

GLENCOE CORRELATION
WORLD HISTORY
KANSAS
Curricular Standards for World History

OBJECTIVES	PAGE REFERENCES
WORLD HISTORY	
History Standard: 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.	
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from prehistoric times through the pre-classical civilizations.	
1. defines the term civilization and applies it to the civilizations of the ancient Middle East.	SE: 37-43, 54-60, 61-64, 71-79, 109-113, 115-120, 121-125, 127-133, 138-143, 149-154, 156-162 <i>A Story That Matters</i> 70 <i>Eyewitness to History</i> 87
2. describes major accomplishments of early Middle Eastern civilizations in establishing strong economic and political systems, laying the foundation for learning and the arts, and the establishment of Judaism as the first monotheistic religion.	SE: 37-43, 54-60, 61-64, 71-79, 109-113, 115-120, 121-125, 127-133, 138-143, 149-154, 156-162 <i>A Story That Matters</i> 70 <i>Eyewitness to History</i> 87
3. evaluates the accomplishments and characteristics of early civilizations in India and China (e.g., Dynastic Cycle, Mandate of Heaven, caste system, the Silk Road).	SE: 71-79, 81-86, 88-97, 98-103 <i>Eyewitness to History</i> 87 TWE: CTA 75 WA 84, 92 C 86 ExC 91 CAT 93 CLA 101
Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the time of the great classical civilizations of Greece, Rome, India, and China.	
1. describes the enduring contributions of important individuals from Greek civilizations (e.g., Homer, Sappho, Herodotus, Thucydides, Socrates, Plato, Aristotle, Sophocles, Archimedes, Hippocrates, Euclid).	SE: 109-113, 115-120, 121-125, 127-133 <i>Eyewitness to History</i> 126 <i>National Geographic Special Report</i> 134-137 TWE: CLA 110 CTA 111, 131 En 123 IDC 112, 130 ExC 118 WA 119 C 120, 125 MIN 129

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<p>2. evaluates the impact of Greek theory on the practice of government (i.e., lack of minority protection in Athenian direct democracy, Plato's <i>Republic</i>, Aristotle's six forms of government, role of demagogues).</p>	<p>SE: 109-113, 115-120, 121-125, 127-133 <i>Eyewitness to History</i> 126 <i>National Geographic Special Report</i> 134-137</p> <p>TWE: CLA 110 CTA 111, 131 En 123 IDC 112, 130 ExC 118 WA 119 C 120, 125 MIN 129</p>
<p>3. evaluates the Roman legacy (e.g., architecture, technology and science, literature, language, law).</p>	<p>SE: 149-154, 158-162, 163-168, 175-178 <i>Eyewitness to History</i> 155 <i>World Literature</i> 182-183</p> <p>TWE: En 152 IDC 152 ReA 154 CC 158 CTA 167 CAT 160 CLA 165</p>
<p>4. describes the history of early Christianity, including the teachings of Jesus, the role of St. Paul, transformation of Christianity from persecuted religion to the official faith of the Roman Empire and the organization of the early church.</p>	<p>SE: 169-174</p> <p>TWE: IDC 170 CLA 171 WA 171 CTA 173 ReA 173 C 174</p>
<p>5. describes the beliefs of the major religions and philosophical systems of the world and their influence on the development of societies (i.e., Christianity, Hinduism, Buddhism, Confucianism, Taoism).</p>	<p>SE: 71-79, 81-86, 88-97, 98-103, 268-272 <i>Eyewitness to History</i> 195 <i>A Story That Matters</i> 70</p> <p>TWE: IDC 74, 95 CTA 75, 92 ExC 91 CLA 99</p>
<p>Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new civilizations (500-1450).</p>	
<p>1. explains the importance of the Byzantine Empire in continuing the legacy of Rome and establishing the Orthodox branch of Christianity.</p>	<p>SE: 177-178, 285-290, 303-308</p> <p>TWE: C 290 En 286 WA 286 CLA 304 ExC 305 C 308</p>
<p>2. describes the development and beliefs of Islam (e.g., Koran, Five Pillars, role of Mohammed, Sunni and Shiite Islam, place of women in Islamic society).</p>	<p>SE: 191-194, 196-202, 203-206, 207-210, 225-226 <i>A Story That Matters</i> 190 <i>Eyewitness to History</i> 195</p> <p>TWE: ReA 210 C 226 CTA 193, 205</p>

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3. compares and contrasts Islamic achievements with those of medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature).	SE: 223-225, 228-234, 236-241, 285-290, 291-296, 297-301 <i>Eyewitness to History</i> 235 TWE: ExC 237 CLA 231, 300 CTA 293
4. analyzes the impact of interaction with the Islamic world on the culture of medieval Europe (i.e., Crusades, trade, rediscovery of Greek and Roman learning).	SE: 191-194, 196-202, 203-206, 207-210 <i>Eyewitness to History</i> 195 TWE: CTA 201 CLA 204 C 210
5. describes feudalism, manorialism, and Roman Catholicism as the dominant political, economic, religious, and social systems of medieval Europe.	SE: 285-290, 291-296, 297-301, 323-328, 329-333, 335-340 <i>Eyewitness to History</i> 341 TWE: CTA 286, 293 En 293, 325 C 297, 333 WA 293
6. explains how and why Russia developed a different culture than Western Europe (e.g., not part of Roman Empire, Byzantine influence, Mongol domination).	SE: 300-301 <i>Eyewitness to History</i> 302
7. describes the origins of representative government in England (i.e., Magna Carta, the Model Parliament of 1295).	SE: 297-299 TWE: ExC 299
8. contrasts the unbroken continuity of civilization in China with the disruption in the West after the fall of Rome.	SE: 247-252, 253-257 <i>National Geographic Special Report</i> 258-261 <i>Eyewitness to History</i> 262 TWE: CLA 254 CTA 249, 256 C 252
9. describes the influence of China on Japan (e.g., Buddhism, Confucianism, the arts, writing).	SE: 263-267, 273-278 <i>A Story That Matters</i> 246 TWE: CT 274 CC 265 WA 265 CTA 275 C 278
Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the emerging global age (1400-1750).	
1. explains the significance of the Renaissance through the accomplishments of Petrarch, Raphael, Leonardo Da Vinci, Michelangelo, Machiavelli, Shakespeare, Gutenberg.	SE: 375-381, 382-387 <i>A Story That Matters</i> 374 <i>Eyewitness to History</i> 388 TWE: CAT 379 C 381 CTA 384 CT 384 En 384

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2. explains the significance of the Reformation (i.e., the ideas of Luther and Calvin, the English Reformation, conflict related to the Reformation, the Catholic Reformation, religious warfare).	SE: 389-393, 395-401 TWE: CAT 390, 399 C 393, 401 En 392 CC 397 WA 398 CT 400
3. describes absolute monarchy in Europe (e.g., Phillip II, France from Henry IV to Louis XIV, Frederick the Great, Peter the Great).	SE: 429-432, 434-439, 441-447, 448-451, 547-553, 555-561, 563-569 <i>A Story That Matters</i> 428 <i>Eyewitness to History</i> 433, 554 TWE: C 432 MIN 438 CT 443
4. explains the significance of the Scientific Revolution (e.g., Copernicus, Bacon, Harvey, Galileo, Newton; invention of telescope, microscope).	SE: 511-517 TWE: En 513 CC 514, 515 CT 515 CTA 515 C 517 MIN 516
5. describes and explains the significance of the English Civil War and Glorious Revolution (i.e., limiting the power of the absolute monarch, power shifting to Parliament).	SE: 434-437 TWE: ExC 437 WA 437 CC 438 C 439
6. analyzes the impact of European expansion into the Americas, Africa, and Asia (i.e., the establishment of colonial empires, the Columbian Exchange, growth of slavery, advances in navigation, influence of Christianity, rise of mercantilism and capitalism).	SE: 407-413, 415-418, 419-422 <i>A Story That Matters</i> 406 <i>Eyewitness to History</i> 414 TWE: CLA 409, 417 WA 409 CT 410 C 413, 418
7. describes the accomplishments and significance of the Ottoman, Safavid, and Mogul Empires.	SE: 457-463, 468-471, 473-478 <i>Eyewitness to History</i> 479 <i>National Geographic Special Report</i> 464-467 TWE: CLA 457 CC 459 C 463 En 467, 475 IDC 469 CTA 476
8. describes major developments in Japan (e.g., Japan moving from feudal disorder to stability under the Tokugawa Shogunate, isolationism, cultural accomplishments).	SE: 496-500 <i>A Story That Matters</i> 484 <i>Eyewitness to History</i> 501 TWE: ExC 499 CT 498, 500

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9. describes major developments in China (e.g., Ming naval expeditions; isolationism, restrictions on expeditions, trade, expeditions, and merchants; flourishing of Chinese arts).	SE: 485-490, 491-494 <i>A Story That Matters</i> 484 TWE: CC 488 CLA 487, 492 C 490 MIN 493
Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Age of Revolutions (1650-1914).	
1. summarizes the ideas of major figures of the Enlightenment (e.g., Hobbes, Locke, Voltaire, Montesquieu, Rousseau, Wollstonecraft).	SE: 518-525, 526-531 TWE: CTA 520 CC 520 CT 520, 521 ReA 525 En 522 ExC 530 C 525 IDC 528
2. examines the development of political revolutions in the Americas (e.g., American Revolution, Toussaint L'Ouverture, Simon Bolivar, Hidalgo).	SE: 671-677 TWE: ExC 672 C 677 CTA 673 CT 674
3. analyzes the major events, causes, and outcomes of the French Revolution (i.e., economic crisis, social unrest, influence of Enlightenment ideas, Declaration of the Rights of Man, Bastille, Robespierre, the Terror, Thermidore, the rise and fall of Napoleon, the Vienna Settlement of 1815).	SE: 547-553, 555-561, 563-569 <i>A Story That Matters</i> 546 <i>Eyewitness to History</i> 554 TWE: CT 550, 566 MIN 550 C 553, 569 WA 566 CLA 565 HY 546 CAT 549 IDC 548 CTA 560 IDC 568
4. analyzes the impact of the Industrial Revolution (i.e., improvements in production and transportation; ideas of Smith, Malthus, Ricardo, Marx, Mill, the Utopian Socialists; the rise of an urban working class and labor unions; reform movements, the extension of suffrage).	SE: 581-588 TWE: CTA 587 WW 582 ReA 588 CLA 583 CC 584 CT 586
5. describes the impact of Western nationalism and imperialism (e.g., unification of Germany and Italy, competition for colonies in Africa and Asia, ideology of Social Darwinism and Rebellion, Boxer Rebellion, Sun-Yat-Sen).	SE: 589-594, 596-603, 683-689, 691-696 <i>Eyewitness to History</i> 595 TWE: CTA 692 ExC 688 CT 692

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6. examines key developments in the search for political democracy and social justice (e.g., revolutions of 1848; emancipation of serfs in Russia and ending of slavery in the United States; extension of suffrage for both men and women, Elizabeth Cady Stanton and the Pankhursts; rise of Bolshevism).	SE: 592-594, 633, 625, 655 TWE: CT 593 ExC 624
7. explains the rise of Meiji Japan as a world power (i.e., industrialization, militarization, the Sino-Japanese War, the Russo-Japanese War).	SE: 697-704 <i>Eyewitness to History</i> 705 TWE: ExC 698, 702 CTA 699, 700 CAT 701 C 704 ReA 703 T 705
8. describes the discoveries and ideas of major figures in science and medicine (i.e., Nightingale, Pasteur, Lister, Darwin, Einstein, the Curies, Freud).	SE: 607-608, 625, 636-637 TWE: WW 625 IDC 607 MIN 637 ExC 608
Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Era of Global Wars (1914-1945).	
1. explains the origin, course, and consequences of World War I (e.g., impact of technology, trench warfare, impact on civilization, nationalism, entangling alliances, imperialism, militarism, industrialism, attempt at international cooperation, Russian Revolution, rise of fascism, Hitler, cultural disillusionment, growth of nationalism). [See U.S. History Eleventh Grade Benchmark 4]	SE: 717-720, 721-727, 732-737, 739-744 <i>Eyewitness to History</i> 738 <i>National Geographic Special Report</i> 728-731 <i>A Story That Matters</i> 716 TWE: CTA 718 CT 724, 725 En 729 CLA 733, 736 C 737, 744
2. describes the establishment and development of the Soviet Union (e.g., Russian Revolutions of 1905, March 1917, November 1917, Lenin, Stalin, Trotsky, Russian Civil War, New Economic Policy, secret police, purges).	SE: 732-737, 739-744 <i>Eyewitness to History</i> 738 TWE: CLA 733 CT 733 WA 735 T 738
3. describes the origins, course, and consequences of World War II (e.g., failure of the League of Nations, reaction against Versailles Treaty, failure of appeasement, Japanese imperialism, military technology, belligerents' strategy, nuclear age, Cold War, emergence of superpowers, regional security alliances, United Nations). [See U.S. History Eleventh Grade Benchmark 4]	SE: 809-813, 814-822, 824-829, 830-836 <i>Eyewitness to History</i> 823 <i>A Story That Matters</i> 808

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4. describes the rise of anti-colonial and national movements directed against European imperialism (e.g., Gandhi, Ho Chi Minh, Kuomintang).	SE: 669-670, 791, 829 <i>Eyewitness to History</i> 792 <i>A Story That Matters</i> 780 TWE: CT 792 HY 780
5. describes the changes in economic conditions and social structures (i.e., global depression, urbanization, labor, modernism in art and literature, class conflict).	SE: 751-756, 758-764, 809-813 <i>A Story That Matters</i> 808 TWE: CLA 752 CTA 753 C 756 En 754
6. analyzes the impact of science and technology (e.g., communications, medicine, transportation, energy sources).	SE: 772-775 <i>Science, Technology & Society</i> 834 TWE: IDC 773 CLA 774 C 775
Benchmark 7: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world since World War II.	
1. describes major events in the history of the Cold War (e.g., the establishment of the Soviet Bloc, Mao's victory in China, the Truman Doctrine, the Marshall Plan, the formation of NATO, the Berlin Blockade, the "Iron Curtain", the Berlin Wall, the Cuban missile crisis, attempts at freedom in Hungary and Czechoslovakia). [See U. S. History Eleventh Grade Benchmark 6]	SE: 849-854, 855-858 TWE: CLA 851 ExC 850, 856 C 854 ReA 853 En 857
2. analyzes the impact of the collapse of the Soviet Union on world peace and stability (e.g., economic crisis in Russia, conflict in the Balkans).	SE: 875-878, 879-882 <i>Eyewitness to History</i> 883 <i>A Story That Matters</i> 874 TWE: C 858, 878, 882 HY 874 MIN 876 CC 880 WW 883
3. analyzes the role of ideology, nationalism, religion, and the struggle for human rights in regional conflicts (e.g., Northern Ireland, Latin America, the Balkans, India and Pakistan, U.S. Civil Rights, the Middle East, Rwanda).	SE: 864-868 <i>Eyewitness to History</i> 869 TWE: CTA 864 ExC 865 CT 865, 867 RA 868
4. analyzes the potential and problems presented by advances in science, technology, economics, and culture (e.g., genetic engineering, space exploration, communications, television, growth of education).	SE: 844-845, 873, 889-894, 967-968, 971 TWE: CLA 844 LPP 844 WM 845 En 866
5. describes the changes in economic conditions and social structures (e.g., mass education, population explosion, global economy, human rights, corporatism).	SE: 860, 867-868, 904, 913, 959, 963

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6. analyzes the impact of science and technology (i.e., biotechnology, space exploration, global communications, immunization, environmentalism).	SE: 844-845, 873, 891-892, 966-968, 969-973 TWE: CLA 844
Benchmark 8: The student engages in historical thinking skills.	
1. analyzes historical materials to trace development of an idea or trend across space or over a prolonged period of time to explain patterns of historical continuity and change.	SE: <i>World Literature</i> 182-183, 840-841 <i>National Geographic Special Report</i> 134-137, 464-467, 728-731 <i>Eyewitness to History</i> 155, 302, 620
2. develops and implements effective research strategies for investigating a given historical topic.	SE: <i>Critical Thinking Skillbuilder</i> 65, 309, 351, 440, 635, 757 <i>Social Studies Skillbuilder</i> 334, 928
3. examines and analyzes primary and secondary sources in order to differentiate between historical facts and historical interpretations.	SE: <i>Primary Sources Library</i> 990-1001 <i>National Geographic Special Report</i> 134-137, 258-261, 662-665 <i>World Literature</i> 182-183, 572-573, 708-709
4. compares competing historical narratives, by contrasting different historians' choices of questions, uses and choices of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.	SE: <i>Opposing Viewpoints</i> 200-201, 410-411, 658-659, 740-741 <i>World Literature</i> 182-183, 572-573 <i>Eyewitness to History</i> 126, 433, 705 <i>National Geographic Special Report</i> 134-137, 258-261, 662-665 <i>A Story That Matters</i> 108, 510

Codes Used for TWE Pages

C	Close
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CT	Critical Thinking
CTA	Critical Thinking Activity
En	Enrich
ExC	Extending the Content
HY	History and You
IDC	Interdisciplinary Connections Activity
LPP	Linking Past and Present
MIN	Meeting Individual Needs
RA	Researching Activity
ReA	Reteaching Activity
T	Teach
WA	Writing Activity
WM	Why It Matters
WW	Who? What? Where? When?