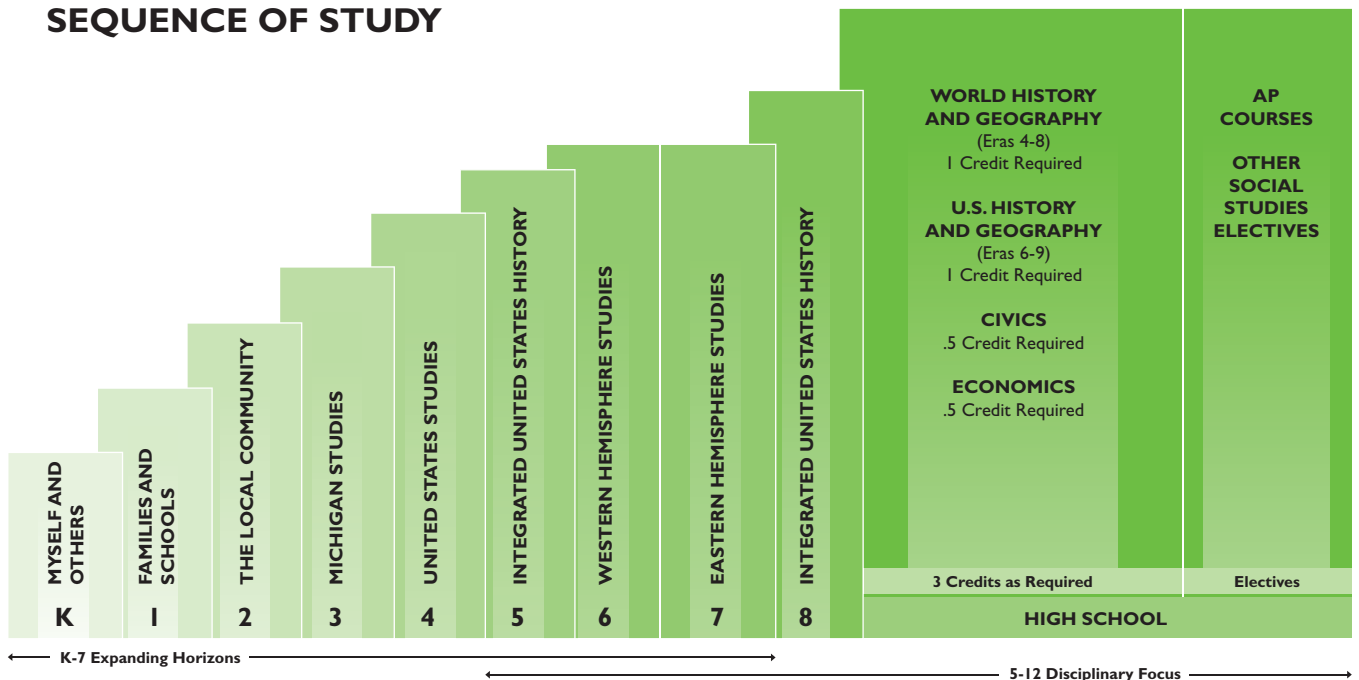


# Michigan High School Social Studies

## WORLD HISTORY AND GEOGRAPHY

### SEQUENCE OF STUDY



## WORLD HISTORY AND GEOGRAPHY

World history and world geography are the fastest growing sections of the social studies curriculum. A recent federal study showed that the percentage of American students taking world history or world geography has risen faster than any other class in the social studies.<sup>1</sup> In 2005, over 77% of American seniors had taken World History in high school, a significant increase from the 60% who had World History on their high school transcripts in 1990. During that time, the number of high school students who had taken World Geography increased from 21% to 31%. The growth in Advanced Placement (AP) exams in geography and world history offers another dramatic indication of the impact of the world on the curriculum in the United States. The College Board created an AP Human Geography course in 2001 and the number of exams has risen from 3,000 then to over 21,000 in 2006. Even more impressive has been the growth of AP World History that accommodated around 21,000 students with its first world history exam in 2002; by 2007, more than 100,000 had taken the AP World History exam.<sup>2</sup>

Clearly, there is a growing recognition in our global age that American students must understand more than just the history and geography of the United States because today citizenship in our democracy demands global understanding. With its new high school requirement in World History and Geography, Michigan joins the majority of states in increasing its emphasis on learning more about the world and its history.

However, recent national studies also reveal great variation in the quality and content of courses in world history and geography. Recent national studies found that many states' world history standards were quite vague, often organized around themes with little substantive content, or with an emphasis on European history while neglecting content on Asia, Africa, Latin America, or the Middle East.<sup>3</sup> Another analysis of the world history standards in the fifty states showed some states created their world history courses by taking a Western Civilization course and simply adding a unit or two on China, Africa, or India to a course in European history. Other states took a global and comparative regional approach.<sup>4</sup> In developing its World History and World Geography programs, for example, the College Board took a global and comparative approach. In short, calling a course or requirement "world history and geography" does not ensure that students will engage in a quality study of the world's history and geography.

Michigan's World History and Geography takes a global and comparative approach to studying the world and its past to develop greater understanding of the development of worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. The content expectations build upon the very best and most highly regarded standards, benchmarks, and courses in history and geography. The expectations are organized using both time and space to engage students in cross-temporal and cross-regional studies. Integrating geography and history, the content expectations are organized within historical eras and different geographic scales. That is, within each era students work at three interconnected spatial scales: the global, interregional and regional. Just as a photographer uses multiple lenses—close-up, wide-angle, and zoom—to tell pictorial stories, these content expectations ask teachers and students to study the world's history and geography through several different lenses to understand the whole most completely.<sup>5</sup>

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

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<sup>1</sup>Sean Cavanagh, "World History and Geography Gain Traction," in *Class: Seeds of Internationally Themed Lessons Were Planted in the 1980s*, *Education Week*, March 21 2007, 10.

<sup>2</sup>Robert B. Bain and Tamara L. Shreiner, "Issues and Options in Creating a National Assessment in World History," *The History Teacher* 38, no. 2 (2005): 241-72.

<sup>3</sup>Kathleen Kennedy Manzom, "Most States Earn Poor Grades for World-History Standards," *Education Week*, June 14 2006, 12; Walter Russell Mead, *The State of State World History Standards* (Washington, DC: Fordham Foundation, 2006) *Geography: an Integrative, Disciplined Study*

<sup>4</sup>Bain and Shreiner, "Issues and Options"

<sup>5</sup>David Christian, *This Fleeting World: A Short History of Humanity* (Great Barrington, MA: Berkshire Publishing, 2008)

### ***Geography: an Integrative, Disciplined Study***

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is the Earth's surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment more challenging, and the global economy more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies require competencies with geography from the local to global scale.

The purpose for studying world geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. Those patterns and processes occur as webs of relationships within the natural world and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, where they are on Earth's surface, why they are there, and what are the consequences for people and the environment? For example, large amounts of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past, and this impacts the present. For example, availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf Region.

The study of geography as a discipline is approached two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. The Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs and social, economic, and ethnic residential patterns that spread across urban space. At times regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and/or ethnicity. The spatial pattern of topics may cross political boundaries and connect continents, such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the World Wide Web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

### ***History: an Integrative, Disciplined Study***

History is an integrative discipline that studies change and continuity over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people developed solutions to meet their perceived problems. World history is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, “We live our lives forward, but we understand them backwards.”

Like geography, history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources – such as public and private documents, numerical data and maps – to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. History thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History, thus, not only helps us use facts to understand the context and background of our institutions, cultures and societies, it also helps increase our ability to analyze change, evaluate others’ interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

### ***The World in Time and Space: Michigan’s Content Expectations***

Michigan’s World History and Geography content expectations encourage students to work with and across different scales of time and space to:

- Investigate global patterns and developments over time while connecting more local patterns to larger interregional and global patterns.
- Employ different analytical schemes, including global, regional, national and local to understand developments over time.
- Compare within and among regions and societies, and across time.
- Develop an understanding of the historical and geographic context of human commonalities and differences, particularly in considering claims of universal standards or of cultural diversity.

### ***In their studies students will focus on five large historical and geographic patterns***

- The causes, consequences, and patterns of changes in human governance systems and changes over time.
- The causes, consequences, and patterns of interactions among societies and regions, including trade, war, diplomacy, and international institutions.
- The impact of demographic, technological, environmental, and economic changes on people, their culture, and their environment.
- Causes, consequences, and patterns of cultural, intellectual, religious and social changes across the world, and among and within societies.
- The relationship between the environment and global and regional developments in population, settlement, economy, and politics.

Two complementary frameworks organize the content expectations. Using time, the K-12 expectations are presented in eight, overlapping historical eras. The high school expectations begin with a short set of foundational expectations, and include ERAs 4-8 and conclude with a set of contemporary global issues.

Foundational Expectations – Expectations to establish necessary background to begin high school study

Era 4 Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.

Era 5 The Emergence of the First Global Age, 15th to 18th Centuries

Era 6 An Age of Global Revolutions, 18th Century to 1914

Era 7 Global Crisis and Achievement, 1900 to 1945

Era 8 The Cold War and its Aftermath: The 20th Century Since 1945

Contemporary Global Issues

Using *space*, three different spatial scales– global, interregional, and regional– also structure the content expectations.

**Global Expectations** focus on large-scale patterns occurring in several areas of the globe, such as the collapse or decline of empires, growth of trade networks, war, industrialism, and the diffusion of religions or philosophies. Expectations at this level also include comparisons that span across time (or eras) such as comparing the growth of world religions before 1500 C.E./A.D. with growth after 1500 or comparing the agricultural economic system of the 17th century with the industrial economic system of the 18th century.

**Interregional expectations** focus on interregional patterns and comparisons across space within a particular era. Examples of interregional patterns include trade networks prior to 1500 C.E./A.D., the trans-Atlantic slave system, and the unification of Eurasia under the Mongols. These expectations also include cross-spatial comparisons such as comparing the social and economic impacts of industrialism in particular regions of the world and comparing 20th century independence movements in India, Africa, and Southeast Asia.

**Regional expectations** focus on events within a particular region such as Latin America through the 18th century, the Russian Revolution, or the rise of Fascism in Europe.

Although the expectations are divided into eras and spatial scales for the purpose of organization, teachers and students must not see lines between eras and spatial scales as fixed. These are not absolute compartments but rather fluid, nested categories used to help organize content expectations. Teachers and students should be able to move, for example, from a global look at trade networks in the 10th century to an interregional look, to a look at the impact of trade in regions such as South Africa, Japan, or Cuba. The connections between *and among* these temporal eras and spatial scales are the most important features of world history and geography. To help suggest connections among and between expectations, there are many cross references to help teachers and students make connections across time and space.

**Conclusion:**

As Michigan students study World History and Geography, they will learn about the human experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human and social forces that have influenced and continues to influence us. Studying World History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales.

This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such global study. Historical and geographic literacy demands that students learn to read critically, analyze and evaluate arguments, decide which positions, given the evidence, are more or less plausible, better or worse. While learning about the facts, events and significant developments, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they are “entitled” to hold their views.

It is equally important to remember the pleasures that such study can provide both teachers and students. A disciplined study of World History and Geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using history and geography, teachers can fill the class with enduring human dramas and dilemmas, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

The study of world history and geography is well worth our efforts because it is so vital. Learning about a world that we can traverse in hours and communicate across within minutes is now essential for every individual. Understanding the world’s peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. As citizens, our students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve and democratic societies so desperately need.

## ***Using the World History and Geography HSCE: Things to Remember***

There are a number of important considerations for teachers to keep in mind as they use these World History and Geography expectations to plan instruction. It is important to remember that this document:

**Integrates Geography and History** – In meeting these expectations, students will use the content and habits of mind of both history and geography to study the world's past and present. This document employs both temporal and spatial schemes to present the content expectations. The spatial structure is embedded within the temporal scheme. To make geography more visible as a tool for studying the past, National Geography Standards are referenced after expectations where appropriate.

**Uses historical and geographic thinking** – All of the expectations require students to think – analyze, evaluate, compare, contrast, argue – using history's and geography's habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for world historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

**Requires active, disciplined inquiry** – In using history and geography's habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning history and geography involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study.<sup>6</sup> It entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.

**Represents Content Expectations and not Pedagogical Organization** – This document lists content expectations for students. It does not establish a suggested organization for teaching or learning this content. For example, this document does not present expectations in a suggested instructional sequence. Further, individual expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators will combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historical or geographic issue or problem to organize weeks of study, while coherently employing many content expectations.

**Differentiates between required and suggested content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer *examples* for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

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<sup>6</sup>Linda S. Levstik and Keith C. Barton, *Doing History: Investigating with Children in Elementary and Middle Schools* (Mahwah, NJ: Lawrence Erlbaum, 2000):13.

# Overview of High School World History and Geography

Lens/Frame	Foundations	Era 4	Era 5	Era 6	Era 7	Era 8	Contemporary Global Issues
	Review of Eras 1-3 (Grades 6 and 7)	Expanding and Intensified Hemispheric Interactions	The Emergence of the First Global Age	Age of Global Revolutions	Global Crisis and Achievement	The Cold War and Its Aftermath	
	Beginnings to 650 C.E./A.D.	300-1500 C.E./A.D.	15th to 18th Centuries	18th Century to 1914	1900 to 1945	The 20th Century Since 1945	
Global or Cross-Temporal Expectations	F1 World Historical and Geographical "Habits of Mind" and Central Concepts F2 Systems of Human Organizations F3 Growth and Development of World Religions	Crisis in the Classical World World Religions Trade Networks and Contacts	Emerging Global System World Religions	Global Revolutions World-Wide Migrations and Population Changes Increasing Global Interconnections Changes in Economic and Political Systems Interpreting Europe's Increasing Global Power	Increasing Government and Political Power Comparative Global Power Twentieth Century Genocide Global Technology Total War	Origins of Cold War Cold War Conflicts End of Cold War Mapping the 20th Century	CG1 Population CG2 Resources CG3 Patterns of Global Interactions CG4 Conflict, Cooperation, and Security
Interregional or Comparative Expectations	F4 Regional Interactions	Growth of Islam and Dar al-Islam Unification of Eurasia under the Mongols The Plague	European Exploration/Conquest and Columbian Exchange Trans-African and Trans-Atlantic Slave Systems	Political Revolutions Growth of Nationalism and Nation-States Industrialization Imperialism	World War I Inter-War Period World War II Revolutionary and/or Independence Movements	The Legacy of Imperialism: Independence, Decolonization, Democratization Movements Middle East	
Regional Expectations		Africa to 1500 The Americas to 1500 China to 1500 The European System and the Byzantine Empire to 1500 Western Europe to 1500	Ottoman Empire to 1800 East Asia South Asia/India Russia, Europe, and Latin America through 18th Century	Europe East Asia Africa	Russian Revolution Europe and the Rise of Fascism and Totalitarian States Asia The Americas Middle East		



# World History and Geography (WHG) Content Statement Outline

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS *(listed on page 20)*

- K1 General Knowledge
- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

## WORLD HISTORY AND GEOGRAPHY

### Eras 4 – 8 Addressed in WHG HSCE

#### Foundations in WHG Eras 1 – 3 *(Review of content taught in Grades 6 and 7)*

- F1 World Historical and Geographical “Habits of Mind” and Central Concepts
- F2 Systems of Human Organizations
- F3 Growth and Development of World Religions
- F4 Regional Interactions

#### WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.

- 4.1 Crisis in the Classical World, World Religions, Trade Networks and Contacts
- 4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague
- 4.3 Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500

#### WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries

- 5.1 Emerging Global System and World Religions
- 5.2 European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems
- 5.3 Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century

#### WHG Era 6 – An Age of Global Revolutions, 18th Century-1914

- 6.1 Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power
- 6.2 Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism
- 6.3 Europe, East Asia, and Africa

#### WHG Era 7 – Global Crisis and Achievement, 1900-1945

- 7.1 Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War
- 7.2 World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements
- 7.3 Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East

#### WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945

- 8.1 Origins of Cold War, Cold War Conflicts, End of Cold War, Mapping the 20th Century
- 8.2 The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East

#### Contemporary Global Issues 1 – 4 *(Population, Resources, Patterns of Global Interactions, Conflict, Cooperation, and Security)*

## National Geography Standards *(as referenced after expectations where appropriate)*

### The World in Spatial Terms: Geographical Habits of Mind

- 1. Tools, Technology, and Information Processing
- 2. Mental Maps
- 3. Spatial Organization on Earth's Surface

### Places and Regions

- 4. Physical and Human Characteristics of Place
- 5. Creating Regions
- 6. Perceptions of Places and Regions

### Physical Systems

- 7. Physical Processes
- 8. Ecosystems

### Human Systems

- 9. Distribution and Migration of People
- 10. Cultural Mosaic
- 11. Economic Interdependence
- 12. Patterns of Human Settlement
- 13. Forces of Cooperation and Conflict

### Environment and Society

- 14. Human Modification of the Environment
- 15. How Physical Systems Affect Human Systems
- 16. Resource Use and Distribution

### Uses of Geography

- 17. Using Geography to Interpret the Past
- 18. Using Geography to Interpret the Present and Plan for the Future

## Disciplinary Knowledge

*(See page 18)*

Historical and Geographic Knowledge and Perspective  
Historical and Geographic Analysis and Interpretation

## World History Themes

Historical and Geographic Changes  
People, Cultures, and Ideas  
Economic and Technological Changes  
Changing Role of Global Powers

## **General Social Studies Knowledge, Processes, and Skills**

### **K1 General Knowledge – embedded in WHG standards and expectations**

- K1.1 Know the defining characteristics of the disciplines of history and geography.
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
- K1.3 Understand and analyze temporal and spatial relationships and patterns.
- K1.4 Understand historical and geographical perspectives.
- K1.5 Understand the diversity of human beings and human cultures.
- K1.6 Analyze events and circumstances from the vantage point of others.
- K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- K1.9 Integrate concepts from at least two different social studies disciplines.
- K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

### **Social Studies Procedures and Skills – embedded in WHG standards and expectations**

#### **P1 Reading and Communication – read and communicate effectively.**

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### **P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.**

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

#### **P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.**

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

#### **P4 Citizen Involvement**

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

### **Disciplinary Knowledge – embedded in WHG standards and expectations**

#### **Historical and Geographical Knowledge and Perspective**

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.

Identify and define specific factual information, themes, movements, and general principles operating in world history and geography to deduce meaning and comprehend patterns.

#### **Historical and Geographical Analysis and Interpretation**

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

#### **Global Analysis of World History Eras 4 – 8**

# WORLD HISTORY AND GEOGRAPHY

## FOUNDATIONS WHG 1-3: BEGINNING THE HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY COURSE/CREDIT

*These foundational expectations are included to set the stage for the study of World History and Geography in High School and to help bridge the transition from Middle School Social Studies.*

### **F1 World Historical and Geographical “Habits of Mind” and Central Concepts**

*Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)(National Geography Standard 2, p. 186)*

### **F2 Systems of Human Organizations**

*Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212)*

- Changes brought on by the Agricultural Revolution, including the environmental impact of settlements
- TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze
- Classical China or India (Han China or Gupta empires)
- Classical Mediterranean (Greece and Rome)

### **F3 Growth and Development of World Religions**

*Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including*

- spatial representations of that growth
- interactions with culturally diverse peoples
- responses to the challenges offered by contact with different faiths
- ways they influenced people’s perceptions of the world. (National Geography Standard 6, p. 195)

### **F4 Regional Interactions**

*Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp. 188 and 210)*

# WORLD HISTORY AND GEOGRAPHY

## WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

### 4.1 Cross-temporal or Global Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.

**4.1.1 Crisis in the Classical World** – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)

**4.1.2 World Religions** – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including

- Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades
- Islam and Hinduism in South Asia (See 5.3.3)
- continuing tensions between Catholic and Orthodox Christianity  
(National Geography Standard 10, p. 203)

**4.1.3 Trade Networks and Contacts** – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including

- land-based routes across the Sahara, Eurasia and Europe
- water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas  
(National Geography Standard 11, p. 206)

### 4.2 Interregional or Comparative Expectations

Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.

**4.2.1 Growth of Islam and Dar al-Islam** [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including

- The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society
- diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi
- role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia
- the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

(National Geography Standard 10, p. 203)

**4.2.2 Unification of Eurasia under the Mongols** – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)

**4.2.3 The Plague** – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)

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## 4.3 Regional Expectations

Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.

**4.3.1 Africa to 1500** – Describe the diverse characteristics of early African societies and the significant changes in African society by

- comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (*National Geography Standard 12, p. 208*)
- using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (*National Geography Standard 9, p. 201*)
- analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (*National Geography Standard 11, p. 206*)
- analyzing the development of an organized slave trade within and beyond Africa (*National Geography Standard 4, p. 190*)
- analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (*National Geography Standard 10, p. 203*)

**4.3.2 The Americas to 1500** – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (*National Geography Standard 10, p. 203*)

**4.3.3 China to 1500** – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (*National Geography Standard 4, p. 190*)

**4.3.4 The Eastern European System and the Byzantine Empire to 1500** – Analyze restructuring of the Eastern European system including

- the rise and decline of the Byzantine Empire
- the region's unique spatial location
- the region's political, economic, and religious transformations
- emerging tensions between East and West (*National Geography Standard 3, p. 188*)

**4.3.5 Western Europe to 1500** – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including

- the role and political impact of the Roman Catholic Church in European medieval society
- how agricultural innovation and increasing trade led to the growth of towns and cities (*National Geography Standard 14, p. 212*)
- the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)
- the cultural and social impact of the Renaissance on Western and Northern Europe

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## WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES

### 5.1 Cross-temporal or Global Expectations

Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.

**5.1.1 Emerging Global System** – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (*National Geography Standard 11, p. 207*)

**5.1.2 World Religions** – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (*National Geography Standard 9, pg. 202*)

### 5.2 Interregional or Comparative Expectations

Analyze the impact of oceanic travel on interregional interactions.

**5.2.1 European Exploration/Conquest and Columbian Exchange** – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by

- describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries (*National Geography Standard 11, p. 206*)
- explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (*See 5.3.5*) (*National Geography Standard 14, p. 212*)

**5.2.2 Trans-African and Trans-Atlantic Slave Systems** – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by

- using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage (*National Geography Standard 11, p. 206*)
- comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (*See 5.3.5; 5.3.6*) (*See 4.3.1*)

### 5.3 Regional Content Expectations

Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.

**5.3.1 Ottoman Empire through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by

- using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (*National Geography Standard 13, p. 210*)
- analyzing the impact of the Ottoman rule

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**5.3.2 East Asia through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in East Asia by

- analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (*National Geography Standard 5, p. 192*)
- analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (*National Geography Standard 4, p. 190*)

**5.3.3 South Asia/India through the 18th Century** – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (*National Geography Standard 4, p. 190*)

**5.3.4 Russia through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in Russia including

- Russian imperial expansion and top-down westernization/modernization (*National Geography Standard 13, p. 210*)
- the impact of its unique location relative to Europe and Asia (*National Geography Standard 3, p. 188*)
- the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (*National Geography Standard 10, p. 203*)

**5.3.5 Europe through the 18th Century** – Analyze the major political, religious, cultural and economic transformations in Europe by

- explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (*National Geography Standard 13, p. 210*)
- analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism
- analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society
- analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)

**5.3.6 Latin America through the 18th Century** – Analyze colonial transformations in Latin America, including

- the near-elimination of American Indian civilizations and peoples
- social stratifications of the population (e.g., peninsulares, creoles, mestizos)
- the regional and global role of silver and sugar
- resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (*National Geography Standard 12, p. 208*)

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## WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

### 6.1 Global or Cross-temporal Expectations

*Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.*

**6.1.1 Global Revolutions** – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (*National Geography Standard 13, p. 210*)

**6.1.2 World-wide Migrations and Population Changes** – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (*National Geography Standard 9, p. 201*)

**6.1.3 Increasing Global Interconnections** – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including

- constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (*National Geography Standard 10, p. 203*)
- the global spread of major innovations, technologies, and commodities via new global networks (*National Geography Standard 11, p. 206*)

**6.1.4 Changes in Economic and Political Systems** – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)

**6.1.5 Interpreting Europe's Increasing Global Power** – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (*National Geography Standard 13, p. 210*)

### 6.2 Interregional or Comparative Expectations

*Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.*

**6.2.1 Political Revolutions** – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (*National Geography Standard 13, p. 210*)

**6.2.2 Growth of Nationalism and Nation-states** – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (*National Geography Standard 10, p. 203*)

**6.2.3 Industrialization** – Analyze the origins, characteristics and consequences of industrialization across the world by

- comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France
- describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (*National Geography Standard 11, p. 206*)
- describing the environmental impacts of industrialization and urbanization (*National Geography Standard 14, p. 212*)



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## 6.2.4 Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by

- using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216)
- describing the connection between imperialism and racism, including the social construction of race
- comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 210)
- analyze the responses to imperialism by African and Asian peoples (See 6.6.3) (National Geography Standard 13, p. 210)

Note: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectation 6.2.1)

## 6.3 Regional Content Expectations

Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.

### 6.3.1 Europe – Analyze the economic, political, and social transformations in Europe by

- analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206)
- explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women
- using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210)

### 6.3.2 East Asia – Analyze the political, economic, and social transformations in East Asia by

- explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210)
- describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions

### 6.3.3 Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)

## WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-1945

### 7.1 Global or Cross-temporal Expectations

Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.

#### 7.1.1 Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2) (National Geography Standard 13, p. 210)

#### 7.1.2 Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)

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**7.1.3 Twentieth Century Genocide** – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)

**7.1.4 Global Technology** – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (*National Geography Standard 11, p. 206*)

**7.1.5 Total War** – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (*National Geography Standard 13, p. 210*)

## 7.2 Interregional or Comparative Expectations

*Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.*

**7.2.1 World War I** – Analyze the causes, characteristics, and long-term consequences of World War I by

- analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism
- analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)
- explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe

(*National Geography Standard 13, p. 210*)

**7.2.2 Inter-war Period** – Analyze the transformations that shaped world societies between World War I and World War II by

- examining the causes and consequences of the economic depression on different regions, nations, and the globe
- describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)
- comparing and contrasting the rise of nationalism in China, Turkey, and India

(*National Geography Standard 10, p. 203*)

**7.2.3 World War II** – Analyze the causes, course, characteristics, and immediate consequences of World War II by

- explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland) (*National Geography Standard 13, p. 210*)
- explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (*National Geography Standard 10, p. 203*)
- analyzing the major turning points and unique characteristics of the war (See 7.1.5) (*National Geography Standard 17, p. 219*)
- explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (*National Geography Standard 13, p. 210*)
- analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (*National Geography Standard 6, p. 195*)
- describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (*National Geography Standard 6, p. 195*)

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7.2.4 **Revolutionary and/or Independence Movements** – Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (*National Geography Standard 13, p. 210*)

## 7.3 Regional Content Expectations

*Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.*

7.3.1 **Russian Revolution** – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges. (*National Geography Standard 6, p. 195*)

7.3.2 **Europe and Rise of Fascism and Totalitarian States** – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)

7.3.3 **Asia** – Analyze the political, economic, and social transformations that occurred in this era, including (*National Geography Standard 13, p. 210*)

- Japanese imperialism
- Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)
- Indian independence struggle

7.3.4 **The Americas** – Analyze the political, economic and social transformations that occurred in this era, including

- economic imperialism (e.g., dollar diplomacy)
- foreign military intervention and political revolutions in Central and South America
- nationalization of foreign investments

(*National Geography Standard 13, p. 210*)

7.3.5 **Middle East** – Analyze the political, economic, and social transformations that occurred in this era, including

- the decline of the Ottoman Empire
- changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples
- the role of the Mandate system
- the discovery of petroleum resources

(*National Geography Standard 13, p. 210*)

## WHG ERA 8 – THE COLD WAR AND ITS AFTERMATH: THE 20TH CENTURY SINCE 1945

### 8.1 Global and Cross-temporal Expectations

*Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.*

8.1.1 **Origins of the Cold War** – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3) (*National Geography Standard 13, p. 210*)

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## 8.1.2 Cold War Conflicts – Describe the major arenas of conflict, including

- the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam
- ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin
- the arms and space race

*(National Geography Standard 13, p. 210)*

## 8.1.3 End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power.

*(National Geography Standard 13, p. 210)*

## 8.1.4 Mapping the 20th Century – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). (See 7.2.3) *(National Geography Standard 13, p. 210)*

## 8.2 Interregional or Comparative Expectations

*Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.*

### 8.2.1 The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). *(National Geography Standards 11 and 16, pp. 206 and 216)*

### 8.2.2 Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. *(National Geography Standards 13 and 17, pp. 210 and 219)*

### 8.2.3 Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. *(National Geography Standards 13 and 17, pp. 210 and 219)*

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## CONTEMPORARY GLOBAL ISSUES

Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.

### CG1 Population

*Explain the causes and consequences of population changes over the past 50 years by analyzing the*

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology)
- distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)
- relationship of the population changes to global interactions, and their impact on three regions of the world

*(National Geography Standards 9 and 17, pp. 201 and 219)*

### CG2 Resources

*Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating*

- change in spatial distribution and use of natural resources
- the differences in ways societies have been using and distributing natural resources
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources
- major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent)
- the impact of humans on the global environment

*(National Geography Standard 16, p. 216)*

### CG3 Patterns of Global Interactions

*Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing*

- economic interdependence of the world's countries and world trade patterns
- the exchanges of scientific, technological, and medical innovations
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns
- comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources

*(National Geography Standards 6 and 11, pp. 195 and 206)*

### CG4 Conflict, Cooperation, and Security

*Analyze the causes and challenges of continuing and new conflicts by describing*

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)
- causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)
- local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights
- the type of warfare used in these conflicts, including terrorism, private militias, and new technologies

*(National Geography Standards 10 and 13, pp. 203 and 210)*