



# World Geography and Cultures

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STANDARDS	PAGE REFERENCES
<p>History-Social Science Content Standards.</p>	
<p><b>World History, Culture, and Geography: The Modern World</b></p>	
<p>Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.</p>	
<p><b>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</b></p>	
<p>1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</p>	<p><b>Student Edition:</b> 84-85, 92-93, 308-309, 445 <i>Section Review</i> 309 #1-#5, #8</p> <p><b>Teacher Wraparound Edition:</b> B 267; DYK 85, 92; RS 84, 445, 92; SP 84; T 293</p>

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<p>2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>.</p>	<p><b>Student Edition:</b> 102, 151, 158, 297, 302, 308, 315 <i>Section Review</i> 303 #3, 309 #2, #8, 316 #4</p> <p><b>Teacher Wraparound Edition:</b> RS 102; T 69</p>
<p>3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.</p>	<p><b>Student Edition:</b> 151, 230</p> <p><b>Teacher Wraparound Edition:</b> CT 505</p>
<p><b>10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</b></p>	
<p>1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</p>	<p><b>Student Edition:</b> 230, 297, 302, 308 <i>Standardized Test Practice</i> 319 #9</p> <p><b>Teacher Wraparound Edition:</b> IT 292</p>
<p>2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p>	<p><b>Student Edition:</b> 151, 297, 302</p>
<p>3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p>	<p><b>Student Edition:</b> 151, 230 <i>Section Review</i> 154 #3, 232 #4</p> <p><b>Teacher Wraparound Edition:</b> A 302; CT 505</p>
<p>4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p>	<p><b>Student Edition:</b> 302 <i>Section Review</i> 303 #3</p> <p><b>Teacher Wraparound Edition:</b> A 302</p>

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5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	<b>Student Edition:</b> 302 <i>Section Review 303 #3</i>
<b>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</b>	
1. Analyze why England was the first country to industrialize.	<b>Student Edition:</b> 284, 297 <i>Map Study 284, 297</i> <i>Section Review 298 #7</i> <b>Teacher Wraparound Edition:</b> SP 297; T 292
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	<b>Student Edition:</b> 79, 124, 151-152, 253, 297, 776-777 <i>Reading Check 152</i> <i>Section Review 284 #9, 298 #7</i> <b>Teacher Wraparound Edition:</b> B 124; SP 266, 776; WS 79, 297
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	<b>Student Edition:</b> 73-74, 79, 150, 296, 297 <i>Reading Check 74</i> <i>Section Review 298 #7</i> <b>Teacher Wraparound Edition:</b> CT 74
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	<b>Student Edition:</b> 74, 150, 152, 158, 170-171, 296, 300, 536, 541 <i>Reading Check 74, 300</i> <i>Why Geography Matters 634</i> <b>Teacher Wraparound Edition:</b> A 542; B 124; CT 74, 150, 152, 541; SP 541; WS 152, 297, 403

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<p>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p>	<p><b>Student Edition:</b>  103, 108, 125, 133, 134, 281, 284, 407, 409, 475  <i>Map Study</i> 133 #2, 284  <i>Reading Check</i> 104, 284  <i>Section Review</i> 135 #3-#6, 284 #4</p> <p><b>Teacher Wraparound Edition:</b>  A 108, 134, 477; C 135; CT 409, 478; DYK 125, 476</p>
<p>6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p>	<p><b>Student Edition:</b>  103-104, 224, 297, 380-381, 679  <i>Section Review</i> 104 #6</p> <p><b>Teacher Wraparound Edition:</b>  A 342, 699; CT 103, 699; DYK 380; HOCP 101; RS 652; WS 297</p>
<p>7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</p>	<p><b>Student Edition:</b>  298, 302  <i>Section Review</i> 303 #4</p> <p><b>Teacher Wraparound Edition:</b>  IT 292</p>
<p><b>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</b></p>	
<p>1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p>	<p><b>Student Edition:</b>  297, 526-527, 531, 536, 542, 546-547, 608, 751, 757  <i>Reading Check</i> 532, 536  <i>Section Review</i> 533 #6, 543 #4, 610 #1</p> <p><b>Teacher Wraparound Edition:</b>  A 608; B 497; C 548; CT 52, 531; RS 542; SP 266</p>
<p>2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p>	<p><b>Student Edition:</b>  501, 526-527, 531, 536, 542, 546-547, 608, 619, 683-684, 727, 751, 757  <i>Map Study</i> 618 #1, 684</p> <p><b>Teacher Wraparound Edition:</b>  B 497; RS 618, 727; SP 727</p>

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<p>3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p>	<p><b>Student Edition:</b>            501, 526-527, 531-532, 536, 542, 546-547, 613, 619, 727, 751, 757  <i>Reading Check</i> 527, 532, 536, 542, 547, 757  <i>Section Review</i> 528 #8, 533 #6, 543 #4, 620 #5</p> <p><b>Teacher Wraparound Edition:</b>            A 532, 542, 608; AN 576B; B 497; C 548; CT 526, 531, 751; DI 531; RS 532, 542; SP 266; T 523</p>
<p>4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p>	<p><b>Student Edition:</b>            501, 526-527, 531-532, 536, 542, 546-547, 613, 619, 679, 727, 751, 757  <i>Reading Check</i> 679  <i>Section Review</i> 680 #6</p> <p><b>Teacher Wraparound Edition:</b>            B 581; WS 679</p>
<p><b>10.5 Students analyze the causes and course of the First World War.</b></p>	
<p>1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."</p>	<p><b>Student Edition:</b>            302 (A discussion of the causes of World War I can accompany the information on World War I.)  <i>Section Review</i> 303 #8</p>
<p>2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p>	<p>Principal theaters of battle, major turning points, and the importance of geographic factors can be discussed with the information on southern Europe as a battleground on the following page.</p> <p><b>Student Edition:</b>            308</p>
<p>3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p>	<p>The Russian Revolution is discussed on the following pages.</p> <p><b>Student Edition:</b>            380-381</p>
<p>4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p>	<p><b>Student Edition:</b>            152, 302  <i>Section Review</i> 303 #3</p>

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5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	<b>Student Edition:</b> 463
<b>10.6 Students analyze the effects of the First World War.</b>	
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.	Information on the end of World War I appears on the following page. <b>Student Edition:</b> 302
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	<b>Student Edition:</b> 271, 297 <i>Section Review 303 #3</i>
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	<b>Student Edition:</b> 102, 381
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	Information on intellectual life in the West appears on the following pages. <b>Student Edition:</b> 153, 298, 302, 309, 316 <b>Teacher Wraparound Edition:</b> A 153; HOC 295, 300, 307, 313, 317
<b>10.7 Students analyze the rise of totalitarian governments after World War I.</b>	
1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	<b>Student Edition:</b> 375, 381 <i>Section Review 382 #2</i> <b>Teacher Wraparound Edition:</b> DI 375, 380; DYK 380; RS 382
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	<b>Student Edition:</b> 102, 381 <i>Section Review 382 #2</i> <b>Teacher Wraparound Edition:</b> DI 392

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<p>3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</p>	<p><b>Student Edition:</b> 102, 302, 381, 391, 392</p> <p><b>Teacher Wraparound Edition:</b> DI 392</p>
<p><b>10.8 Students analyze the causes and consequences of World War II.</b></p>	
<p>1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</p>	<p><b>Student Edition:</b> 683-684 <i>Section Review</i> 685 #8</p> <p><b>Teacher Wraparound Edition:</b> Ct 684; SP 684; WS 683</p>
<p>2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p>	<p>Information on appeasement and isolationism can be introduced with the discussion of World War II on the following page.</p> <p><b>Student Edition:</b> 302</p>
<p>3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</p>	<p><b>Student Edition:</b> 308, 315, 684 <i>Reading Check</i> 302</p> <p><b>Teacher Wraparound Edition:</b> CT 684; SP 684</p>
<p>4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p>	<p><b>Student Edition:</b> 102, 381</p>
<p>5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p>	<p><b>Student Edition:</b> 302 <i>Reading Check</i> 302</p>
<p>6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p>	<p><b>Student Edition:</b> 302, 684 <i>Reading Check</i> 302 <i>Section Review</i> 303 #3</p> <p><b>Teacher Wraparound Edition:</b> B 656; CT 374</p>

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<b>10.9 Students analyze the international developments in the post-World World War II world.</b>	
<p>1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p>	<p><b>Student Edition:</b> 297, 302, 315, 381, 684 <i>Graph Study</i> 381 #2 <i>Section Review</i> 685 #7 <i>Voices Around the World</i> 698</p> <p><b>Teacher Wraparound Edition:</b> A 314; CT 381; RS 314</p>
<p>2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p>	<p><b>Student Edition:</b> 297, 302, 315, 381, 751</p> <p><b>Teacher Wraparound Edition:</b> A 314; CT 381</p>
<p>3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p>	<p>Information on the Truman Plan and Marshall Plan can be introduced with the discussion on the Cold War on the following page.</p> <p><b>Student Edition:</b> 381</p> <p><b>Teacher Wraparound Edition:</b> CT 381</p>
<p>4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p>	<p><b>Student Edition:</b> 679, 699, 703</p> <p><i>Section Review</i> 680 #2, #6, #8</p> <p><b>Teacher Wraparound Edition:</b> CT 679, 699; SP 699; WS 679</p>
<p>5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p>	<p>The uprisings in Poland, Hungary, and Czechoslovakia and those countries' resurgence in the 1970s and 1980s can be discussed with information on the fall of communism on the following page</p> <p><b>Student Edition:</b> 315</p> <p><b>Teacher Wraparound Edition:</b> CT 315; SP 267</p>

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<p>6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p>	<p><b>Student Edition:</b> 302, 444-445, 446 <i>Reading Check</i> 444, 446 <i>Why Geography Matters</i> 448-449</p> <p><b>Teacher Wraparound Edition:</b> CT 446; F 448; MAP 448; RS 449; SP 449; WS 448</p>
<p>7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p>	<p><b>Student Edition:</b> 315, 382 <i>Section Review</i> 382 #3, #6, #8</p> <p><b>Teacher Wraparound Edition:</b> CT 315; RS 382; SP 381</p>
<p>8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p>	<p><b>Student Edition:</b> <i>Map Study</i> 314</p> <p><b>Teacher Wraparound Edition:</b> RS 314</p>
<p><b>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</b></p>	
<p>1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p>	<p><b>Student Edition:</b> 243-247, 250-254, 482-483, 557-561, 565-568 <i>Why Geography Matters</i> 234-235, 448-449, 460-461 <i>Reading Check</i> 244, 245, 247, 252, 253, 254, 484, 560, 561, 566 <i>Section Review</i> 247 #2-#8, 254 #2-#8, 484 #3, #4, #6, 561 #2, #4, #6, #9, 568 #2-#9 <i>Case Study</i> 488-491</p> <p><b>Teacher Wraparound Edition:</b> A 243; C 247, 484, 561, 568; CT 245, 482, 558, 565; DI 244, 483; HOCP 246, 253, 255, 475, 481, 485; RS 482, 566; WS 246, 559</p>

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<p>2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p>	<p><b>Student Edition:</b>  219, 224, 231, 446, 453, 458, 527, 532, 542  <i>Reading Check</i> 219, 542  <i>Section Review</i> 232 #4, 533 #6, 543 #4-#5  <i>Why Geography Matters</i> 448-449  <i>Case Study</i> 488-491</p> <p><b>Teacher Wraparound Edition:</b>  A 224, 489, 547; C 491; CT 222, 229, 231, 446, 489; DI 222, 547; DYK 490; F 488; RS 219, 449, 490; SP 449; T 448; WS 231, 489</p>
<p>3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>	<p><b>Student Edition:</b>  219, 224, 231, 446, 458, 527, 532, 542, 703  <i>Reading Check</i> 219, 542  <i>Why Geography Matters</i> 376-377, 448-449, 460-461  <i>Case Study</i> 850-853</p> <p><b>Teacher Wraparound Edition:</b>  A 224, 547, 852; B 414, 850; CT 231, 446, 461, 850; DI 225, 547; F 376, 850; MAP 376, 460; RS 219, 532; WS 527, 703</p>
<p><b>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</b></p>	