent)	
PO 4. Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources).	Environmental 133, 368, 40-405
PO 5. <i>Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	Multimedia