**HS World History II**

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| **Theme 1- Tools of Social Science Inquiry-** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.   * Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) * Develop compelling questions and research the past. * Anticipate and utilize the most useful sources to address their questions. * Develop and test claims and counter-claims to address their questions. * Take informed action based on their learning | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Disciplinary Tools** | A. Create and use tools to analyze a chronological sequence of related events in world history.  B. Explain connections among historical context and peoples’ perspectives at the time in world history. | A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450.  B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities. | A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010.  B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture. | A. Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450. | A. Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.  B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. |
| **Theme 1- Tools of Social Science Inquiry- con’t** | | | | | |
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| **Disciplinary Tools** | C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.  D. Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.  E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. | C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups. | C. Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world |  |  |

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| **Theme 2: Accelerated Exchange-** The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties.  The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean.  The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world.  Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world. | | | | | | | | | |
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| **Key Concepts and Understandings** | | A. Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.  B. Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times  C. Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance. | A. Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.  B. Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made. | A. Analyze physical geography to explain how regions are connected or isolated from each other.  B. Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian and American societies. | | | | A. Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China. | A. Explain how scientific and technological advancements impacted the interconnectedness within and among regions.  B. Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirthof Classical ideas.  C. Analyze the historic rise of Islam, as well as the expansion of Christianity, Islam, and Buddhism in order to explain their transformations androles in conflict and cooperation. |
| **Possible Sources of Study** | | **Primary Sources:**   * Niccolo Machiavelli (1532) *The Prince* * Archbishop of Canterbury Stephen Langton (1215) *Magna Carta* * Muhammed (609-632) *Qu’ran* * Marco Polo and Rustichello da Pisa  (1300) *The Travels of Marco Polo* * Ibn Batuta (1325) *The Travels of Ibn Battuta* * Thematic Maps of Crusades and Black Death * Turold (1040-1115) *Song of Roland* * Geoffrey Chaucer (1392) *Canterbury Tales* * New Testament * Artwork and Architecture * Canon Law * Folk Tales, Oral Traditions, Poetry | | | | |  | | |
| **Theme 3: The Age of Discovery and Exchange:**  Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed. | | | | | | | | | |
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| **Key Concepts and Understandings** | A. Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.  B. Analyze the causes and consequences of European overseas expansion to determine its effect on peoples and cultures in Europe, Asia, Africa, and the Americas.  C. Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East. | | A. Describe how governments and governmental institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.  B. Analyze the style and function of a leader to determine their impact on a governmental system. | | A. Analyze physical geography to explain the availability and movement of resources.  B. Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion. | | | A. Compare the extent and impacts of African, European, American and Asian trade networks.  B. Compare the origins, development and effects of coerced labor systems in Asia, Africa, Europe, and the Americas.  C. Describe how new sources of wealth resulting from global interaction impacted cultures and civilizations. | A. Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.  B. Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.  C. Assess the roles of class, ethnic/racial groups, gender, and age to determine a person’s roles in society and social institutions.  D. Trace the development and impact of religious reform on exploration and conflicts among groups and nations. |
| **Possible Sources of Study** | **Primary Sources:**   * Amerigo Vespucci, *New World* (1504) * Desiderius Erasmus, *In Praise of Folly* (1511) * Thomas More, *Utopia* (1516) * Martin Luther, *95 Theses* (1517) * Hernán Cortés, *Letters and Dispatches of Cortés* (1519) * Suleiman the Magnificent, *The Ottoman Laws* (1520-1566) * Bartolome De Las Casas, *In Defense of the Indians* (1550) * Michel de Montaigne, *The Essays of Montaigne* (1580) * William Shakespeare, *First Folio of Plays* (1623) * Bernal Diaz del Castillo, *The True History of the Conquest of* Spain (1567) 1st Published (1632) * Buddhist, Muslim, and Christian art and architecture * World music and composers * Historical artifacts from the period; including music, literature, architecture, laws, etc. | | | | | **Secondary Sources:**   * Thematic maps of large land empires and trade systems | | | |

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| **Theme 4: Age of Revolution:** The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples’ lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. | | | | | | | | |
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| **Key Concepts and Understandings** | A. Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.  B. Compare and contrast causes and significant outcomes of political revolutions during this era. (e.g., Glorious Revolution, American Revolution, French Revolution, Haitian and Latin American Revolutions).  C. Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty. | A. Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of power.  B. Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.  C. Compare and contrast government systems resulting from political revolutions. | A. Explain how and why places changed as a result of revolutions and why people perceived the same place in varied ways.  B. Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.  C. Explain the significance of new technologies in expanding peoples’ capacity to modify the physical environment and their consequences. | | | A. Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions.  B. Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas. | | A. Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.  B. Analyze new technologies and forms of energy to determine their effects on the lives of individuals, groups, and societal organization.  C. Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.  D. Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation. |
| **Theme 4: Age of Revolution:** **con’t** | | | | | | | | |
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| **Key Concepts and Understandings** | D. Analyze reactions to revolutions in order to predict future conflicts.  E. Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450. |  | |  | | |  |  |
| **Possible Sources of Study** | **Primary Sources**   * John Adams, *Defence of the Constitutions of Government* (1787) * John Locke, *Two Treatises of Government* (1689) * Adam Smith, *Wealth of Nations* (1776) * The Declaration of Independence (1776) * The Declaration of Rights of Man (1789) * Declaration of Rights of Women (1791) * Montesquieu, *Spirit of Laws* (1748) * Voltaire, *Letters on England* (1734) * Thomas Paine, *Age of Reason* (1794), *Common Sense* (1775) * Toussaint L’Ouverture, *Memoirs of Toussaint L’Ouverture* (1863) * David Bushnell, *El LIbertador: Writings of Simon Bolivar* (2003) * Jean-Jacques Rousseau, *The Social Contract* (1762) * Upton Sinclair, *The Jungle* (1905) * John Milton, *Paradise Lost* (1667) * Jean-Baptiste Say, *Treaties on Political Economy* (1803) * Karl Marx, *Communist Manifesto* (1848) * Charles Darwin, *On the Origin of Species* (1859) * Edmund Burke, *Reflections on Revolutionary France* (1790) * Herbert Spencer, *First Principles* (1860) * Edmund Burke, *Reflections on Revolutionary France* (1790) | | | | **Primary Sources con’t**   * Herbert Spencer, *First Principles* (1860) * Charles Dickens, *The Complete Works of Charles Dickens* (1870) * Georg Hegel, *Lectures on the Philosophy of History* (1837) * Elias Boudinot, *Age of Revelation: Or the Age of Reason Shown to Be an Age of Infidelity* (1801)   **Secondary Sources:**   * William Doyle, *Origins of the French Revolution* (1990)   *The Old European Order, 1660-1800* (1997)   * Peter Gay, *The Enlightenment: An Interpretation* (1995-1996) * R.R. Palmer, *The Age of Democratic Revolution* (1969) * David Sobel, *Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time* (1995) * John Fairbank, *The Great Chinese Revolution, 1800-1985* (1986) * Eric Hobsbawm, *The Age of Empire, 1875-1914* (1987) * Tom Kemp, *Industrialization in Nineteenth Century Europe* (1995) * Milward and S.B. Saul, *The Economic Development of Continental Europe, 1780-1870* (1977) * Richard Pipes, *The Russian Revolution* (1991) * E.P. Thompson, *The Making of the English Working Class* (1966) | | | |

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| **Theme 5: Modern Era** The conditions and developments of the late nineteenth and twentieth centuries significantly influence today’s world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples. | | | | | | |
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| **Key Concepts and Understandings** | A. Analyze world-wide imperialism in the late 19th and early 20th centuries to determine its causes and consequences.  B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of 20th century to determine their impacts on the world today.  C. Analyze the varying processes of decolonization to compare its effects on the world today. | A. Compare and contrast evolving governmental systems, including monarchy, totalitarianism, theocracy, and representative government to determine their impact on society.  B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. | A. Analyze physical geography to explain the availability and movement of resources.  B. Explain how technology has reduced barriers and expanded peoples’ capacity to make use of, or modify, the physical environment.  C. Evaluate the relationship between technological and scientific advancements (e.g., communication, transportation, production) and increasing global interaction.  D. Analyze major demographic patterns to determine their effect on the human and physical systems. | | A. Analyze economic systems (e.g., market, mixed, command) to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.  B. Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. | A. Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.  B. Analyze the process of globalization to determine its effect on global conflict and cooperation.  C. Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo. D. Analyze the causes and effects of thechanging roles of class, ethnicity, race, gender and age on world cultures post c. 1450.E. Evaluate the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450. |
| **Possible Sources of Study** | **Primary Sources:**   * UN Declaration of Human Rights (1948) * Adolf Hitler, *Mein Kampf* (1925) * Erich Maria Remarque, *All Quiet on the Western Front* (1929) * Aleksandr Solzhenitsyn, *The Gulag Archipelago* (1973) * Thomas Friedman, *The World Is Flat* (2005) * Roland Burke, *Decolonization and the Evolution of Human Rights* (2010) * Viktor Frankl, *Man’s Search for Meaning* (1946) * Anne Frank, *The Diary of a Young Girl*(1947) * Elie Wiesel, *Night* (1955) * Richard M. Weaver, *Ideas Have Consequences* (1948) * Beck Sanderson, *Gandhi’s NonViolent Revolution* (1930) * John Maynard Keynes, *Economic Consequences of the Peace* (1919) * \_\_\_\_\_\_, *General Theory on Employment, Interest and Money* (1936) * Ludwig Von Mises, *Theory of Money and Credit* (1912) * Kai Bird and Martin J. Sherwin, *American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer* (2005) * Walter Isaacson, *Einstein: His Life and Universe* (2007) * T.S. Eliot, *The Waste Land* (1922) * Treaty of Versailles  (1918) * Woodrow Wilson, *Treaty of Versailles: Fourteen Points* (1918) * Hannah Arendt, *Origins of Totalitarianism* (1951) * George Orwell, *Animal Farm* (1984) * Aldous Huxley, *Brave New World* (1932) * The Nuremburg Trials (1945-1949) * Expressionist paintings | | | **Secondary Sources:**   * William Shirer, *Rise and Fall of the Third Reich* (1960) * Martin Gilbert, *Churchill: A Life* (1991) * Paul Brass, *The Politics of India Since Independence* (1990) * Judith Brown, *Gandhi’s Rise to Power: Indian Politics, 1915-1922* (1972) * Gordon Craig, *Germany, 1866-1945* (1978) * John Fairbank, *The Great Chinese Revolution, 1800-1985* (1986) * Daniel Goldhagen, *Hitler’s Willing Executioners: Ordinary Germans and the Holocaust* (1997) * Mushirul Hasan, *India’s Partition: Process, Strategy, Mobilization* (1993) * Eric Hobsbawm, *The Age of Empire, 1875-1914* (1987) * Paul Johnson, *Modern Times: The World from the Twenties to the Nineties* (1992) * John Keegan, *The First World War* (1999) * \_\_\_\_\_\_, *The Second World War* (1990) * Ira Kershaw, *Hitler, 1889-1936: Hubris* (1999) * \_\_\_\_\_\_, *Hitler, 1936-1945: Nemesis* (2000) * Melvyn Leffler and David Painter, *Origins of the Cold War: An International History* (1994) * William O’Neill, *The Oxford Essential Guide to World War II* (2002) * Richard Pipes, *Communism: A History* (2001) * \_\_\_\_\_\_, *The Russian Revolution* (1991) * Philip Short, *Mao: A Life* (1999) * Barbara Tuchman, *The Guns of August* (1982) * Adam Ulam, *Stalin: The Man and His Era* (1973) * Gerhard Weinberg, *A World At Arms: A Global History of World War II* (1994) * Robert S. Wistrich, *Hitler and the Holocaust* (2001) * Karen Levine. Hana’s Suitcase: A True Story (2007) * Dai Sijie, Balzac and the Little Chinese Seamstress (2002) | | |

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