



# WORLD HISTORY

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| <p><b>History (World)</b></p> <p><b>History Standard:</b> The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.</p> <p><b>Benchmark 1:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Global Age of Exploration (1400-1750).</p> |   |
| <p>1. ▲(A) analyzes the changes in European thought and <i>culture</i> resulting from the <i>Renaissance</i> (e.g., more secular worldview; Machiavelli, Shakespeare; <i>humanism</i>; innovations in art: Michelangelo, Da Vinci; architecture: St. Peters Dome).</p>  | <p><b>Student Edition:</b><br/>375-381, 382- 387<br/><i>A Story That Matters</i> 374<br/><i>Eyewitness to History</i> 388<br/><i>History Through Art</i> 384<br/><i>Science, Technology, &amp; Society</i> 380</p> <p><b>Teacher Wraparound Edition:</b><br/>C 381; CLA 376, 386; CTA 379; DI 380; F 375; HY 374; ICA 383; RC 376; RS 384; WA 398</p> |
| <p>2. (A) investigates the changes in European thought and culture resulting from the Reformation (e.g., establishment of Protestant faiths, <i>Counter reformation</i>, Gutenberg Press, Catholic vs. Protestant wars of <i>religion</i>).</p>   | <p><b>Student Edition:</b><br/>389-393, 395-401<br/><i>Writing About History</i> 393</p> <p><b>Teacher Wraparound Edition:</b><br/>C 393; CAT 390, 399; CLA 396; ETC 390, 391; F 389, 395; RA 393; RC 393; RS 392; WA 398</p>   |

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| <p>3. (K) examines the economic and social consequences of European exploration and expansion (e.g., rise of European power, <i>mercantilism</i>, <i>Columbian Exchange</i>, impact on indigenous people in North and South America, trans-Atlantic slave trade).</p>                   | <p><b>Student Edition:</b><br/> 407-413, 415-418, 419-422<br/> <i>National Geographic</i> 408<br/> <i>Opposing Viewpoints</i> 410-411<br/> <i>Science, Technology, &amp; Society</i> 409</p> <p><b>Teacher Wraparound Edition:</b><br/> C 413; CAT 413; CLA 409; CT 409, 410; E 408;<br/> ICA 408; WA 409</p>      |
| <p>4. (A) compares and contrasts the rise of <i>constitutionalism</i> in Britain with political structures in France. (e.g., changes resulting from the English Civil War and Glorious Revolution: English Bill of Rights, establishment of Parliament, French <i>Absolutism</i>).</p>  | <p><b>Student Edition:</b><br/> 437-439, 441-447<br/> <i>Picturing History</i> 439</p> <p><b>Teacher Wraparound Edition:</b><br/> C 439; CAT 445; DI 438; ETC 437; F 441; RA 439;<br/> RC 444; TP 437; WA 437</p>  |
| <p>5. (K) explores the growth of Russian Absolutism (e.g., Ivan the Terrible, Peter the Great, Catherine the Great).</p>  | <p><b>Student Edition:</b><br/> 445-447<br/> <i>National Geographic</i> 446<br/> <i>People in History</i> 447</p> <p><b>Teacher Wraparound Edition:</b><br/> C 447; CLA 445; E 445; ETC 446; RA 447; WA 446</p>  |
| <p>6. (K) explains the significance of the Ottoman, Safavid, and Mogul Empires (e.g., the Fall of Constantinople and the establishment of Ottoman dominance in the Balkans and Southwest Asia; The spread of <i>Shi'ism</i> in Persia, the establishment of Islamic rule in India).</p> | <p><b>Student Edition:</b><br/> 457-463, 464-467, 468-471<br/> <i>Graphic Organizer</i> 470<br/> <i>National Geographic</i> 459<br/> <i>The Way It Was</i> 460-461<br/> <i>Writing About History</i> 463</p> <p><b>Teacher Wraparound Edition:</b><br/> C 463; E 459; F 457; ICA 462, 469; RS 459;<br/> WA 460</p> |
| <p>7. ▲(K) describes why East Asia withdrew into <i>isolationism</i> during a time of European expansion (e.g., Tokugawa Shogunate, end of Great Ming Naval Expeditions)</p>  | <p><b>Student Edition:</b><br/> 485-488, 491-492, 496-499<br/> <i>National Geographic</i> 498</p> <p><b>Teacher Wraparound Edition:</b><br/> CLA 487, 488, 497; CT 487; ETC 499; RS 498</p>  |

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| <p><b>Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Age of Revolutions (1650-1920).</b></p>   |   |
| <p>1. (K) explains essential concepts from the Scientific Revolution (e.g., the Heliocentric Theory; Natural Law; scientific method).</p>  | <p><b>Student Edition:</b><br/>511-517<br/><i>Chart Skills</i> 513<br/><i>Picturing History</i> 512<br/><i>Reading Check</i> 519</p> <p><b>Teacher Wraparound Edition:</b><br/>C 517; CC 514, 515; CT 515, 522; DI 516; E 513; ETC 512; F 511; RA 517; RC 519</p> |
| <p>2. ▲(K) explains essential concepts from the Enlightenment that represented a turning point in intellectual history (e.g., ideas of Thomas Hobbes, John Locke, Voltaire, Montesquieu, Mary Wollstonecraft, Jean Jacques Rousseau, Enlightened despotism, salons).</p>   | <p><b>Student Edition:</b><br/>518-525, 526-534<br/><i>People in History</i> 522</p> <p><b>Teacher Wraparound Edition:</b><br/>C 525; CAT 522; CTA 520, 522, 524; CT 520, 521, 523; F 518; ICA 521; WA 519</p>  |
| <p>3. (A) analyzes outcomes of the American and French Revolutions (e.g., the establishment of republican <i>government</i> grounded in Enlightenment thought, the deterioration of the French <i>Republic</i> into the reign of terror; the spread of revolutionary ideas and <i>nationalism</i> with the growth of Napoleonic France).</p> | <p><b>Student Edition:</b><br/>536-540, 547-553, 555-561<br/><i>A Story That Matters</i> 546<br/><i>Graph Skills</i> 548</p> <p><b>Teacher Wraparound Edition:</b><br/>C 553; CA 539; CAT 549; CLA 537; CT 537; E 538; ETC 551; F 547; RA 540, 553; WA 538</p>    |
| <p>4. (A) explores <i>industrialization</i> and its consequences in Britain (e.g., the rise of <i>laissez-faire economics</i> in Britain, Adam Smith, Chartists, development of the middle class).</p>   | <p><b>Student Edition:</b><br/>581-588<br/><i>Graph Skills</i> 584<br/><i>National Geographic</i> 585<br/><i>The Way It Was</i> 586-587</p> <p><b>Teacher Wraparound Edition:</b><br/>CC 584; CLA 583-584; DI 582; F 581; RA 588; RS 587; TP 583</p>              |

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| <p>5. ▲(A) compares and contrasts German unification with the Meiji Restoration (e.g., nationalism, <i>militarism</i>, modernization, industrialization).</p>   | <p><b>Student Edition:</b><br/>591, 598-599, 698-702<br/><i>Chart Skills</i> 700<br/><i>National Geographic</i> 598</p> <p><b>Teacher Wraparound Edition:</b><br/>CAT 701; CT 591, 599, 701; CTA 699, 700; ETC 698; RS 591</p>   |
| <p>6. (K) describes the motives and impact of <i>imperialism</i> (e.g., motives: economic-<i>natural resources</i> and expansion of <i>trade</i>, the competition for colonies in Africa and Asia and the Berlin Conference; humanitarian-missionaries and the ideology of <i>Social Darwinism</i>, political- naval bases and expansion of political control; restriction of human <i>rights</i> in King Leopold’s Congo; development of <i>infrastructure</i>; roads, schools, hospitals, railroads; assimilation and loss of indigenous <i>culture</i>).</p> | <p><b>Student Edition:</b><br/>647-652, 654-660, 666-670, 671-677<br/><i>A Story That Matters</i> 646<br/><i>National Geographic</i> 649, 655, 662-665</p> <p><b>Teacher Wraparound Edition:</b><br/>C 652; CT 650; CTA 655; E 649; F 647; GS 649; 655; HY 646; ICA 657; RA 660; RS 648; WA 650, 656</p> |
| <p>7. (A) analyzes the causes and impact of the Russian Revolution (e.g., the idea of <i>communism</i> as an economic alternative to <i>capitalism</i>; Vladimir Lenin, Karl Marx, Communist Manifesto, failure of tsarist regime, economic instability; beginnings of <i>totalitarianism</i>).</p>   | <p><b>Student Edition:</b><br/>618-619, 732-737, 761-762<br/><i>Eyewitness to History</i> 620<br/><i>National Geographic</i> 735</p> <p><b>Teacher Wraparound Edition:</b><br/>C 737; CLA 733; CT 733, 735; CTA 618; F 732; GS 735; ICA 735; RA 737; RS 736; T 620, 738; WA 735, 736</p>                 |
| <p>8. ▲(A) examines causes of anti-colonial <i>movements</i> in Latin America, Asia, and Africa (e.g., ▲Haitian Revolution; Bolivar; San Martin; Hidalgo and Morelos; Taiping Rebellion; ▲Boxer Rebellion; ▲Sepoy Rebellion; ▲Zulu Wars).</p>   | <p><b>Student Edition:</b><br/>658-659, 666-667, 671, 672-673, 676, 683-687, 689, 691-698</p> <p><b>Teacher Wraparound Edition:</b><br/>E 673; ETC 672, 685, 688; F 671</p>  |
| <p>9. (K) describes the impact of cross-cultural exchange on artistic developments of the late 19<sup>th</sup> century (e.g., <i>romanticism</i>; <i>impressionism</i>, impact of Asian culture on western culture).</p>  | <p><b>Student Edition:</b><br/>605-607, 640<br/><i>History Through Art</i> 640</p> <p><b>Teacher Wraparound Edition:</b><br/>C 641; CAT 606, CC 640; CLA 640; E 640; F 605; WA 606</p>   |

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| <b>Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Era of World War (1914-1945).</b>  |   |
| <p>The student:</p> <p>1. (A) analyzes the causes and immediate consequences of WWI (e.g., <i>imperialism</i> rivalries: Triple Entente, Triple Alliance, <i>nationalism</i>, arms race in England, France, and Germany; Treaty of Versailles, reparations, War Guilt Clause).</p>             | <p><b>Student Edition:</b><br/>717-720, 721-727, 739-744<br/><i>National Geographic</i> 718, 725, 728-731</p> <p><b>Teacher Wraparound Edition:</b><br/>CLA 719; CT 724, 725; F 717, 721; GS 718; RS 718, 722</p>                               |
| <p>2. (K) describes the emergence of contemporary Middle East (e.g., petroleum <i>society</i>, Zionism, Arab nationalism, Balfour Declaration, dissolution of the Ottoman Empire, Armenian Genocide, Ataturk’s modernization of Turkey).</p>   | <p><b>Student Edition:</b><br/>638-639, 781-783, 785, 789<br/><i>National Geographic</i> 783</p> <p><b>Teacher Wraparound Edition:</b><br/>C 785; CT 782; E 782; ETC 782; F 781</p>   |
| <p>3. ▲ (A) examines the nature of <i>totalitarianism</i> in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human <i>rights</i>, secret police, state supremacy over individual rights, role of private property, class structure).</p>             | <p><b>Student Edition:</b><br/>758-764, 766-771<br/><i>National Geographic</i> 759, 762</p> <p><b>Teacher Wraparound Edition:</b><br/>CAT 760, 761, 762; CT 760, 764; CLA 761; F 758; GS 759; RA 764; RS 761, 770; WA 762</p>                   |
| <p>4. (A) analyzes the causes and immediate consequences of WWII (e.g., German, Italian, and Japanese aggression; failure of the League of Nations; appeasement; development of American, British-Soviet alliance; Holocaust; Nanjing; introduction of nuclear weapons; war crime trials).</p> | <p><b>Student Edition:</b><br/>809-813, 814-822, 824-829, 830-836<br/><i>National Geographic</i> 811, 812, 816-817</p> <p><b>Teacher Wraparound Edition:</b><br/>C 813; CLA 811, 815, 826; CT 811, 812; CTA 825; F 809; GS 817; RS 806, 812</p> |
| <p>5. (A) analyzes the independence movement in India (e.g., Gandhi, non-violence, Salt March, boycotts, creation of Pakistan).</p>  | <p><b>Student Edition:</b><br/>669-670, 788-789, 953-954<br/><i>A Story That Matters</i> 780</p> <p><b>Teacher Wraparound Edition:</b><br/>CAT 669; CLA 789; E 789; HY 780; RS 788; T 780; TP 788</p>   |

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| <p>6. (K) describes major intellectual, social, and artistic developments (e.g., <i>surrealism</i>, mural art of Mexico, <i>Bauhaus</i>, emergence of film and radio, rise of psychology, antibiotics, <i>cubism</i>).</p>   | <p><b>Student Edition:</b><br/>636-641, 774<br/><i>Chart Skills</i> 638<br/><i>History Through Art</i> 774, 803</p> <p><b>Teacher Wraparound Edition:</b><br/>CC 637; CLA 640; CS 638; HA 774, 803; DI 636; F 636</p>  |
| <p><b>Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the World Since 1945.</b></p>   |  |
| <p>The student:</p> <p>1. (A) analyzes the Cold War as the competition between two competing ideologies or world views and its impact on various regions of the world. (e.g., roots in WWII, Mao’s China; the Cold War in Europe; NATO, Warsaw Pact, and the competition for non-aligned nations; collapse of <i>Communism</i> in Europe).</p> | <p><b>Student Edition:</b><br/>834-836, 849-854, 855-858<br/><i>A Story That Matters</i> 848<br/><i>National Geographic</i> 851, 852</p> <p><b>Teacher Wraparound Edition:</b><br/>CAT 851, 852; CLA 851; ETC 850; F 849; HY 848; RA 853; RS 853; TP 851</p> |
| <p>2. (A) examines issues of social justice and human <i>rights</i> as expressed in the <i>United Nations Universal Declaration of Human Rights</i>.</p>   | <p><b>Student Edition:</b><br/>713, 974</p> <p><b>Teacher Wraparound Edition:</b><br/>CLA 712</p>  |
| <p>3. ▲(K) describes the emergence of the Middle East as an influential region in world politics (e.g., creation of the state of Israel, emerging Middle Eastern post WWII <i>nationalism</i>: Suez Crisis, petroleum based <i>interdependence</i>).</p>   | <p><b>Student Edition:</b><br/>929-934<br/><i>Eyewitness to History</i> 935<br/><i>National Geographic</i> 931</p> <p><b>Teacher Wraparound Edition:</b><br/>C 934; CAT 930; CC 931; CT 932; F 929; GS 931; ICA 932; RS 930</p>                              |
| <p>4. (A) analyzes the impact of international organizations on global interaction (e.g., the United Nations; Organization of American States, NATO, non-governmental organizations such as the International Red Cross, European Union).</p>  | <p><b>Student Edition:</b><br/>712-713, 851-852, 862-863, 882, 904<br/><i>National Geographic</i> 852, 863</p> <p><b>Teacher Wraparound Edition:</b><br/>CAT 851; CLA 712; GS 852, 863; T 712</p>  |

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| 5. (A) examines the <i>trade-offs</i> made by societies between economic growth and environmental protection in a world of limited resources. (e.g., the Green Revolution, population pressure, water, pollution, <i>natural resource</i> degradation).                  | <b>Student Edition:</b><br>970-972<br><i>National Geographic</i> 970<br><b>Teacher Wraparound Edition:</b><br>CLA 970; GS 970  |
| 6. (K) describes major intellectual, social and artistic developments (e.g., decoding DNA, space <i>technology</i> , consumerism, <i>post-modernism</i> , responses to globalization, <i>feminism</i> , <i>fundamentalism</i> , telecommunications).                     | <b>Student Edition:</b><br>625-626, 867, 892, 893, 971-972, 975-976<br><b>Teacher Wraparound Edition:</b><br>C 894; CAT 892; CTA 892; DI 893; RA 894; RS 892; TP 971   |
| <b>Benchmark 5: The student engages in historical thinking skills.</b>   |  |
| The student:<br>1. (A) analyzes a theme in world history to explain patterns of continuity and change over time.   | <b>Student Edition:</b><br>536-540, 547-553, 555-561<br><i>A Story That Matters</i> 546<br><i>Graph Skills</i> 548<br><b>Teacher Wraparound Edition:</b><br>C 553; CA 539; CAT 549; CLA 537; CT 537; E 538; ETC 551; F 547; RA 540, 553; WA 538                      |
| 2. (A) develops historical questions on a specific topic in world history and analyzes the evidence in <i>primary source</i> documents to speculate on the answers.  | <b>Student Edition:</b><br>990, 991, 992, 993, 994, 995, 996, 997, 998, 999<br><i>Opposing Viewpoints</i> 200-201, 410-411, 658-659, 740-741<br><i>SkillBuilder</i> 351<br><b>Teacher Wraparound Edition:</b><br>OV 200, 411, 659; T 351, 990, 991, 992, 993         |
| 3. (A) uses primary and <i>secondary sources</i> about an event in world history to develop a credible interpretation of the event, forming conclusions about its meaning (e.g., use provided primary and secondary sources to interpret a historical-based conclusion). | <b>Student Edition:</b><br>990, 991, 992, 993, 994, 995, 996, 997, 998, 999<br><i>Opposing Viewpoints</i> 200-201, 410-411, 658-659, 740-741<br><i>SkillBuilder</i> 351<br><b>Teacher Wraparound Edition:</b><br>OV 200, 411, 659; RS 743; T 351, 990, 991, 992, 993 |

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| <p>4. (A) compares competing historical narratives in world history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> | <p><b>Student Edition:</b><br/> <i>SkillBuilder</i> 114, 309, 351, 423, 604, 635</p> <p><b>Teacher Wraparound Edition:</b><br/>           CTA 825; GLL 829; ICA 787; RS 743</p> |