

Course Title: World History

Course Description	World History 9th Grade will begin with topics such as the Middle Ages and diverse societies around the world at this time. The course will continue tracing the development of modern nations, the relationships of western and non-western cultures, the evolution and challenge of democracy, totalitarianism, and the economic, social, and political institutions of the modern world. This course will emphasize a wide range of skill development throughout the year including a focus on critical thinking skills, reading comprehension, writing to text, essay writing, note taking, and research skills as well as time management and organizational skills.
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Unit/Term Name: Philosophy, the arts, science and technology c. 1200-1700	
Essential Questions	<p>What are the problems and potential that arise when new ideas challenge accepted ideas and traditional authority?</p> <p>Why might people be motivated to break with tradition?</p> <p>What social, political and economic factors can contribute to the flourishing of arts and culture in a society?</p>
Skills/Standards/Topics	<p>Describe role Islamic scholars, Christian monks, the Crusades and medieval universities played in the preservation of classical ideas and learning</p> <p>European Renaissance with the concepts of</p> <ul style="list-style-type: none">○ Humanism○ artists○ Writers○ Inventors○ Northern and Italian Renaissance <p>Describe religious and political beliefs that were challenged by Protestant reformers.</p> <p>Summarize the new ideas and technology that emerged from both the Italian and Northern Renaissance</p>

Describe role that differing religious beliefs played in shaping the political power structure of Europe by the 16th century

Define key terms that reflected the new ideas of the period (i.e Humanism, Protestantism, Reformation, Renaissance)

Identify the ways in which Renaissance ideas built off of, and differed from, classical ideas

Summarize key differences between Catholic and Protestant interpretations of important Christian beliefs and practices

Explain how and why the Renaissance-era started in Europe in the 14th century

Assess how and why new religious beliefs influenced changing political dynamics in Europe

Explain how the work of key figures from the Italian and Northern Renaissance was reflective of the overall changes of the time

Evaluate the costs and benefits to a society when traditional values are challenged by new ideas.

Resources


[Turning the Pages \(accessible version\) - Leonardo Notebook: Introduction](#)

[Machiavelli, The Prince](#)

[Pieter Bruegel the Elder, The Tower of Babel – Smarthistory](#)

[CHINA AND THE WORLD HISTORY OF SCIENCE.](#)

[Rembrandt, The Anatomy Lesson of Dr. Tulp – Smarthistory](#)

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Unit/Term Name: Global Exploration, Conquest and Colonization

Essential Questions

What are motivating factors in a government's desire to expand?

What motivates people to feel a sense of superiority over others, as well as act on that sense of superiority?

Skills/Standards/Topics

Describe the arguments used by leaders in Portugal, Spain, England, France and the Netherlands for pursuing sea routes to Asia

Identify regions in Asia, Africa and the Americas where each of the above-mentioned kingdoms established trade relations

Analyze perspectives of both people in Europe (primarily explorers, traders and missionaries) and people in Asia, Africa and the Americas (primarily governmental leaders) on the new economic and social relations established through exploration, trade and colonization

Describe major items of trade in Asia, Africa and the Americas sought by European traders

Summarize significant concepts underlying the Age of Exploration (colonization, mercantilism, balance of trade, "3 G's" - God, Gold, Glory, Columbian Exchange, Triangular Trade)

Explain the roots of the changing balance of global economic and political power as a result of the Age of Exploration

Resources

[Bernal Diaz del Castillo, The True History of the Conquest of New Spain](#)


[Evliya Celebi, Exhibition | The Book of Travels](#)

 World History Maps II.pdf

Unit/Term Name: Philosophies of Government and Society

Essential Questions

What form of government functions best for a given society?

	<p>What are the advantages and disadvantages of an Absolute Monarchy?</p> <p>How does new political thought change society and the power structures that exist?</p>
Skills/Standards/Topics	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> Enlightenment, Denis Diderot, Emmanuel Kant, John Locke, Charles de Montesquieu, Jean-Jaques Rousseau, Mary Wollstonecraft, Cesare Beccaria, Voltaire, Moliere, William Hogarth, absolute monarchy, constitutional monarchy, Magna Carta, Glorious Revolution, Parliament, U.S. Constitution, U.S. Bill of Rights <p>Explain historical philosophies of government, giving examples from world history</p> <p>Explain why England was the exception to the growth of absolutism in Europe</p> <p>Identify the ideals of the European Enlightenment, such as happiness, reason, progress, liberty, and natural rights</p> <p>Evaluate the impact of the work of Enlightenment philosophers as they examined existing political, economic, social, and religious structures</p> <p>Explain the differences in the forms of government philosophies</p>
Resources	<p> World Hlstory Maps II.pdf</p>

Unit/Term Name: Absolute power, political revolutions and the growth of nation states

Essential Questions

What is the most effective means to bringing political, economic, and social change?

Was the French Revolution successful?

Skills/Standards/Topics

Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs

Analyze the various political, social, intellectual, and economic causes of the French Revolution (e.g., the influence of Enlightenment philosophy, the development of a middle class, the excesses and growing economic struggles of the French monarchy, the incompetence and corruption of the monarchy and government officials).

Compare the causes, goals, and outcomes of the American Revolution (1776-1787), the French Revolution (1789-1799), and the Haitian Revolution (1791-1804), and analyze the short-term and long-term impact of these revolutions on world history

Identify the major political, social, and economic developments of Central and South American and Mexican history in the 19th century and analyze how these developments were similar to or different from those in Europe during the same time period.

Resources

Suggested Primary Sources

John Locke, [*Two Treatises of Civil Government*](#) (1690)

Charles de Montesquieu, [*The Spirit of the Laws*](#) (1748)

Jean Jacques Rousseau, [*The Social Contract*](#) (1763)

Adam Smith, [*The Wealth of Nations*](#) (1775)

Mary Wollstonecraft, [*Vindication of the Rights of Women*](#) (1792)

The [*English Bill of Rights*](#) (1689)

 [World Hlstory Maps II.pdf](#)

Unit/Term Name: The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe

Essential Questions

Are the benefits of progress worth the cost?

What was revolutionary about the Industrial Revolution?

Skills/Standards/Topics

Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions.

Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequality in wealth distribution, the environmental impact of industrialization, and the harsh working and living conditions for the urban poor.

Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies such as feminism, socialism and communism, including ideas and influence of Robert Owen and Karl Marx.

Explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19th century.

Explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power among nations.

Resources

Adam Smith, [An Inquiry into the Nature and Causes of the Wealth of Nations - Econlib](#)

Selections from Charles Dickens, [The Project Gutenberg eBook of Oliver Twist, by Charles Dickens](#)


Karl Marx and Friedrich Engels, [Avalon Project - Manifesto of the Communist Party : Contents](#)

John Stuart Mill, [On Liberty by John Stuart Mill Archives - Collection at Bartleby.com](#)

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Unit/Term Name: The Global Effects of 19th Century Imperialism	
Essential Questions	<p>Why did the spread of industrialism to Europe and the United States accelerate colonialism and imperialism?</p> <p>What were some responses to imperialism by colonized people?</p>
Skills/Standards/Topics	<p>Locate on a map key locations outside of Europe controlled by the European countries in the 19th century (e.g., India, Canada, Australia, and much of Africa by Britain; the Philippines, western and southwestern parts of North and South America, and the Caribbean Islands by Spain; Cape Verde, Brazil, and parts of India by Portugal; North and West Africa by France; parts of central Africa by Belgium and Germany).</p> <p>Describe the causes of 19th century European global imperialism</p> <p>the importance of slavery and slave-generated capital to the Industrial Revolution; the role of European traders, merchants, and buyers in making the slave trade profitable in North and South America and the Caribbean Islands</p> <p>the writings of 18th and 19th century European race theorists that posited differences among races and the superiority of the “Caucasian race” as scientific fact, including the concept of Social Darwinism, thus justifying European attitudes toward colonialism and slavery.</p> <p>Analyze the impact of Western imperialism in Asia, Africa, and Latin America.</p> <p><i>choosing a former colony to research, and using maps, images, literature, and other primary and secondary sources to create a case study of the area before, during, and after the colonial period, explaining the process of decolonization, and evaluating the success of the independent nation (India, China, Japan, Africa, Latin America).</i></p> <p>Analyze the cultural impact of colonial encounters and trade on people in Western nations,</p>

Resources	Take up the White Man's burden Edward D. Morel, "The Black Man's Burden"  World History Maps II.pdf

Unit/Term Name: The Great Wars	
Essential Questions	<p>What factors lead to World War I?</p> <p>Why was a lasting peace unable to be achieved in Europe?</p>
Skills/Standards/Topics	<p>Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems.</p> <p>Evaluate the ways in which World War I was a total war and its impact on the warring countries and beyond. Show details</p> <p>Evaluate the negotiation of the Treaty of Versailles and how the treaty did or did not address the various issues caused by World War I. Show details</p> <p>Analyze the various developments of early 20th century Russian history including the Russian Revolution within the context of World War I, the growing political and social unrest under Czar Nicholas II, the emergence of the Bolshevik movement, the political revolutions of 1917, and the Russian Civil War.</p> <p>Analyze the political, social, economic, and cultural developments following World War I</p> <p>Identify the various causes and consequences of the global economic collapse of</p>

the 1930s and evaluate how governments responded to the effects of the Great Depression.Show details

Identify the characteristics of fascism and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Germany, and the Soviet Union during the 1920s and 1930s.

Evaluate the economic, social, and political conditions that allowed the rise of Hitler, Mussolini, and Stalin in their respective countries, and how each dictator repressed dissention and persecuted minorities.Show details

Analyze the aggression of Germany, Italy, and Japan in the 1930s and early 1940s and the lack of response by the League of Nations and Western democracies.

Analyze the effects of **one** of the battles of World War II on the outcome of the war and the countries involved *1940: the Battles of Britain and Dunkirk;*

1941: the attack on Pearl Harbor

1942: the Battles of Midway and, Corregidor

1943: Stalingrad and the Allied invasion of Italy

1944-1945: the invasion of Normandy, D-Day , the Battle of the Bulge, Battle of Berlin, Battle of Bataan and the subsequent Bataan Death March, the Battles of Iwo Jima , Okinawa, Manila and Corregidor

Identify the goals, leadership, strategies, and post-war plans of the Allied leaders

Describe the Holocaust, including its roots in Christian anti-Semitism, 19th century ideas about race and nation, and the Nazi dehumanization and planned extermination of the Jews and persecution of LGBT and Gypsy/Roma people.

Analyze the decision of the United States to drop atomic bombs on Hiroshima and Nagasaki in order to bring the war with Japan to a swift conclusion and its impact on relations with the Soviet Union.

Evaluate the global political, economic, and social consequences of World War II.

Resources

[Posters: World War I Posters - About this Collection - Prints & Photographs](#)

[Online Catalog \(Library of Congress\)](#)

[Full text of "Mein Kampf"](#)

[Paul Troost, House of \(German\) Art – Smarthistory](#)

Note that the 2 sources above contain anti-Semitic ideas and will be reviewed by teachers, curated carefully and presented with explanations

[The Lodz Ghetto Photographs of Henryk Ross](#)

[Neville Chamberlain, Peace in Our Time](#)

[Disaster of the First Magnitude, 1938](#)

[Winston S. Churchill: "Iron Curtain Speech", March 5, 1946](#)

[Joseph Stalin: Reply to Churchill, 1946](#)

[Joseph Stalin: Reply to Churchill, 1946](#)

[THE GENEVA CONVENTIONS OF 12 AUGUST 1949](#)

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Unit/Term Name: The Cold War

Essential Questions

What issues led to mistrust between the US and the Soviet Union?

Was the Cold War avoidable?

Skills/Standards/Topics

Identify the goals, leadership, strategies, and post-war plans of the Allied leaders (i.e., Winston Churchill, Franklin D. Roosevelt, Joseph Stalin) and how wartime diplomacy affected the outcome of the war and the emergence of the Cold War.

Evaluate the global political, economic, and social consequences of World War II

Identify the differences in worldview between the United States and the Union of Soviet Socialist Republics (USSR) and analyze how tensions between the USSR and the West led to the division of Europe.

Evaluate the importance of key military and political developments on the

outcome of the Cold War. Students may use one the following examples to address this standard.

Evaluate the consequences of the breakup of the Soviet Union on the development of market economies, political and social stability, the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations, and analyze how these consequences led to the consolidation of political power in the hands of an oligarchy during the first and second decades of the 21st century.

Analyze the contributing factors to and the effects of the global surge in economic productivity, the rise in living standards in Western Europe and Japan, such as the long postwar peace between democratic nations, the role of migrant workers in rebuilding postwar nations, and the policies of international economic organizations.

Evaluate how scientific developments of the 20th century altered understanding of the natural world, changed the lives of the general populace, and led to further scientific research. Students may use one of the following examples to address this standard

Resources

Nikita Khrushchev, [*Secret Speech to the Closed Session of the Twentieth Party Congress* \(1956\)](#)


Mao Tse-Tun, *Quotations of Chairman Mao* (1964)
<http://www.bbc.com/news/in-pictures-27410482>

Nelson Mandela [*Nelson Mandela's speech 'I am prepared to die' at the Rivonia trial*](#)
[*The British Library*](#)

Vaclav Havel, [*"The Power of the Powerless"*](#)

 [World Hlstory Maps II.pdf](#)

Unit/Term Name: The Era of Globalization

Essential Questions	<p>Is democracy growing or declining around the world?</p> <p>What would “victory” in the war on terror look like?</p> <p>Has globalism created more or less economic opportunities for people around the world?</p>
Skills/Standards/Topics	<p>Analyze reasons for globalization – an international network of economic systems - and explain its consequences for workers in highly developed and less developed countries.</p> <p>Analyze the major forces in the Middle East since 1980, including the rise of Islamic fundamentalism; the bulge in the youth population, rivalry between Saudi Arabia and Iran, struggle for autonomy by the Kurds, the political challenges of the oil-rich Persian Gulf states, the Iranian Revolution of 1978-1979 and the Iran-Iraq War, the Persian Gulf War, the Iraq War, Arab uprisings, the growth of the Islamic State of Iraq and Syria (ISIS).</p> <p>Explain the role of populist political movements, their strength in European political parties in the early 21st century.</p> <p>Analyze the rise in political and economic power of China and its increasingly critical role in global affairs (e.g., North Korea, the World Trade Organization).</p> <p>Evaluate the impact of international efforts to address global issues.</p>
Resources	<p>Mala Yousafzai Malala Yousafzai – Nobel Lecture - NobelPrize.org</p> <p> World Hlstory Maps II.pdf</p>