

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

Marking Period: 1

Days: 2

Reporting Category/Strand: Assessed with other SOL

SOL WHII.1a, b, c, d, e, f	<p>The student will improve skills in historical research and geographical analysis by</p> <ul style="list-style-type: none"> <li>a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);</li> <li>b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);</li> <li>c) identifying geographic features important to the study of world history since 1500 A.D. (C.E.);</li> <li>d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;</li> <li>e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;</li> <li>f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events from 1500 A.D. (C.E.).</li> </ul>
Essential Knowledge/Skills/Understandings	<p><b>Major states and empires in the Eastern Hemisphere</b></p> <ul style="list-style-type: none"> <li>England</li> <li>France</li> <li>Spain</li> <li>· Russia</li> <li>Ottoman Empire</li> <li>Persia</li> <li>China</li> <li>Mughal India</li> <li>Songhai Empire</li> </ul> <p><b>Major states and empires in the Western Hemisphere</b></p> <ul style="list-style-type: none"> <li>· Incan Empire and Aztec Empire</li> </ul>
Essential Questions	
Primary Resources	
Essential Vocabulary	<p><b>monetary</b>-of or relating to the money in a country's economy</p> <p><b>migration</b>-moving from one area to another</p> <p><b>interaction</b> -mutual or reciprocal action or influence</p>

Marking Period: 1

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

Days: 3

Reporting Category/Strand: Emergence of a Global Age, Geography

<p>SOL WHII.2b, d, e</p>	<p>The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by  b) describing artistic, literary, and intellectual ideas of the Renaissance.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.  By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.</p> <p><b>Advancements exchanged along trade routes</b></p> <ul style="list-style-type: none"> <li>· Paper, compass, silk, porcelain (China)</li> <li>· Textiles, numeral system (India and Middle East)</li> <li>· Scientific knowledge—medicine, astronomy, mathematics</li> </ul> <p><b>Traditional trade patterns linking Europe with Asia and Africa</b></p> <ul style="list-style-type: none"> <li>· Silk Routes across Asia to the Mediterranean basin</li> <li>· Maritime routes across the Indian Ocean</li> <li>· Trans-Saharan routes across North Africa</li> <li>· Northern European links with the Black Sea</li> <li>· Western European sea and river trade</li> <li>· South China Sea and lands of Southeast Asia</li> </ul> <p><b>Importance of trade patterns</b>  Exchange of products and ideas</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)  Identify geographic features important to the study of world history. (WHII.1c)  Analyze trends in human migration and cultural interaction. (WHII.1e)  New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.</p> <p><b>Renaissance</b></p> <ul style="list-style-type: none"> <li>· “Rebirth” of classical knowledge; “birth” of the modern world</li> <li>· Spread of the Renaissance from the Italian city-states to northern Europe</li> </ul> <p><b>Contributions of the Renaissance</b></p> <ul style="list-style-type: none"> <li>· Accomplishments in the visual arts: Michelangelo, Leonardo da Vinci</li> <li>· Accomplishments in literature (sonnets, plays, essays): Shakespeare</li> <li>· Accomplishments in intellectual ideas (humanism): Erasmus</li> </ul> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)  Analyze trends in human migration and cultural interaction. (WHII.1e)</p>
<p>Essential Questions</p>	<p>On the world political map, where were some of the major states and empires located about 1500A.D. (C.E.)?</p>

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p>What were the artistic, literary, and intellectual ideas of the Renaissance?          What were the regional trading patterns about 1500A.D. (C.E.)?          Why were the regional trading patterns important?          What technological and scientific advancements had been made and exchanged by 1500A.D. (C.E.)?</p>
<b>Primary Resources</b>	<p>Glencoe Word History Modern Times; Chapter 5 Sections 1 and 2  <a href="http://www.metmuseum.org/toah/hd/leon/hd_leon.htm">http://www.metmuseum.org/toah/hd/leon/hd_leon.htm</a></p>
<b>Essential Vocabulary</b>	<p><b>maritime</b>-of or relating to sailing on the sea or doing business (such as trading) by sea  <b>cultural</b>-of or relating to a particular group of people and their habits, beliefs, traditions, etc  <b>literary</b>-relating to reading or writing  <b>intellectual</b>-of or relating to the ability to think in a logical way: involving serious study and thought</p>

**Marking Period: 1**

**Days: 4**

**Reporting Category/Strand: Emergence of a Global Age**

<b>SOL WHIL.3a ,b, c</b>	<p><b>The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by</b></p> <ul style="list-style-type: none"> <li>a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I.and the Reformation in terms of its impact on Western civilization</li> <li>b) describing the impact of religious conflicts, the Inquisition, and Catholic Reformation on society and government actions.</li> <li>c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press</li> </ul>
<b>Essential Knowledge/Skills/Understandings</b>	<p>At first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance. Power in most European states was concentrated in the monarch.          Gradually, religious toleration emerged</p> <p><b>Changing cultural values, traditions, and philosophies</b></p> <ul style="list-style-type: none"> <li>· Growth of secularism</li> <li>· Growth of individualism</li> <li>· Eventual growth of religious tolerance</li> </ul> <p><b>Role of the printing press</b></p> <ul style="list-style-type: none"> <li>· Growth of literacy was stimulated by the Gutenberg printing press.</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

- The Bible was printed in English, French, and German.

These factors had an important impact on spreading the ideas of the Reformation and the Renaissance

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)

Analyze trends in human migration and cultural interaction. (WHII.1e)

The Reformation had its roots in disagreements about theology, but it led to important economic and political changes.

Religious differences and hatreds caused war and destruction

**Reformation in Germany**

- Princes in Northern Germany converted to Protestantism, ending the authority of the Pope in their states.
- The Hapsburg family and the authority of the Holy Roman Empire continued to support the Roman Catholic Church.
- Conflict between Protestants and Catholics resulted in devastating wars (e.g., Thirty Years' War).

**Reformation in France**

- Catholic monarchy granted Protestant Huguenots freedom of worship by the Edict of Nantes (later revoked).
- Cardinal Richelieu changed the focus of the Thirty Years' War from a religious to a political conflict.

**Catholic Reformation**

- Dissenters prior to Martin Luther: Jan Huss, John Wycliffe
- Counter-Reformation:
  - The Council of Trent reaffirmed most Church doctrine and practices.
  - The Society of Jesus (The Jesuits) was founded to spread Catholic doctrine around the world.

The Inquisition was used to reinforce Catholic doctrine

Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)

Analyze trends in human migration and cultural interaction. (WHII.1e)

At first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.

Power in most European states was concentrated in the monarch.

Gradually, religious toleration emerged

**Changing cultural values, traditions, and philosophies**

- Growth of secularism
- Growth of individualism
- Eventual growth of religious tolerance

**Role of the printing press**

- Growth of literacy was stimulated by the Gutenberg printing press.
- The Bible was printed in English, French, and German.

These factors had an important impact on spreading the ideas of the Reformation and the Renaissance.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)

Analyze trends in human migration and cultural interaction. (WHII.1e)

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

<b>Essential Questions</b>	<p>What were the problems and issues that provoked religious reforms in Western Christianity?          What were the beliefs of Martin Luther, John Calvin, Henry VIII, and Elizabeth I?          What were the major economic, political, and theological issues involved in the Reformation?          What were some of the changing cultural values, traditions, and philosophies during the Reformation?          What was the role of the printing press in the spread of new ideas?</p>
<b>Primary Resources</b>	<p>Glencoe Word History Modern Times; Chapter 5 Sections 3 and 4          “Huguenot: French Protestant.” <i>Encyclopedia Britannica</i>. <a href="http://www.britannica.com/EBchecked/topic/275000/Huguenot">http://www.britannica.com/EBchecked/topic/275000/Huguenot</a>.          This site provides information on the history of the church.</p>
<b>Essential Vocabulary</b>	<p><b>secularism</b>-non religious  <b>individualism</b>-the belief that the needs of each person are more important than the needs of the whole society or group  <b>tolerance</b>-willingness to accept feelings, habits, or beliefs that are different from your own  <b>reaffirm</b>-to say again  <b>doctrine</b>-a set of beliefs thought or known to be true</p>

**Marking Period:** 1

**Days:** 5

**Reporting Category/Strand:** Emergence of a Global Age, Geography, Civics and Economics

<b>SOL WHII.4 a-f</b>	<p><b>The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by</b></p> <ol style="list-style-type: none"> <li>a) explaining the roles and economic motivations of explorers and conquistadors.</li> <li>b) describing the influence of religion.</li> <li>c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas.</li> <li>d) describing the Columbian Exchange, including its impact on native populations.</li> </ol>
<b>Essential Knowledge/Skills/Understandings</b>	<p>The expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.</p> <p><b>Factors contributing to the European discovery of lands in the Western Hemisphere</b></p> <ul style="list-style-type: none"> <li>· Demand for gold, spices, and natural resources in Europe</li> <li>· Support for the diffusion of Christianity</li> <li>· Political and economic competition between European empires</li> <li>· Innovations of European and Islamic origins in navigational arts</li> <li>· Pioneering role of Prince Henry the Navigator</li> </ul> <p><b>Establishment of overseas empires and decimation of indigenous populations</b></p> <ul style="list-style-type: none"> <li>· Portugal: Vasco da Gama</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<ul style="list-style-type: none"> <li>· Spain: Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan</li> <li>· England: Francis Drake</li> <li>· France: Jacques Cartier</li> </ul> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> <p>One motive for exploration was to spread the Christian religion</p> <p>Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.</p> <p><b>Americas</b></p> <ul style="list-style-type: none"> <li>· Expansion of overseas territorial claims and European emigration to North and South America</li> <li>· Demise of Aztec and Inca Empires</li> <li>· Legacy of a rigid class system and dictatorial rule in Latin America</li> <li>· Forced migration of Africans who had been enslaved</li> <li>· Colonies' imitation of the culture and social patterns of their parent countries</li> </ul> <p><b>Africa</b></p> <ul style="list-style-type: none"> <li>· European trading posts along the coast</li> <li>· Trade in slaves, gold, and other resources</li> </ul> <p><b>Asia</b></p> <ul style="list-style-type: none"> <li>· Colonization by small groups of merchants (India, the Indies, China)</li> <li>· Influence of trading companies (Portuguese, Dutch, British)</li> </ul> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p> <p>The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres</p> <p><b>Columbian Exchange</b></p> <ul style="list-style-type: none"> <li>· Western Hemisphere agricultural products, such as corn, potatoes, and tobacco, changed European lifestyles.</li> <li>· European horses and cattle changed the lifestyles of American Indians.</li> <li>· European diseases, such as smallpox, killed many American Indians.</li> </ul> <p><b>Impact of the Columbian Exchange</b></p> <ul style="list-style-type: none"> <li>· Shortage of labor to grow cash crops led to the use of African slaves.</li> <li>· Slavery was based on race.</li> </ul> <p>European plantation system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p>
<b>Essential Questions</b>	Why were Europeans interested in discovering new lands and markets?

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p>Who were some important explorers?          How did the expansion of European empires into the Americas, Africa, and Asia affect religion in those areas?          What were the effects of European migration and settlement on the Americas, Africa, and Asia?          What was the impact of the Columbian Exchange between European and indigenous cultures?          What was the triangular trade?          What was the impact of precious metal exports from the Americas?</p>
<p><b>Primary Resources</b></p>	<p><i>Age of Exploration Time Line.</i> The Mariners Museum. <a href="http://www.mariner.org/educationalad/ageofex/">http://www.mariner.org/educationalad/ageofex/</a>. This site contains information on exploration from ancient times to the present.</p> <p><i>Conquistadors.</i> Public Broadcasting System. <a href="http://www.pbs.org/opb/conquistadors/home.htm">http://www.pbs.org/opb/conquistadors/home.htm</a>. This site about the conquistadors in the Western Hemisphere includes links to a timeline and a teaching guide. Links within the site will take students to information on the cultures of the Americas before and after European conquest. Web site timelines require Flash® technology, but the text information can stand on its own.</p> <p><i>Historical Maps of the World.</i> The University of Texas at Austin. <a href="http://www.lib.utexas.edu/maps/historical/history_world.html">http://www.lib.utexas.edu/maps/historical/history_world.html</a>. This site provides access to historical maps.</p> <p>“The Middle Passage.” <i>Africans in America, PBS online.</i> <a href="http://www.pbs.org/wgbh/aia/part1/1p277.html">http://www.pbs.org/wgbh/aia/part1/1p277.html</a>. This site provides information and pictures on the middle passage.</p> <p>Schuessler, Raymond. <i>Ferdinand Magellan: The greatest voyager of them all.</i> <a href="http://muweb.millersville.edu/~columbus/data/art/SCHUES01.ART">http://muweb.millersville.edu/~columbus/data/art/SCHUES01.ART</a>. This site provides another historical account of Magellan’s voyage.</p>
<p><b>Essential Vocabulary</b></p>	<p><b>diffusion</b>-the spread of cultural elements from one area or group of people to others by contact  <b>innovation</b>-a new idea, device, or method  <b>navigational arts</b>-technology dealing with location and direction  <b>merchant</b>-someone who sells or trades something usually for profit  <b>legacy</b>-something (such as property or money) that is received from someone who has died  <b>rigid</b>-not easily changed  <b>imitation</b>-something produced as a copy  <b>indigenous</b>-native</p>

Marking Period: 1

Days: 3

Reporting Category/Strand: Emergence of a Global Age, Geography, Civics and Economics

SOL WHII.5a-e	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world
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**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p>after 1500 A.D. (C.E.) by</p> <ol style="list-style-type: none"> <li>a) describing the location and development of the Ottoman Empire.</li> <li>b) describing India, including the Mughal Empire and coastal trade.</li> <li>c) describing East Asia, including China and the Japanese shogunate.</li> <li>d) describing Africa and its increasing involvement in global trade.</li> <li>e) describing the growth of European nations, including the Commercial Revolution and mercantilism</li> </ol>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople. The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.</p> <p><b>Original location of the Ottoman Empire</b></p> <ul style="list-style-type: none"> <li>· Asia Minor</li> </ul> <p><b>Expansion and extent of the Ottoman Empire</b></p> <ul style="list-style-type: none"> <li>· Southwest Asia</li> <li>· Southeastern Europe, Balkan Peninsula</li> <li>· North Africa</li> </ul> <p><b>Development of the Ottoman Empire</b></p> <ul style="list-style-type: none"> <li>· Capital at Constantinople renamed Istanbul</li> <li>· Islamic religion as a unifying force that accepted other religions</li> </ul> <p>Trade in coffee and ceramics</p> <p>Descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India. The Mughal Empire traded with European nations. Much of southern India remained independent and continued international trade.</p> <p><b>Location of the Mughal Empire</b></p> <ul style="list-style-type: none"> <li>· North India</li> </ul> <p><b>Contributions of Mughal rulers</b></p> <ul style="list-style-type: none"> <li>· Spread of Islam into India</li> <li>· Art and architecture: Taj Mahal</li> <li>· Establishment of European trading outposts)</li> <li>· Influence of Indian textiles on British textile industry</li> </ul> <p><b>Trade with European nations</b></p> <ul style="list-style-type: none"> <li>· Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing coastal ports on the Indian sub-continent.</li> </ul> <p>Southern India traded silks, spices, and gems. China and Japan sought to limit the influence and activities of European merchants.</p> <p><b>China</b></p> <ul style="list-style-type: none"> <li>· Creation of foreign enclaves to control trade</li> <li>· Imperial policy of controlling foreign influences and trade</li> <li>· Increase in European demand for Chinese goods (tea, porcelain)</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p><b>Japan</b></p> <ul style="list-style-type: none"> <li>· Characterized by a powerless emperor controlled by a military leader (shogun)</li> </ul> <p>Adopted policy of isolation to limit foreign influences</p> <p><b>Africa</b></p> <p>The exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa</p> <p><b>African exports</b></p> <ul style="list-style-type: none"> <li>· Slaves (triangular trade)</li> <li>· Raw materials (ivory, gold)</li> </ul> <p><b>African imports</b></p> <ul style="list-style-type: none"> <li>· Manufactured goods from Europe, Asia, and the Americas</li> </ul> <p>New food products (corn, peanuts)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)</p> <p><b>European maritime nations</b> competed for overseas markets, colonies, and resources, creating new economic practices, such as mercantilism, linking European nations with their colonies</p> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>· mercantilism: An economic practice adopted by European colonial powers in an effort to become self-sufficient; based on the theory that colonies existed for the benefit of the mother country</li> </ul> <p><b>Commercial Revolution</b></p> <ul style="list-style-type: none"> <li>· European maritime nations competed for overseas markets, colonies, and resources.</li> <li>· A new economic system emerged: <ul style="list-style-type: none"> <li>– New money and banking systems were created.</li> <li>– Economic practices such as mercantilism evolved.</li> </ul> </li> </ul> <p>Colonial economies were limited by the economic needs of the mother country.</p>
<p><b>Essential Questions</b></p>	<p>Where was the Ottoman Empire located, and how did it expand?</p> <p>What were the contributions of the Mughal emperors of India?</p> <p>How did the Mughal Empire trade with European nations?</p> <p>What did southern India trade?</p> <p>How did the Chinese and Japanese attempt to limit the influence of European merchants?</p> <p>How did Africa become involved in foreign trade?</p> <p>What were the roles of the Commercial Revolution and mercantilism in the growth of European nations?</p>
<p><b>Primary Resources</b></p>	<p><i>The Mughal Empire</i>. Washington State University. <a href="http://www.wsu.edu:8080/~dee/MUGHAL/MUGHMAP.HTM">http://www.wsu.edu:8080/~dee/MUGHAL/MUGHMAP.HTM</a>. <a href="http://wsu.edu/~dee/MUGHAL/CONTENTS.HTM">http://wsu.edu/~dee/MUGHAL/CONTENTS.HTM</a>  . These sites provide a map of and information about the Mughal Empire.</p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p><i>Taj Mahal: Memorial to Love.</i> Public Broadcasting Service. <a href="http://www.pbs.org/treasuresoftheworld/nav/taj_nav/main_tajfrm.html">http://www.pbs.org/treasuresoftheworld/nav/taj_nav/main_tajfrm.html</a>. <a href="http://www.pbs.org/treasuresoftheworld/nav/taj_nav/tajnav_level_1/1mughal_tajfrm.html">http://www.pbs.org/treasuresoftheworld/nav/taj_nav/tajnav_level_1/1mughal_tajfrm.html</a>. These sites provide information on the Taj Mahal and the Mughal Empire.</p> <p><i>Welcome to Istanbul.</i> Princeton University. <a href="http://www.princeton.edu/~asce/const_95/const.html">http://www.princeton.edu/~asce/const_95/const.html</a>. This site provides access to information on Istanbul (Constantinople).</p>
<b>Essential Vocabulary</b>	<p><b>mercantilism</b>- an economic system developing during the decay of feudalism to unify and increase the power and especially the monetary wealth of a nation by a strict governmental regulation of the entire national economy usually through policies designed to secure an accumulation of bullion, a favorable balance of trade, the development of agriculture and manufactures, and the establishment of foreign trading monopolies</p> <p><b>self-sufficient</b>-able to maintain oneself or itself without outside aid : capable of providing for one's own needs</p> <p><b>isolation</b>-by one self; cut off from others</p> <p><b>enclaves</b>-an area with people who are different in some way from the people in the areas around it</p> <p><b>Shogunate</b>-one of a line of military governors ruling Japan until the revolution of 1867–68</p>

**Marking Period: 1**

**Days: 2**

**Reporting Category/Strand: Age of Revolutions**

<b>SOL WHII.6a</b>	<p><b>The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by</b></p> <p style="padding-left: 40px;"><b>a) describing the Scientific Revolution and its effects.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it.</p> <p><b>Pioneers of the scientific revolution</b></p> <ul style="list-style-type: none"> <li>· Nicolaus Copernicus developed heliocentric theory.</li> <li>· Johannes Kepler discovered planetary motion.</li> <li>· Galileo Galilei used telescope to support heliocentric theory.</li> <li>· Isaac Newton formulated law of gravity.</li> <li>· William Harvey discovered circulation of the blood.</li> </ul> <p><b>Importance of the scientific revolution</b></p> <ul style="list-style-type: none"> <li>· Emphasis on reason and systematic observation of nature</li> <li>· Formulation of the scientific method</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	Expansion of scientific knowledge Analyze trends in cultural interaction. (WHII.1e)
<b>Essential Questions</b>	What were some new scientific theories and discoveries? What were some of the effects of these new theories?
<b>Primary Resources</b>	The Copernican Model: A Sun-Centered Solar System.” <a href="http://csep10.phys.utk.edu/astr161/lect/retrograde/copernican.html">http://csep10.phys.utk.edu/astr161/lect/retrograde/copernican.html</a> “Johannes Kepler.” Information on Kepler and Galileo. <a href="http://es.rice.edu/ES/humsoc/Galileo/People/kepler.html">http://es.rice.edu/ES/humsoc/Galileo/People/kepler.html</a> “William Harvey: On the Motion of the Heart and Blood in Animals, 1628.” <a href="http://www.fordham.edu/halsall/mod/1628harvey-blood.html">http://www.fordham.edu/halsall/mod/1628harvey-blood.html</a> “Isaac Newton.” <a href="http://scienceworld.wolfram.com/biography/Newton.html">http://scienceworld.wolfram.com/biography/Newton.html</a>
<b>Essential Vocabulary</b>	<b>formulated</b> -devise <b>heliocentric</b> -sun centered universe <b>geocentric</b> -earth centered universe <b>systematic</b> -using a careful system or method : done according to a system <b>circulation</b> -the movement of blood through the body that is caused by the pumping action of the heart

**Marking Period: 1**

**Days: 2**

**Reporting Category/Strand: Age of Revolutions**

<b>SOL WHII.6b</b>	<b>The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by</b> <b>b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great.</b>
<b>Essential Knowledge/Skills/Understandings</b>	The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments. <b>Characteristics of absolute monarchies</b> <ul style="list-style-type: none"> <li>· Centralization of power</li> <li>· Concept of rule by divine right</li> </ul> <b>Absolute monarchs</b> <ul style="list-style-type: none"> <li>· Louis XIV of France: Palace of Versailles as a symbol of royal power</li> <li>· Peter the Great of Russia: Westernization of Russia</li> </ul>
<b>Essential Questions</b>	Who were the absolute monarchs? What effect did the absolute monarchs have on their countries?

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

<b>Primary Resources</b>	“Louis XIV.” <a href="http://www.fordham.edu/halsall/mod/17stsimon.html">http://www.fordham.edu/halsall/mod/17stsimon.html</a>
<b>Essential Vocabulary</b>	centralization, concept, divine right, westernization, monarch, absolute

**Marking Period: 1**

**Days: 4**

**Reporting Category/Strand: Civics and Economics**

<b>SOL WHII 6c, d</b>	<p><b>The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by</b></p> <p style="padding-left: 40px;"><b>c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy.</b></p> <p style="padding-left: 40px;"><b>d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include the jury trial, the Magna Carta, and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.</p> <p><b>Development of the rights of Englishmen</b></p> <ul style="list-style-type: none"> <li>· Oliver Cromwell and the execution of Charles I</li> <li>· The restoration of Charles II</li> <li>· Development of political parties/factions</li> <li>· Glorious Revolution (William and Mary)</li> <li>· Increase of parliamentary power and decrease of royal power</li> </ul> <p>English Bill of Rights of 1689</p> <p>Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.</p> <p>Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.</p> <p><b>The Enlightenment</b></p> <ul style="list-style-type: none"> <li>· Applied reason to the human world, as well as to the rest of the natural world</li> <li>· Stimulated religious tolerance</li> <li>· Fueled democratic revolutions around the world</li> </ul> <p><b>Enlightenment thinkers and their ideas</b></p> <ul style="list-style-type: none"> <li>· Thomas Hobbes’ <i>Leviathan</i>: Humans exist in a primitive “state of nature” and consent to government for self-protection.</li> <li>· John Locke’s <i>Two Treatises on Government</i>: People are sovereign and consent to government for protection of natural rights to life, liberty, and property.</li> <li>· Montesquieu’s <i>The Spirit of Laws</i>: The best form of government includes a separation of powers.</li> </ul>

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<ul style="list-style-type: none"> <li>· Jean-Jacques Rousseau’s <i>The Social Contract</i>: Government is a contract between rulers and the people.</li> <li>· Voltaire: Religious toleration should triumph over religious fanaticism; separation of church and state.</li> </ul> <p><b>Influence of the Enlightenment</b></p> <ul style="list-style-type: none"> <li>· Political philosophies of the Enlightenment fueled revolution in the Americas and France.</li> <li>· Thomas Jefferson’s Declaration of Independence incorporated Enlightenment ideas.</li> </ul> <p>The Constitution of the United States of America and Bill of Rights incorporated Enlightenment ideas. Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a) Analyze trends in human migration and cultural interaction. (WHII.1e)</p>
<b>Essential Questions</b>	<p>How did the English Civil War and the Glorious Revolution promote the development of the rights of Englishmen? Who were some Enlightenment thinkers, and what were their ideas? How did philosophers of the Enlightenment influence thinking on political issues? How did the Enlightenment promote revolution in the American colonies?</p>
<b>Primary Resources</b>	<p>“John Locke.” <a href="http://oregonstate.edu/instruct/phl302/philosophers/locke.html">http://oregonstate.edu/instruct/phl302/philosophers/locke.html</a> “Montesquieu: The Spirit of the Laws, 1748.” <a href="http://www.fordham.edu/halsall/mod/montesquieu-spirit.html">http://www.fordham.edu/halsall/mod/montesquieu-spirit.html</a> “The European Enlightenment: Jean-Jacques Rousseau.” <a href="http://www.wsu.edu/~dee/ENLIGHT/ROUSSEAU.HTM">http://www.wsu.edu/~dee/ENLIGHT/ROUSSEAU.HTM</a></p>
<b>Essential Vocabulary</b>	<p><b>factions</b>-a group within a larger group that has different ideas and opinions than the rest of the group <b>contract</b>-an agreement, usually written <b>triumph</b>-a great or important victory <b>incorporated</b>-united in one body <b>fanaticism</b>-fanatic outlook or behavior especially as exhibited by excessive enthusiasm, unreasoning zeal, or wild and extravagant notions on some subject</p> <p><b>generalizations</b>-a general statement : a statement about a group of people or things that is based on only a few people or things in that group <b>stimulated</b>-to make (something) more active : to cause or encourage (something) to happen or develop <b>primitive</b>- of, belonging to, or seeming to come from an early time in the very ancient past</p>

**Marking Period:** 1

**Days:** 3

**Reporting Category/Strand:** Age of Revolutions, Civics and Economics

<b>SOL WHII.6e,f</b>	<b>The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by</b>
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**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<b>f) describing the expansion of the arts, philosophy, literature, and new technology.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. They overthrew the absolute monarchy and established a new government.</p> <p><b>Causes of the French Revolution</b></p> <ul style="list-style-type: none"> <li>· Influence of Enlightenment ideas</li> <li>· Influence of the American Revolution</li> </ul> <p><b>Events of the French Revolution</b></p> <ul style="list-style-type: none"> <li>· Storming of the Bastille</li> <li>· Reign of Terror</li> </ul> <p><b>Outcomes of the French Revolution</b></p> <ul style="list-style-type: none"> <li>· End of the absolute monarchy of Louis XVI</li> <li>· Rise of Napoleon</li> </ul> <p>The sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy. The Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.</p> <p><b>Representative composers, artists, philosophers, and writers</b></p> <ul style="list-style-type: none"> <li>· Johann Sebastian Bach: Baroque composer</li> <li>· Wolfgang Amadeus Mozart: Classical composer</li> <li>· Voltaire: Philosopher</li> <li>· Miguel de Cervantes: Novelist</li> <li>· Eugène Delacroix: Painter (transition to the Romantic School of the nineteenth century)</li> </ul> <p><b>New schools of art and forms of literature</b></p> <ul style="list-style-type: none"> <li>· Painting depicted classical subjects, public events, natural scenes, and living people (portraits).</li> <li>· New forms of literature evolved, such as the novel (e.g., Cervantes' <i>Don Quixote</i>).</li> </ul> <p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>· All-weather roads improved year- round transport and trade.</li> <li>· New designs in farm tools increased productivity (agricultural revolution).</li> <li>· Improvements in ship design lowered the cost of transport</li> </ul>
<b>Essential Questions</b>	<p>How did the ideas of the Enlightenment contribute to causing the French Revolution?          Who were some composers, artists, philosophers, and writers of the period?          What improved technologies and institutions were important to European economies?</p>
<b>Primary Resources</b>	<p>“The French Revolution.” <a href="http://www.fordham.edu/halsall/mod/modsbook13.html">http://www.fordham.edu/halsall/mod/modsbook13.html</a>          “John Locke.” <a href="http://oregonstate.edu/instruct/phl302/philosophers/locke.html">http://oregonstate.edu/instruct/phl302/philosophers/locke.html</a>          “Montesquieu: The Spirit of the Laws, 1748.” <a href="http://www.fordham.edu/halsall/mod/montesquieu-spirit.html">http://www.fordham.edu/halsall/mod/montesquieu-spirit.html</a>          “Toussaint L’Ouverture.” <a href="http://www.pbs.org/wgbh/aia/part3/3h326.html">http://www.pbs.org/wgbh/aia/part3/3h326.html</a></p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

<b>Essential Vocabulary</b>	<p><b>Romantic</b>-a writer, musician, or artist whose work stresses emotion and imagination : a writer, musician, or artist of Romanticism</p> <p><b>agricultural</b>-having to do with farming</p> <p><b>productivity</b>-the rate at which goods are produced or work is completed</p> <p><b>transport</b>-to move from one point to another</p>
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**Marking Period:** 1

**Days:** 2

**Reporting Category/Strand:** Age of Revolutions

<b>SOL WHII.7 a-d</b>	<p><b>The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by</b></p> <ol style="list-style-type: none"> <li>a) <b>describing the colonial system as it existed by 1800.</b></li> <li>b) <b>identifying the impact of the American and French Revolutions on Latin America</b></li> <li>c) <b>explaining the contributions of Toussaint L'Ouverture and Simón Bolívar.</b></li> <li>d) <b>assessing the impact of the Monroe Doctrine</b></li> </ol>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Latin American revolutions of the nineteenth century were influenced by the clash of European cultures in the development of governments and ruling powers.</p> <p>Spanish conquests in Latin America saw the rapid decline of native populations and introduction of slaves from Africa. Conquistadors were given governmental authority by the crown, becoming known as viceroys.</p> <p><b>Characteristics of the colonial system</b></p> <ul style="list-style-type: none"> <li>· Colonial governments mirrored the home governments.</li> <li>· Catholicism had a strong influence on the development of the colonies.</li> <li>· A major element of the economy was the mining of precious metals for export.</li> <li>· Major cities were established as outposts of colonial authority.             <ul style="list-style-type: none"> <li>– Havana</li> <li>– Mexico City</li> <li>– Lima</li> <li>– São Paulo</li> <li>– Buenos Aires</li> </ul> </li> </ul> <p><b>Rigid class structure</b></p> <ul style="list-style-type: none"> <li>· Viceroys / colonial officers</li> <li>· Creoles</li> <li>· Mestizos</li> </ul> <p>The American and French Revolutions took place in the late 1700s. Within twenty years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico.</p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p><b>Influence of the American and French Revolutions on Latin America</b></p> <ul style="list-style-type: none"> <li>· Slaves in Haiti rebelled, abolished slavery, and won independence.</li> <li>· Father Miguel Hidalgo started the Mexican independence movement.</li> <li>· French, Spanish, and Portuguese colonies gained independence.</li> </ul> <p><b>Selected countries that gained independence during the 1800s</b></p> <ul style="list-style-type: none"> <li>· Mexico</li> <li>· Haiti</li> <li>· Colombia</li> <li>· Venezuela</li> <li>· Brazil</li> </ul> <p>The contributions of Toussaint L’Ouverture and Simón Bolívar led to the development of independent states in Latin America in the nineteenth century.</p> <p><b>Contributions of Toussaint L’Ouverture</b></p> <ul style="list-style-type: none"> <li>· Former slave who led Haitian rebellion against French</li> <li>· Defeated the armies of three foreign powers: Spain, France, and Britain</li> </ul> <p><b>Contributions of Simón Bolívar</b></p> <ul style="list-style-type: none"> <li>· Native resident who led revolutionary efforts</li> <li>· Liberated the northern areas of Latin America</li> </ul> <p>After the American Revolution, the United States wished to prevent foreign interference in America. The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization.</p> <p><b>Impact of the Monroe Doctrine</b></p> <ul style="list-style-type: none"> <li>· The Monroe Doctrine was issued by President James Monroe in 1823.</li> <li>· Latin American nations were acknowledged to be independent.</li> </ul> <p>The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</p>
<p><b>Essential Questions</b></p>	<p>What were the characteristics of the colonial system in Latin America in the nineteenth century?  How did Spain and Portugal maintain control of their Latin American domains?  How did the American and French Revolutions influence Latin American independence movements?  What were the contributions of Toussaint L’Ouverture and Simón Bolívar to revolutions in Latin America?  How did the Monroe Doctrine impact revolutions in Latin America?</p>
<p><b>Primary Resources</b></p>	<p>“Monroe Doctrine, 1823.” <i>Office of the Historian</i>. U.S. Department of State. <a href="http://history.state.gov/milestones/1801-1829/Monroe">http://history.state.gov/milestones/1801-1829/Monroe</a>. This site gives information on the Doctrine.</p> <p>“Simón Bolívar.” <a href="http://www.embavenez-us.org/kids.venezuela/simon.bolivar.htm">http://www.embavenez-us.org/kids.venezuela/simon.bolivar.htm</a>. This site provides an overview of Bolívar’s</p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	life and his role in the revolutions he led in Latin America. “Toussaint L’Ouverture.” <i>Africans in America: Brotherly Love</i> . Public Broadcasting Service. <a href="http://www.pbs.org/wgbh/aia/part3/3h326.html">http://www.pbs.org/wgbh/aia/part3/3h326.html</a> . This site provides information on Toussaint L’Ouverture.
<b>Essential Vocabulary</b>	rapid, abolished,

**Marking Period: 2**

**Days: 4**

**Reporting Category/Strand: Age of Revolutions**

<b>SOL WHII.8a-d</b>	<b>The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by</b> a) <b>assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815.</b> b) <b>describing unsuccessful revolutions on the continent and political reform in the United Kingdom.</b> c) <b>explaining events related to the unification of Italy and the role of Italian nationalists;</b> d) <b>explaining events related to the unification of Germany and the role of Bismarck.</b>
<b>Essential Knowledge/Skills/Understandings</b>	The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas. Napoleon’s attempt to unify Europe under French domination was unsuccessful. The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests. <b>Legacy of Napoleon</b> · Unsuccessful attempt to unify Europe under French domination · Napoleonic Code · Awakening of feelings of national pride and growth of nationalism <b>Legacy of the Congress of Vienna</b> · “Balance of power” doctrine · Restoration of monarchies · New political map of Europe New political philosophies (liberalism, conservatism) The rise of nationalism was a powerful force behind European politics during the nineteenth century. Widespread demands for political rights led to revolutions and legislative actions in Europe. National pride, economic competition, and democratic ideals stimulated the growth of nationalism. The terms of the Congress of Vienna led to widespread discontent in Europe, especially in Italy and the German states. Unsuccessful revolutions of 1848 increased nationalistic tensions. In contrast to continental Europe, the United Kingdom expanded political rights through legislative means and made slavery

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p>illegal in the British Empire.  Italy and Germany became nation-states long after the rest of Europe</p> <p><b>Unification of Italy</b></p> <ul style="list-style-type: none"> <li>· Count Cavour unified Northern Italy.</li> <li>· Giuseppe Garibaldi joined southern Italy to northern Italy.</li> <li>· The Papal States (including Rome) became the last to join Italy.</li> </ul> <p><b>Unification of Germany</b></p> <ul style="list-style-type: none"> <li>· Otto von Bismarck led Prussia in the unification of Germany through war and by appealing to nationalist feelings.</li> <li>· Bismarck's actions were seen as an example of <i>Realpolitik</i>, which justifies all means to achieve and hold power.</li> </ul> <p>The Franco-Prussian War led to the creation of the German state.  Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)  Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)  Analyze trends in cultural interaction. (WHII.1e)</p>
<b>Essential Questions</b>	<p>What was the legacy of Napoleon?  What was the significance of the Congress of Vienna?  How did nationalism and democracy influence national revolutions?  What events led to the unification of Italy?  What role did Otto von Bismarck play in the unification of Germany?</p>
<b>Primary Resources</b>	<p>“Napoleon.” <i>Revolution and After: Tragedies and Farces</i>. Washington State University. <a href="http://www.wsu.edu/~dee/REV/NAPOLEAN.HTM">http://www.wsu.edu/~dee/REV/NAPOLEAN.HTM</a>. This site provides information on Napoleon and the Congress of Vienna.</p> <p>“Otto von Bismarck.” <i>Encyclopedia of 1848 Revolutions</i>. Ohio University. <a href="http://www.ohiou.edu/~Chastain/ac/bism.htm">http://www.ohiou.edu/~Chastain/ac/bism.htm</a>. This site contains information on Otto von Bismarck.</p> <p>“Papal States.” <i>Encyclopedia of 1848 Revolutions</i>. Ohio University. <a href="http://www.ohiou.edu/~Chastain/ip/papalsta.htm">http://www.ohiou.edu/~Chastain/ip/papalsta.htm</a>. This site contains information on the Papal States.</p> <p>“What was the Congress of Vienna?” <i>The Napoleon Series</i>. <a href="http://www.pvhs.chico.k12.ca.us/~bsilva/projects/congress/vienessy.html">http://www.pvhs.chico.k12.ca.us/~bsilva/projects/congress/vienessy.html</a>. This site presents the causes, events, and results of the Congress of Vienna.</p>
<b>Essential Vocabulary</b>	<p>reform, unification</p>

**Marking Period: 2**  
**Days: 5**

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

**Reporting Category/Strand: Age of Revolutions, Civics and Economics**

<p><b>SOL WHII.9a-e</b></p>	<p>The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</p> <ol style="list-style-type: none"> <li>a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes.</li> <li>b) explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism.</li> <li>c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement.</li> </ol>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>The Industrial Revolution began in England and spread to the rest of Western Europe and the United States. With the Industrial Revolution came an increased demand for raw materials from the Americas, Asia, and Africa. Advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.</p> <p><b>Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>· Originated in England because of its natural resources (e.g., coal, iron ore) and the invention and improvement of the steam engine</li> <li>· Spread to Europe and the United States</li> <li>· Role of cotton textile, iron, and steel industries</li> <li>· Relationship to the British Enclosure Movement</li> <li>· Rise of the factory system and demise of cottage industries</li> <li>· Rising economic powers that wanted to control raw materials and markets throughout the world</li> </ul> <p><b>Technological advances that produced the Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>· Spinning jenny: James Hargreaves</li> <li>· Steam engine: James Watt</li> <li>· Cotton gin: Eli Whitney</li> <li>· Process for making steel: Henry Bessemer</li> </ul> <p><b>Advancements in science and medicine</b></p> <ul style="list-style-type: none"> <li>· Development of smallpox vaccination: Edward Jenner</li> <li>· Discovery of bacteria: Louis Pasteur</li> </ul> <p><b>Impacts of the Industrial Revolution on industrialized countries</b></p> <ul style="list-style-type: none"> <li>· Population increase</li> <li>· Increased standards of living for many but not all</li> <li>· Improved transportation</li> <li>· Urbanization</li> <li>· Environmental pollution</li> <li>· Increased education</li> <li>· Dissatisfaction of working class with working conditions</li> <li>· Growth of the middle class</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p>Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some. Social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism</p> <p><b>Capitalism</b></p> <ul style="list-style-type: none"> <li>· Adam Smith’s <i>The Wealth of Nations</i></li> <li>· Role of market competition and entrepreneurial abilities</li> <li>· Impact on standard of living and the growth of the middle class</li> <li>· Dissatisfaction with poor working conditions and the unequal distribution of wealth in society</li> </ul> <p><b>Socialism and communism</b></p> <ul style="list-style-type: none"> <li>· Karl Marx’s <i>The Communist Manifesto</i> (written with Friedrich Engels) and <i>Das Kapital</i></li> <li>· Response to the injustices of capitalism</li> </ul> <p>Importance to communists of redistribution of wealth</p> <p>Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.</p> <p>The Industrial Revolution placed new demands on the labor of men, women, and children. Workers organized labor unions to fight for improved working conditions and workers’ rights.</p> <p><b>The nature of work in the factory system</b></p> <ul style="list-style-type: none"> <li>· Family-based cottage industries displaced by the factory system</li> <li>· Harsh working conditions with men competing with women and children for wages</li> <li>· Child labor that kept costs of production low and profits high</li> <li>· Owners of mines and factories who exercised considerable control over the lives of their laborers</li> </ul> <p><b>Impact of the Industrial Revolution on slavery</b></p> <ul style="list-style-type: none"> <li>· The cotton gin increased demand for slave labor on American plantations.</li> <li>· The United States and Britain outlawed the slave trade and then slavery.</li> </ul> <p><b>Social effects of the Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>· Women and children entering the workplace as cheap labor</li> <li>· Introduction of reforms to end child labor</li> <li>· Expansion of education</li> <li>· Women’s increased demands for suffrage</li> </ul> <p><b>The rise of labor unions</b></p> <ul style="list-style-type: none"> <li>· Encouraged worker-organized strikes to demand increased wages and improved working conditions</li> <li>· Lobbied for laws to improve the lives of workers, including women and children</li> <li>· Wanted workers’ rights and collective bargaining between labor and management</li> </ul>
<p><b>Essential Questions</b></p>	<p>Why did the Industrial Revolution originate in England?</p> <p>Why did the spread of industrialism to Europe and the United States accelerate colonialism and imperialism?</p> <p>How did the Industrial Revolution produce changes in culture and society?</p> <p>What was the role of capitalism and market competition in the Industrial Revolution?</p>

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p>What were some theories opposed to capitalism?          How did the Industrial Revolution impact the lives of women, children, and the family?          How did the Industrial Revolution affect slavery?          Why did workers organize into labor unions?          Why did European countries participate in imperialism and a race for colonies?          What were some responses of colonized peoples to European imperialism?</p>
<b>Primary Resources</b>	<p>“Adam Smith.” <i>The History of Economic Thought</i>. New School University. <a href="http://cepa.newschool.edu/het/profiles/smith.htm">http://cepa.newschool.edu/het/profiles/smith.htm</a>. This site contains links to resources about Adam Smith’s life and works.</p> <p>Bessemer, Henry. <i>Sir Henry Bessemer, F.R.S.</i> <a href="http://www.history.rochester.edu/ehp-book/shb/">http://www.history.rochester.edu/ehp-book/shb/</a>. This site contains an autobiography of Henry Bessemer.</p>
<b>Essential Vocabulary</b>	<p>socialism, communism, capitalism, collective bargaining, suffrage, cottage industry, enclosure movement, redistribution, demise, urbanization, impact</p>

**Marking Period: 2**

**Days: 3**

**Reporting Category/Strand: Age of Revolutions**

<b>SOL WH.9 d, e</b>	<p><b>The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</b></p> <p><b>d) explaining the rise of industrial economies and their link to imperialism and nationalism;</b></p> <p><b>e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Industrial nations in Europe needed natural resources and markets to expand their economies. These nations competed to control Africa and Asia in order to secure their own economic and political success. Imperialism spread the economic, political, and social philosophies of Europe throughout the world. Resistance to imperialism took many forms, including armed conflict and intellectual movements. Nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.</p> <p><b>Forms of imperialism</b></p> <ul style="list-style-type: none"> <li>· Colonies</li> <li>· Protectorates</li> <li>· Spheres of influence</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p><b>Imperialism in Africa and Asia</b></p> <ul style="list-style-type: none"> <li>· European domination</li> <li>· European conflicts carried to the colonies</li> <li>· Christian missionary efforts</li> <li>· Spheres of influence in China</li> <li>· Suez Canal</li> <li>· East India Company's domination of Indian states</li> <li>· America's opening of Japan to trade</li> </ul> <p><b>Responses of colonized peoples</b></p> <ul style="list-style-type: none"> <li>· Armed conflicts (e.g., events leading to the Boxer Rebellion in China)</li> <li>· Rise of nationalism (e.g., first Indian nationalist party founded in the mid-1800s)</li> </ul> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>
<b>Essential Questions</b>	<p>Why did European countries participate in imperialism and a race for colonies?          What were some responses of colonized peoples to European imperialism?</p>
<b>Primary Resources</b>	<p>Boxer Rebellion." <i>Internet Modern History Sourcebook</i>. <a href="http://www.fordham.edu/halsall/mod/1900Fei-boxers.html">http://www.fordham.edu/halsall/mod/1900Fei-boxers.html</a>. This site provides information on the Boxer Rebellion</p>
<b>Essential Vocabulary</b>	<p>nationalism, colonies, protectorates, sphere of influence,</p>

**Marking Period: 2**

**Days: 5**

**Reporting Category/Strand: Era of Global Wars**

<b>SOL WHII.10 and WHII.11a</b>	<p><b>The student will demonstrate knowledge of the worldwide impact of World War I by</b></p> <ol style="list-style-type: none"> <li><b>a) explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;</b></li> <li><b>b) explaining the outcomes and global effect of the war and the Treaty of Versailles.</b></li> <li><b>c) citing causes and consequences of the Russian Revolution.</b></li> </ol> <p><b>The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar</b></p>
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**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p><b>Period by</b>  a) <b>describing the League of Nations and the mandate system.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.</p> <p><b>Causes of World War I</b></p> <ul style="list-style-type: none"> <li>· Alliances that divided Europe into competing camps</li> <li>· Nationalistic feelings</li> <li>· Diplomatic failures</li> <li>· Imperialism</li> <li>· Competition over colonies</li> <li>· Militarism</li> </ul> <p><b>Major events</b></p> <ul style="list-style-type: none"> <li>· Assassination of Austria’s Archduke Ferdinand</li> <li>· United States enters the war</li> <li>· Russia leaves the war</li> </ul> <p><b>Major leaders</b></p> <ul style="list-style-type: none"> <li>· Woodrow Wilson</li> <li>· Kaiser Wilhelm II</li> </ul> <p><b>Outcomes and global effect</b></p> <ul style="list-style-type: none"> <li>· Colonies’ participation in the war, which increased demands for independence</li> <li>· End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires</li> <li>· Enormous cost of the war in lives, property, and social disruption</li> </ul> <p><b>Treaty of Versailles</b></p> <ul style="list-style-type: none"> <li>· Forced Germany to accept responsibility for war and loss of territory and to pay reparations</li> <li>· Limited the German military</li> </ul> <p><b>League of Nations</b></p> <p><b>Tsarist Russia</b> entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the <b>Bolsheviks</b> created the communist state that ultimately became the U.S.S.R.</p> <p><b>Causes of 1917 revolutions</b></p> <ul style="list-style-type: none"> <li>· Defeat in war with Japan in 1905</li> <li>· Landless peasantry</li> <li>· Incompetence of Tsar Nicholas II</li> <li>· Military defeats and high casualties in World War I</li> </ul> <p><b>Rise of communism</b></p> <ul style="list-style-type: none"> <li>· Bolshevik Revolution and civil war</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<ul style="list-style-type: none"> <li>· Vladimir Lenin’s New Economic Policy</li> <li>· Joseph Stalin, Lenin’s successor</li> </ul> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.) (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>After World War I, <b>international organizations and agreements</b> were established to avoid future conflicts</p> <p><b>League of Nations</b></p> <ul style="list-style-type: none"> <li>· International cooperative organization</li> <li>· Established to prevent future wars</li> <li>· United States not a member</li> <li>· Failure of League because it did not have power to enforce its decisions</li> </ul> <p><b>The mandate system</b></p> <ul style="list-style-type: none"> <li>· During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.</li> <li>· After the war, the “mandate system” gave Great Britain and France control over the lands that became Iraq, Transjordan, and Palestine (British controlled) and Syria and Lebanon (French controlled).</li> </ul> <p>The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.</p>
<b>Essential Questions</b>	<p>What were the factors that produced World War I?</p> <p>What were the major events of the war?</p> <p>Who were the major leaders?</p> <p>What were the outcomes and global effects of World War I?</p> <p>What were the terms of the Treaty of Versailles?</p> <p>Why did Russia erupt in revolution while fighting in World War I?</p> <p>How did communism rise in Russia?</p> <p>What was the League of Nations and why did it fail?</p> <p>Why was the mandate system created?</p>
<b>Primary Resources</b>	<p>Duffy, Michael. <i>firstworldwar.com: a multimedia history of world war one</i>. <a href="http://www.firstworldwar.com/">http://www.firstworldwar.com/</a>. This site covers many events before, during, and after World War I.</p> <p>“The Treaty of Versailles.” <i>History Learning Site</i>. <a href="http://www.historylearningsite.co.uk/treaty_of_versailles.htm">http://www.historylearningsite.co.uk/treaty_of_versailles.htm</a>. This site gives information about World War I and the Treaty of Versailles.</p>
<b>Essential Vocabulary</b>	<p>diplomatic, allies, mandates, incompetence, peasantry, casualties, imperialism</p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

Marking Period: 2

Days: 3

Reporting Category/Strand: Era of Global Wars

<p>SOL WHIL.11c</p>	<p>The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by</p> <p>c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Economic disruptions following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan.</p> <p>A communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.</p> <p>The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany.</p> <p>Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.</p> <p><b>U.S.S.R. during the Interwar Period — Joseph Stalin</b></p> <ul style="list-style-type: none"> <li>· Entrenchment of communism</li> <li>· Stalin’s policies: Five-year plans, collectivization of farms, state industrialization, secret police</li> <li>· Great Purge</li> </ul> <p><b>Germany during the Interwar Period — Adolf Hitler</b></p> <ul style="list-style-type: none"> <li>· Inflation and depression</li> <li>· Democratic government weakened</li> <li>· Anti-Semitism</li> <li>· Extreme nationalism</li> <li>· National Socialism (Nazism)</li> <li>· German occupation of nearby countries</li> </ul> <p><b>Italy during the Interwar Period — Benito Mussolini</b></p> <ul style="list-style-type: none"> <li>· Rise of fascism</li> <li>· Ambition to restore the glory of Rome</li> <li>· Invasion of Ethiopia</li> </ul> <p><b>Japan during the Interwar Period — Hirohito and Hideki Tojo</b></p> <ul style="list-style-type: none"> <li>· Militarism</li> <li>· Industrialization of Japan, leading to drive for raw materials</li> <li>· Invasion of Korea, Manchuria, and the rest of China</li> </ul> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.</p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	(WHII.1b) Identify geographic features important to the study of world history. (WHII.1c) Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)
<b>Essential Questions</b>	Why did dictatorial governments emerge in Germany, Italy, Japan, and the U.S.S.R. after World War I? How did these regimes affect the world following World War I?
<b>Primary Resources</b>	<p>“America from the Great Depression to World War II.” <i>American Memory</i>. The Library of Congress. <a href="http://memory.loc.gov/ammem/fsowhome.html">http://memory.loc.gov/ammem/fsowhome.html</a>. This site provides access to photographs from the Great Depression Era.</p> <p>“Benito Mussolini: What Is Fascism, 1932.” <i>Modern History Sourcebook</i>. <a href="http://www.fordham.edu/halsall/mod/mussolini-fascism.html">http://www.fordham.edu/halsall/mod/mussolini-fascism.html</a>. This site contains information on Benito Mussolini and Fascism.</p> <p>Boemeke, Manfred F., Gerald D. Feldman, and Elisabeth Glaser, ed. “The Treaty of Versailles: A Reassessment after 75 Years.” The University of Virginia. <a href="http://www.people.virginia.edu/~sas4u/versailles.htm">http://www.people.virginia.edu/~sas4u/versailles.htm</a>. This site offers an outline of the major themes of a 1998 book on the Treaty of Versailles, edited by Boemeke, et al., and published by Cambridge University Press. The site also contains related Web links related to the Treaty of Versailles.</p> <p>DeLong, J. Bradford. “The Great Crash and the Great Slump.” <i>Slouching Towards Utopia?: The Economic History of the Twentieth Century</i>. The University of California at Berkeley. <a href="http://econ161.berkeley.edu/TCEH/Slouch_Crash14.html">http://econ161.berkeley.edu/TCEH/Slouch_Crash14.html</a>. This site contains information on the Great Depression.</p>
<b>Essential Vocabulary</b>	anti-semitism, militarism, ambition, fascism, entrenchment, collectivization, inflation, depression, purge

**Marking Period:** 2

**Days:** 3

**Reporting Category/Strand:** Civics and Economics

<b>SOL WHII.11b</b>	<b>The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by</b> <b>b) citing causes and assessing the impact of worldwide depression in the 1930s.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.</p> <p><b>Causes of worldwide depression</b></p> <ul style="list-style-type: none"> <li>· German reparations</li> <li>· Expansion of production capacities and dominance of the United States in the global economy</li> <li>· High protective tariffs</li> <li>· Excessive expansion of credit</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<ul style="list-style-type: none"> <li>· Stock Market Crash of 1929</li> </ul> <p><b>Impact of worldwide depression</b></p> <ul style="list-style-type: none"> <li>· High unemployment in industrial countries</li> <li>· Bank failures and collapse of credit</li> <li>· Collapse of prices in world trade</li> </ul> <p>Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse</p>
<b>Essential Questions</b>	<p>Why did the world experience depression in the 1930s?          What political changes resulted from the worldwide depression?</p>
<b>Primary Resources</b>	<p><i>Songs of the Great Depression.</i> College of Staten Island Library. <a href="http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html">http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html</a>. This site contains the lyrics of three songs of the Great Depression Era.</p> <p>America from the Great Depression to World War II." <i>American Memory.</i> The Library of Congress. <a href="http://memory.loc.gov/ammem/fsowhome.html">http://memory.loc.gov/ammem/fsowhome.html</a>. This site provides access to photographs from the Great Depression Era.</p>
<b>Essential Vocabulary</b>	<p>reparations, tariffs, expansion,</p>

**Marking Period: 2**

**Days: 5**

**Reporting Category/Strand: Era of Global Wars**

<b>SOL WHII.12a</b>	<p><b>The student will demonstrate knowledge of the worldwide impact of World War II by</b></p> <ul style="list-style-type: none"> <li>a) explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.</li> <li>b) examining the Holocaust and other examples of genocide in the twentieth century.</li> <li>c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).</li> </ul>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Many economic and political causes led to World War II. Major theaters of war included Africa, Europe, Asia, and the Pacific Islands. Leadership was essential to the Allied victory.</p> <p><b>Economic and political causes of World War II</b></p> <ul style="list-style-type: none"> <li>· Aggression by the totalitarian powers of Germany, Italy, Japan</li> <li>· Nationalism</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

- Failures of the Treaty of Versailles
- Weakness of the League of Nations
- Appeasement
- Tendencies towards isolationism and pacifism in Europe and the United States

**Major events of the war (1939–1945)**

- German invasion of Poland
- Fall of France
- Battle of Britain
- German invasion of the Soviet Union
- Japanese attack on Pearl Harbor
- D-Day (Allied invasion of Europe)
- Atomic bombs dropped on Hiroshima and Nagasaki

**Major leaders of the war**

- Franklin D. Roosevelt: U.S. president
- Harry Truman: U.S. president after death of President Roosevelt
- Dwight D. Eisenhower: Allied commander in Europe
- Douglas MacArthur: U.S. general
- George C. Marshall: U.S. general
- Winston Churchill: British prime minister
- Joseph Stalin: Soviet dictator
- Adolf Hitler: Nazi dictator of Germany
- Hideki Tojo: Japanese general
- Hirohito: Emperor of Japan

There had been a climate of **hatred against Jews** in Europe and Russia for centuries.

Various instances of genocide occurred throughout the twentieth century

**Terms to know**

- genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group

**Elements leading to the Holocaust**

- Totalitarianism combined with nationalism
- History of anti-Semitism
- Defeat in World War I and economic depression blamed on German Jews
- Hitler's belief in the master race
- Final solution: Extermination camps, gas chambers

**Other examples of genocide**

- Armenians by leaders of the Ottoman Empire
- Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin
- Artists, technicians, former government officials, monks, minorities, and other educated individuals by Pol Pot in Cambodia

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p>Tutsi minority by Hutu in Rwanda  The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.  The Universal Declaration of Human Rights was issued in 1948 to protect the “inherent dignity and...the equal and inalienable rights of all members of the human family....”</p> <p><b>Outcomes of World War II</b></p> <ul style="list-style-type: none"> <li>· Loss of empires by European powers</li> <li>· Establishment of two major powers in the world: The United States and the U.S.S.R.</li> <li>· War crimes trials</li> <li>· Division of Europe, Iron Curtain</li> <li>· Establishment of the United Nations</li> <li>· The Universal Declaration of Human Rights</li> <li>· Marshall Plan</li> <li>· Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact</li> </ul> <p><b>Efforts for reconstruction of Germany</b></p> <ul style="list-style-type: none"> <li>· Democratic government installed in West Germany and West Berlin</li> <li>· Germany and Berlin divided among the four Allied powers</li> <li>· Emergence of West Germany as economic power in postwar Europe</li> </ul> <p><b>Efforts for reconstruction of Japan</b></p> <ul style="list-style-type: none"> <li>· United States occupation of Japan under MacArthur’s administration</li> <li>· Democracy and economic development</li> <li>· Elimination of Japan’s military offensive capabilities; guarantee of Japan’s security by the United States</li> <li>· Emergence of Japan as dominant economy in Asia</li> </ul> <p><b>International Cooperative Organizations</b></p> <ul style="list-style-type: none"> <li>· United Nations</li> <li>· North Atlantic Treaty Organization (NATO)</li> <li>· Warsaw Pact</li> </ul> <p><b>The Universal Declaration of Human Rights</b></p> <ul style="list-style-type: none"> <li>· Established and adopted by members of the United Nations</li> </ul> <p>Provided a code of conduct for the treatment of people under the protection of their government  Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.  Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.  (WHII.1b)  Analyze trends in human migration and cultural interaction. (WHII.1e)</p>
<b>Essential Questions</b>	<p>What were the causes of World War II?  What were the major events of World War II?  Who were the major leaders of World War II?</p>

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<b>Primary Resources</b>	<p>“Rwanda: How the genocide happened.” <i>BBC News</i>. <a href="http://news.bbc.co.uk/1/hi/world/africa/1288230.stm">http://news.bbc.co.uk/1/hi/world/africa/1288230.stm</a>. This site provides information about the 1994 genocide in Rwanda.</p> <p><i>The United States Holocaust Memorial Museum</i>. <a href="http://www.ushmm.org/">http://www.ushmm.org/</a>. This site provides information on the Holocaust.</p> <p><i>Virginia Holocaust Museum</i>. <a href="http://www.va-holocaust.com/">http://www.va-holocaust.com/</a>. This Web site offers numerous materials concerning the Holocaust.</p> <p><i>World War II Poster Collection</i>. Northwestern University Library. <a href="http://www.library.northwestern.edu/govpub/collections/wwii-posters/">http://www.library.northwestern.edu/govpub/collections/wwii-posters/</a>. This site provides 300 posters from the World War II era. A CD containing the posters can be purchased for a cost-recovery fee.</p>
<b>Essential Vocabulary</b>	holocaust, universal, technicians, minority,

**Marking Period: 3**

**Days: 5**

**Reporting Category/Strand: The Post War Period**

<b>SOL WHII.13a,b,c</b>	<p><b>The student will demonstrate knowledge of major events in the second half of the twentieth century by</b></p> <ol style="list-style-type: none"> <li><b>a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;</b></li> <li><b>b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945.</b></li> <li><b>c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.</b></li> </ol>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Competition between the United States and the U.S.S.R. laid the foundation for the Cold War. The Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world. The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945. Communism failed as an economic system in the Soviet Union and elsewhere.</p> <p><b>Beginning of the Cold War (1945–1948)</b></p> <ul style="list-style-type: none"> <li>· The Yalta Conference and the Soviet control of Eastern Europe</li> <li>· Rivalry between the United States and the U.S.S.R.</li> <li>· Democracy and the free enterprise system vs. dictatorship and communism</li> <li>· President Truman and the Policy of Containment</li> <li>· Eastern Europe: Soviet satellite nations, the Iron Curtain</li> </ul> <p><b>Characteristics of the Cold War (1948–1989)</b></p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<ul style="list-style-type: none"> <li>· North Atlantic Treaty Organization (NATO) vs. Warsaw Pact</li> <li>· Korean War</li> <li>· Vietnam War</li> <li>· Berlin and significance of Berlin Wall</li> <li>· Cuban Missile Crisis</li> <li>· Nuclear weapons and the theory of deterrence</li> </ul> <p><b>Collapse of communism in the Soviet Union and Eastern Europe</b></p> <ul style="list-style-type: none"> <li>· Soviet economic collapse</li> <li>· Nationalism in Warsaw Pact countries</li> <li>· Tearing down of Berlin Wall</li> <li>· Breakup of the Soviet Union</li> <li>· Expansion of NATO</li> </ul> <p>Japanese occupation of European colonies in Asia heightened demands for independence after World War II. After World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.</p> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>· containment: A policy for preventing the expansion of communism</li> </ul> <p><b>Conflicts and revolutionary movements in China</b></p> <ul style="list-style-type: none"> <li>· Division of China into two nations at the end of the Chinese civil war</li> <li>· Chiang Kai-shek (Jiang Jieshi): Nationalist China (island of Taiwan)</li> <li>· Mao Tse-tung (Mao Zedong): Communist China (mainland China)</li> <li>· Continuing conflict between the two Chinas</li> <li>· Communist China’s participation in Korean War</li> </ul> <p><b>Conflicts and revolutionary movements in Vietnam</b></p> <ul style="list-style-type: none"> <li>· Role of French Imperialism</li> <li>· Leadership of Ho Chi Minh</li> <li>· Vietnam as a divided nation</li> <li>· Influence of policy of containment</li> <li>· The United States and the Vietnam War</li> <li>· Vietnam as a reunited communist country today</li> </ul>
<p><b>Essential Questions</b></p>	<p>What events led to the Cold War?          What was the impact of nuclear weapons?          What were the causes and consequences of the collapse of the Soviet Union?          How did the Cold War influence conflicts in Eastern Asia after World War II?          What was the policy of containment?</p>

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<b>Primary Resources</b>	<p>“The Cold War.” <i>BBC</i>. <a href="http://www.bbc.co.uk/history/worldwars/coldwar/soviet_end_01.shtml">http://www.bbc.co.uk/history/worldwars/coldwar/soviet_end_01.shtml</a>. This site provides information about the Cold War and the collapse of the Soviet Union.</p> <p>“The Cold War Museum.” <i>Coldwar.org</i>. <a href="http://www.coldwar.org/">http://www.coldwar.org/</a>. This site has a number of online exhibits related to the Cold War.</p> <p><i>The Cold War: Yahoo! Directory</i>. <a href="http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/20th_Century/Cold_War/">http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/20th_Century/Cold_War/</a>. This site contains links for resources on the Cold War.</p> <p><i>Outline Maps: Education Place</i>. Houghton Mifflin Harcourt Company. <a href="http://www.eduplace.com/ss/maps/">http://www.eduplace.com/ss/maps/</a>. This site provides outline maps that may be printed and used in the classroom.</p>
<b>Essential Vocabulary</b>	nuclear, containment, dictatorship,

**Marking Period: 3**

**Days: 2**

**Reporting Category/Strand: The Post War Period**

<b>SOL WHII.14a and b</b>	<p><b>The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by</b></p> <p style="padding-left: 40px;">a) <b>describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy.</b></p> <p style="padding-left: 40px;">b) <b>describing Africa’s achievement of independence, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Regional setting for the Indian independence movement</b></p> <ul style="list-style-type: none"> <li>· Indian sub-continent</li> <li>· British India</li> <li>· India</li> <li>· Pakistan (formerly West Pakistan)</li> <li>· Bangladesh (formerly East Pakistan)</li> <li>· Sri Lanka (formerly Ceylon)</li> </ul> <p><b>Evolution of the Indian independence movement</b></p> <ul style="list-style-type: none"> <li>· British rule in India</li> <li>· Indian National Congress</li> <li>· Leadership of Mohandas Gandhi</li> </ul>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<ul style="list-style-type: none"> <li>· Role of civil disobedience and passive resistance</li> <li>· Political division along Hindu-Muslim lines — Pakistan/India</li> <li>· Republic of India <ul style="list-style-type: none"> <li>– World’s largest democratic nation</li> <li>– Federal system, giving many powers to the states</li> </ul> </li> </ul> <p><b>Indian democracy</b></p> <ul style="list-style-type: none"> <li>· Jawaharlal Nehru, a close associate of Gandhi, supported western-style industrialization.</li> <li>· 1950 Constitution sought to prohibit caste discrimination.</li> <li>· Ethnic and religious differences caused problems in the development of India as a democratic nation.</li> </ul> <p>New economic development has helped to ease financial problems of the nation.  The charter of the United Nations guaranteed colonial populations the right to self-determination.  Independence movements in <b>Africa</b> challenged European imperialism</p> <ul style="list-style-type: none"> <li>· <b>The independence movement in Africa</b> <ul style="list-style-type: none"> <li>· Right to self-determination (U.N. charter)</li> <li>· Peaceful and violent revolutions after World War II</li> <li>· Pride in African cultures and heritage</li> <li>· Resentment of imperial rule and economic exploitation</li> <li>· Loss of colonies by Great Britain, France, Belgium, and Portugal; influence of superpower rivalry during the Cold War</li> </ul> </li> </ul> <p><b>Examples of independence movements and subsequent development efforts</b></p> <ul style="list-style-type: none"> <li>· West Africa: Peaceful transition</li> <li>· Algeria: War of Independence from France</li> <li>· Kenya (Britain): Violent struggle under leadership of Jomo Kenyatta</li> <li>· South Africa: Black South Africans’ struggle against apartheid led by Nelson Mandela, who became the first black president of the Republic of South Africa</li> </ul>
<p><b>Essential Questions</b></p>	<p>Who was a leader of the Indian independence movement, and what acts did he use?  What were the outcomes of the Indian independence movement?  Why did independence movements in Africa gain success after World War II?  What was Jomo Kenyatta’s leadership role in Kenya?  What was Nelson Mandela’s leadership role in South Africa?</p>
<p><b>Primary Resources</b></p>	<p>“The Partition of India.” <i>Social Sciences at UCLA</i>. <a href="http://www.sscnet.ucla.edu/southasia/History/Independent/partition.html">http://www.sscnet.ucla.edu/southasia/History/Independent/partition.html</a>. This site provides background about the Indian partition; it also contains a link to a bibliography on the partition.</p> <p>“Q&amp;A: Kashmir dispute.” <i>BBC News World Edition</i>. <a href="http://news.bbc.co.uk/1/hi/world/south_asia/353352.stm">http://news.bbc.co.uk/1/hi/world/south_asia/353352.stm</a>. This site provides a history of the Pakistan/Indian conflict over Kashmir.</p> <p>Rushdie, Salman. “Mohandas Gandhi.” <i>Time Magazine</i>. <a href="http://www.time.com/time/magazine/article/0,9171,988159,00.html">http://www.time.com/time/magazine/article/0,9171,988159,00.html</a>.</p>

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p>This article on Gandhi tells how “his philosophy of nonviolence and his passion for independence began a drive for freedom that doomed colonialism.”</p> <p>“The Time 100.” <i>Time Magazine</i>. <a href="http://www.time.com/time/specials/2007/article/0,28804,1611030_1610841_1610333,00.html">http://www.time.com/time/specials/2007/article/0,28804,1611030_1610841_1610333,00.html</a>. This site gives information about Nelson Mandela and other notables from a special edition in 1998.</p>
<b>Essential Vocabulary</b>	

**Marking Period: 3**

**Days: 1**

**Reporting Category/Strand: The Post War Period, Geography**

<b>SOL WHII.15a and 2c</b>	<p><b>The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by</b></p> <p style="padding-left: 40px;"><b>2c) describing the distribution of major religions.</b></p> <p><b>The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by</b></p> <p style="padding-left: 40px;"><b>15a) describing their beliefs, sacred writings, traditions, and customs.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Five world religions have had a profound impact on culture and civilization.</p> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>· Monotheism</li> <li>· Ten Commandments of moral and religious conduct</li> <li>· Torah: Written records and beliefs of the Jews</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>· Monotheism</li> <li>· Jesus as Son of God</li> <li>· Life after death</li> <li>· New Testament: Life and teachings of Jesus</li> <li>· Establishment of Christian doctrines by early church councils</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>· Monotheism</li> <li>· Muhammad, the prophet</li> <li>· Qur’an (Koran)</li> <li>· Five Pillars of Islam</li> <li>· Mecca and Medina</li> </ul> <p><b>Buddhism</b></p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<ul style="list-style-type: none"> <li>· Founder: Siddhartha Gautama (Buddha)</li> <li>· Four Noble Truths</li> <li>· Eightfold Path to Enlightenment</li> <li>· Spread of Buddhism from India to China and other parts of Asia, resulting from Asoka’s missionaries and their writings</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>· Many forms of one God</li> <li>· Reincarnation: Rebirth based upon karma</li> <li>· Karma: Knowledge that all thoughts and actions result in future consequences</li> </ul> <p>Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p> <p>Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>
<b>Essential Questions</b>	<p>What are some characteristics of the five major world religions?</p> <p>Where were the five world religions located around 1500A.D. (C.E.)?</p>
<b>Primary Resources</b>	<p><i>Internet Islamic History Sourcebook.</i> <a href="http://www.fordham.edu/halsall/islam/islamsbook.html">http://www.fordham.edu/halsall/islam/islamsbook.html</a>. This history sourcebook, housed at Fordham University in New York, provides information on the history of Islam.</p> <p>“Judaism.” <i>Jewish Virtual Library.</i> <a href="http://www.us-israel.org/jsource/judaism.html">http://www.us-israel.org/jsource/judaism.html</a>. This site, sponsored by The America-Israeli Cooperative Enterprise, provides information on the Jewish faith and a guided tour of the Holy Land.</p> <p>“India Religion: Hinduism.” <i>Indiaserver.com.</i> <a href="http://religions.indiaserver.com/india-hinduism-religion.html">http://religions.indiaserver.com/india-hinduism-religion.html</a>. This site provides information on Hinduism.</p> <p>“What is Christianity?” <i>Rutgers University.</i> <a href="http://geneva.rutgers.edu/src/christianity/">http://geneva.rutgers.edu/src/christianity/</a>. This site provides information on Christianity.</p>
<b>Essential Vocabulary</b>	<p>reincarnation, karma,</p>

**Marking Period: 3**

**Days: 2**

**Reporting Category/Strand: The Post War Period**

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

SOL WHII.14c	<p>The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by</p> <p style="padding-left: 40px;">c) describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdul Nasser.</p>
Essential Knowledge/Skills/Understandings	<p>The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.</p> <p><b>Mandates in the Middle East</b></p> <ul style="list-style-type: none"> <li>· Established by the League of Nations</li> <li>· Granted independence after World War II</li> <li>· Resulted in Middle East conflicts created by religious differences</li> </ul> <p><b>French mandates in the Middle East</b></p> <ul style="list-style-type: none"> <li>· Syria</li> <li>· Lebanon</li> </ul> <p><b>British mandates in the Middle East</b></p> <ul style="list-style-type: none"> <li>· Jordan (originally Transjordan)</li> <li>· Palestine (a part became independent as the State of Israel)</li> </ul> <p><b>Golda Meir</b></p> <ul style="list-style-type: none"> <li>· Prime Minister of Israel</li> <li>· After initial setbacks, led Israel to victory in Yom Kippur War</li> <li>· Sought support of United States</li> </ul> <p><b>Gamal Abdul Nasser</b></p> <ul style="list-style-type: none"> <li>· President of Egypt</li> <li>· Nationalized Suez Canal</li> <li>· Established relationship with Soviet Union</li> <li>· Built Aswan High Dam</li> </ul> <p>Identify geographic features important to the study of world history. (WHII.1c) Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d) Analyze trends in human migration and cultural interaction. (WHII.1e)</p>
Essential Questions	<p>What were the results of the United Nations' decision to end the mandate system in terms of states created (locations) and their subsequent problems? What was the role of Golda Meir and Gamal Abdul Nasser in the creation of the states in the Middle East?</p>
Primary Resources	<p>NPR discussion on mandate system: <a href="http://www.npr.org/templates/story/story.php?storyId=3860950">http://www.npr.org/templates/story/story.php?storyId=3860950</a> Biography of Golda Meir: <a href="http://www.wic.org/bio/gmeir.htm">http://www.wic.org/bio/gmeir.htm</a> Aswan High Dam: <a href="http://www.history.com/this-day-in-history/aswan-high-dam-completed">http://www.history.com/this-day-in-history/aswan-high-dam-completed</a></p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

Essential Vocabulary	mandates, nationalized
<b>Marking Period: 3</b> <b>Days: 1</b> <b>Reporting Category/Strand: The Post War Period</b>	
SOL WHII.13d	<b>The student will demonstrate knowledge of major events and outcomes of the Cold War by</b> <b>d) describing major contributions of selected world leaders in the second half of the twentieth century, including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.</b>
Essential Knowledge/Skills/Understandings	<p>World leaders made major contributions to events in the second half of the twentieth century.</p> <p><b>Indira Gandhi</b></p> <ul style="list-style-type: none"> <li>· Closer relationship between India and the Soviet Union during the Cold War</li> <li>· Developed nuclear program</li> </ul> <p><b>Margaret Thatcher</b></p> <ul style="list-style-type: none"> <li>· British prime minister</li> <li>· Free trade and less government regulation of business</li> <li>· Close relationship with United States and U.S. foreign policy</li> <li>· Assertion of United Kingdom's military power</li> </ul> <p><b>Mikhail Gorbachev</b></p> <ul style="list-style-type: none"> <li>· Glasnost and perestroika</li> <li>· Fall of the Berlin Wall</li> <li>· Last president of Soviet Union</li> </ul> <p><b>Deng Xiaoping</b></p> <ul style="list-style-type: none"> <li>· Reformed Communist China's economy to a market economy leading to rapid economic growth</li> <li>· Continued communist control of government</li> </ul> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p>
Essential Questions	What roles did Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping play in major events in the second half of the twentieth century?
Primary Resources	Biography of Indira Gandhi: <a href="http://www.biography.com/#!/people/indira-gandhi-9305913">http://www.biography.com/#!/people/indira-gandhi-9305913</a> Biography of Margaret Thatcher: <a href="http://www.bbc.co.uk/history/people/margaret_thatcher">http://www.bbc.co.uk/history/people/margaret_thatcher</a>
Essential Vocabulary	regulation

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

Marking Period: 3

Days: 3

Reporting Category/Strand: Geography

<p><b>SOL WHII.16a</b></p>	<p><b>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</b></p> <p><b>a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>Developed and developing nations face many challenges. These include migrations, ethnic and religious conflicts, and the impact of new technologies.</p> <p><b>Migrations of refugees and others</b></p> <ul style="list-style-type: none"> <li>· Refugees as an issue in international conflicts</li> <li>· Migrations of “guest workers” to European cities</li> </ul> <p><b>Ethnic and religious conflicts</b></p> <ul style="list-style-type: none"> <li>· Middle East</li> <li>· Northern Ireland</li> <li>· Balkans</li> <li>· Horn of Africa</li> <li>· South Asia</li> </ul> <p><b>Impact of new technologies</b></p> <ul style="list-style-type: none"> <li>· Widespread but unequal access to computers and instantaneous communications</li> <li>· Genetic engineering and bioethics</li> </ul> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>
<p><b>Essential Questions</b></p>	<p>What are some challenges faced by the contemporary world?</p> <p>What new technologies have created opportunities and challenges?</p>
<p><b>Primary Resources</b></p>	<p><i>The European Union: A Guide for Americans.</i> <a href="http://www.eurunion.org/infores/euguide/euguide.htm">http://www.eurunion.org/infores/euguide/euguide.htm</a>. This site contains a comprehensive guide to the European Union.</p> <p><i>Genderside Watch.</i> <a href="http://gendercide.org">http://gendercide.org</a>. Although this site focuses on “acts of gender-selective mass killing around the world,” its also contains links to the broader topic of genocide.</p> <p><i>Human Rights Watch.</i> <a href="http://www.hrw.org/en/category/topic/refugees">http://www.hrw.org/en/category/topic/refugees</a>. This site includes the who, what, when, where, and why of dealing with refugees.</p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p><i>International Monetary Fund.</i> <a href="http://www.imf.org">http://www.imf.org</a>. This site provides information about the purposes, members, and activities of the International Monetary Fund.</p> <p><i>The Mideast: A Century of Conflict.</i> National Public Radio. <a href="http://www.npr.org/news/specials/mideast/history/index.html">http://www.npr.org/news/specials/mideast/history/index.html</a>. This site presents links related to the history of the Arab-Israeli conflict.</p>
<b>Essential Vocabulary</b>	refugees, bioethics, engineering

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**Marking Period:**

**Days:**

**Reporting Category/Strand: Civics and Economics**

<b>SOL WHII.16b</b>	<p><b>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</b></p> <p style="padding-left: 40px;"><b>b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.</p> <p>Economic development and the rapid growth of population are having an impact on the environment.</p> <p>Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.</p> <p><b>Contrasts between developed and developing nations</b></p> <ul style="list-style-type: none"> <li>· Geographic locations of major developed and developing countries</li> <li>· Economic conditions</li> <li>· Social conditions (literacy, access to health care)</li> <li>· Population size and rate of growth</li> </ul> <p><b>Factors affecting environment and society</b></p> <ul style="list-style-type: none"> <li>· Economic development</li> <li>· Rapid population growth</li> </ul> <p><b>Environmental challenges</b></p> <ul style="list-style-type: none"> <li>· Pollution</li> <li>· Loss of habitat</li> <li>· Global climate change</li> </ul> <p><b>Social challenges</b></p>

**World History 1500 to the Present Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<ul style="list-style-type: none"> <li>· Poverty</li> <li>· Poor health</li> <li>· Illiteracy</li> <li>· Famine</li> <li>· Migration</li> </ul> <p><b>Relationship between economic and political freedom</b> Free market economies produce rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual rights. Recent examples include Taiwan and South Korea.</p>
<b>Essential Questions</b>	<p>How does the developing world compare with the developed world in terms of economic, social, and population characteristics?</p> <p>What impact are economic development and rapid population growth having on the environment?</p> <p>What are the links between economic and political freedom?</p>
<b>Primary Resources</b>	<p><i>The European Union: A Guide for Americans.</i> <a href="http://www.eurunion.org/infores/euguide/euguide.htm">http://www.eurunion.org/infores/euguide/euguide.htm</a>. This site contains a comprehensive guide to the European Union.</p> <p><i>Genderside Watch.</i> <a href="http://gendercide.org">http://gendercide.org</a>. Although this site focuses on “acts of gender-selective mass killing around the world,” its also contains links to the broader topic of genocide.</p> <p><i>Human Rights Watch.</i> <a href="http://www.hrw.org/en/category/topic/refugees">http://www.hrw.org/en/category/topic/refugees</a>. This site includes the who, what, when, where, and why of dealing with refugees.</p> <p><i>International Monetary Fund.</i> <a href="http://www.imf.org">http://www.imf.org</a>. This site provides information about the purposes, members, and activities of the International Monetary Fund.</p> <p><i>The Mideast: A Century of Conflict.</i> National Public Radio. <a href="http://www.npr.org/news/specials/mideast/history/index.html">http://www.npr.org/news/specials/mideast/history/index.html</a>. This site presents links related to the history of the Arab-Israeli conflict.</p>
<b>Essential Vocabulary</b>	famine, illiteracy, habitat

**Marking Period: 3**

**Days: 3**

**Reporting Category/Strand: Civics and Economics**

<b>SOL WHII.16c</b>	<p><b>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</b></p> <p style="padding-left: 40px;"><b>c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.</b></p>
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**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

<b>Essential Knowledge/Skills/Understandings</b>	<p>The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a difference between the developed and developing nations.</p> <p><b>Economic interdependence</b></p> <ul style="list-style-type: none"> <li>· Role of rapid transportation, communication, and computer networks</li> <li>· Rise and influence of multinational corporations</li> <li>· Changing role of international boundaries</li> <li>· Regional integration, e.g., European Union</li> <li>· Trade agreements, e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO)</li> <li>· International organizations, e.g., United Nations (UN), International Monetary Fund (IMF)</li> </ul> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>
<b>Essential Questions</b>	How is economic interdependence changing the world?
<b>Primary Resources</b>	<p>“North American Free Trade Agreement (NAFTA).” <i>SICE :: Foreign Trade Information System.</i> <a href="http://www.sice.oas.org/trade/nafta/naftatce.asp">http://www.sice.oas.org/trade/nafta/naftatce.asp</a></p> <p><i>World Trade Organization.</i> <a href="http://www.wto.org">http://www.wto.org</a></p> <p><i>International Monetary Fund.</i> <a href="http://www.imf.org">http://www.imf.org</a></p> <p><i>The European Union: A Guide for Americans.</i> <a href="http://www.eurunion.org/infores/euguide/euguide.htm">http://www.eurunion.org/infores/euguide/euguide.htm</a></p>
<b>Essential Vocabulary</b>	multinational

**Marking Period: 3**

**Days: 3**

**Reporting Category/Strand: The Post War Period**

<b>SOL WHII.16d</b>	<p><b>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</b></p> <p style="text-align: center;"><b>d) analyzing the increasing impact of terrorism.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>Both developed and developing nations of the world have problems that are brought about by inequities in their social, cultural, and economic systems.</p> <p>Some individuals choose to deal with these unequal conditions through the use of terrorist activities.</p>

**World History 1500 to the Present Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p>Terrorism is the use of violence and threats to intimidate and coerce for political reasons. A major cause of terrorism is religious extremism.</p> <p><b>Examples of international terrorism</b></p> <ul style="list-style-type: none"> <li>· Munich Olympics</li> <li>· Terrorist attacks in the United States (e.g., 9/11/2001) motivated by extremism (Osama bin Laden).</li> <li>· Car bombings</li> <li>· Suicide bombers</li> <li>· Airline hijackers</li> </ul> <p><b>Governmental responses to terrorist activities</b></p> <ul style="list-style-type: none"> <li>· Surveillance</li> <li>· Review of privacy rights</li> <li>· Security at ports and airports</li> <li>· Identification badges and photos</li> </ul>
<b>Essential Questions</b>	<p>What are some examples of international terrorism in our world today that have impacted developed and developing nations? How has terrorism impacted developed and developing nations in the contemporary world?</p>
<b>Primary Resources</b>	<p><i>The European Union: A Guide for Americans.</i> <a href="http://www.eurunion.org/infores/euguide/euguide.htm">http://www.eurunion.org/infores/euguide/euguide.htm</a>. This site contains a comprehensive guide to the European Union.</p> <p><i>Genderside Watch.</i> <a href="http://gendercide.org">http://gendercide.org</a>. Although this site focuses on “acts of gender-selective mass killing around the world,” its also contains links to the broader topic of genocide.</p> <p><i>Human Rights Watch.</i> <a href="http://www.hrw.org/en/category/topic/refugees">http://www.hrw.org/en/category/topic/refugees</a>. This site includes the who, what, when, where, and why of dealing with refugees.</p> <p><i>International Monetary Fund.</i> <a href="http://www.imf.org">http://www.imf.org</a>. This site provides information about the purposes, members, and activities of the International Monetary Fund.</p> <p><i>The Mideast: A Century of Conflict.</i> National Public Radio. <a href="http://www.npr.org/news/specials/mideast/history/index.html">http://www.npr.org/news/specials/mideast/history/index.html</a>. This site presents links related to the history of the Arab-Israeli conflict.</p>
<b>Essential Vocabulary</b>	<p>surveillance,</p>