



***World History  
and Geography:  
1500 A.D. (C.E.)  
to the Present***

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## INTRODUCTION

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The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

### **Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

### **Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## STANDARD WHII.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"><li>• Diaries</li><li>• Interviews</li><li>• Letters</li><li>• Raw data</li><li>• Court records and transcripts</li><li>• Photographs</li><li>• Journal articles that report the findings of original research and are written by the researchers themselves</li><li>• Autobiographies</li><li>• Speeches</li><li>• Creative works (novels, plays, poems, music, art)</li><li>• Magazine and journal articles</li><li>• Nonfiction books</li></ul>	<ul style="list-style-type: none"><li>• Use a variety of information sources to do the following:<ul style="list-style-type: none"><li>○ Examine and analyze information about the social/political organization, religion, and economics of a region. Use the information to determine the civilization's impact and influence with relationship to resources, land and water usage, transportation methods, and communications.</li><li>○ Examine and analyze geographic information and demographic data. Use the information gathered to gain a new and deeper understanding of conflicts within or among regions.</li></ul></li><li>• Prepare a collection of primary and secondary sources that best relate to a unit of study. Examine the sources to do the following:<ul style="list-style-type: none"><li>○ Make and record observations about the sources and generate questions about each item.</li><li>○ Determine commonalities and patterns in the themes of the sources, as well as how the sources connect to the overarching topic of the lesson.</li><li>○ Create a graphic organizer that describes how each source depicts a specific point of view about a period of study.</li></ul></li></ul>

## STANDARD WH.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
b) using geographic information to determine patterns and trends in world history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</p> <p>The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"><li>• Location: Defined according to its position on the earth's surface; where is it?</li><li>• Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?</li><li>• Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?</li><li>• Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?</li><li>• Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?</li></ul>	<ul style="list-style-type: none"><li>• Use a variety of sources, such as the following:<ul style="list-style-type: none"><li>○ GIS (Geographic Information Systems)</li><li>○ Field work</li><li>○ Satellite images</li><li>○ Photographs</li><li>○ Maps, globes</li><li>○ Charts and graphs</li><li>○ Databases</li><li>○ Primary sources</li><li>○ Diagrams</li></ul></li><li>• Analyze the dynamic relationship between physical and human geography.</li><li>• Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends.</li><li>• Examine maps of a location before and after a major conflict to discuss how the major conflict impacted the social, political, and economic landscape of a location.</li><li>• Use maps to explain how the location of resources influences patterns, trends, and migration of a population.</li></ul>

**STANDARD WHII.1c**

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting begins with observation and collection of data to extract significant information embedded within data.</p> <p>Interpreting involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.</p>	<ul style="list-style-type: none"><li>• Gather information and create a chart of the characteristics of a revolution to draw conclusions about its origins, principles, and expansion.</li><li>• Gather information from a variety of sources about a civilization. Organize the information into a chart or graph in order to draw conclusions about the growth and the cultural, political, and economic development of the civilization.</li><li>• Gather information from a variety of sources regarding the development of a conflict. Organize the information into a chart to draw conclusions about the origin and outcomes of the conflict.</li></ul>

## STANDARD WHII.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
d) evaluating sources for accuracy, credibility, bias, and propaganda;

Essential Understandings	Experiences may include but are not limited to the following:
<p>It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.</p> <p>The context from the time period of the primary or secondary source can influence the information included.</p> <p>Facts can be verified with evidence while opinions cannot.</p> <p>Bias is partiality in favor of or against one thing, person, or group compared with another.</p>	<ul style="list-style-type: none"><li>• Develop criteria or questions to evaluate a source. Consider the following when evaluating a source:<ul style="list-style-type: none"><li>○ Timeliness of the information</li><li>○ Importance of the information</li><li>○ Source of the information</li><li>○ Reliability, truthfulness, and correctness of the content</li><li>○ Reason the information exists</li></ul></li><li>• Examine primary and secondary sources that are related to the same conflict or war but are from different perspectives.</li><li>• Analyze, compare, and contrast multiple texts for content, intent, impact, and effectiveness.</li><li>• Prepare evidence for a Socratic seminar in order to explain how a historical figure used vocabulary and tone to persuade his or her audience to accept his or her point of view.</li></ul>

**STANDARD WH.1e**

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="816 420 1661 899" data-label="Diagram"><p>The diagram consists of a rounded rectangular frame containing two overlapping circles. Above the top circle is a rectangular box containing the text 'External Influences'. Below the bottom circle is another rectangular box containing the text 'External Influences'.</p></div> <ul style="list-style-type: none"><li>• Gather a variety of sources about the economic state of selected countries at the beginning of World War I. Evaluate the information for accuracy and relevance. Use a Venn diagram to organize the facts in order to determine<ul style="list-style-type: none"><li>○ similarities and differences between the selected countries</li><li>○ the impact of external influences (e.g., political, leaders).</li></ul></li><li>• Gather a variety of sources summarizing a specific event (e.g., English Civil War, Indian independence movement). Use a Venn diagram to organize the facts in order to determine<ul style="list-style-type: none"><li>○ similarities and differences between recorded accounts</li><li>○ the impact of external influences.</li></ul></li></ul>

## STANDARD WHII.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.</p> <p>An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"><li>• Apply a process for explaining indirect cause-and-effect relationships, such as the following:<ul style="list-style-type: none"><li>○ Choose an established effect and brainstorm causes of that effect.</li><li>○ Categorize and organize the causes into direct or indirect causes.</li><li>○ Describe direct and indirect items separately.</li><li>○ Compare and contrast direct and indirect causes.</li><li>○ Identify the most important difference between the direct and indirect causes.</li><li>○ Draw conclusions about the impact on people, places, and events.</li><li>○ Discuss, defend, and refine conclusions.</li></ul></li><li>• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the civilizations, empires, or countries.</li><li>• Create flow charts, storyboards, and timelines that explore multiple causes and effects.</li><li>• Determine how the choices of selected people/groups impacted world history.</li><li>• Examine both intended and unintended consequences of an event, including the following questions:<ul style="list-style-type: none"><li>○ What was the context for the event to take place?</li><li>○ What actions were taken?</li><li>○ What was the result of these actions?</li></ul></li></ul>

## STANDARD WHII.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
g) analyzing multiple connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.</p>	<ul style="list-style-type: none"><li>• Select a civilization, religion, or event. Organize various aspects to determine and explain how the civilization, religion, or event changed over time. Organizing aspects may include the following:<ul style="list-style-type: none"><li>○ Social factors</li><li>○ Political factors</li><li>○ Economic factors</li><li>○ Cultural factors</li></ul></li><li>• Identify how culture changed to accommodate evolving ideas and beliefs, including the following:<ul style="list-style-type: none"><li>○ Revolutions</li><li>○ Conflicts</li><li>○ Reforms</li><li>○ Human-environment interactions</li><li>○ Laws and policy changes</li><li>○ Advancements</li><li>○ Conflicts</li><li>○ Diversity</li><li>○ Movements and migrations</li></ul></li></ul>

## STANDARD WHII.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
 h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																																									
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> <li>• make decisions for the future</li> <li>• better understand the choices people faced in the past</li> <li>• analyze the outcomes of the decisions that people already made.</li> </ul> <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> <li>• compare the expected costs and benefits of alternative choices</li> <li>• identify the costs and benefits of specific choices made.</li> </ul> <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> <li>• Use a PACED (Problem, Alternatives, Criteria, Evaluate, Decision) decision grid:           <table border="1" data-bbox="611 488 1906 781"> <tr> <td colspan="3" data-bbox="611 488 1906 529"><b>Problem:</b> King Henry VIII and the decision to marry when faced with a crisis of succession</td> </tr> <tr> <td data-bbox="611 529 1360 623"><b>Criteria</b></td> <td data-bbox="1360 529 1625 623">Devotion to Catholic Christianity</td> <td data-bbox="1625 529 1906 623">Desire to ensure male royal succession</td> </tr> <tr> <td data-bbox="611 623 1360 664" style="text-align: right;"><b>Alternatives</b></td> <td data-bbox="1360 623 1625 664"></td> <td data-bbox="1625 623 1906 664"></td> </tr> <tr> <td data-bbox="611 664 1360 704">Divorce Katherine while making himself head of the church</td> <td data-bbox="1360 664 1625 704"></td> <td data-bbox="1625 664 1906 704"></td> </tr> <tr> <td data-bbox="611 704 1360 745">Submit to the church's ruling</td> <td data-bbox="1360 704 1625 745"></td> <td data-bbox="1625 704 1906 745"></td> </tr> <tr> <td data-bbox="611 745 1360 781">Stay married to Katherine and name their daughter as heir</td> <td data-bbox="1360 745 1625 781"></td> <td data-bbox="1625 745 1906 781"></td> </tr> <tr> <td colspan="3" data-bbox="611 781 1906 821"><b>Decision:</b></td> </tr> </table> </li> <li>• Use a cost-benefit analysis chart:           <table border="1" data-bbox="611 862 1923 1157"> <tr> <td colspan="4" data-bbox="611 862 1923 902">World War I mandate system and the creation of Middle Eastern states</td> </tr> <tr> <td data-bbox="611 902 1121 997" style="text-align: center;"><b>Costs</b></td> <td data-bbox="1121 902 1283 997" style="text-align: center;"><b>Level of Importance 1-5</b></td> <td data-bbox="1283 902 1764 997" style="text-align: center;"><b>Benefits</b></td> <td data-bbox="1764 902 1923 997" style="text-align: center;"><b>Level of Importance 1-5</b></td> </tr> <tr> <td data-bbox="611 997 1121 1091">Increased Arab hostility toward Western nations</td> <td data-bbox="1121 997 1283 1091"></td> <td data-bbox="1283 997 1764 1091">Created a framework by which people groups could achieve statehood following the collapse of the Ottoman Empire</td> <td data-bbox="1764 997 1923 1091"></td> </tr> <tr> <td data-bbox="611 1091 1121 1131">Heightened religious tension in the area</td> <td data-bbox="1121 1091 1283 1131"></td> <td data-bbox="1283 1091 1764 1131"></td> <td data-bbox="1764 1091 1923 1131"></td> </tr> <tr> <td data-bbox="611 1131 1121 1157" style="text-align: right;"><b>Total</b></td> <td data-bbox="1121 1131 1283 1157"></td> <td data-bbox="1283 1131 1764 1157" style="text-align: right;"><b>Total</b></td> <td data-bbox="1764 1131 1923 1157"></td> </tr> </table> </li> </ul>	<b>Problem:</b> King Henry VIII and the decision to marry when faced with a crisis of succession			<b>Criteria</b>	Devotion to Catholic Christianity	Desire to ensure male royal succession	<b>Alternatives</b>			Divorce Katherine while making himself head of the church			Submit to the church's ruling			Stay married to Katherine and name their daughter as heir			<b>Decision:</b>			World War I mandate system and the creation of Middle Eastern states				<b>Costs</b>	<b>Level of Importance 1-5</b>	<b>Benefits</b>	<b>Level of Importance 1-5</b>	Increased Arab hostility toward Western nations		Created a framework by which people groups could achieve statehood following the collapse of the Ottoman Empire		Heightened religious tension in the area				<b>Total</b>		<b>Total</b>	
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## STANDARD WHII.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"><li>• Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following:<ul style="list-style-type: none"><li>○ Socratic seminar</li><li>○ Two-way journaling</li><li>○ Digital media (e.g., videoconferences)</li></ul></li><li>• Explore the ethical and legal issues related to the access and use of information by<ul style="list-style-type: none"><li>○ properly citing authors and sources used in research</li><li>○ validating Web sites</li><li>○ reviewing written drafts so that the language and/or thoughts of others are given credit.</li></ul></li><li>• Provide other students with constructive feedback on written assignments via the peer-editing process.</li><li>• Include the use of proper reference citations and distinguish one’s own ideas from information created or discovered by others.</li></ul>

## STANDARD WH.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
**j) investigating and researching to develop products orally and in writing.**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Experiences in the classroom provide opportunities for students to read, think, speak, and write about social science content.</p> <p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try to answer them.</p> <p>The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.</p> <p>Students take more ownership over investigating and researching when they are able to choose the type of product to produce.</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> <li>• formulate a question to investigate</li> <li>• create a goal/hypothesis</li> <li>• conduct research and collaborate with teacher and peers</li> <li>• revisit and revise the goal/hypothesis, if necessary</li> <li>• create a product</li> <li>• write a reflection on the process involved to arrive at product.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a college admission essay for a history program. Investigate and develop a position about what has the greatest impact on a culture or civilization: conflict, movement, migration, or change. Select specific events, locations, or individuals as examples to support the position. Include a list of questions about the civilization or culture that may be supported by further exploration of the topic.</li> <li>• Prepare a multimedia or video presentation of a debate. Gather evidence to support the arguments and conclusions. Questions may include the following:             <ul style="list-style-type: none"> <li>○ Greater impact on the Reformation: Luther or Calvin?</li> <li>○ Peter the Great (Russia): Hero or villain?</li> <li>○ Greatest contribution to modern revolutions: English Bill of Rights or Declaration of Independence?</li> <li>○ Most effective treaty to end a conflict?</li> </ul> </li> <li>• Investigate the history of the Hagia Sophia. Write a position statement answering the following question: “Should the Hagia Sophia be returned to a Christian church, converted to a mosque, or continued in its current capacity as a museum celebrating both Christianity and Islam?”</li> <li>• Investigate one of the major revolutions or movements in world history. Create a social media post or blog that discusses the following:             <ul style="list-style-type: none"> <li>○ Major focus of the revolution or movement</li> <li>○ Changes demanded</li> <li>○ Profile of the key individuals involved</li> <li>○ Social, economic, historical, and political influences and impacts</li> </ul> </li> </ul>

**STANDARD WHII.2a**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

a) locating major states and empires;

Essential Understandings	Essential Knowledge
By 1500 A.D. (C.E.), major states and empires had developed in various regions of the world.	<p><b>Western Europe</b></p> <ul style="list-style-type: none"><li>• England</li><li>• France</li><li>• Spain</li></ul> <p><b>Eastern Europe/Mideast</b></p> <ul style="list-style-type: none"><li>• Russia</li><li>• Ottoman Empire</li></ul> <p><b>Americas</b></p> <ul style="list-style-type: none"><li>• Incan Empire</li><li>• Aztec Empire</li></ul> <p><b>Far East</b></p> <ul style="list-style-type: none"><li>• China</li><li>• India</li></ul> <p><b>Africa</b></p> <ul style="list-style-type: none"><li>• Songhai</li></ul>

**STANDARD WHII.2b**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

b) describing artistic, literary, and intellectual ideas of the Renaissance;

Essential Understandings	Essential Knowledge
<p>New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.</p>	<p><b>Renaissance</b></p> <ul style="list-style-type: none"><li>• “Rebirth” of classical knowledge; “birth” of the modern world</li><li>• Spread of the Renaissance from the Italian city-states to northern Europe</li></ul> <p><b>Contributions of the Renaissance</b></p> <ul style="list-style-type: none"><li>• Accomplishments in the visual arts: Michelangelo, Leonardo da Vinci, Albrecht Dürer</li><li>• Accomplishments in literature: Machiavelli, Erasmus</li><li>• Accomplishments in intellectual ideas: Humanism, secularism</li></ul>

**STANDARD WHII.2c**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

c) describing the distribution of major religions;

Essential Understandings	Essential Knowledge
<p>By 1500 A.D. (C.E.), the five world religions had spread to many areas of the Eastern Hemisphere.</p>	<p><b>Location of world religions in 1500 A.D. (C.E.)</b></p> <ul style="list-style-type: none"><li>• Judaism: Concentrated in Europe and the Middle East</li><li>• Christianity: Concentrated in Europe and the Middle East</li><li>• Islam: Parts of Asia, Africa, and southern Europe; concentrated in the Middle East</li><li>• Hinduism: India and part of Southeast Asia</li><li>• Buddhism: East and Southeast Asia</li></ul>

**STANDARD WHII.2d**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

d) analyzing major trade patterns;

Essential Understandings	Essential Knowledge
<p>By 1500 A.D. (C.E.), regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.</p>	<p><b>Traditional trade patterns linking Europe with Asia and Africa</b></p> <ul style="list-style-type: none"><li>• Silk Road across Asia to the Mediterranean Basin</li><li>• Maritime routes across the Indian Ocean</li><li>• Trans-Saharan routes across North Africa</li><li>• Northern European links with the Black Sea</li><li>• Western European sea and river trade</li><li>• South China Sea and lands of Southeast Asia</li></ul> <p><b>Importance of trade patterns</b></p> <ul style="list-style-type: none"><li>• Exchange of products and ideas</li></ul>

**STANDARD WHII.2e**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Essential Understandings	Essential Knowledge
<p>By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.</p>	<p><b>Products exchanged along trade routes</b></p> <ul style="list-style-type: none"><li>• Paper, compasses, silk, porcelain (China)</li><li>• Textiles (India and the Middle East)</li><li>• Gold, salt (Africa)</li></ul> <p><b>Ideas exchanged along trade routes</b></p> <ul style="list-style-type: none"><li>• Numeral system (India and the Middle East)</li><li>• Scientific knowledge—medicine, astronomy, mathematics</li></ul>

**STANDARD WHII.3a**

The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;

Essential Understandings	Essential Knowledge
<p>Disputes over biblical interpretation and papal authority led Protestant Reformers to leave the Catholic Church and establish Protestant churches.</p>	<p><b>Conflicts that challenged the authority of the Church in Rome</b></p> <ul style="list-style-type: none"> <li>• German and English nobility disliked Italian domination of the Church.</li> <li>• The Church’s great political power and wealth caused conflict.</li> <li>• Church corruption and the sale of indulgences were widespread and caused conflict.</li> <li>• Early dissenters (John Wycliffe and Jan Huss) led early efforts to reform the Church.</li> </ul> <p><b>Martin Luther (the Lutheran tradition)</b></p> <ul style="list-style-type: none"> <li>• Views: Salvation by faith alone; Bible as the ultimate authority; all humans equal before God</li> <li>• Actions: 95 Theses, birth of the Protestant Church; initiated the Protestant Reformation that splintered Catholic Europe</li> </ul> <p><b>John Calvin (the Calvinist tradition)</b></p> <ul style="list-style-type: none"> <li>• Views: Single predestination (God chooses those to be saved and those to be punished)</li> <li>• Actions: Expansion of the Protestant Movement</li> </ul> <p><b>King Henry VIII</b></p> <ul style="list-style-type: none"> <li>• Views: Disagreed with the authority of the Pope in Rome</li> <li>• Actions: Divorced; broke ties with papal authority; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England</li> </ul> <p><b>Queen Elizabeth I</b></p> <ul style="list-style-type: none"> <li>• Views: Tolerance for dissenters, expansion, and colonialism</li> <li>• Actions: Commissioned the 39 Articles; victory over the Spanish Armada (1588)</li> </ul>

## STANDARD WHII.3b

The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by  
b) describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions;

Essential Understandings	Essential Knowledge
<p>The Reformation had its roots in disagreements about theology, but it led to important economic and political changes. Religious differences and hatreds caused war and destruction.</p>	<p><b>Reformation in Germany</b></p> <ul style="list-style-type: none"><li>• Princes in Northern Germany converted to Protestantism, ending the authority of the Pope in their states.</li><li>• The Hapsburg family and the authority of the Holy Roman Empire continued to support the Roman Catholic Church.</li><li>• Conflict between Protestants and Catholics resulted in devastating wars (e.g., Thirty Years' War).</li></ul> <p><b>Reformation in France</b></p> <ul style="list-style-type: none"><li>• After more than 30 years of war between Catholics and Protestants, the Catholic monarchy granted Protestant Huguenots freedom of worship by the Edict of Nantes.</li><li>• Cardinal Richelieu exploited the religious conflict (Thirty Years' War) for political ends.</li></ul> <p><b>Catholic Reformation</b> Counter-Reformation:</p> <ul style="list-style-type: none"><li>• The Council of Trent reaffirmed most Church doctrine and practices.</li><li>• The Society of Jesus (the Jesuits) was founded to spread Catholic doctrine around the world.</li><li>• The Inquisition was used to reinforce Catholic doctrine.</li></ul>

### STANDARD WHII.3c

The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by  
c) describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

Essential Understandings	Essential Knowledge
<p>At first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.</p> <p>Gradually, religious toleration emerged as the result of changing cultural values.</p> <p>The printing press was instrumental in spreading cultural ideas.</p>	<p><b>Changing cultural values, traditions, and philosophies</b></p> <ul style="list-style-type: none"><li>• Growth of secularism and skepticism in reaction against religious warfare</li><li>• Growth of individualism</li><li>• Eventual growth of religious tolerance</li></ul> <p><b>Role of the printing press</b></p> <ul style="list-style-type: none"><li>• Growth of literacy was stimulated by the Gutenberg printing press.</li><li>• The Bible was printed in English, French, and German.</li><li>• These factors had an important impact on spreading the ideas of the Reformation and the Renaissance.</li></ul>

**STANDARD WHII.4a**

The student will apply social science skills to understand the impact of the European Age of Exploration by

a) explaining the political and economic goals of European exploration and colonization;

Essential Understandings	Essential Knowledge
<p>The expanding economies of European states stimulated trade with markets in Asia.</p>	<p><b>Factors contributing to the European discovery of lands in the Western Hemisphere</b></p> <ul style="list-style-type: none"><li>• Demand for gold, spices, and natural resources in Europe</li><li>• Support for the diffusion of Christianity</li><li>• Political and economic competition between European empires</li><li>• Innovations of European and Islamic origins in navigational arts</li><li>• Pioneering role of Prince Henry the Navigator</li></ul> <p><b>Establishment of overseas empires and decimation of indigenous populations</b></p> <ul style="list-style-type: none"><li>• Portugal: Vasco da Gama</li><li>• Spain: Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan</li><li>• England: Francis Drake</li><li>• France: Jacques Cartier</li></ul>

## STANDARD WHII.4b

The student will apply social science skills to understand the impact of the European Age of Exploration by  
b) describing the geographic expansion into Africa, Asia, and the Americas;

Essential Understandings	Essential Knowledge
<p>European powers sought to establish empires in North, South, and Central America.</p> <p>European powers sought to establish economic relationships with Africa and Asia.</p>	<p><b>Americas</b></p> <ul style="list-style-type: none"><li>• Expansion of the Spanish Empire into South and Central America</li><li>• Expansion of the British Empire into North America</li><li>• Expansion of the Portuguese Empire into South America</li><li>• Expansion of the French Empire into North America</li></ul> <p><b>Africa</b></p> <ul style="list-style-type: none"><li>• Expansion of trade between Europe and Africa (gold, slaves, and other resources)</li><li>• European trading posts along the coast</li></ul> <p><b>Asia</b></p> <ul style="list-style-type: none"><li>• Colonization by small groups of merchants (India, the Indies, China)</li><li>• Establishment of trading companies (Portuguese, Dutch, British)</li></ul>

**STANDARD WHII.4c**

The student will apply social science skills to understand the impact of the European Age of Exploration by

c) comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas;

Essential Understandings	Essential Knowledge
<p>Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.</p>	<p><b>Americas</b></p> <ul style="list-style-type: none"><li>• European emigration to North and South America</li><li>• Demise of Aztec and Incan Empires</li><li>• Forced migration of Africans who had been enslaved</li><li>• Colonies' imitation of the cultural and social patterns of their parent countries</li><li>• Influence of Catholic and Protestant colonists who carried their faith, language, and cultures to new lands</li><li>• Religious conversion of indigenous peoples</li></ul> <p><b>Africa</b></p> <ul style="list-style-type: none"><li>• Expansion of the slave trade</li><li>• Introduction of firearms to African society</li><li>• Destruction of families as a result of the slave trade</li><li>• Loss of the fittest members of society to the slave trade</li></ul> <p><b>Asia</b></p> <ul style="list-style-type: none"><li>• European influence was not welcomed</li><li>• Conflict over attempts to spread Christianity</li><li>• Restrictions on European trade and cultural influence</li></ul>

## STANDARD WHII.4d

The student will apply social science skills to understand the impact of the European Age of Exploration by  
d) analyzing how competition for colonies changed the economic system of Europe;

Essential Understandings	Essential Knowledge
<p>The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.</p>	<p><b>Columbian Exchange</b></p> <ul style="list-style-type: none"><li>• Western Hemisphere agricultural products, such as corn, potatoes, and tobacco, changed European lifestyles.</li><li>• European horses and cattle changed the lifestyles of American Indians.</li><li>• European diseases, such as smallpox, killed more than half of American Indians.</li></ul> <p><b>Impact of the Columbian Exchange</b></p> <ul style="list-style-type: none"><li>• Shortage of labor to grow cash crops led to the use of African slaves.</li><li>• Slavery was based on race.</li><li>• The European plantation system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment.</li></ul> <p><b>Export of precious metals</b></p> <ul style="list-style-type: none"><li>• Gold and silver exported to Europe and Asia</li><li>• Impact on indigenous empires of the Americas</li><li>• Impact on Spain and international trade</li></ul> <p><b>Triangular trade</b></p> <ul style="list-style-type: none"><li>• Linked Europe, Africa, and the Americas</li><li>• Slaves, sugar, and rum were traded</li></ul>

**STANDARD WHII.4e**

The student will apply social science skills to understand the impact of the European Age of Exploration by  
e) defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.

Essential Understandings	Essential Knowledge
<p>European exploration of new lands and cultures raised new questions about nature and society and encouraged a new emphasis on experimental technology.</p> <p>With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it.</p>	<p><b>Pioneers of the Scientific Revolution</b></p> <ul style="list-style-type: none"><li>• Nicolaus Copernicus developed heliocentric theory.</li><li>• Johannes Kepler discovered planetary motion.</li><li>• Galileo Galilei used the telescope to support heliocentric theory.</li><li>• Isaac Newton formulated the law of gravity.</li><li>• William Harvey discovered circulation of the blood.</li></ul> <p><b>Importance of the Scientific Revolution</b></p> <ul style="list-style-type: none"><li>• Emphasis on reason and systematic observation of nature</li><li>• Formulation of the scientific method</li><li>• Expansion of scientific knowledge</li></ul>

## STANDARD WHII.5a

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

a) locating European nations and their empires in time and place and identifying major geographic features of Europe;

Essential Understandings	Essential Knowledge
<p>Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), European nations developed empires that extended throughout Europe and the world.</p> <p>Major geographic features of Europe helped to shape these empires and included land and water features.</p>	<p><b>European nations and their empires from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.)</b></p> <ul style="list-style-type: none"><li>• British Empire</li><li>• Spanish Empire</li><li>• French Empire</li><li>• Dutch Empire</li><li>• Portuguese Empire</li><li>• Hapsburg Empire</li><li>• Russia</li><li>• Prussia</li></ul> <p><b>Major geographic features of Europe</b></p> <ul style="list-style-type: none"><li>• Alps</li><li>• Ural Mountains</li><li>• Black Sea</li><li>• Mediterranean Sea</li><li>• English Channel</li><li>• Iberian Peninsula</li><li>• Balkan Peninsula</li></ul>

**STANDARD WHI.5b**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

b) describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;

Essential Understandings	Essential Knowledge
<p>The efforts of Hapsburg rulers failed to restore Catholic unity across Europe.</p>	<p><b>Social and cultural patterns in the Hapsburg Empire</b></p> <ul style="list-style-type: none"><li>• Very diverse empire that included many ethnic and cultural groups, which often resulted in conflict</li><li>• Focus on protection of Catholicism from Islamic influence and Protestant influence</li><li>• Development of nationalism within the diverse groups in the empire</li></ul> <p><b>Charles V</b></p> <ul style="list-style-type: none"><li>• Ruled the largest collection of European lands since Charlemagne</li><li>• Failed efforts to unite Europe under a Catholic empire</li><li>• Abdication of throne, division of empire</li></ul>

**STANDARD WHII.5c**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

c) describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;

Essential Understandings	Essential Knowledge
<p>The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments.</p> <p>Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.</p> <p>Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.</p>	<p><b>Characteristics of absolute monarchies</b></p> <ul style="list-style-type: none"> <li>• Centralization of power</li> <li>• Concept of rule by divine right</li> </ul> <p><b>Absolute monarchs</b></p> <ul style="list-style-type: none"> <li>• Louis XIV of France: Palace of Versailles as a symbol of royal power</li> </ul> <p><b>The Enlightenment</b></p> <ul style="list-style-type: none"> <li>• Emphasized reason, analysis, and individualism</li> <li>• Stimulated religious pluralism</li> <li>• Fueled democratic revolutions around the world</li> </ul> <p><b>Enlightenment thinkers and their ideas</b></p> <ul style="list-style-type: none"> <li>• Thomas Hobbes’ <i>Leviathan</i>: Humans exist in a primitive “state of nature” and consent to government for self-protection.</li> <li>• John Locke’s <i>Two Treatises of Government</i>: People are sovereign and consent to government for protection of natural rights to life, liberty, and property.</li> <li>• Montesquieu: The best form of government depends on a country’s size, climate, and other factors; he popularized the concept of separation of powers.</li> <li>• Jean-Jacques Rousseau’s <i>The Social Contract</i>: Government is a contract between rulers and the people.</li> <li>• Voltaire: Hostile to religious fanaticism and to religious beliefs in general.</li> </ul> <p><b>Influence of the Enlightenment</b></p> <ul style="list-style-type: none"> <li>• Political philosophies of the Enlightenment fueled revolution in the Americas and France.</li> <li>• Thomas Jefferson’s Declaration of Independence incorporated Enlightenment ideas.</li> <li>• The Constitution of the United States and the Bill of Rights incorporated Enlightenment ideas.</li> </ul>

## STANDARD WHII.5d

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

d) describing the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy;

Essential Understandings	Essential Knowledge
<p>Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include the Magna Carta and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.</p>	<p><b>Development of the rights of Englishmen</b></p> <ul style="list-style-type: none"><li>• Oliver Cromwell and the execution of Charles I</li><li>• The restoration of Charles II</li><li>• Development of political parties/factions</li><li>• Glorious Revolution (William and Mary)</li><li>• Increase of parliamentary power and decrease of royal power</li><li>• English Bill of Rights of 1689</li></ul>

**STANDARD WHII.5e**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

e) explaining the causes and effects of the American and French Revolutions;

Essential Understandings	Essential Knowledge
<p>The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways.</p> <p>The French overthrew the absolute monarchy and established a new government.</p>	<p><b>Causes of the French Revolution</b></p> <ul style="list-style-type: none"><li>• Internal causes—economic crisis and weak leadership</li><li>• Influence of Enlightenment ideas</li><li>• Influence of the American Revolution<ul style="list-style-type: none"><li>○ Provided a successful example of overthrowing a monarchy</li><li>○ French participation in the American Revolution</li></ul></li></ul> <p><b>Events of the French Revolution</b></p> <ul style="list-style-type: none"><li>• Storming of the Bastille</li><li>• Reign of Terror</li><li>• Founding of the first French Republic</li></ul> <p><b>Outcomes of the French Revolution</b></p> <ul style="list-style-type: none"><li>• End of the absolute monarchy of Louis XVI</li><li>• Collapse into terror</li><li>• Rise of Napoleon</li></ul>

**STANDARD WHII.5f**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

f) describing the development of social and cultural patterns in the German states;

Essential Understandings	Essential Knowledge
<p>The Protestant Reformation and the Thirty Years' War had a major impact on the development of social and cultural patterns in the German states.</p>	<p><b>Social and cultural patterns in the German states</b></p> <ul style="list-style-type: none"><li>• Shared a common language</li><li>• Spread of Protestant faith</li><li>• No common currency or uniform law</li><li>• Devastation of the Thirty Years' War</li><li>• Rivalry between Holy Roman Empire and Prussia for political dominance</li></ul>

**STANDARD WHI.5g**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

g) describing the development of social and cultural patterns in the Italian states;

Essential Understandings	Essential Knowledge
Classical civilizations and foreign influence contributed to the development of cultural and social patterns in the Italian states.	<p><b>Social and cultural patterns in the Italian states</b></p> <ul style="list-style-type: none"><li>• Periods of foreign control by Spain and Austria</li><li>• Culture was influenced by foreign control</li><li>• Rome remained the center of the Catholic Church</li><li>• Influence from classical civilizations maintained Italy’s position as the cultural center of Europe</li></ul>

## STANDARD WHII.5h

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

h) describing the development of social and cultural patterns in Russia, with emphasis on Peter the Great.

Essential Understandings	Essential Knowledge
<p>From about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.), Russia was shaped by distinctive social and cultural patterns.</p> <p>Peter the Great tried to modernize Russia through his policy of “westernization.”</p>	<p><b>Social and cultural patterns in Russia</b></p> <ul style="list-style-type: none"><li>• Ethnic diversity</li><li>• Religion and Orthodox Church</li><li>• Ivan the Terrible</li><li>• Peasants and serfdom</li><li>• Increasing autocracy</li></ul> <p><b>Peter the Great: “Westernization” of Russia</b></p> <ul style="list-style-type: none"><li>• Peter the Great “westernized” the Russian state and society, transforming political, religious, and cultural institutions.</li><li>• Examples of “westernization” included western dress/appearance, moving the capital to St. Petersburg, and modernization of the military and industry.</li><li>• Catherine the Great continued the process of “westernization.”</li></ul>

## STANDARD WHII.6a

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

a) locating Asian empires in time and place and identifying major geographic features;

Essential Understandings	Essential Knowledge
<p>Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), Asian nations developed empires that extended throughout Asia and the world.</p> <p>Major geographic features of Asia helped to shape these empires and included land and water features.</p>	<p><b>Asian empires from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.)</b></p> <ul style="list-style-type: none"><li>• Ottoman Empire</li><li>• Mughal Empire</li><li>• Chinese dynasties</li><li>• Japanese shogunate</li></ul> <p><b>Major geographic features of Asia</b></p> <ul style="list-style-type: none"><li>• Asia Minor</li><li>• Indian subcontinent</li><li>• Himalayan Mountains</li><li>• Indian Ocean</li><li>• South China Sea</li><li>• Arabian Peninsula</li></ul>

## STANDARD WHII.6b

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

b) describing the location and development of social and cultural patterns in the Ottoman Empire;

Essential Understandings	Essential Knowledge
<p>The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.</p> <p>The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.</p>	<p><b>Original location of the Ottoman Empire</b></p> <ul style="list-style-type: none"><li>• Asia Minor</li></ul> <p><b>Expansion and extent of the Ottoman Empire</b></p> <ul style="list-style-type: none"><li>• Southwest Asia</li><li>• Southeastern Europe, Balkan Peninsula</li><li>• North Africa</li></ul> <p><b>Development of the Ottoman Empire</b></p> <ul style="list-style-type: none"><li>• Capital at Constantinople renamed Istanbul</li><li>• Islamic religion as a unifying force that tolerated other religions</li><li>• Trade in coffee and ceramics</li></ul> <p><b>Social and cultural patterns in the Ottoman Empire</b></p> <ul style="list-style-type: none"><li>• Hagia Sophia</li><li>• Mosques and religious complexes built by Sinan</li><li>• Developments in architecture, calligraphy, manuscript painting, textiles, and ceramics</li></ul>

## STANDARD WHII.6c

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

c) describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade;

Essential Understandings	Essential Knowledge
<p>Descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India.</p> <p>The Mughal Empire traded with European nations.</p> <p>Much of southern India remained independent and continued international trade.</p>	<p><b>Location of the Mughal Empire</b></p> <ul style="list-style-type: none"><li>• North India</li></ul> <p><b>Contributions of Mughal rulers</b></p> <ul style="list-style-type: none"><li>• Spread of Islam into India</li><li>• Art and architecture: Taj Mahal</li><li>• Establishment of European trading outposts</li><li>• Influence of Indian textiles on the British textile industry</li></ul> <p><b>Trade with European nations</b></p> <ul style="list-style-type: none"><li>• Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing coastal ports on the Indian subcontinent.</li><li>• Southern India traded silks, spices, and gems.</li></ul>

**STANDARD WHII.6d**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

d) describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty;

Essential Understandings	Essential Knowledge
China sought to limit the influence and activities of European merchants.	<p><b>Social and cultural patterns in China</b></p> <ul style="list-style-type: none"><li>• Creation of foreign enclaves to control trade</li><li>• Imperial policy of controlling foreign influences and trade</li><li>• Increase in European demand for Chinese goods (tea, porcelain)</li></ul>

**STANDARD WHII.6e**

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

e) describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate;

Essential Understandings	Essential Knowledge
<p>The reunification of Japan established the Tokugawa shogunate, which governed for more than 250 years.</p> <p>The reunification of Japan brought with it an emphasis on the reestablishment of order in social, political, and international relations following a century of civil war and turmoil.</p>	<p><b>Social and cultural patterns in Japan</b></p> <ul style="list-style-type: none"><li>• Characterized by a powerless emperor controlled by a military leader (shogun)</li><li>• Adopted policy of isolation to limit foreign influences</li></ul>

## STANDARD WHII.6f

The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

f) comparing and contrasting the political and economic systems of Asian empires.

Essential Understandings	Essential Knowledge
<p>Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major Asian empires had a variety of political and economic systems.</p>	<p><b>Ottoman Empire</b></p> <ul style="list-style-type: none"><li>• Political system: Centralized bureaucratic government ruled by a sultan (political and religious leader)</li><li>• Economic system: Located at the crossroads of trade between Europe and Asia, economy based on trade and agriculture</li></ul> <p><b>Mughal Empire</b></p> <ul style="list-style-type: none"><li>• Political system: Centralized bureaucratic government ruled by a Muslim emperor</li><li>• Economic system: Dependence on trade with foreign nations (Europe), economy based on trade and agriculture</li></ul> <p><b>China</b></p> <ul style="list-style-type: none"><li>• Political system: Centralized bureaucratic government ruled by a Qing (Manchu) dynasty emperor</li><li>• Economic system: Economy based largely on agriculture, resistance to trade with European nations</li></ul> <p><b>Japan</b></p> <ul style="list-style-type: none"><li>• Political system: Government ruled by a powerful shogun, had a powerless emperor</li><li>• Economic system: Reliance on maritime trade within the empire, desire to expand to find resources</li></ul>

**STANDARD WHIL.7a**

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

a) locating major societies in Africa in time and place and identifying major geographic features;

Essential Understandings	Essential Knowledge
<p>Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), African societies maintained empires throughout West Africa, East Africa, and South Africa.</p> <p>Major geographic features of Africa helped to shape these empires and included land and water features.</p>	<p><b>Major societies in Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.)</b></p> <ul style="list-style-type: none"><li>• Songhai</li><li>• Kongo</li><li>• Asante</li><li>• Zulu</li><li>• Ethiopia</li></ul> <p><b>Major geographic features</b></p> <ul style="list-style-type: none"><li>• Sahara Desert</li><li>• Niger River</li><li>• Congo River</li><li>• Horn of Africa</li><li>• Cape of Good Hope</li></ul>

## STANDARD WHIL.7b

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

b) comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;

Essential Understandings	Essential Knowledge
<p>Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.</p>	<p><b>Social and cultural patterns in West Africa</b></p> <ul style="list-style-type: none"><li>• Songhai<ul style="list-style-type: none"><li>○ While Islam was practiced by rulers, most people remained loyal to their indigenous religions.</li><li>○ Because of trade relationships with foreign nations and empires, Songhai was a cultural center of Africa, including cities like Timbuktu.</li></ul></li><li>• Asante (Ashanti)<ul style="list-style-type: none"><li>○ Practice of indigenous religion and use of indigenous language</li><li>○ Threats from European invasion and other African empires created a militaristic society</li></ul></li></ul> <p><b>Social and cultural patterns in East Africa</b></p> <ul style="list-style-type: none"><li>• Ethiopia<ul style="list-style-type: none"><li>○ Influence of Christianity, Judaism, and Islam through trade</li><li>○ Differences in religion and European interaction caused conflict</li></ul></li></ul>

**STANDARD WHIL.7c**

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa;

Essential Understandings	Essential Knowledge
<p>Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.</p>	<p><b>Social and cultural patterns in Central and Southern Africa</b></p> <ul style="list-style-type: none"><li>• Kongo<ul style="list-style-type: none"><li>○ Portuguese missionaries were successful in converting rulers to Christianity, resulting in the conversion of the entire kingdom.</li><li>○ The art of the Kongo was elaborate, using wood, cloth, and terra-cotta.</li></ul></li><li>• Zulu<ul style="list-style-type: none"><li>○ Practice of indigenous religion, characterized by ancestral spirits and the use of magic, occurred.</li><li>○ History passed through oral traditions in the indigenous language.</li></ul></li></ul>

## STANDARD WHIL.7d

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

d) explaining the development of political and economic systems in African societies.

Essential Understandings	Essential Knowledge
<p>Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major African empires had a variety of political and economic systems.</p>	<p><b>Political and economic systems in African societies</b></p> <ul style="list-style-type: none"><li>• Songhai<ul style="list-style-type: none"><li>○ Political system: Ruled by an absolute monarch who commanded the military and controlled an imperial bureaucracy</li><li>○ Economic system: Economy based on trade of slaves and gold to North Africa across the Sahara Desert and overseas</li></ul></li><li>• Asante (Ashanti)<ul style="list-style-type: none"><li>○ Political system: Elimination of clan tradition in favor of a unified government under a central leader</li><li>○ Economic system: Economy based on trade of slaves and gold to North Africa across the Sahara Desert and overseas</li></ul></li><li>• Ethiopia<ul style="list-style-type: none"><li>○ Political system: Ruled by a monarch centered on Christianity</li><li>○ Economic system: Economy based on trade of gold, ivory, and frankincense across the Sahara Desert and overseas</li></ul></li><li>• Kongo<ul style="list-style-type: none"><li>○ Political system: Ruled by a monarch with centralized power over a bureaucracy</li><li>○ Economic system: Economy based on agriculture, metallurgy, and trade of ivory and slaves</li></ul></li><li>• Zulu<ul style="list-style-type: none"><li>○ Political system: Ruled by a monarch with centralized power over a bureaucracy</li><li>○ Economic system: Economy based entirely on agriculture and livestock</li></ul></li></ul>

## STANDARD WHII.8a

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by

a) explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;

Essential Understandings	Essential Knowledge
<p>The Industrial Revolution began in England and spread to the rest of Western Europe and the United States.</p> <p>The Industrial Revolution began in England because of its abundant resources, available capital, and development of entrepreneurship.</p> <p>Advancements in technology influenced the start of the Industrial Revolution.</p>	<p><b>Industrial Revolution</b></p> <ul style="list-style-type: none"><li>• Originated in England because of its natural resources (e.g., coal, iron ore) and the invention and improvement of the steam engine</li><li>• Spread to Europe and the United States (resources)</li><li>• Role of cotton, textile, iron, and steel industries (resources)</li><li>• Relationship to the British Enclosure Movement (entrepreneurship)</li><li>• Rise of the factory system and demise of cottage industries (entrepreneurship)</li><li>• Rising economic powers that wanted to control raw materials and markets throughout the world (capital)</li></ul> <p><b>Technological advances that produced the Industrial Revolution</b></p> <ul style="list-style-type: none"><li>• James Hargreaves: Spinning jenny</li><li>• James Watt: Steam engine</li><li>• Eli Whitney: Cotton gin</li><li>• Henry Bessemer: Process for making steel</li></ul>

## STANDARD WHII.8b

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by

b) analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;

Essential Understandings	Essential Knowledge
<p>Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.</p> <p>The Industrial Revolution placed new demands on the labor of men, women, and children.</p> <p>The Industrial Revolution impacted society through advancements in science and medicine.</p> <p>There were many social effects of the Industrial Revolution.</p>	<p><b>Advancements in science and medicine</b></p> <ul style="list-style-type: none"> <li>• Edward Jenner: Development of smallpox vaccination</li> <li>• Louis Pasteur: Discovery of bacteria</li> </ul> <p><b>Impacts of the Industrial Revolution on industrialized countries</b></p> <ul style="list-style-type: none"> <li>• Population increase</li> <li>• Increased standards of living for many but not all</li> <li>• Improved transportation</li> <li>• Urbanization</li> <li>• Environmental pollution</li> <li>• Increased education</li> <li>• Dissatisfaction of the working class with working conditions</li> <li>• Growth of the middle class</li> </ul> <p><b>The nature of work in the factory system</b></p> <ul style="list-style-type: none"> <li>• Family-based cottage industries displaced by the factory system</li> <li>• Harsh working conditions with men competing with women and children for wages</li> <li>• Child labor that kept costs of production low and profits high</li> <li>• Owners of mines and factories who exercised considerable control over the lives of their laborers</li> </ul> <p><b>Social effects of the Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• Women and children entering the workplace as cheap labor</li> <li>• Introduction of reforms to end child labor</li> <li>• Expansion of education</li> <li>• Women's increased demands for suffrage</li> </ul>

**STANDARD WHII.8c**

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by

c) describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;

Essential Understandings	Essential Knowledge
<p>Technology developed during the Industrial Revolution. The development of new products created a higher demand for labor.</p> <p>Later reforms would try to improve working conditions and to eliminate the practice of slavery.</p> <p>Workers organized labor unions to fight for improved working conditions and workers' rights.</p> <p>Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.</p>	<p><b>Impact of the Industrial Revolution on slavery</b></p> <ul style="list-style-type: none"> <li>• The cotton gin increased demand for slave labor on American plantations.</li> <li>• The United States and Britain outlawed the slave trade and then slavery.</li> </ul> <p><b>The rise of labor unions</b></p> <ul style="list-style-type: none"> <li>• Encouraged worker-organized strikes to demand increased wages and improved working conditions</li> <li>• Lobbied for laws to improve the lives of workers, including women and children</li> <li>• Wanted workers' rights and collective bargaining between labor and management</li> </ul> <p><b>Capitalism</b></p> <ul style="list-style-type: none"> <li>• Adam Smith's <i>The Wealth of Nations</i></li> <li>• Role of market competition and entrepreneurial abilities</li> <li>• Impact on standard of living and the growth of the middle class</li> <li>• Dissatisfaction with poor working conditions and the unequal distribution of wealth in society</li> </ul> <p><b>Socialism and communism</b></p> <ul style="list-style-type: none"> <li>• Karl Marx's <i>The Communist Manifesto</i> (written with Friedrich Engels) and <i>Das Kapital</i></li> <li>• Response to the injustices of capitalism</li> <li>• Importance to communists of redistribution of wealth</li> </ul>

## STANDARD WHI1.8d

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by  
d) assessing the impact of Napoleon and the Congress of Vienna on political power in Europe;

Essential Understandings	Essential Knowledge
<p>The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.</p> <p>Napoleon’s attempt to unify Europe under French domination was unsuccessful.</p> <p>The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.</p>	<p><b>Legacy of Napoleon</b></p> <ul style="list-style-type: none"><li>• Unsuccessful attempt to unify Europe under French domination</li><li>• Napoleonic Code</li><li>• Awakening of feelings of national pride and the growth of nationalism</li></ul> <p><b>Legacy of the Congress of Vienna</b></p> <ul style="list-style-type: none"><li>• “Balance of power” doctrine</li><li>• Restoration of monarchies</li><li>• New political map of Europe</li><li>• New political philosophies (liberalism, conservatism)</li></ul> <p>National pride, economic competition, and democratic ideals stimulated the growth of nationalism.</p> <p>The terms of the Congress of Vienna led to widespread discontent in Europe, especially in Italy and the German states. Unsuccessful revolutions of 1848 increased nationalistic tensions.</p> <p>In contrast to continental Europe, the United Kingdom expanded political rights through legislative means and made slavery illegal in the British Empire.</p>

**STANDARD WH.8e, f**

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by

- e) explaining the events related to the unification of Italy and the role of Italian nationalism; and
- f) explaining the events related to the unification of Germany and the role of Bismarck.

Essential Understandings	Essential Knowledge
<p>The national unification of Italy and Germany altered the balance of power in Europe and touched off new rivalries with other European states.</p>	<p><b>Unification of Italy</b></p> <ul style="list-style-type: none"><li>• Count Cavour unified northern Italy.</li><li>• Giuseppe Garibaldi joined southern Italy to northern Italy.</li><li>• The Papal States (including Rome) became the last to join Italy.</li></ul> <p><b>Unification of Germany</b></p> <ul style="list-style-type: none"><li>• Otto von Bismarck led Prussia in the unification of Germany through war and by appealing to nationalist feelings.</li><li>• Bismarck’s actions were seen as an example of <i>Realpolitik</i>, which justifies all means to achieve and hold power.</li><li>• The Franco-Prussian War led to the creation of the German state.</li></ul>

## STANDARD WHII.9a

The student will apply social science skills to understand global interactions between 1800 to about 1900 by

a) locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world;

Essential Understandings	Essential Knowledge
<p>Between 1776 and 1900, the United States went through a period of major territorial expansion to extend from the Atlantic to the Pacific.</p> <p>The Industrial Revolution led to economic prosperity, which facilitated the entrance of the United States into global politics.</p>	<p><b>Location of the United States</b></p> <ul style="list-style-type: none"><li>• The United States is located on the continent of North America in the Western Hemisphere, between the Atlantic and Pacific Oceans.</li></ul> <p><b>American Expansion, 1776-1900</b></p> <ul style="list-style-type: none"><li>• The United States expanded from the original 13 colonies to include land all the way to the Pacific Ocean.</li><li>• The United States expanded through economic, political, and military means.</li><li>• The largest piece of territory was acquired through the Louisiana Purchase from France.</li></ul> <p><b>Changing role of the United States</b></p> <ul style="list-style-type: none"><li>• The Industrial Revolution made the United States a leading world economic power beginning in the nineteenth century.</li><li>• This new status encouraged the United States to become increasingly involved in global politics from that point forward.</li></ul>

## STANDARD WHII.9b

The student will apply social science skills to understand global interactions between 1800 to about 1900 by

b) locating Latin America, explaining the causes and effects of the revolutions, with emphasis on the contributions of Toussaint L'Ouverture and Simón Bolívar, and identifying the impact of the American and French Revolutions on Latin America;

Essential Understandings	Essential Knowledge
<p>The American and French Revolutions took place in the late 1700s. Within 20 years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico.</p>	<p><b>Location of Latin America</b></p> <ul style="list-style-type: none"><li>• Latin America is located in the Western Hemisphere, south of the United States. It includes Mexico, Central America, South America, and the Caribbean Islands.</li></ul> <p><b>Causes of revolutions in Latin America</b></p> <ul style="list-style-type: none"><li>• Rigid social class system established by colonial powers</li><li>• Centralized rule by colonial powers</li><li>• Increase of nationalism</li><li>• Increasingly educated creole middle class</li><li>• Influence of the Enlightenment and the American and French Revolutions on Latin America</li></ul> <p><b>Contributions of Toussaint L'Ouverture</b></p> <ul style="list-style-type: none"><li>• Former slave who led the Haitian rebellion against the French</li><li>• Defeated the armies of three foreign powers (Spain, France, Britain)</li><li>• Enslaved Haitians rebelled, abolished slavery, and won independence</li></ul> <p><b>Contributions of Simón Bolívar</b></p> <ul style="list-style-type: none"><li>• Native resident who led revolutionary efforts</li><li>• Liberated the northern areas of Latin America</li></ul> <p><b>Effects of Latin American revolutions</b></p> <ul style="list-style-type: none"><li>• French, Spanish, and Portuguese colonies gained independence</li><li>• Selected countries gained independence during the 1800s (Mexico, Haiti, Colombia, Venezuela, Brazil)</li></ul>

**STANDARD WHII.9c**

The student will apply social science skills to understand global interactions between 1800 to about 1900 by  
c) describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine;

Essential Understandings	Essential Knowledge
<p>The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization.</p> <p>Newly independent nations in Latin America had the challenge of coordinating their political and social systems.</p>	<p><b>Impact of the Monroe Doctrine</b></p> <ul style="list-style-type: none"><li>• The Monroe Doctrine was issued by President James Monroe in 1823.</li><li>• Latin American nations were acknowledged to be independent.</li><li>• The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.</li><li>• Newly independent Latin American nations had to assimilate European, African, and Native American cultures into one cohesive society.</li></ul>

**STANDARD WHII.9d**

The student will apply social science skills to understand global interactions between 1800 to about 1900 by  
**d) assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia;**

Essential Understandings	Essential Knowledge
<p>Industrial nations in Europe needed natural resources and markets to expand their economies.</p> <p>These nations competed to control Africa, Asia, Australia, and the Pacific Islands in order to secure their own economic and political success.</p> <p>Imperialism spread economic, political, and social philosophies of Europe and the United States throughout the world.</p> <p>Resistance to imperialism took many forms, including armed conflict and intellectual movements.</p>	<p><b>Forms of imperialism</b></p> <ul style="list-style-type: none"> <li>• Colonies</li> <li>• Protectorates</li> <li>• Spheres of influence</li> </ul> <p><b>Imperialism in Africa and Asia</b></p> <ul style="list-style-type: none"> <li>• European domination</li> <li>• European conflicts carried to the colonies</li> <li>• Christian missionary efforts</li> <li>• Spheres of influence in China</li> <li>• Suez Canal</li> <li>• East India Company’s domination of Indian states</li> <li>• America’s opening of Japan to trade</li> </ul> <p><b>Imperialism in the Pacific Islands</b></p> <ul style="list-style-type: none"> <li>• European and American domination</li> <li>• Motivated by a desire to control islands on the way to Asia for refueling and supplies</li> <li>• Colonial powers wanted to control trade and production of raw materials in the islands</li> </ul> <p><b>Imperialism in Australia</b></p> <ul style="list-style-type: none"> <li>• Became a colony of Britain</li> <li>• Originated as a penal colony for Britain</li> <li>• Australia provided Britain with resources and other benefits</li> </ul> <p><b>Responses of colonized peoples</b></p> <ul style="list-style-type: none"> <li>• Armed conflicts (e.g., events leading to the Boxer Rebellion in China)</li> <li>• Rise of nationalism (e.g., first Indian nationalist party founded in the mid-1800s)</li> </ul>

**STANDARD WHII.9e**

The student will apply social science skills to understand global interactions between 1800 to about 1900 by  
e) analyzing the relationship between industrialization, imperialism, and nationalism.

Essential Understandings	Essential Knowledge
<p>Industrialization in European nations was a driving force behind the competition for overseas colonies.</p> <p>This colonization resulted in rising nationalism among colonies and increased the drive for independence.</p>	<p><b>Relationship between industrialization, imperialism, and nationalism</b></p> <ul style="list-style-type: none"><li>• Economic advantage and competition motivated European nations to compete for colonial possessions, resulting in nationalism in the colonies.</li><li>• European economic, military, and political power forced colonized countries to trade on European terms.</li><li>• Industrially produced goods flooded colonial markets and displaced their traditional industries.</li><li>• Colonized peoples resisted European domination and responded in diverse ways to Western influences.</li></ul>

**STANDARD WHIL.10a**

The student will apply social science skills to understand World War I and its worldwide impact by

a) explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;

Essential Understandings	Essential Knowledge
<p>World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy.</p>	<p><b>Causes of World War I</b></p> <ul style="list-style-type: none"><li>• Alliances that divided Europe into competing camps</li><li>• Nationalistic feelings</li><li>• Diplomatic failures</li><li>• Imperialism</li><li>• Competition over colonies</li><li>• Militarism</li></ul> <p><b>Major events</b></p> <ul style="list-style-type: none"><li>• Assassination of Austria’s Archduke Ferdinand</li><li>• United States enters the war</li><li>• Russia leaves the war</li></ul> <p><b>Major leaders</b></p> <ul style="list-style-type: none"><li>• Woodrow Wilson</li><li>• Kaiser Wilhelm II</li></ul>

**STANDARD WH.10b**

The student will apply social science skills to understand World War I and its worldwide impact by  
b) describing the location of major battles and the role of new technologies;

Essential Understandings	Essential Knowledge
<p>Battles of World War I extended across the Eastern and Western fronts.</p> <p>These battles employed many deadly technological advancements.</p>	<p><b>Major battles of World War I</b></p> <ul style="list-style-type: none"><li>• Tannenberg</li><li>• Battle of the Marne</li><li>• Gallipoli</li><li>• Somme</li><li>• Verdun</li></ul> <p><b>Technological advancements used in World War I</b></p> <ul style="list-style-type: none"><li>• Submarines</li><li>• Poison gas</li><li>• Tanks</li><li>• Machine guns</li><li>• Trench warfare</li><li>• Propaganda</li></ul>

## STANDARD WHIL.10c

The student will apply social science skills to understand World War I and its worldwide impact by

c) analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;

Essential Understandings	Essential Knowledge
<p>The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.</p> <p>The League of Nations was intended to provide a forum for resolving international disputes.</p> <p>The mandate system gave broad authority to the mandate powers regarding preparation for self-rule.</p>	<p><b>Outcomes and global effect</b></p> <ul style="list-style-type: none"><li>• Colonies’ participation in the war, which increased demands for independence</li><li>• End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires</li><li>• Enormous cost of the war in lives, property, and social disruption</li></ul> <p><b>Treaty of Versailles</b></p> <ul style="list-style-type: none"><li>• Forced Germany to accept responsibility for war and loss of territory and to pay reparations</li><li>• Limited the German military</li><li>• League of Nations</li></ul> <p><b>League of Nations</b></p> <ul style="list-style-type: none"><li>• International cooperative organization</li><li>• Established to prevent future wars</li><li>• United States not a member</li><li>• Failure of the League because it did not have power to enforce its decisions</li></ul> <p><b>The mandate system</b></p> <ul style="list-style-type: none"><li>• During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.</li><li>• The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.</li></ul>

## STANDARD WHII.10d

The student will apply social science skills to understand World War I and its worldwide impact by  
d) citing causes and consequences of the Russian Revolution;

Essential Understandings	Essential Knowledge
<p>Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R. (Union of Soviet Socialist Republics).</p>	<p><b>Causes of 1917 revolutions</b></p> <ul style="list-style-type: none"><li>• Defeat in war with Japan in 1905</li><li>• Landless peasantry</li><li>• Incompetence of Tsar Nicholas II</li><li>• Military defeats and high casualties in World War I</li></ul> <p><b>Rise of communism—a consequence of the Russian Revolution</b></p> <ul style="list-style-type: none"><li>• Bolshevik Revolution and civil war</li><li>• Vladimir Lenin’s New Economic Policy</li><li>• Joseph Stalin, Lenin’s successor</li></ul>

**STANDARD WH.10e**

The student will apply social science skills to understand World War I and its worldwide impact by

e) explaining the causes and assessing the impact of worldwide depression in the 1930s;

Essential Understandings	Essential Knowledge
<p>A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s that had an impact on many European societies.</p>	<p><b>Causes of worldwide depression</b></p> <ul style="list-style-type: none"><li>• German reparations</li><li>• Expansion of production capacities and dominance of the United States in the global economy</li><li>• High protective tariffs</li><li>• Excessive expansion of credit</li><li>• Stock Market Crash of 1929</li></ul> <p><b>Impact of worldwide depression</b></p> <ul style="list-style-type: none"><li>• High unemployment in industrial countries</li><li>• Bank failures and collapse of credit</li><li>• Collapse of prices in world trade</li><li>• Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse</li></ul>

**STANDARD WHIL.10f**

The student will apply social science skills to understand World War I and its worldwide impact by  
**f) examining the rise of totalitarianism.**

Essential Understandings	Essential Knowledge
<p>A communist dictatorship was continued by Joseph Stalin in the Soviet Union.</p> <p>Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.</p>	<p><b>U.S.S.R. during the Interwar Period—Joseph Stalin</b></p> <ul style="list-style-type: none"> <li>• Entrenchment of communism</li> <li>• Stalin’s policies: Five-year plans, collectivization of farms, state industrialization, secret police</li> <li>• Great Purge</li> </ul> <p><b>Germany during the Interwar Period—Adolf Hitler</b></p> <ul style="list-style-type: none"> <li>• Inflation and depression</li> <li>• Democratic government weakened</li> <li>• Anti-Semitism</li> <li>• Extreme nationalism</li> <li>• National Socialism (Nazism)</li> <li>• German occupation of nearby countries</li> <li>• Final solution: Extermination camps, gas chambers</li> </ul> <p><b>Italy during the Interwar Period—Benito Mussolini</b></p> <ul style="list-style-type: none"> <li>• Rise of fascism</li> <li>• Ambition to restore the glory of Rome</li> <li>• Invasion of Ethiopia</li> </ul> <p><b>Japan during the Interwar Period—Hirohito and Hideki Tojo</b></p> <ul style="list-style-type: none"> <li>• Militarism</li> <li>• Industrialization of Japan, leading to drive for raw materials</li> <li>• Invasion of Korea, Manchuria, and the rest of China</li> </ul>

**STANDARD WHII.11a**

The student will apply social science skills to understand World War II and its worldwide impact by

a) explaining the major causes of the war;

Essential Understandings	Essential Knowledge
Many economic and political causes led to World War II.	<p><b>Economic and political causes of World War II</b></p> <ul style="list-style-type: none"><li>• Aggression by the totalitarian powers of Germany, Italy, and Japan</li><li>• Nationalism</li><li>• Failures of the Treaty of Versailles</li><li>• Weakness of the League of Nations</li><li>• Appeasement</li><li>• Tendencies towards isolationism and pacifism in Europe and the United States</li></ul>

**STANDARD WHII.11b**

The student will apply social science skills to understand World War II and its worldwide impact by

b) describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;

Essential Understandings	Essential Knowledge
Leadership was essential to the Allied victory.	<p><b>Major leaders of the war</b></p> <ul style="list-style-type: none"><li>• Franklin D. Roosevelt: U.S. president</li><li>• Harry Truman: U.S. president after the death of President Roosevelt</li><li>• Dwight D. Eisenhower: Allied commander in Europe</li><li>• Douglas MacArthur: U.S. general</li><li>• George C. Marshall: U.S. general</li><li>• Winston Churchill: British prime minister</li><li>• Joseph Stalin: Soviet dictator</li><li>• Adolf Hitler: Nazi dictator of Germany</li><li>• Hideki Tojo: Japanese general</li><li>• Hirohito: Emperor of Japan</li></ul>

**STANDARD WHII.11c**

The student will apply social science skills to understand World War II and its worldwide impact by  
c) describing the major events, including major battles and the role of new technologies;

Essential Understandings	Essential Knowledge
Major theaters of war included Africa, Europe, Asia, and the Pacific Islands.	<p><b>Major events of the war (1939–1945)</b></p> <ul style="list-style-type: none"><li>• German invasion of Poland</li><li>• Fall of France</li><li>• Battle of Britain</li><li>• German invasion of the Soviet Union</li><li>• Japanese attack on Pearl Harbor</li><li>• D-Day (Allied invasion of Europe)</li><li>• Atomic bombs dropped on Hiroshima and Nagasaki</li></ul>

## STANDARD WHII.11d

The student will apply social science skills to understand World War II and its worldwide impact by  
d) examining the Holocaust and other examples of genocide in the twentieth century;

Essential Understandings	Essential Knowledge
<p>There had been a climate of hatred against Jews in Europe and Russia for centuries.</p> <p>Despite the lessons learned from the Holocaust, other instances of genocide have occurred in the second half of the twentieth century and into the twenty-first century.</p>	<p><b>Term to know</b></p> <ul style="list-style-type: none"><li>• genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group</li></ul> <p><b>Elements leading to the Holocaust</b></p> <ul style="list-style-type: none"><li>• Totalitarianism combined with nationalism</li><li>• History of anti-Semitism</li><li>• Defeat in World War I and economic depression blamed on German Jews</li><li>• Hitler’s belief in the master race</li><li>• Anti-Semitic Nazi propaganda</li></ul> <p><b>Other examples of genocide</b></p> <ul style="list-style-type: none"><li>• Armenians by leaders of the Ottoman Empire</li><li>• Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin</li><li>• Artists, technicians, former government officials, monks, minorities, and other educated individuals by Pol Pot in Cambodia</li><li>• Muslim and Croats by Bosnian Serbs in former Yugoslavia</li><li>• Tutsi minority by Hutu in Rwanda</li><li>• Darfuri civilians by Sudanese government</li></ul>

**STANDARD WHII.11e**

The student will apply social science skills to understand World War II and its worldwide impact by

- e) examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

Essential Understandings	Essential Knowledge
<p>The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.</p> <p>The Universal Declaration of Human Rights was issued in 1948 to protect the “inherent dignity and...the equal and inalienable rights of all members of the human family....”</p>	<p><b>Outcomes of World War II</b></p> <ul style="list-style-type: none"> <li>• Loss of empires by European powers</li> <li>• Establishment of two major powers in the world: The United States and the U.S.S.R.</li> <li>• War crimes trials</li> <li>• Division of Europe, Iron Curtain</li> <li>• Establishment of the United Nations</li> <li>• The Universal Declaration of Human Rights</li> <li>• Marshall Plan</li> <li>• Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact</li> </ul> <p><b>Efforts for reconstruction of Germany</b></p> <ul style="list-style-type: none"> <li>• Democratic government installed in West Germany and West Berlin</li> <li>• Germany and Berlin divided among the four Allied powers</li> <li>• Emergence of West Germany as an economic power in postwar Europe</li> </ul> <p><b>Efforts for reconstruction of Japan</b></p> <ul style="list-style-type: none"> <li>• United States occupation of Japan under MacArthur’s administration</li> <li>• Democracy and economic development</li> <li>• Elimination of Japan’s military offensive capabilities; guarantee of Japan’s security by the United States</li> <li>• Emergence of Japan as dominant economy in Asia</li> </ul> <p><b>International cooperative organizations</b></p> <ul style="list-style-type: none"> <li>• United Nations</li> <li>• North Atlantic Treaty Organization (NATO)</li> <li>• Warsaw Pact</li> </ul> <p><b>The Universal Declaration of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Established and adopted by members of the United Nations</li> <li>• Provided a code of conduct for the treatment of people under the protection of their government</li> </ul>

**STANDARD WHII.12a, b**

The student will apply social science skills to understand the conflicts during the second half of the twentieth century by

- a) explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
- b) describing the major leaders and events of the Cold War, including the location of major conflicts;

Essential Understandings	Essential Knowledge
<p>Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.</p> <p>The Cold War influenced the policies of the United States and the U.S.S.R. toward other nations and conflicts around the world.</p> <p>The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945.</p> <p>Communism failed as an economic system in the Soviet Union and elsewhere.</p>	<p><b>Causes of the Cold War (1945–1948)</b></p> <ul style="list-style-type: none"> <li>• The Yalta Conference and the Soviet control of Eastern Europe</li> <li>• Rivalry between the United States and the U.S.S.R.</li> <li>• Democracy and the free enterprise system vs. dictatorship and communism</li> <li>• President Truman and the policy of containment</li> <li>• Eastern Europe: Soviet satellite nations, the Iron Curtain</li> </ul> <p><b>Events of the Cold War (1948–1989)</b></p> <ul style="list-style-type: none"> <li>• Creation of opposing alliances: North Atlantic Treaty Organization (NATO) vs. Warsaw Pact</li> <li>• Korean War</li> <li>• Vietnam War</li> <li>• Berlin and the significance of the Berlin Wall</li> <li>• Cuban Missile Crisis</li> <li>• Development of nuclear weapons and the theory of deterrence</li> </ul> <p><b>Causes of the collapse of communism in the Soviet Union and Eastern Europe</b></p> <ul style="list-style-type: none"> <li>• Soviet economic collapse</li> <li>• Nationalism in Warsaw Pact countries</li> <li>• Tearing down of the Berlin Wall</li> <li>• Breakup of the Soviet Union</li> <li>• Expansion of NATO</li> </ul>

**STANDARD WHII.12c**

The student will apply social science skills to understand the conflicts during the second half of the twentieth century by  
 c) **describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh;**

Essential Understandings	Essential Knowledge
<p>After World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.</p> <p>Communism continues to influence China and Vietnam today.</p>	<p><b>Term to know</b></p> <ul style="list-style-type: none"> <li>• containment: A policy for preventing the expansion of communism</li> </ul> <p><b>Major movements in China</b></p> <ul style="list-style-type: none"> <li>• Division of China into two nations at the end of the Chinese civil war</li> <li>• Chiang Kai-shek (Jiang Jieshi): Nationalist China (island of Taiwan)</li> <li>• Mao Tse-tung (Mao Zedong): Communist China (mainland China)</li> <li>• Continuing conflict between the two Chinas</li> <li>• Communist China’s participation in Korean War</li> <li>• Deng Xiaoping: Continued communist control of government, reformed Communist China’s economy to allow elements of a market economy and rapid economic growth</li> </ul> <p><b>Conflicts and revolutionary movements in Vietnam</b></p> <ul style="list-style-type: none"> <li>• Role of French Imperialism</li> <li>• Leadership of Ho Chi Minh</li> <li>• Vietnam as a divided nation</li> <li>• Influence of policy of containment</li> <li>• The United States and the Vietnam War</li> <li>• Vietnam as a reunited communist country today</li> </ul>

**STANDARD WHII.12d**

The student will apply social science skills to understand the conflicts during the second half of the twentieth century by  
d) examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.

Essential Understandings	Essential Knowledge
<p>World leaders made major contributions to events in the second half of the twentieth century.</p>	<p><b>Margaret Thatcher</b></p> <ul style="list-style-type: none"><li>• British prime minister</li><li>• Free trade and less government regulation of business</li><li>• Close relationship with United States and U.S. foreign policy</li><li>• Assertion of United Kingdom’s military power</li></ul> <p><b>Mikhail Gorbachev</b></p> <ul style="list-style-type: none"><li>• Glasnost and perestroika</li><li>• Fall of the Berlin Wall</li><li>• Last president of the Soviet Union</li></ul> <p><b>Ronald Reagan</b></p> <ul style="list-style-type: none"><li>• Strategic Defense Initiative (Star Wars)</li><li>• Fall of the Berlin Wall</li><li>• Conservative economic policy</li></ul>

## STANDARD WHIL.13a

The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by

a) describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy;

Essential Understandings	Essential Knowledge
<p>British policies and India’s demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian subcontinent.</p> <p>The Republic of India, a democratic nation, developed after the country gained independence.</p>	<p><b>Regional setting for the Indian independence movement</b></p> <ul style="list-style-type: none"><li>• Indian subcontinent</li><li>• British India</li><li>• India</li><li>• Pakistan (formerly West Pakistan)</li><li>• Bangladesh (formerly East Pakistan)</li><li>• Sri Lanka (formerly Ceylon)</li></ul> <p><b>Evolution of the Indian independence movement</b></p> <ul style="list-style-type: none"><li>• British rule in India</li><li>• Indian National Congress</li><li>• Leadership of Mohandas Gandhi</li><li>• Role of civil disobedience and passive resistance</li><li>• Political division along Hindu-Muslim lines—Pakistan/India</li><li>• Republic of India</li><li>• World’s largest democratic nation</li><li>• Federal system, giving many powers to the states</li></ul> <p><b>Indian democracy</b></p> <ul style="list-style-type: none"><li>• Jawaharlal Nehru, a close associate of Gandhi, supported Western-style industrialization.</li><li>• The 1950 Constitution sought to prohibit caste discrimination.</li><li>• Ethnic and religious differences caused problems in the development of India as a democratic nation.</li><li>• New economic development has helped to ease financial problems of the nation.</li></ul>

## STANDARD WHIL.13b

The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by

b) describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa;

Essential Understandings	Essential Knowledge
<p>The charter of the United Nations guaranteed colonial populations the right to self-determination.</p> <p>Independence movements in Africa challenged European imperialism.</p>	<p><b>The independence movement in Africa</b></p> <ul style="list-style-type: none"><li>• Right to self-determination (United Nations charter)</li><li>• Peaceful and violent revolutions after World War II</li><li>• Pride in African cultures and heritage</li><li>• Resentment of imperial rule and economic exploitation</li><li>• Loss of colonies by Great Britain, France, Belgium, and Portugal; influence of superpower rivalry during the Cold War</li></ul> <p><b>Examples of independence movements and subsequent development efforts</b></p> <ul style="list-style-type: none"><li>• West Africa: Peaceful transition</li><li>• Algeria: War of Independence from France</li><li>• Kenya (Britain): Violent struggle under leadership of Jomo Kenyatta</li><li>• South Africa: Black South Africans' struggle against apartheid led by Nelson Mandela, who became the first black president of the Republic of South Africa</li></ul>

## STANDARD WHIL.13c

The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by

c) describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.

Essential Understandings	Essential Knowledge
<p>The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.</p>	<p><b>Mandates in the Middle East</b></p> <ul style="list-style-type: none"><li>• Established by the League of Nations</li><li>• Granted independence after World War II</li><li>• Resulted in Middle East conflicts created by nationalist aspirations, limited resources, and religious differences</li></ul> <p><b>French mandates in the Middle East</b></p> <ul style="list-style-type: none"><li>• Syria</li><li>• Lebanon</li></ul> <p><b>British mandates in the Middle East</b></p> <ul style="list-style-type: none"><li>• Palestine (included the land that became Jordan and Israel)</li><li>• Iraq</li></ul> <p><b>Golda Meir</b></p> <ul style="list-style-type: none"><li>• Prime Minister of Israel</li><li>• Became a leader during the mandate period and prime minister of Israel in 1969</li><li>• After initial setbacks, led Israel to victory in Yom Kippur War</li><li>• Sought support of the United States</li></ul> <p><b>Gamal Abdel Nasser</b></p> <ul style="list-style-type: none"><li>• President of Egypt</li><li>• Gained full independence from Britain in 1956 and became the leader of Pan-Arab nationalism</li><li>• Nationalized the Suez Canal</li><li>• Established relationship with the Soviet Union</li><li>• Built the Aswan High Dam</li></ul>

## STANDARD WHII.14a

The student will apply social science skills to understand the global changes during the early twenty-first century by

- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;

Essential Understandings	Essential Knowledge
<p>Developed and developing nations face many challenges. These challenges include migrations, ethnic and religious conflicts, and the impact of new technologies.</p>	<p><b>Migrations of refugees and others</b></p> <ul style="list-style-type: none"><li>• Refugees as an issue in international conflicts</li><li>• Migrations of guest workers to European cities</li></ul> <p><b>Ethnic and religious conflicts</b></p> <ul style="list-style-type: none"><li>• Middle East</li><li>• Northern Ireland</li><li>• Balkans</li><li>• Horn of Africa</li><li>• South Asia</li></ul> <p><b>Impact of new technologies</b></p> <ul style="list-style-type: none"><li>• Widespread but unequal access to computers and instantaneous communications</li><li>• Genetic engineering and bioethics</li><li>• Social media allows for instant communication and the rapid spread of ideas</li></ul>

## STANDARD WHIL.14b

The student will apply social science skills to understand the global changes during the early twenty-first century by  
b) assessing the link between economic and political freedom;

Essential Understandings	Essential Knowledge
<p>Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.</p> <p>Economic development and the rapid growth of population are having an impact on the environment.</p> <p>Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.</p>	<p><b>Contrasts between developed and developing nations</b></p> <ul style="list-style-type: none"><li>• Geographic locations of major developed and developing countries</li><li>• Economic conditions</li><li>• Social conditions (literacy, access to health care)</li><li>• Population size and rate of growth</li></ul> <p><b>Factors affecting environment and society</b></p> <ul style="list-style-type: none"><li>• Economic development</li><li>• Rapid population growth</li></ul> <p><b>Environmental challenges</b></p> <ul style="list-style-type: none"><li>• Pollution</li><li>• Loss of habitat</li><li>• Global climate change</li></ul> <p><b>Social challenges</b></p> <ul style="list-style-type: none"><li>• Poverty</li><li>• Poor health</li><li>• Illiteracy</li><li>• Famine</li><li>• Migration</li></ul> <p><b>Relationship between economic and political freedom</b></p> <ul style="list-style-type: none"><li>• Free market economies historically have produced rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual rights. Recent examples include Taiwan and South Korea.</li></ul>

**STANDARD WH.14c**

The student will apply social science skills to understand the global changes during the early twenty-first century by

c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;

Essential Understandings	Essential Knowledge
<p>The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a difference between the developed and developing nations.</p>	<p><b>Economic interdependence</b></p> <ul style="list-style-type: none"><li>• Role of rapid transportation, communication, and computer networks</li><li>• Rise and influence of multinational corporations</li><li>• Changing role of international boundaries</li><li>• Regional integration (e.g., European Union)</li><li>• Trade agreements (e.g., North American Free Trade Agreement [NAFTA], World Trade Organization [WTO])</li><li>• International organizations (e.g., United Nations [UN], International Monetary Fund [IMF])</li></ul>

**STANDARD WHII. 14d**

The student will apply social science skills to understand the global changes during the early twenty-first century by  
d) analyzing the increasing impact of terrorism.

Essential Understandings	Essential Knowledge
<p>Both developed and developing nations of the world have faced challenges brought about by increased terrorism.</p> <p>Terrorism is the use of illegal violence to achieve political ends.</p>	<p><b>Examples of international terrorism</b></p> <ul style="list-style-type: none"><li>• Munich Olympics</li><li>• Terrorist attacks in the United States (e.g., 9/11/2001) motivated by extremism (Osama bin Laden)</li><li>• Car bombings</li><li>• Suicide bombers</li><li>• Airline hijackers</li></ul> <p><b>Governmental responses to terrorist activities</b></p> <ul style="list-style-type: none"><li>• Surveillance</li><li>• Review of privacy rights</li><li>• Security at ports and airports</li><li>• Identification badges and photos</li><li>• Interrogations and detentions of suspected terrorists</li></ul>

## STANDARD WHIL.15a

The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

a) describing their beliefs, sacred writings, traditions, and customs;

Essential Understandings	Essential Knowledge
<p>Five world religions have had a profound impact on culture and civilization.</p>	<p><b>Judaism</b></p> <ul style="list-style-type: none"><li>• Monotheism</li><li>• Ten Commandments of moral and religious conduct</li><li>• Torah: Written records and beliefs of the Jews</li></ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"><li>• Monotheism</li><li>• Jesus as Son of God</li><li>• Life after death</li><li>• New Testament: Life and teachings of Jesus</li><li>• Establishment of Christian doctrines by early church councils</li></ul> <p><b>Islam</b></p> <ul style="list-style-type: none"><li>• Monotheism</li><li>• Muhammad, the prophet</li><li>• Qur'an (Koran)</li><li>• Five Pillars of Islam</li><li>• Mecca and Medina</li></ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"><li>• Founder: Siddhartha Gautama (Buddha)</li><li>• Four Noble Truths</li><li>• Eightfold Path to Enlightenment</li><li>• Spread of Buddhism from India to China and other parts of Asia, resulting from Asoka's missionaries and their writings</li></ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"><li>• Many forms of one God</li><li>• Reincarnation: Rebirth based upon karma</li><li>• Karma: Knowledge that all thoughts and actions result in future consequences</li><li>• Spread of Hinduism from India throughout the world</li></ul>

## STANDARD WH.15b

The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

b) locating the geographic distribution of religions in the contemporary world.

Essential Understandings	Essential Knowledge
<p>Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p>	<p><b>Geographic distribution of world's major religions</b></p> <ul style="list-style-type: none"><li>• Judaism: Concentrated in Israel and North America</li><li>• Christianity: Concentrated in Europe and North and South America</li><li>• Islam: Concentrated in the Middle East, Africa, and Asia</li><li>• Hinduism: Concentrated in India but has spread to the West Indies, Europe, and North America</li><li>• Buddhism: Concentrated in East and Southeast Asia</li></ul>