

### World History Year-Long Overview

Students in social studies should explore key questions through multiple sources to develop claims about social studies content. As such, teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

| World History Content Focus   | World History Claims   |
|---|--|
| <ul style="list-style-type: none"> <li>• Impact of movement of goods, ideas, and people over time</li> <li>• Causes and global consequences of international conflict</li> <li>• Major sources of social tension, conflict, and economic disparity in different parts of the world</li> </ul> | <ul style="list-style-type: none"> <li>• What are the causal relationships between events in world history?</li> <li>• How have interactions between nations changed over time?</li> <li>• How are societies impacted by geography, historical events, politics, and the economy?</li> </ul> |

**Content:** Students develop a deep understanding of the major historical events around the world from the Renaissance through present day. By analyzing significant historical periods, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

**Claims:** Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place. Students evaluate primary and secondary sources to deepen their understanding and to support their own claims about the content of world history. To accomplish this, they

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Sample Scope and Sequence

| <u><a href="#">Unit 1</a></u>                                 | <u><a href="#">Unit 2</a></u>                    | <u><a href="#">Unit 3</a></u>                                      | <u><a href="#">Unit 4</a></u>                            | <u><a href="#">Unit 5</a></u>                    | <u><a href="#">Unit 6</a></u>                            |
|---|--|--|--|--|--|
| Renaissance and Reformation                                   | Ages of Discovery and Monarchs of Europe         | Political and Industrial Age Revolutions                           | Nationalism, Imperialism, and WWI                        | Between the Wars and WWII                        | Cold War and the Modern Era                              |
| August-September  | October-November                                 | December-January   | February   | March - Mid-April                                | Mid-April-May  |
| <u><a href="#">GLEs</a></u> <sup>1</sup> : WH.1.1-4, WH.2.1-2 | <u><a href="#">GLEs</a></u> : WH.1.1-4, WH.2.3-4 | <u><a href="#">GLEs</a></u> : WH.1.1-4, WH.2.5, WH.3.1-5, WH.4.1-3 | <u><a href="#">GLEs</a></u> : WH.1.1-4, WH.5.1-4, WH.6.1 | <u><a href="#">GLEs</a></u> : WH.1.1-4, WH.6.2-7 | <u><a href="#">GLEs</a></u> : WH.1.1-4, WH.4.4, WH.7.1-6 |

---

<sup>1</sup> Note: The GLEs apply to every unit as they describe the historical thinking skills students should use to learn and demonstrate understanding of social studies content.

**Unit 1: Renaissance and Reformation**

(August–September)

**Unit overview:** In this unit students explore how the world is changed by the thinking and innovation that emerged during the Renaissance. This sets the stage for the following unit in which students will explore the age of explorations and European monarchs.

| Topic and Days                        | Content and Claims  | Sample Tasks and Possible Sources  |
|---------------------------------------|---|--|
| <p><b>Renaissance</b><br/>15 days</p> | <ul style="list-style-type: none"> <li>• What were the key ideas (intellectual hallmarks) of the Renaissance? (WH.2.1)</li> <li>• What were the key social hierarchies in Renaissance Europe, and how did ideas about hierarchy shape people’s lives? (WH.2.1)</li> <li>• Who are some of the most influential artists and thinkers of the Renaissance? (WH.2.1)</li> <li>• What was the lasting significance of the Renaissance? (WH.2.1)</li> </ul> | <p><b>Sample tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Galileo</a>, Stanford History Education Group</li> </ul> <p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <i>A World Lit Only by Fire: the Medieval Mind and the Renaissance</i>, William Manchester</li> <li>• <i>The Swerve: How the World Became Modern</i>, Stephan Greenblatt</li> <li>• <a href="#">Gutenberg Bible</a>, British library</li> <li>• <i>Europe in Renaissance and Reformation</i>, Samuel Harrison Thomson</li> <li>• <a href="#">Famous People of the Renaissance</a>, Biography Online</li> </ul>  |
| <p><b>Reformation</b><br/>15 days</p> | <ul style="list-style-type: none"> <li>• What disagreements caused the Protestant Reformation and Counter-Reformation? (WH.2.2)</li> <li>• What were the effects of the Reformation across society, government, and economics? (WH.2.2)</li> </ul>  | <p><b>Sample tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Martin Luther</a>, Stanford History Education Group</li> </ul> <p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <i>Europe in Renaissance and Reformation</i>, Samuel Harrison Thomson</li> <li>• <a href="#">On Christian Liberty</a>, Martin Luther</li> <li>• <i>The Reformation</i>, Diarmaid MacCulloch</li> <li>• <a href="#">The Last Letter</a>, Sir Thomas More</li> <li>• <i>The Protestant Reformation: Major Documents</i>, Lewis W. Spitz, ed.</li> <li>• <a href="#">On Predestination</a>, John Calvin</li> <li>• <a href="#">The 95 Theses</a>, Martin Luther</li> </ul> |

**Unit 2: Ages of Discovery and Monarchs of Europe**

(October–November)

**Unit overview:** In this unit students explore how the new learning and invention of the Renaissance period created possibilities for new explorations supported by European monarchs. This sets the stage for the unit to follow where students examine how changing ideas altered the way people viewed the world around them.

| Topic and Days | Content and Claims  | Sample Tasks and Possible Sources  |
|----------------|---|--|
| 30 days        | <ul style="list-style-type: none"> <li>• How did new technologies influence the European Age of Exploration? (WH.2.3)</li> <li>• What were the political, economic, and religious causes of European exploration? (WH.2.4)</li> <li>• Why are the legacies of Columbus and other European Explorers so controversial? (WH.2.4)</li> </ul> | <p><b>Sample tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Middle Passage</a>, Stanford History Education Group</li> </ul> <p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Privileges and Prerogatives Granted by Their Catholic Majesties to Christopher Columbus</a>, Yale Law School</li> <li>• <a href="#">Letter to Pier Soderini</a>, Amerigo Vespucci</li> <li>• <i>Cultures in Conflict: Christians, Muslims, and Jews in the Age of Discovery</i>, Bernard Lewis</li> <li>• <a href="#">Round Africa to India</a>, Vasco da Gama</li> <li>• <i>Explorers of the New World</i>, Jake Mattox, ed.</li> <li>• <a href="#">Second Letter to Charles V</a>, Hernan Cortes</li> <li>• <i>1493: Uncovering the New World Columbus Created</i>, Charles C. Mann</li> <li>• <a href="#">Letter to the Tainos</a>, King Ferdinand</li> <li>• <a href="#">Charter of the Dutch West India Company</a>, Yale Law School</li> <li>• <a href="#">Exploration and Explorers exhibitions and presentations</a>, Library of Congress</li> <li>• <a href="#">Major European Explorers</a>, Gilder Lehrman</li> </ul> |

**Unit 3: Political and Industrial Age Revolutions (December–January)**

**Unit overview:** In this unit students explore the political and industrial age revolutions. This sets the stage for the unit to follow where students begin looking at how international relations differ and the results of those differences.

| Topic and Days | Content and Claims   | Sample Tasks and Possible Sources   |
|----------------|--|---|
| 30 days        | <ul style="list-style-type: none"> <li>• Who were the key people associated with the Scientific Revolution and what was the impact of their discoveries? (WH.2.5)</li> <li>• How is the Scientific Revolution a change in both science and thought and what were the consequences of those changes? (WH.3.1)</li> <li>• What caused the English Civil War and the Glorious Revolution and how did these conflicts influence world governments? (WH.3.2)</li> <li>• How have Enlightenment philosophers and ideologies had lasting impacts on world government and society in general? (WH.3.3)</li> <li>• How were the ideals of the French Revolution lost during Napoleon’s reign? (WH.3.4)</li> <li>• What were the effects of the various revolutions of this era? (WH.3.5)</li> <li>• How did expansion of the Industrial Revolution and economic philosophies impact society and politics? (WH.4.1, WH.4.2, WH.4.3)</li> </ul> | <p><b>Sample tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Factory Life</a>, Stanford History Education Group</li> </ul> <p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <i>The Scientific Revolution</i>, Steven Shapin</li> <li>• <i>Ingenious Pursuits: Building the Scientific Revolution</i>, Lisa Jardine</li> <li>• <i>The Scientific Revolution</i>, Peter Amey</li> <li>• <a href="#">Letter to the Grand Duchess Christina of Tuscany, 1615</a>, Galileo Galilei</li> <li>• <a href="#">The 1833 Factory Act</a>, Statutes of the Realm, 3 &amp; 4 William IV</li> <li>• <a href="#">Industrial Manchester, 1844</a>, Friederich Engels</li> <li>• <a href="#">The Scientific Revolution: Science &amp; Society from the Renaissance to the Early Enlightenment</a>, Ohio State University</li> <li>• <i>Thomas Paine: Enlightenment, Revolution, and the Birth of Modern Nations</i>, Craig Nelson</li> <li>• <a href="#">On the Revolutions</a>, Nicholas Copernicus</li> <li>• <a href="#">Copernican System</a>, The Galileo Project</li> <li>• <i>The Industrial Revolution in America: A Primary Source History of America’s Transformation into an Industrial Society</i>, Corona Brezina</li> <li>• <i>Samuel Slater’s Mill and the Industrial Revolution</i>, Christopher Simonds</li> <li>• <a href="#">Opticks</a>, Sir Isaac Newton</li> <li>• <i>Evening in the Palace of Reason: Bach Meets Frederick the Great in the Age of Enlightenment</i>, James Gaines</li> </ul> |

**Unit 4: Nationalism, Imperialism, and World War I**

(February)

**Unit overview:** In this unit students explore how the actions of one nation can impact the entire world. This sets the stage for the unit to follow where students begin looking at the period following WWI through WWII.

| Topic and Days | Content and Claims  | Sample Tasks and Possible Sources  |
|----------------|---|--|
| 20 days        | <ul style="list-style-type: none"> <li>• How did European and Asian nation states emerge? (WH.5.1)</li> <li>• How and why did a strong sense of nationalism begin in Europe before other parts of the world? (WH.5.2)</li> <li>• What were the motivations and consequences of imperialism in Europe, Africa, Asia and the Americas? (WH.5.3, WH.5.4)</li> <li>• How did militarism, alliances, nationalism, imperialism and assassination (M.A.N.I.A.) cause World War I? (WH.6.1)</li> <li>• How did various leaders and new technologies and weaponry impact the events of WWI? (WH.6.1)</li> <li>• What was the significance of the peace settlements of WWI? (WH.6.1)</li> </ul> | <p><b>Sample tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Battle of Adwa</a>, Stanford History Education Group</li> <li>• <a href="#">Battle of the Somme</a>, Stanford History Education Group</li> </ul> <p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“The Cost of Empire” from The Wealth of Nations</a>, Adam Smith</li> <li>• <a href="#">On Empire and Education</a>, Thomas Babington Macaulay</li> <li>• <a href="#">Letter of Advice to Queen Victoria</a>, Lin Zexu</li> <li>• <a href="#">The Communist Manifesto</a>, Karl Marx</li> <li>• <a href="#">The Triple Alliance of 1882</a>, firstworldwar.com</li> <li>• <a href="#">Propaganda Posters from Multiple Countries</a> (Links to different countries on the right), firstworldwar.com</li> <li>• <a href="#">“The Story of the Suez Canal” From The World’s Story: A History of the World in Story, Song and Art</a>, Eva March Tappan, ed.</li> <li>• <a href="#">The Battle of Omdurman</a>, Winston S. Churchill</li> <li>• <a href="#">The Boxer Rebellion</a>, Fei Ch’i-hao</li> <li>• <a href="#">A Place in the Sun</a>, Kaiser Wilhelm II</li> <li>• <a href="#">Franco-Russian Alliance of 1892</a>, W.W. Norton &amp; Company</li> <li>• <a href="#">Assassination of Archduke Ferdinand</a>, eyewitnesstohistory.com</li> <li>• <a href="#">World War I: the Definitive Visual History from Sarajevo to Versailles</a>, R.G. Grant</li> <li>• <a href="#">U-boat Attack</a>, eyewitnesstohistory.com</li> <li>• <a href="#">The Zimmermann Telegram</a>, U.S. National Archives</li> <li>• <a href="#">Speech on the Fourteen Points</a>, Woodrow Wilson</li> <li>• <a href="#">The Peace Treaty of Versailles</a>, World War I Document Archive</li> <li>• <a href="#">Map of Europe Before and After World War I</a>, Mr. Knight’s Social Studies Page</li> </ul> |

**Unit 5: Between the Wars and WWII**

(March–Mid-April)

**Unit overview:** In this unit students explore the global consequences of WWI and how the responses of various nations led to a second world war. This sets the stage for the unit to follow where students begin looking at the challenges nations encounter as they entered the modern era.

| Topic and Days | Content and Claims   | Sample Tasks and Possible Sources   |
|----------------|--|---|
| 30 days        | <ul style="list-style-type: none"> <li>• How was disillusionment reflected in society post WWI? (WH.6.2)</li> <li>• What were the causes and consequences of the Russian Revolutions of 1917? (WH.6.3)</li> <li>• How did widespread economic depression in the 1920's through 1930's impact various countries of the world and how did governments respond to the worldwide economic depression? (WH.6.4)</li> <li>• How and why did totalitarianism emerge in the Soviet Union, Germany, Italy, Spain and Japan after WWI? (WH.6.5)</li> <li>• What were the origins of WWII and could World War II have been avoided? (WH.6.6)</li> <li>• What are some of the key individuals (leaders) and major turning points in WWII? (WH.6.6)</li> <li>• Was each nation successful in its WWII political, social and economic goals and how did each nation's goals affect its outcome in the war? (WH.6.7)</li> <li>• What impact did WWII have on Japan and Germany (Axis Powers)? (WH.6.7)</li> </ul> | <p><b>Sample tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appeasement</a>, Stanford History Education Group</li> <li>• <a href="#">Nazi Propaganda</a>, Stanford History Education Group</li> </ul> <p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Economic Consequences of the Peace</a>, John Maynard Keynes</li> <li>• <a href="#">Speech of April 12, 1921</a>, Adolf Hitler</li> <li>• <a href="#">Nazi Postage Stamps</a>, German Propaganda Archive</li> <li>• <a href="#">The Oath to Adolf Hitler</a>, Rudolf Hess</li> <li>• <a href="#">Peace in Our Time</a>, Neville Chamberlain</li> <li>• <a href="#">Letter to Adolf Hitler</a>, Franklin D. Roosevelt</li> <li>• <a href="#">To Arms!</a>, Benito Mussolini</li> <li>• <a href="#">On the Nazi Invasion of Poland</a>, Neville Chamberlain</li> <li>• <i>Selling the War: Art and Propaganda in World War II</i>, Z.A.B. Zeman</li> <li>• <a href="#">Their Finest Hour</a>, Winston Churchill</li> <li>• <a href="#">The Atomic Bombing of Hiroshima</a>, Father Johannes Siemes</li> <li>• <i>D-Day, June 6, 1944: The Climactic Battle of World War II</i>, Stephen Ambrose</li> </ul> |

## Unit 6: Changes, Challenges, and Advances (1945-Present)

(Mid-April–May)

**Unit overview:** In this unit students explore how nations around the world have developed a culture of global interdependence starting with the Cold War and through the present.

| Topic and Days | Content and Claims  | Sample Tasks and Possible Sources  |
|----------------|---|--|
| 30 days        | <ul style="list-style-type: none"> <li>• What were the political, economic, religious, social, and intellectual causes of the Cold War? (WH.7.1)</li> <li>• How did Cold War crisis and military tensions impact the world? (WH.7.2)</li> <li>• How did Post Cold War impact global economies? (WH.4.4)</li> <li>• What changes occurred as a result of the end of colonial rule in Asia, Africa and the Middle East? (WH.7.3)</li> <li>• What is the role of NATO, the United Nations, and other international organizations in the contemporary world? (WH.7.4)</li> <li>• What are the causes and consequences of the breakup of the Soviet Union for the rest of the world? (WH.7.5)</li> <li>• What are the political, economic, and social impacts of the proliferation of terrorist movements? (WH.7.6)</li> </ul> | <p><b>Sample tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Cold War</a>, Stanford History Education Group</li> <li>• <a href="#">Castro and the United States</a>, Stanford History Education Group</li> <li>• <a href="#">Assassination of Patrice Lumumba</a>, Stanford History Education Group</li> <li>• <a href="#">China’s Cultural Revolution</a>, Stanford History Education Group</li> </ul> <p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <i>The Cold War, 1945-1991</i>, John W. Mason</li> <li>• <a href="#">The Cold War</a>, JFK Presidential Library</li> <li>• <a href="#">Cuban Missile Crisis</a>, The History Channel</li> <li>• <a href="#">Bay of Pigs: CIA’s “Perfect Failure,”</a> The History Channel</li> <li>• <a href="#">H-Bomb Development Summary</a>, Cold War Museum</li> <li>• <i>Nuclear Proliferation</i>, Joseph Morris</li> <li>• <a href="#">The Fall of the Soviet Union</a>, The History Channel</li> <li>• <a href="#">Berlin Wall</a>, The History Channel</li> <li>• <a href="#">Berlin Wall Exhibit</a>, Cold War Museum</li> <li>• <a href="#">End of the Cold War</a>, Library of Congress</li> <li>• <a href="#">The Hobsbawm File</a>, BBC</li> <li>• <a href="#">The Evolution of Islamic Terrorism: An Overview</a>, PBS</li> </ul> |



### **Standard 1 – Historical Thinking Skills**

*Students use information and concepts to solve problems, interpret, analyze, and draw conclusions from historical events.*

WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- conducting historical research
- evaluating a broad variety of primary and secondary sources
- comparing and contrasting varied points of view
- determining the meaning of words and phrases from historical texts
- using technology to research, produce, or publish a written product

WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues

WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda

WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

### **Standard 2 – Cultural and Social Development**

*Students examine the political, social, and economic consequences of the Renaissance, the Reformation, and the Age of Exploration.*

WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change

WH.2.2 Analyze the causes and effects of the Reformation and Counter-Reformation

WH.2.3 Evaluate the influence technological innovations had on European exploration, conquest, and colonization

WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society

WH.2.5 Identify the major personalities of the Scientific Revolution and describe the effects of their discoveries

### **Standard 3 – Government and Political Ideals**

*Students analyze how developments in science, technology, and philosophies influenced historical events from the 16<sup>th</sup> through the 19<sup>th</sup> centuries.*

WH.3.1 Analyze the influence of the Scientific Revolution on the Enlightenment and resulting political ideals.

WH.3.2 Analyze the causes of the English Civil War and the Glorious Revolution and their influence on political change

WH.3.3 Identify the key philosophers and ideologies of the Age of Enlightenment and explain their influence on world governments

WH.3.4 Analyze the causes and consequences of the French Revolution and the rise and rule of Napoleon

WH.3.5 Compare and contrast leaders and key events in the revolutions of the 17<sup>th</sup> through the 19<sup>th</sup> centuries and their impact on world political and social developments

### **Standard 4 – Economic Systems**

*Students examine how the agricultural, economic, and industrial revolutions transformed European society and the world economy.*

WH.4.1 Evaluate the causes and effects of the Industrial Revolution in England, Western Europe, and its spread throughout the world

WH.4.2 Describe how the expansion of industrial economies resulted in social and economic change throughout the world

WH.4.3 Analyze various economic philosophies that influenced political and social life in 18<sup>th</sup>- and 19<sup>th</sup>- century Europe

WH.4.4 Examine the post-Cold War impact on the development of global economies

### **Standard 5 – Rise of Nation States**

*Students examine how the rise of the nation state led to expansion and conflict and influenced the rise of new nations, political structures, and new forms of governance from the 17<sup>th</sup> through the early 20<sup>th</sup> centuries.*

WH.5.1 Explain the rise and development of the European and Asian nation states

WH.5.2 Summarize major European conflicts from 1600 to 1900 and their impact on world events

WH.5.3 Describe the motives, major events, extent, and effects of European and American imperialism in Africa, Asia, and the Americas

WH.5.4 Analyze causes and effects of Japan's development as an industrial, military, and imperial power

**Standard 6 – Conflict and Resolution**

*Students analyze the causes, events, and consequences of major global events of the early 20<sup>th</sup> century.*

- WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I
- WH.6.2 Explain how art, literature, and intellectual thought that emerged in the postwar world reflect the societal changes and disillusionment brought about by World War I
- WH.6.3 Analyze the causes and consequences of the Russian Revolutions of 1917
- WH.6.4 Explain the causes and consequences of the economic conditions of the 1920s and 1930s and how governments responded to worldwide economic depression
- WH.6.5 Analyze the political conditions that led to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain of the 1920s and early 1930s
- WH.6.6 Explain the origins, key individuals, battles, and major events of World War II
- WH.6.7 Evaluate the political, social, and economic consequences of World War II

**Standard 7 – Global Challenges**

*Students analyze major trends and events of global significance in the post-WWII era.*

- WH.7.1 Summarize the origins of the Cold War, including the major differences in the political ideologies and values of the Western democracies versus the Soviet Bloc
- WH.7.2 Describe the causes and effects of the Cold War crises and military conflicts on the world
- WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule
- WH.7.4 Analyze the role of the United Nations, NATO, and other international organizations in the contemporary world
- WH.7.5 Explain the causes and consequences of the breakup of the Soviet Union on the world
- WH.7.6 Analyze terrorist movements in terms of their proliferation and political, economic, and social impact