The Alignment Guides are to assist educators in aligning inquiry and skills based instruction with the *2020 South Carolina Social Studies College- and Career- Ready Standard*s. The development of the Alignment Guides is the work of educators with the intent of continuous revisions based on classroom application.  The documents are accessible for educators to make decisions regarding the suggested inquiry questions and/or content lists based on the needs of students.

**Deconstructed Skills for Modern World History**

|  |  |
| --- | --- |
| **Disciplinary Skill** | **Expression** |
| **CO: Comparison-** Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis. | To demonstrate their ability to use the skill of **comparison**, students should:   * Identify the characteristics of historical events over time, place, and culture. * Categorize historical events according to similarities and differences. * Construct conclusions about historical events. * Analyze the reasons for the similarities and differences. |
| **CE: Causation-** Evaluate significant turning points, including related causes and effects that affect historical continuity and change. | To demonstrate their ability to use the skill of **causation**, students should:   * Justify the long term and short term causes of significant events. * Justify the long term and short term consequences of significant events. * Categorize causes and consequences of various historical events. * Differentiate causation from correlation or context. |
| **P**: **Periodization-** Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization. | To demonstrate their ability to think in terms of **periodization**, students should:   * Identify major turning points in World history. * Define and understand the characteristics of an era. * Describe the methods by which historians categorize events into eras. * Summarize major events and developments according to historical eras. |
| **CX: Context-** Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context when analyzing significant events. | To demonstrate their ability to use **context**, students should:   * Distinguish events based on time and place. * Establish connections between relative historical topics. * Connect specific events to broad historical themes and developments. |
| **CC: Continuities and Changes-** Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes. | To demonstrate their ability to understand **continuities and changes**, students should:   * Define continuity and change. * Identify patterns of continuity and change chronologically and thematically. * Cite continuities that transcend periods and changes within a period. |
| **E: Evidence-** Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history. | To demonstrate their ability to use **evidence** in the study of history, students should:   * Understand the difference between primary and secondary sources. * Use historical thinking skills to weigh primary sources; identifying point of view: the effect of the author’s position, group affiliation, or specific beliefs. * Utilize multiple points of view to construct a historical argument. |

##### **Emergence of the Modern World**

**Standard 1:** Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.

**Enduring Understanding:**

The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.

**Expository Narrative and Inquiry:**

This standard is intended to encourage inquiry into the complexities of the modern world between 1300 and 1500, resulting from increased global interactions.

First, the established religions of Buddhism, Christianity, Hinduism, Islam, and Judaism all had different but enduring influences on the modern world’s art, societal structures, government, and economy.

The Black Death also had enduring influence by acting as a catalyst for change in Europe. Europeans began to consider humanistic in addition to their religious faith and ideals, ushering in a rebirth of Classical Greek and Roman ideas known as the Renaissance. This movement made significant contributions to art, architecture, literature, and scholarly achievement, thereby influencing the creation of the modern world. In addition, humanistic thought gave way to the Protestant Reformation, the Scientific Revolution and the Enlightenment, further influencing the way humans viewed their place in the world.

The increased curiosity and technological advancements that defined the Renaissance led to a European desire to see other lands. Exploration would eventually lead to colonialism, mercantilism, and the competition for trade routes which would result in the Columbian Exchange and exploitation of native people and Africans.

The Indian Ocean trade routes acted as a center for economic exchange in the Eastern World from 1300-1500.  The natural resources of the East appealed to European consumers, and competition for profit began. The Portuguese facilitated navigational studies as a result of Prince Henry the Navigator and initiated trade along the coast of Africa and in Southeast Asia. The Dutch surpassed the Portuguese and traded with India and Southeast Asia, while the Ottoman Empire and the Mongols remained inland and dominated the Mediterranean Sea and land routes. Meanwhile, the Chinese Ming Dynasty adopted strong isolationist policies, removing itself from competition for trade. Various religions of the world also had the opportunity to spread by way of these trade routes. As a result of these interactions, worldwide populations and economies grew exponentially.  Individual groups played different roles and impacted different parts of this network.

Furthermore, the Ottoman Empire was a powerful force that influenced the Middle East, and Africa.  The Ottomans had a long lasting political, economic, and cultural impact on the world for centuries. Ultimately, by conquering the Byzantine Empire and taking over the city of Constantinople in 1453, the Ottomans rose to prominence with the Safavid dynasty and the creation of Istanbul.  Under the leadership of Mehemet II, the Ottomans controlled multiple aspects of Europe, Asia, and Africa and became the center of trade in 1453.

**Emergence of the Modern World**

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 1 and the themes of the course.

* In what ways did the Black Death act as a catalyst for change in Europe?
* What was the effect of the rise of literacy on the Renaissance?
* What was the effect of the Black Death on the Catholic Church?
* How did religion impact the growth of worldwide empires during this time period?
* How did exploration lead to the enslavement of people word-wide?
* How did the Age of Exploration act as a turning point in world history?
* What factors resulted in the Indian Ocean's critical role in trade during this time period?
* How did life under the Ottoman Empire differ from life under its predecessor, the Byzantine Empire?

**Emergence of the Modern World**

**Standard 1:** Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.

**Enduring Understanding:** The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.

**Indicator MWH.1.CO:** Compare and contrast the major political, social, and belief systems and their spatial distribution in the early modern world.

This indicator was developed to encourage inquiry into the mosaic of the modern world between 1300 and 1500 focusing on the foundational understanding of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism as well as highlight the development of early kingdoms, empires, and nation states.

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill:** CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Compare the influence of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism on the early modern world.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

World Religions

* Buddhism
* Christianity
* Hinduism
* Islam
* Judaism
* Spread of
  + African Empires
  + Aztec Empire
  + Holy Roman Empire
  + Inca Empire
  + Italian City-States
  + Mayan Empire
  + Ming Dynasty/China
  + Ottoman Empire

**Emergence of the Modern World**

**Standard 1:** Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.

**Enduring Understanding:** The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.

**Indicator MWH.1.CE:** Examine the causes and effects of the events surrounding the Renaissance on the rise of Europe.

This indicator was developed to encourage inquiry into the causes and effects of the Black Death, the influence of the Catholic Church, and the Renaissance during the time period, and their implications on the development of the modern world.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Describe the causes and effects of the Black Death.
* Discuss the influence of the Roman Catholic Church both before and after the Renaissance.
* Explain the factors that catalyzed the Renaissance.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Black Death

* Impact on geographical regions
* Impact on power of Roman Catholic Church
* Impact on social hierarchies

Humanism

* Christian
* Civic

Italian Renaissance

* Artists
  + da Vinci, Leonardo
  + Gentileschi, Artemisia
  + Michelangelo
  + Raphael
* Patrons
  + Medici Family
* Philosophers
  + Cereta, Laura
  + Machiavelli, Niccolo
* Writers
  + Alighieri, Dante
  + Colonna, Vittoria

Northern Renaissance

* Artists
  + Bruegel, Pieter
  + Durer, Albrecht
  + Van Eyk
* Philosophers
  + Erasmus
* Writers
  + De Pizan, Christine
  + Shakespeare, William

Roman Catholic Church

* Influence on the Renaissance
* Response to humanist movement

**Emergence of the Modern World**

**Standard 1:** Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.

**Enduring Understanding:** The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.

**Indicator MWH.1.P:** Summarize the motivations of worldwide exploration and the influence of exploration on world civilizations.

This indicator was developed to encourage inquiry into the interactions between the European countries, pre-Columbian societies, the world-wide enslavement of native people, as well as individual Asian societies focusing on trade, exploration, and the emergence of an imperial world.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Trace the origins of exploration and trade during this time period.
* Describe the response of indigenous people to European exploration in the Americas.
* Describe the motives of European nations to explore new lands.
* Explore the motives for isolationist policy in Asia.
* Examine European motives for trade in Africa.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

African Empires

* Ghana
  + Gold and salt trade
* Mali
  + Mansa Musa
  + Timbuktu
* Songhai
* Trade routes

Age of Exploration

* Explorers
  + Cartier, Jacques
  + Columbus, Christopher
  + Cortes, Hernan
  + de Gama, Vasco
  + de la Casas, Bartolome
  + de Soto, Hernando
  + de Balboa, Vasco Nunez
  + Magellan, Ferdinand
  + Pizarro, Francisco
  + Prince Henry the Navigator
  + Queen Isabella
  + Hudson, Henry

Americas

* Aztec Empire
* Inca Empire
* Mayan Civilization
* Contact with Europeans

Asia

* Ming Dynasty
* Isolationist policies

Mercantilism

**Emergence of the Modern World**

**Standard 1:** Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.

**Enduring Understanding:** The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.

**Indicator MWH.1.CX:** Contextualize the Indian Ocean as the center of global exchanges within the historically significant Eastern Hemisphere trade networks.

This indicator was developed to encourage inquiry into how the emergence of the Indian Ocean trade route, the Silk Road, and the power shifts between different groups happened as a result of economies, politics, population, resources, and technology.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill:** CX: Context

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Analyze the importance of the Indian Ocean in relation to economic developments during this time period.
* Analyze how the economic activities in the Indian Ocean and Asia lead to change during this time period.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

China

* Ming Dynasty
  + He, Zheng

Silk Road

* Diffusion
* Operation of
* Motivations for finding alternative routes
* Polo, Marco
* Spices
* Silk
* Spread of disease
* Taxation
* Tea

Indian Ocean trade

* Interactions between Asia and Africa
* Ottoman Empire
* Portuguese merchants as catalysts for change
* Shift in power to West after China adopted isolationist policies

**Emergence of the Modern World**

**Standard 1:** Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.

**Enduring Understanding:** The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.

**Indicator MWH.1.CC:** Analyze continuities and changes within the rise and expansion of the Ottoman Empire and its implications on the world.

This indicator was developed to encourage inquiry into the changes that are facilitated through shifts in economic systems, the strength of government, access to technology, and the strength of leaders in the Ottoman Empire. Further inquiry into the continuities and changes of the emergence, expansion, and significance of the Ottoman Empire, pre-Columbian societies, Asian societies, and Africa in the world during the period is also encouraged.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Identify and explain the changes in the world brought about by the emergence of the Ottoman Empire.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Ottoman Empire

* centralization
* cultural achievements
* economic foundations (trade)
* Merit based system
* military strength
* Political leaders
  + Mehmet II
* overthrow of Byzantine Empire
* political traditions
* Religious foundations
* transfer of power

Ming Dynasty/China

Mughal Empire

Ottoman Empire

Portuguese

Silk Road

**Emergence of the Modern World**

**Standard 1:** Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.

**Enduring Understanding:** The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.

**Indicator MWH.1.E:** Utilize a variety of primary and secondary sources to analyze multiple perspectives of global exchanges.

**Depth of Knowledge:** Level 4 – Extended Reasoning

**Target Skill:** E: Evidence

**Below examples of perspectives to consider through primary sources:**

* Perspectives on belief systems
* Artistic achievements from the Renaissance
* Letters from the end of the Yuan Dynasty and beginning of the Ming Dynasty
* Perspectives of explorers on interactions with new peoples, empires, and/or lands (ex: Columbus, da Gama, Pizzaro, Cortez)
* Aztec accounts of the Spanish conquest
* Travels of Ibn Battuta

**Below examples of perspectives to consider through secondary sources:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum exhibits (online)

**Commerce, Innovation and Expansion**

**Standard 2:** Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

**Enduring Understanding:**

Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.

**Expository Narrative and Inquiry:**

This standard was developed to encourage inquiry into growing economic, political, and social exchanges between 1450-1815. As European nation-states established trade posts on other continents and competed for prominence, Atlantic exploration expanded, and worldwide trade increased. As a result, European outposts began forming along the coast of Africa and India. The arrival of Europeans in the Americas led to the creation of colonies and new trade routes, but it also led to widespread exploitation of the native populations and their deaths from disease. Interactions between Catholic missionaries, European explorers, and indigenous populations changed many of the pre-contact social structures, and syncretism led to a merging of indigenous, European, and African cultural traditions across the Americas.

Competition for resources and political and economic dominance also changed trade networks in the Atlantic World. African kingdoms developed with the gold for salt trade across the Sahara, and capital cities such as Gao in Songhai and Timbuktu in Mali emerged as prosperous economic and political centers.  Along the East African coast, commercial cities rose through increased trade with Middle Eastern and Asian lands due to its location with the Red Sea and Indian Ocean, leading to a blending of cultures and the emergence of the Swahili language. Yet, European demand for labor and the widespread death of indigenous peoples in the Americas resulted in the establishment of the Trans-Atlantic Slave Trade. Approximately 12 million Africans were transported to the Americas and enslaved, resulting in a demographic crisis in Africa, and establishing economies across the Americas based on exploited labor.

The onset of the Enlightenment resulted in the questioning of political systems around the world. Various types of government existed throughout the world, including dynastic, constitutional, and absolute monarchies, autocracies, and later, democracy. Enlightenment philosophes during the Age of Reason emphasized logic and science, and philosophers applied these ideas to the study of politics and government, questioning the divine right of monarchs and the role of their governments. The ideals of individual freedoms, representative governments, and Social Contract Theory influenced the rise of a new middle class across Western Europe, created support for democratic politics and free-market economies, and began debates about social equality and citizenship.

These Enlightenment principles ushered in a new age of colonial revolutions in the western hemisphere. The American Revolution created a representative form of government in the United States. This successful revolution, a growth in nationalism in the colonies, continued economic exploitation from mercantilism, and social inequality inspired other colonies to pursue independence. French-controlled Haiti launched a slave revolt, and Haitians won their independence as France fought its own revolution against absolute monarchy. Various Spanish colonies also won their independence in the early nineteenth century.

As political systems changed across Europe, the First Industrial Revolution of the mid-1700s transformed the region’s economic and social structures. Before industrialization, the majority of the populace worked in agriculture and lived in rural areas.  The expansion of capitalism led to the growth of a middle class and increasing wealth for the industrial class, but it also created an urban working class who faced exploitation, harsh working conditions, lack of education, and low wages.

**Commerce, Innovation and Expansion**

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 2 and the themes of the course.

* How did the Enlightenment challenge absolute government in France?
* How did Peter the Great and Louis the XIV's views on government compare to the governments in Great Britain and the United States?
* What events contributed to Latin American revolutions?
* What principles of the Enlightenment had the greatest impact on the governments of England, the United States, France, Haiti, and Latin America? How? Why?
* How did the Enlightenment influence the revolutions of the late 18th and early 19th centuries?
* What impact did the Protestant Reformation have on religion and politics in Europe?
* What were the benefits and drawbacks of the increased global exchange during this time period? Consider Atlantic exploration, colonialism, African trade, interaction between Asian states.
* How did slavery and the transatlantic slave trade shape societies around the Atlantic World?
* How did European exploration and colonization of the Americas cause a shift in the global balance of power?
* What were the results of increased interaction in Asian civilizations due to trade?

**Commerce, Innovation and Expansion**

**Standard 2:** Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

**Enduring Understanding:** Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.

**Indicator MWH.2.CO:** Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies.

This indicator was developed to encourage inquiry into political philosophies including monarchies, constitutional governments, autocracies, and democracies, and their impact on global affairs during the age of commerce, expansion, and innovation.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Compare the characteristics of different types of governments.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Absolutism

* Absolutist leaders
  + Louis the XIV
  + Peter the Great

Autocracy

* Napoleon

Constitutional Monarchies

* Glorious Revolution

Enlightenment

* Locke, John
* Machiavelli, Niccolo
* Montesquieu
* Rousseau, Jean Jacques
* Voltaire

Monarchy/Dynasty

* Ming Dynasty
* Monarchy in France
* Monarchy in Great Britain
* Monarchy in Spain
* Mughal Empire
* Ottoman Empire
* Tokugawa Shogunate

Representative Governments

* Democracies
* United States

**Commerce, Innovation and Expansion**

**Standard 2:** Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

**Enduring Understanding:** Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.

**Indicator MWH.2.CE:** Summarize how major world revolutions created new global affairs and interactions.

This indicator was developed to encourage inquiry into the causes of the new American democratic political institutions of the 18th century and their subsequent impact on the various political revolutions and institutions throughout the western hemisphere during the 19th century.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Explore how the French Revolution led to the Haitian Revolution.
* Describe the local and global changes that resulted from revolution in France/Haiti/the Americas.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

American Revolution

* Influence on subsequent revolutions

Citizenship

French Revolution

* Declaration of the Rights of Man
* Declaration of the Rights of Women
  + de Gouges, Olympe
* Key figures
  + Antoinette, Marie
  + Corday, Charlotte
  + Danton, Georges
  + Louis XVI
  + Marat, Jean Paul
  + Marquis de Lafayette
  + Robespierre, Maximilien
* Motives
* Outcomes
* Storming of the Bastille

Haitian Revolution

* Dessalines, Jean Jacques
* L’ouverture, Toussaint

Latin American Independence Movements

* Tupac Amaru II Rebellion
* Independence Leaders
  + Bolivar, Simon
  + Hidalgo, Father Miguel
  + Morelos, Father Jose Maria
  + Salavarrieta, Policarpa

Nationalism

Representative Governments

**Commerce, Innovation and Expansion**

**Standard 2:** Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

**Enduring Understanding:** Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.

**Indicator MWH.2.P:** Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period 1765–1815.

This indicator was developed to encourage inquiry into the European Enlightenment, and how the ideas of the Enlightenment led to the British, American, French, Haitian, and Latin American Revolutions.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Explain how the Enlightenment served as a turning point in people’s view of the role of government.
* Explain how the Enlightenment influenced the development of new governments.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

American Revolution

* Influence on subsequent revolutions

Enlightenment Ideas

* Citizenship
* Individual rights
* Nationalism
* Popular sovereignty
* Religious Freedom
* Separate branches of government
* Social Contract

French Revolution

* Declaration of the Rights of Man
* Declaration of the Rights of Women
  + de Gouges, Olympe
* Key figures
  + Antoinette, Marie
  + Corday, Charlotte
  + Danton, Georges
  + Louis XVI
  + Marat, Jean Paul
  + Marquis de Lafayette
  + Robespierre, Maximilien
  + Voltaire
* Motives
* Outcomes
* Storming of the Bastille

Haitian Revolution

* Dessalines, Jean Jacques
* L’ouverture, Toussaint

Latin American Independence Movements

* Tupac Amaru II Rebellion
* Independence Leaders
  + Bolivar, Simon
  + Hidalgo, Father Miguel
  + Morelos, Father Jose Maria
  + Salavarrieta, Policarpa

Nationalism

Representative Governments

**Commerce, Innovation and Expansion**

**Standard 2:** Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

**Enduring Understanding:** Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.

**Indicator MWH.2.CX:** Contextualize the impact of the Scientific Revolution and Enlightenment in expanding global interactions in commerce and innovations.

This indicator was developed to encourage inquiry into the revolutionary events, scientific and political innovators, and the philosophies surrounding the Scientific Revolution, the Enlightenment, and the Protestant Reformation in Europe.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill:** CX: Context

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Explore the changes that occurred worldwide as a result of the Enlightenment and Scientific Revolution.
* Explore the changes that occurred worldwide as a result of the Protestant Reformation.
* Describe the defining characteristics of a revolution.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Enlightenment

* Locke, John
* Machiavelli, Niccolo
* Montesquieu
* Rousseau, Jean Jacques
* Voltaire

Scientific Revolution

* Bacon, Francis
* Conflict with the Roman Catholic Church
* Copernicus, Nicolaus
* Galilei, Galileo
* Geocentric Theory
* Heliocentric Theory
* Newton, Isaac

Protestant Reformation

* 95 Theses
* Calvin, John
* Counter-Reformation
* Henry VIII
* Luther, Martin
* Printing press

**Commerce, Innovation and Expansion**

**Standard 2:** Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

**Enduring Understanding:** Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.

**Indicator MWH.2.CC:** Examine the continuities and changes in the development of world trade networks and colonialism.

This indicator was developed to encourage inquiry into Atlantic exploration, colonialism, trade networks among African kingdoms and the increasing interaction between Asian countries due to trade.

**Depth of Knowledge:** Level 3: Complex Reasoning

**Target Skill:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Identify parts of the world that did not experience drastic change during this period, and explain why.
* Examine the economic, environmental, and human impact of colonialism on African/Asia/the Americas.
* Examine the human impact of the transatlantic slave trade.
* Examine the economic impact of the transatlantic slave trade.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Abolition

Americas

* Disease
* Exploitation of indigenous people
* Extraction of natural resources
* Labor
* Mining

Asian trade networks

* Ming Dynasty
* Mughal Empire
* Ottoman Empire
* Qing Dynasty

British Colonialism

* British East India Company

Columbian Exchange

* Goods
* Disease

Dutch Colonialism

* Dutch East-India Company

Economic causes of revolution in the Western Hemisphere

* Exploitation by parent countries
* Profits
* Taxation
* Trade partners

First Industrial Revolution

French Colonialism

Mercantilism

Portuguese Colonialism

Spanish Colonialism

Syncretism

* Santeria
* Swahili
* Voodoo

Transatlantic Slave Trade

* Middle Passage
* Plantation
* Slave Codes

West African Kingdoms

* Changes resulting from the transatlantic slave trade
* Power
* Wealth

**Commerce, Innovation and Expansion**

**Standard 2:** Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

**Enduring Understanding:** Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.

**Indicator MWH.2.E:** Utilize a variety of primary and secondary sources to analyze multiple perspectives on global interactions.

**Depth of Knowledge:** Level 4– Extended Reasoning

**Target Skill:** E: Evidence

**Below examples of perspectives to consider through primary sources:**

* Perspectives on the development of world trade networks and colonies
* Narratives of world revolutions and turning points during the period.
* Perspectives concerning Scientific Revolution achievements and/or Enlightenment thoughts.
* Perspectives on the creation of new American political institutions
* Exploration and Trade Route Maps from 1450-1815
* Indigenous accounts of European contact
* Indigenous forms of record-keeping
* Slave narratives
* Slave ship layouts
* Travel narratives
* Key works from the Enlightenment, and the Scientific Revolution
* Key documents from global revolutions
* Revolutionary narratives

**Below examples of perspectives to consider through secondary sources:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum Exhibits (online)

**Nationalism and Industrialization**

**Standard 3:** Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.

**Enduring Understanding:**

The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.

**Expository Narrative for Standard 3:**

Nationalism emerged as a result of Napoleon’s European conquests and the desire for more democratic institutions and homogenous nations.  Revolutions broke out between 1820 and 1848 in countries such as Greece, France, Poland, and others. As nationalism spread within and amongst individual European countries and ethnic groups, the element of nationalism caused unity or separation.  In addition to unification or dissolution, nationalism manifested itself through nations’ focus on industrial and military advancement. Examples include the creation of the Prussian-led Germany or the Russian attempts to modernize. Ultimately, the rise of nationalism can be seen as a critical factor in the call for imperialism and subsequently a cause of World War I.

Industrialization was a major factor in pulling people to new urban centers throughout the world. In addition, as European empires expanded imperial control across the globe, they exploited native people.  Approximately 30 million Europeans left for the United States during this time, including one million Irish who migrated due to the Great Famine, and Southeastern Europeans like the Poles, Slovaks, Serbs, and Jews who migrated from countries such as Russia, Germany, and Austria to escape persecution and gain greater political, economic, and social opportunities. Portions of the Asian population, such as the Chinese and Japanese, moved to Southeast Asia, Hawaii, and the United States to escape war and gain economic opportunity, however, they became labor on sugar plantations, in gold mines, and on the Transcontinental Railroad. In addition, the slave trade from Africa to the Americas continued into 1860.  The mass movement of people across the globe had several effects including a host of problems associated with rapid urbanization, a surge in nativism, cultural assimilation and the development of ethnic enclaves which resulted in cultural diffusion throughout the world.

The Chinese Revolution of 1911 was a nationalist revolution that overthrew the Qing (Manchu) dynasty and created a provisional government in Nanjing with Sun Yat-sen, a leader who organized several revolutionary movements abroad, as the president. Yuan Shikai, a former viceroy under the Qing dynasty, replaced Sun Yat-sen in 1912 when the new provisional constitution was created, and the government moved to Beijing.  The democratic government that was established did not last long, however, and a new revolutionary movement began against the Nationalists with the Chinese Communist Party in the 1920s.

The Russian Revolution of 1917 occurred for several reasons, including economic unrest among the peasant and working classes, the rise of nationalism among ethnic minorities, a poorly equipped military and a series of losses in war, and an inefficient and corrupt government led by Tsar Nicholas II.  The revolution began in March 1917 when women marched on the city of Petrograd demanding bread. Soldiers and industry followed suit. A provisional government under the leadership of Alexander Kerensky was created and the Tsar was forced to step down soon after. However, problems such as food shortages and riots continued amongst the populace.  Vladimir Lenin, leader of the Bolsheviks, orchestrated a coup against Kerensky in October with the help of Leon Trotsky. Shortly thereafter, Lenin was installed as the new Russian leader, and despite installing a majority of Bolsheviks into office, a civil war took place throughout Russia for the next three years. Lenin instituted the Red Terror to try and dispel any anti-Bolshevik sentiment, and famine and poverty continued.  Ultimately, a new government under the leadership of Joseph Stalin formed after Lenin’s death in 1924.

The Meiji Restoration was a political revolution in which Emperor Mutsuhito was restored to power with an advisory group made up of anti-shogun nobles whose desire was to westernize Japan in efforts to prevent foreign domination.  The new political system would move the capital from Kyoto to Tokyo, decentralizing feudalism in favor of a centralized, bureaucratic system, and would begin a rapid industrialization and militarization movement. Although most of the populace supported the Meiji Restoration and its changes due to new economic and social opportunities, some traditional Samurai and other conservative Japanese resented the western reform and resisted, however, these movements were easily suppressed by a newly trained Japanese army with western military techniques and modern weaponry.

Industrialization during the 19th century affected the world both politically and culturally. The importance of industrialization began with Great Britain during the 18th century, and it quickly spread to continental Europe following the Napoleonic Wars, resulting in the economic and political dominance of nations and becoming a driving force for the creation of empires. Politically, industrialization would determine global powers, usher in an era of capitalism among western nations, and place political power in the hands of a few wealthy industrialists. Industrialization led to major cultural changes in society, as well, including rapid urbanization, new modes of transportation and communication, mass production of goods, changes in work-life patterns, new forms of leisure activities, mass politics and culture. With the rise in factory jobs, new industrial centers were formed, and urbanization took hold. The populace faced many changes as they moved to cities to take jobs; such changes include tenement housing, dangerous work conditions, long work hours, pollution, and poor living and health conditions. Positively, steady pay and work hours led to a rise in the middle class and shifts in spending patterns with extra money available for entertainment and leisure activities. Thus, a new market for sports and recreation activities flourished. Consequently, working conditions in factories for men, women, and children would eventually result in the need for Labor Reform. Ultimately, 19th century industrialization would lead to the creation of the modern world.

**Nationalism and Industrialization**

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 3 and the themes of the course.

* What are effective measures to promote change in one’s government?
* Are political revolutions necessary? If so, why?
* How can political revolutions be avoided?
* What responsibilities do imperialistic nations have for their citizens at home and for the people in the locations they claim?
* What are pros and cons of industrialization and urbanization?
* How can nationalism be both positive and negative?

**Nationalism and Industrialization**

**Standard 3:** Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.

**Enduring Understanding:** The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.

**Indicator MWH.3.CO:** Compare the significant turning points in the development of nationalism and their implications on the world.

This indicator was developed to encourage inquiry into imperialism, World War I and the development of nationalism in the world.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill:** CO: Comparison

**Possible Content associated with the skill of Comparison.**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Describe how industrialization in the years 1815 to 1918 generated global competition.
* Describe how industrialization in the years 1815 to 1918 led to changes in government.
* Compare the rise of nationalism in countries in Europe that lead to the start of World War I.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Industrial Revolution**

* British steam engine
* British tenements
* British water frame
* Environmental pollution
* British Poor Acts
* British Public Health Acts
* Carnegie, Andrew
* Erie Canal
* Industrialization
* Latin American industrialization
* Liberal reform
* Lowell, Francis Cabot
* Mass politics
* Morgan, JP
* Rail transportation
* Rockefeller, John D
* Second Industrial Revolution
* Slater, Samuel
* Steamboats
* Urbanization

**Germany**

* Conservative reform
* Germany
* Nationalism
* von Bismark, Otto

**Imperialism**

* Queen Victoria
* Great Britain’s Empire
* Imperialism
* Partition of Africa
* Yellow journalism/ propaganda
* Mexican Revolution

**Nationalism and Industrialization**

**Standard 3:** Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.

**Enduring Understanding:** The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.

**Indicator MWH.3.CE:** Analyze industrialization as a catalyst for new immigration and migration patterns.

This indicator was developed to encourage inquiry into the causes and effects of immigration and forced migration throughout the world.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Describe how industrialization led to migration throughout the world.
* Describe the social, economic, and political issues related to increased migration/immigration as a result of industrialization.
* Explain the motivations for European immigration to the United States in the 1800’s.
* Describe the effects of immigration to the United States in the 1800’s on the nation’s economy.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Industrial Revolution**

* British steam engine
* British tenements
* British water frame
* Environmental pollution
* British Poor Acts
* British Public Health Acts
* Carnegie, Andrew
* Erie Canal
* Industrialization
* Latin American industrialization
* Liberal reform
* Lowell, Francis Cabot
* Mass politics
* Morgan, JP
* Rail transportation
* Rockefeller, John D
* Second Industrial Revolution
* Slater, Samuel
* Steamboats
* Urbanization

**Nationalism and Industrialization**

**Standard 3:** Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.

**Enduring Understanding:** The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.

**Indicator MWH.3.P:** Summarize the installation of new governments during the Meiji Restoration, Russian Revolution, and Chinese Revolution.

This indicator is intended to encourage inquiry into revolution and the challenges faced by the Chinese, Russian, and Meiji following the adoption of new government systems.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Summarize how the Russian Revolution resulted in a new government for Russia.
* Describe the ways that revolution changed China, Russia, and Japan.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Russian Revolution**

* Lenin, Vladimir
* October Manifesto
* Russian Revolution of 1905
* Russian Revolution of 1917 /October Revolution
* Russo-Japanese War

**China**

* Capture of Nanjing
* Manchu government
* Republic of China
* Revolt against the Qing Dynasty
* Sino-Japanese War
* Sun Yat-sen

**Japan**

* Commodore Matthew Perry
* Meiji Restoration
* Satsuma Rebellion

**Nationalism and Industrialization**

**Standard 3:** Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.

**Enduring Understanding:** The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.

**Indicator MWH.3.CX:** Contextualize industrialization within the various cultural and political changes occurring during the 19th century.

This indicator was developed to encourage inquiry into how industrialization in Great Britain, the United States, and Germany between the Napoleonic Wars and World War I gave context for changes that occurred during the period.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill:** CX: Context

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Draw conclusions to determine which groups benefited most from industrialization in Great Britain/ the United States/ Germany.
* Hypothesize how industrialization in Great Britain/the United States/Germany acted as a catalyst for change.
* Consider how industrialization changed the lives of the wealthy and poor alike.
* Assess how the quality of life for people was affected by the Industrial Revolution.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Industrial Revolution**

* British steam engine
* British tenements
* British water frame
* Environmental pollution
* British Poor Acts
* British Public Health Acts
* Carnegie, Andrew
* Erie Canal
* Industrialization
* Latin American industrialization
* Liberal reform
* Lowell, Francis Cabot
* Mass politics
* Morgan, JP
* Rail transportation
* Rockefeller, John D
* Second Industrial Revolution
* Slater, Samuel
* Steamboats
* Urbanization

**Nationalism and Industrialization**

**Standard 3:** Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.

**Enduring Understanding:** The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.

**Indicator MWH.3.CC:** Analyze continuities and changes in the quality of life in Europe resulting from industrialization.

This indicator was developed to encourage inquiry into the continuities and changes in the quality of life of various industrial countries, including changes caused by technology, the creation of new sports and leisure activities, and urbanization and work-life.

**Depth of Knowledge:** Level 4 – Extended Reasoning

**Target Skill:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Describe how the quality of life for people of different socioeconomic groups changed during the Industrial Revolution.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Industrial Revolution**

* British steam engine
* British tenements
* British water frame
* Environmental pollution
* British Poor Acts
* British Public Health Acts
* Carnegie, Andrew
* Erie Canal
* Industrialization
* Latin American industrialization
* Liberal reform
* Lowell, Francis Cabot
* Mass politics
* Morgan, JP
* Rail transportation
* Rockefeller, John D
* Second Industrial Revolution
* Slater, Samuel
* Steamboats
* Urbanization

**Nationalism and Industrialization**

**Standard 3:** Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.

**Enduring Understanding:** The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.

**Indicator MWH.3.E:** Utilize a variety of primary and secondary sources to analyze multiple perspectives related to the development of nationalism and industrialization.

**Depth of Knowledge:** Level 4 – Extended Reasoning

**Target Skill:** E:Evidence

**Below examples of perspectives to consider through primary sources:**

* Narratives of the growth of Nationalism
* Viewpoints of immigrants
* Viewpoints of industrial workers and other segments/participants in industrialization
* Perspectives on cultural changes during the period
* Viewpoints of participants during the Chinese and Russian Revolution
* Maps of new governments and competition in the global community from 1815-1918

**Below examples of perspectives to consider through secondary sources:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts

**World Power Struggle**

**Standard 4:** Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.

**Enduring Understanding:**Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change

**Expository Narrative for Standard 4:**

Due to the demand for natural resources to fuel industrialization, the rise of nationalism, and the increasing economic and political competition between countries, countries began competing for lands to colonize in order to maximize their national gains.  Countries rationalized imperialism through the ideas of Social Darwinism and the “White Man’s Burden” explanation.  New technology, such as the steam engine, the machine gun, and the medicine quinine undergirded expansion into new territories where it had previously been more difficult.

In 1884, European countries met in the Berlin Conference to divide regions of Africa among European nations for the purpose of imperial expansion.  In addition, China was carved into “spheres of influence” by European nations, and India came under the direct rule of Britain.  The United States and Japan entered into the expansion as well, so as to not be left out. Resistance to imperialistic incursions were seen within the occupied territories and resulted in revolts such as the Filipino Insurrection and the Boxer Rebellion. Other groups formed political alliances such as the Indian National Congress and the Muslim League to push for independence from colonization.

During the period of 1885-1950, many technological innovations were advanced, which led to a new global power structure and the establishment of alliances based on the acquisition of technological power. The shift in technology, economics and political power resulted in a new world order that exacerbated tensions among countries seeking dominance.  Innovations in medicine, warfare, and industry, led to competition, tension and finally global warfare.

World War I occurred due to both long-term and short-term causes.  Nationalism, competition over resources, and political discord resulted when countries sought to expand their empires. Situations such as the Moroccan Crisis and the decline of the Ottoman Empire were seen as opportunities for further expansion and fueled competition among imperial countries. Militarism also grew during this time as a country’s military demonstrates = strength and is necessary for protecting national interests.

Nationalism played a role in the Serbian desire for independence from the Austro-Hungarian Empire which was a short-term cause of World War I: The assassination of Archduke Ferdinand.  Following World War I, the Treaty of Versailles sought a permanent end to war by creating the League of Nations. The League of Nations would enforce the Treaty of Versailles and serve as a mediator between countries settling future international disputes.   As part of the treaty, Germany was forced to accept responsibility for causing the devastating war, concede parts of its land, reduce its military, and pay reparations. This result caused resentment among some Germans, and, along with the economic depression that affected the world, contributed to the rise of the Nazi party, the start of World War II, and the Holocaust.

Following World War I, there was widespread disillusionment and distrust of international governments and politics. As a result of this mood, the United States refused to join the League and adopted isolationist policies. World trade slowed, hampering postwar economic recovery in Europe.  World War I devastated European economies.  In addition, countries such as Great Britain and France needed Germany to pay its debts in order to pay theirs.  In 1924, the Dawes Plan was created to help Germany and others reinvigorate the global economic system.  However, when the United States’ economy slowed and crashed in 1929, reparations payments stopped, trade greatly decreased, and the world economy crashed.

Germany felt humiliated by its defeat in WWI and it was experiencing damaging economic inflation. Therefore, to some, the Weimar Republic that had existed before now symbolized the failure of democratic politics in Germany.   At the time, no one political party had a majority in the government. It became difficult to pass legislation. Voting patterns changed, as some Germans voted against the political parties in power to express their distrust of the government.  In 1929, Germans left moderate political parties to vote for “radicals” due to the Great Depression. The disarray in German politics allowed Adolf Hitler’s party, the National Socialist German Worker’s Party, to form alliances with more powerful political parties on the ballot. The Nazis secured a significant amount of the vote to gain hold in the Parliamentary system. Subsequently, Adolf Hitler was appointed as Chancellor in an agreement with other German political leaders attempting to maintain their own political authority.  Nazi ideology leveraged the negative situation that brought it into power and capitalized on the fear and discontent of ordinary Germans. Nazi ideology was rooted in pre-existing anti-Semitism and anti-bolshevism, which allowed the Nazis to scapegoat Jews, ostracize them, force them out of society, and, ultimately, murder them en masse in the Holocaust. Other groups were also targeted by the Nazis, including Jehovah’s witnesses, the disabled, political groups that disagreed with them, communists, and the Roma and Sinti (“gypsies”).

Italy also felt resentment towards the “Big Three” leaders following WWI.  Benito Mussolini and the Fascists capitalized on these feelings of resentment and came to power by 1922.  Japan suffered from a post-war recession in the 1920s due to the lower demand for goods.  With the onset of the Great Depression in 1929, Japan sought to solve its economic problems and lack of natural resources through imperial aggression in the 1930s.  In addition to economic struggles, Japan became increasingly nationalistic, developed a military dictatorship that allowed military officers to gain control over the Emperor and the government.

The Soviet Union was established as a result of the Bolshevik revolution of 1917. The Bolshevik revolution was a response to the oppressive leadership under the Czar, losses in World War I, restrictive Tsarist policies, government corruption, and peasant and laborer abuse in the economic system.  Vladimir Lenin, who was the leader of the Bolshevik movement, died in 1924 and Joseph Stalin manipulated his position as general secretary of the Communist Party to edge out Leon Trotsky to become the totalitarian leader of the country.  Stalin abandoned Lenin’s failed New Economic Policy for a state-controlled Five Year Plan for industrialization and farm collectivization as an attempt to turn the Soviet Union into a world power. To maximize outputs for the state, Stalin embarked on a campaign of brutal terror over the population, including the forced famine of Ukrainians in the 1930s. Overall, the world situation in the 1930s was unstable. The leaders of Germany, Italy, Japan, the Soviet Union aggressively contributed to actions that culminated in the beginning of World War II.

The political and economic developments of the era were catalysts for changes in world power structures during 1885-1950.    In addition to Europe and the US, the political and economic shifts of the Meiji restoration in Japan, the Boxer rebellion in China, and the “Scramble for Africa” led to a challenged world order that paved the way for World War II.

The role of industrialization is critical to understanding why countries were competing, and the relationships that evolved from this competition.  The rise to power of the Nazi Party and Fascist leaders occurred in the context of worldwide economic depression. Events at the end of the war, such as D-Day, [do they mean the Battle of??] Stalingrad, the Treaty of Versailles, the creation of the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of American States would further impact the new world order. The United States became a world leader at this time as well. The development of atomic technology solidified the leadership of the US as a world power following the war, as did an influx of refugees from the war in Europe who contributed to the advancement of American technology on the world stage.

**World Power Struggle**

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 4 and the themes of the course.

* Why did totalitarianism rise in countries in Europe?
* What motives did European countries have during exploration?
* How did exploration lead to imperialism and colonization?
* How did the Treaty of Versailles attempt to resolve future global conflicts?
* What factors led nations to begin competing for lands to colonize in order to fulfill their economic needs?
* How did new technology enable colonization of new territories in which it was previously impossible?
* What factors contributed to the to the rise of the Nazi government and its leader Adolf Hitler?
* How did nationalism feed imperialism and colonization during the interwar period?
* How did anti-Semitism make the Holocaust possible in Europe?
* What was Jewish life like in Europe before the war and how did it change after World War I?
* What choices did international governments make in the face of German aggression and Germany’s oppression of its Jews?
* What were the overall effects of the Berlin Conference?
* How did militarism, alliances, imperialism, and nationalism contribute to World War I?

**World Power Struggle**

**Standard 4:** Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.

**Enduring Understanding:** Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change

**Indicator MWH.4.CO:** Explain the motives for and effects of European countries in the Age of Imperialism.

This indicator was developed to encourage inquiry into the demand for natural resources in order to fuel industrialization, the rise of nationalism, and the increasing economic and political competition between countries. The indicator was also developed to promote inquiry into how countries competed for lands to imperialize in order to fulfill their economic needs.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CO: Comparison.

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Compare the Age of Imperialism to the Age of Exploration.
* Compare motives for imperialism among European nations.
* Compare the effects of imperialism in Asia, Africa, and Latin America.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Imperialism**

* Berlin Conference 1884-1885
* Boxer Rebellion
* Japan’s Imperialism
* Meiji Restoration
* Nationalism
* Partition of Africa
* Sino-Japanese War
* Spheres of Influence
* Social Darwinism
* Cuban Independence/Spanish American War
* Panama Canal
* Russo-Japanese War

**World Power Struggle**

**Standard 4:** Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.

**Enduring Understanding:** Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change

**Indicator MWH.4.CE:** Analyze the significant causes of World War I and how the Treaty of Versailles attempted to resolve future global conflicts.

This indicator is intended to encourage inquiry into the significant causes of World War I and the impact of the Treaty of Versailles, including its failure to prevent future global conflicts.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Analyze how imperialism and nationalism contributed to World War I.
* Examine the causes of World War I.
* Interpret the effect of the Treaty of Versailles.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**World War I**

* Assassination of Archduke Franz Ferdinand (1914)
* Bolshevik Revolution (1917)
* Failure of Treaty of Versailles/Weimar
* Great Depression
* Isolationism
* Militarism
* Nationalism
* Patriotism
* Smoot-Hawley
* Stalingrad
* Treaty of Brest-Litovsk (1918)
* Treaty of Versailles
* War Guilt Clause
* Weimar Republic
* Woodrow Wilson
* Wilson’s 14 Points

**World Power Struggle**

**Standard 4:** Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.

**Enduring Understanding:** Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change

**Indicator MWH.4.P:** Summarize the significant technological innovations that led to the realignment of global powers.

This indicator is intended to encourage inquiry into how the development of industrialization and wartime technologies led to the realignment of global powers.

**Depth of Knowledge:** Level 4– Extended Reasoning

**Target Skill:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Analyze how technological innovations of this time period provided nations with advantages over others.
* Analyze the impact of technological innovations on warfare.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Technology**

* Bessemer Process
* Industrialism
* Internal combustion engine
* Transatlantic Cable/telephone

**World Power Struggle**

**Standard 4:** Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.

**Enduring Understanding:** Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change

**Indicator MWH.4.CX:** Contextualize World War II and the Holocaust within local and global economic, political, and social developments from 1919–1950.

This indicator is intended to encourage inquiry into the relationship between World War II and interwar foreign policies, global business cycles, the rise of totalitarian regimes, and postwar alliances. This indicator was also developed to promote inquiry into the relationship between the Holocaust as state-sponsored systematic persecution and interwar totalitarianism, nationalism, economic turmoil, and World War II.

**Depth of Knowledge:** Level 4– Extended Reasoning

**Target Skill:** CX: Context

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Describe and critique the factors that allowed the Holocaust to occur.
* Develop an argument to answer the question “What choices could have been made to prevent the Holocaust?”
* Describe the impact of World War II on the global economy.
* Analyze the lasting impact of WWII and the Holocaust on international relations and diplomacy

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**World War II**

* African American soldiers
* Atomic bomb 1945
* D-Day
* Latin American participation
* Manhattan Project
* Native American code talkers
* Appeasement & Neutrality
* Advancements in Warfare

**Holocaust**

* Causes
  + Anti-Semitism
  + Propaganda, Scapegoating, and Conspiracy Theories
  + Clashes in Political Ideologies
    - Fascism and Bolshevism
* Concentration Camps
  + Labor Camps
  + Killing Centers
  + Concentration Camps
* Effects
  + International Organizations
  + Human Rights Treaties
  + Displaced Persons Camps
  + Creation of Israel
  + Postwar trials
    - Nuremberg
    - Eichmann
    - Ben Ferencz
* Events
  + 1933 and the Nazi Rise to Power
  + 1938 and Kristallnacht
  + The T-4 program: the killing of disabled German children
  + 1941 The Nazi Invasion into the East
* Geography
  + Western Europe
    - Advanced technologies
    - Enlightenment thinking
  + Eastern Europe
    - The Pale of Settlement
    - Limited technological advancement
* Ghettos
* Creation of the word “genocide”
* Jewish Life in Europe
* Mobile Killing Squads (*Einsatzgruppen)*
* Nazi Regime and Dictatorship
  + The Final Solution
  + Operation Barbarossa
* Propaganda
* Resistance and Rescuers
  + Jewish resistance
    - Warsaw Ghetto uprising
    - Oneg Shabbat Movement (the Ringelblum milkcans)
* Stages of Persecution

**World Power Struggle**

**Standard 4:** Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.

**Enduring Understanding:** Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change

**Indicator MWH.4.CC:** Analyze significant political and economic developments as catalysts for changing the global power structures.

This indicator was developed to encourage inquiry into how new political ideas, events, leaders, and movements set the stage for a shift in power structures after World War II.

**Depth of Knowledge:** Level 4– Extended Reasoning

**Target Skill:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Describe the changing role of women before, during, and after World War II.
* Connect World War II to changes in the global economy during that time.
* Analyze how the events of World War II lead to change in foreign policy/international relations.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**World War II**

* African American soldiers
* Atomic bomb 1945
* D-Day
* Manhattan Project
* Native American code talkers
* Appeasement and Neutrality
* Advancements in Warfare

**World Power Struggle**

**Standard 4:** Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.

**Enduring Understanding:** Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change

**Indicator MWH.4.E:** Utilize a variety of primary and secondary sources to analyze multiple perspectives during the Age of Imperialism and among countries in world conflicts.

**Depth of Knowledge:** Level 4– Extended Reasoning

**Target Skill:** E: Evidence

**Below examples of perspectives to consider through primary sources:**

* Political cartoons on motives and effects of imperialism
* Perspectives on the causes/effects of World War I
* Perspectives of Ally and Axis Powers in the causes of World War II.
* Perspectives on the economic and technological advances of WWI/WWII
* Political cartoons regarding shifting political powers of the period.
* Perspectives on the catalyst for economic change

**Below examples of perspectives to consider through secondary sources:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts

**Integration**

**Standard 5:** Demonstrate an understanding of the Modern Age from 1933 to present day.

**Enduring Understanding:**The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.

**Expository Narrative and Inquiry:**

This standard was developed to foster an understanding of the Modern World since 1933 and should be considered through three separate lenses: core countries, semi-periphery, and periphery. This standard was also developed to encourage inquiry into how major political, economic, social, religious, economic, and geographic factors have shaped the modern world.

Prior to World War I, many industrial nations colonized most of Africa, the Middle East, and parts of Asia.  As World War I began, these colonies were expected to fight for their occupying government and contribute to the wartime effort, even as they were exploited by the more powerful colonizers. These colonized countries experienced similar treatment in expectations of loyalty as World War II.  At the conclusion of the World War II, colonized societies, including India and much of Africa, pushed for their own independence again. Decolonization of these countries led to an emergence of new leaders, new types of government, and new ideas in the world order.  As these countries emerged as independent, with and without the support of the major world powers, massive disparities in their successes occurred and tensions begin to build.

World War II served as a turning point in world affairs by facilitating the rise of a dual hegemonic system. The United States and Soviet Union. These two global superpowers “fought” ideological, technological, and educational “battles” that became known as the Cold War. Competition between these two countries caused worldwide unrest as they competed to spread their influence and values associated with two conflicting ideological systems: capitalism and communism.  Through the second half of the 20th century, mounting tensions between the United States and Soviet Union resulted in their involvement in numerous “proxy” conflicts, wars, and revolutions.  The Cold War ended in 1991 with the collapse of the Soviet Union due in large part to independence movements in the Baltic states of Latvia, Lithuania, and Estonia. While this change in geopolitics led to a more unified European continent, discontent with the capitalism world order emerged from other countries and was actualized in the form of terrorism.

Organizations such as the United Nations (UN), the North Atlantic Treaty Organization (NATO), and the Organization of American States (OAS) unified participating countries in an effort to decrease international conflict.  Moreover, the World Trade Organization (WTO) helps to protect consumers, the Organization of Petroleum Exporting Countries (OPEC) formed as an economic entity to protect natural resources, and the European Union (EU) created a new economic powerhouse to be able to better compete on the world stage. The World Health Organization (WHO) works in a humanitarian capacity for people across the globe.

The end of World War II allowed liberating forces to document the horrifying extent of the Holocaust in Europe. This tragic discovery helped foreground a new world commitment to secure human rights around the world.  In 1948, the General Assembly of the United Nations (UN) proclaimed a Universal Declaration of Human Rights and a Convention on the Prevention and Punishment of Genocide based due in large part to World War II and the Holocaust. There were other major human rights violations in the first half of the 20th century that prompted such a focus on human rights as well, such as the Armenian Genocide and the genocide in Namibia. The word “Genocide” also entered into common parlance as a result of the efforts of Raphael Lemkin to hold governments accountable for their actions during war.The Declaration on Human Rights is an agreement by the international community on fundamental rights shared by the global population, and it is used to define ways to support and defend the rights of individuals and larger societies.

**Integration**

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 5 and the themes of the course.

* How did the Cold War impact different parts of the world?
* How did the Universal Declaration of Human Rights shape policies around the world?
* What has been the long-term impact of the Arab Spring?
* What shape did decolonization take across Asia and Africa?
* How has the legacy of decolonization contributed to conflicts in the Middle East?
* What are the potential impacts of Brexit on Europe?
* How have social media contributed to a more interconnected world?
* What constitutes a genocide?
* How do push and pull factors each contribute to human migration?
* What impact did postwar migration have on technological developments around the world?

**Integration**

**Standard 5:** Demonstrate an understanding of the Modern Age from 1933 to present day.

**Enduring Understanding:** The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.

**Indicator MWH.5.CO:** Compare the cultural, economic, and political implications of the Cold War.

This indicator was developed to encourage inquiry into the roots of democratic and communist ideals and how their influence spread through the modern world after the end of World War II.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Compare the impact of the Cold War in different regions of the world.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Arms Race

Cambodia (1975-1979)

China

* Cultural Revolution
* Communism
* Chinese Civil War
* Great Leap Forward
* Tiananmen Square
* Zedong, Mao

Cold War

* Berlin Wall
  + German Protests
* Central Intelligence Agency
* Containment Policy
* Korean War
  + 38th Parallel
* Latin America
  + Argentine Dirty War
  + Bay of Pigs
  + Castro, Fidel
  + Cuban Missile Crisis
  + Guevara, Che
  + Military Coups
  + Pinochet, Augusto
  + School of the Americas
* Soviet Union
  + Invasion of Afghanistan
  + Iron Curtain/Eastern Bloc
  + Warsaw Pact
  + Fall of Communism
* Space Race
* The Domino Theory
* Vietnam War
  + Protests

North Atlantic Treaty Organization (NATO)

Organization of American States (OAS)

The United Nations (UN)

United States

* Involvement in World Affairs

**Integration**

**Standard 5:** Demonstrate an understanding of the Modern Age from 1933 to present day.

**Enduring Understanding:** The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.

**Indicator MWH.5.CE:** Analyze significant developments resulting from post-war decolonization in Asia and Africa in the creation of the new countries during the period 1945–1975.

This indicator was developed to encourage inquiry into how the effects of decolonization and the subsequent rebuilding of the once colonized world changed the landscape of economic, geographic, political, and social affairs.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CE: Causation.

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Consider the effect on the people living in different parts of Africa and Asia due to decolonization.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Africa

* Apartheid
  + Mandela, Nelson
  + Tutu, Desmond
* Belgian Congo
* Colonization by European nations
* Darfur
* Rwanda

Cambodia (1975-1979)

Indian Independence

* Ghandi, Mahatma

Partitioning of Pakistan

Origins of Vietnam War

**Integration**

**Standard 5:** Demonstrate an understanding of the Modern Age from 1933 to present day.

**Enduring Understanding:** The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.

**Indicator MWH.5.P:** Summarize the interconnections between the United States and the world community through major cultural, economic, and political changes.

This indicator was developed to encourage inquiry into how various international organizations were created and impacted the world through their work and the interconnectedness between the fall of communism, the emergence of democracies, and the new threats to security from rogue groups.

**Depth of Knowledge:** Level 4– Extended Reasoning

**Target Skill:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Analyze pressing global issues in the 21st century and the role the United States.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Arab Spring

* Egypt
* Libya
* Syria

Balkans (1995)

Berlin

* Airlift
* Wall (1961 - 1989)

Global Terrorism and 9/11

* Iraq War
* ISIS
* War on Terror

International Court of Justice

North Atlantic Treaty Organization (NATO)

Organization of American States (OAS)

Organization of Petroleum Exporting Countries (OPEC)

Refugee movements through the world

Syrian Civil War

The European Union (EU)

The United Nations (UN)

United States

* Civil Rights Movement in the United States
* Involvement in World Affairs

Universal Declaration of Human Rights

World Health Organization (WHO)

World Trade Organization (WTO)

**Integration**

**Standard 5:** Demonstrate an understanding of the Modern Age from 1933 to present day.

**Enduring Understanding:** The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.

**Indicator MWH.5.CX:** Examine the Holocaust and its aftermath in providing the context for subsequent developments in international efforts to recognize and protect human rights.

This indicator was intended to encourage inquiry into the human experience by examining the nature of oppression, civil war, and genocide. This indicator also supports inquiry into the struggle for civil rights and international efforts to protect human rights in the modern world.

**Depth of Knowledge:** Level 4– Extended Reasoning

**Target Skill:** CX Context.

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Explore how the Holocaust led to a new perspective on human rights.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

WWII

* Nuremberg Trials
* Holocaust (1933 - 1945)
  + Worldwide action/reaction to the Holocaust
  + Postwar Jewish Migration and Settlement
  + The International Tracing Service of the International Red Cross
  + Displaced Persons Act
  + American Jewish Joint Distribution Committee

Human Rights

* Amnesty International
* Apartheid
  + Mandela, Nelson
  + Tutu, Desmond
* King, Martin Luther
* Mothers of the Plaza de Mayo (Argentina)
* Menchu, Rigoberta
* Romero, Bishop Oscar
* Roosevelt, Eleanor
* Universal Declaration of Human Rights
* Yousafzai, Malala

Creation of Israel (1948)

British Mandate of Palestine

International Court of Justice

Refugee movements through the world

The United Nations (UN)

**Integration**

**Standard 5:** Demonstrate an understanding of the Modern Age from 1933 to present day.

**Enduring Understanding:** The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.

**Indicator MWH.5.CC:** Contextualize the major economic, geographical, political, religious, and social factors and their impact on nations during the period 1989–present.

This indicator was developed to encourage inquiry through three separate lenses: the core countries lens, the semi-periphery countries lens, and the periphery countries lens. This allows for the discovery of how major economic, geographic, political, religious, and social factors come together to create the modern world.

**Depth of Knowledge:** Level 3 – Complex Reasoning.

**Target Skill:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Demonstrate an understanding of the connection between modern core countries and colonizing nations from the Age of Exploration in the 16th century.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

9/11

Africa

* Apartheid
  + Mandela, Nelson
* Darfur
* Rwanda
  + Genocide

Arab Spring

* Egypt
* Libya
* Syria

Balkans

* 1995 conflict
* Milosevich, Slobodan

Brexit

Core Countries

Crimean Crisis

Global Terrorism

North Atlantic Treaty Organization (NATO)

Periphery Countries

Refugee movements through the world

Semi-periphery Countries

The European Union (EU)

The United Nations (UN)

International Trade Agreements

* Trans-pacific Partnership

World Health Organization (WHO)

World Trade Organization (WTO)

**Integration**

**Standard 5:** Demonstrate an understanding of the Modern Age from 1933 to present day.

**Enduring Understanding:** The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.

**Indicator MWH.5.E:** Utilize a variety of primary and secondary sources to analyze multiple perspectives of international events.

**Depth of Knowledge:** Level 4 – Extended Reasoning

**Target Skill:** E: Evidence.

**Below examples of perspectives to consider through primary sources:**

* Perspectives on causes of political and economic events in the Modern Day.
* Perspectives on the cultural implications of the Cold War and Communism in the post- WWII era.
* Perspectives on causes for decolonization such as Asia and events in Africa.
* Perspectives from various points of view on human rights issues
* Video clip of famous speeches that influenced the world
* Accounts of genocide
* African and Asian perspectives on decolonization
* Art inspired by decolonization
* Holocaust survivor accounts
* Human rights documents
* Nuremberg trial proceedings
* Latin American perspectives on the Cold War
* Propaganda
* Social Media during the Arab Spring
* Trade Agreements
* UN Charter
* Vietnam War news coverage

**Below are examples of perspectives to consider through secondary sources:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum Exhibits (online)

**NOTE:** Holocaust denial is not considered a legitimate, academic historical perspective or interpretation.