

## HIGH SCHOOL – WORLD HISTORY II: EARLY MODERN TO MODERN

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This is a survey course of the history of the world from the end of the Middle Ages to the modern era. Students will investigate the formation of modern governments, their interactions, and topics such as genocide and global human rights. Students will understand the origins of major current events and better understand their place in our world.

### ***Topics of Inquiry, Compelling Questions, and Standards***

#### **Inquiry Topic 1: Medieval and Renaissance Europe**

**Compelling Question:** Can the separation of church and state really exist?

SSHS.WHII.1.1: Politics and religion in medieval Europe

SSHS.WHII.1.2: Rise of the Ottoman Empire and cultural diffusion

SSHS.WHII.1.3: The Renaissance

SSHS.WHII.1.4: The Protestant Reformation and Counter-Reformation

#### **Inquiry Topic 2: Medieval Asia, Africa, and South America**

**Compelling Question:** What leads to the rise-and-fall of empires?

SSHS.WHII.2.1: Achievements and advancements in Asia

SSHS.WHII.2.2: Interactions between African kingdoms and Europeans

SSHS.WHII.2.3: European colonization in the Americas

#### **Inquiry Topic 3: The Age of Enlightenment and Revolution**

**Compelling Question:** Does reason lead to progress?

SSHS.WHII.3.1: Intellectual revolutions

SSHS.WHII.3.2: The British Empire

SSHS.WHII.3.3: State building and absolutist Europe

SSHS.WHII.3.4: The American War for Independence

SSHS.WHII.3.5: The French Revolution

SSHS.WHII.3.6: European desires and global patterns of trade

#### **Inquiry Topic 4: The Era of Nationalism and Imperialism**

**Compelling Question:** Is it possible to be too nationalistic?

SSHS.WHII.4.1: The rise and impact of Napoleonic Europe

SSHS.WHII.4.2: Nationalism and unification movements

SSHS.WHII.4.3: Imperialism, expansion, and influence

## **Inquiry Topic 5: Industrialization, Urbanization, and Modernization**

**Compelling Question:** How did industrialization move society?

SSHS.WHII.5.1: Industrialization and its developments

SSHS.WHII.5.2: Life in the Industrial Age

SSHS.WHII.5.3: Patterns of movement

## **Inquiry Topic 6: Global War and Cold War**

**Compelling Question:** Were the conflicts of the 20th century inevitable?

SSHS.WHII.6.1: World War I

SSHS.WHII.6.2: The Russian Revolution

SSHS.WHII.6.3: The Great Depression and the disruptive interwar years

SSHS.WHII.6.4: World War II and the Holocaust

SSHS.WHII.6.5: Post-war Europe and the Cold War

## **Inquiry Topic 7: Decolonization and Globalization**

**Compelling Question:** Does colonialism still exist today?

SSHS.WHII.7.1: Decolonization and self-determination

SSHS.WHII.7.2: Support and opposition to Communism

SSHS.WHII.7.3: Global oppression

SSHS.WHII.7.4: New globalism and the Technological Age

## Standards Tables

### Inquiry Topic 1: Medieval and Renaissance Europe

Compelling Question: Can the separation of church and state really exist?

SSHS.WHII.1.1 Politics and religion in medieval Europe Argue the ways political and religious ideas and structures during the Medieval period in Europe affected society	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What role did the papacy fulfill in the development and implementations of the Magna Carta?</li> <li>• How did intellectual movements during the Medieval period promote and/or impede Christian teachings?</li> <li>• How were feudal structures and the organization of the Church similar?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the reaction of the Pope to the Magna Carta and through his Bull</li> <li><b>Explain</b> how Scholasticism promoted balance in learning through both Divine Revelation as well as human reasoning and observation</li> <li><b>Analyze</b> similarities and differences between feudal structures and the organization of the Church, and <b>argue</b> who benefited under those circumstances</li> </ol>											

<b>SSHS.WHII.1.2 Rise of the Ottoman Empire and cultural diffusion</b> Argue how the expansion of the Ottoman Empire contributed to cultural diffusion to Medieval Europe	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X				X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How did the Ottoman Empire develop?</li> <li>• What was the relationship between political leaders and religious teachings?</li> <li>• Why was the presence of both Jews and Muslims equally concerning for leaders of Spain and Portugal as well as the Church?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> how the Ottoman Empire developed, and <b>argue</b> how it impacted the region</li> <li><b>Analyze</b> the moderate toleration of religions (e.g., Christianity, Judaism) beyond Islam in the early Ottoman Empire</li> <li><b>Analyze</b> changes in migration patterns, specifically for Jews and Muslims, and the connections to violent episodes of alienation by both the Church and leaders throughout the Iberian Peninsula</li> </ol>											

<b>SSHS.WHII.1.3 The Renaissance</b> Argue the influence Renaissance ideas had on European philosophy, politics, art, and culture	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X						X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did the growth of humanistic ideals challenge Christian teachings?</li> <li>● How did the ideas of the Renaissance develop European states politically, socially, and economically?</li> <li>● How did changes in art and culture reflect the ideals of the Renaissance?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the influence of humanism on religious thought (e.g., history, poetry, moral philosophy, rhetoric)</li> <li>b. <b>Analyze</b> Renaissance ideas, and <b>argue</b> the impacts on political power, economic institutions, and social organization such as the Church</li> <li>c. <b>Identify</b> works of writers (e.g., Petrarch, Machiavelli, Castiglione) and artists (e.g., Michelangelo, Raphael, da Vinci), and <b>explain</b> how they reflected the ideals of the Renaissance</li> <li>d. <b>Analyze</b> the ideas developed in literature, art, and music that were mass produced and widespread due to the innovation of the printing press, and <b>argue</b> their impacts</li> </ol>											

<b>SSHS.WHII.1.4 The Protestant Reformation and Counter-Reformation</b> Argue how the tenets and goals of the Protestant Reformation impacted power relationships in Europe	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What was the Protestant Reformation?</li> <li>• How did the teachings of Protestant Reformation leaders promote change?</li> <li>• How did events of the Protestant Reformation lead to military conflicts?</li> <li>• What was the response of the Roman Catholic Church to the Reformation?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for, and <b>analyze</b> the conditions of the Reformation (e.g., selling indulgences, salvation, transubstantiation), and <b>argue</b> how it impacted different groups of people (e.g., persecution of Jewish peoples, Catholics)</li> <li><b>Explain</b> the roles of religious and secular leaders (i.e., Martin Luther, John Calvin, and Henry VIII) associated with Church and political reform</li> <li><b>Analyze</b> the relationships between the Reformation and political and military changes (e.g., Peasants’ Revolt) and wars (e.g., French Wars of Religion, Thirty Years’ War) in both the 16th and 17th centuries</li> <li><b>Identify</b> changes in religious and teachings of the Church, and <b>argue</b> the geo-political impacts that resulted from those changes</li> </ol>											

## Inquiry Topic 2: Medieval Asia, Africa, and South America

Compelling Question: What leads to the rise-and-fall of empires?

SSHS.WHII.2.1 Achievements and advancements in Asia Argue how advancements and achievements in Asia during the Medieval period impacted regions within Asia and beyond	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did leaders of the Mughal (Mogul) Empire create long-term stability?</li> <li>• How did internal disputes ultimately lead to Japanese unification?</li> <li>• How did military tactics lead to the growth of the Mongol Empire?</li> <li>• What was the influence of neo-Confucianism in China?</li> <li>• How did changes in government and culture prop up the Qing Dynasty?</li> <li>• What was the influence of Sikhism in India?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> Mughal (Mogul) leaders (e.g., Babur) and actions (e.g., alliances that supported conquests, modern administrative system of government), and how they created stability</li> <li><b>Analyze</b> conditions of the Sengoku period, and <b>argue</b> the impact of those conditions</li> <li><b>Explain</b> Mongol military tactics (e.g., intensive training and discipline, surprise attacks, use of light cavalry)</li> <li><b>Analyze</b> the reformation of neo-Confucian teachings and practices of Wang Yangming in China, and <b>argue</b> the impacts</li> <li><b>Analyze</b> the conditions leading to the establishment of the Qing Dynasty</li> <li><b>Analyze</b> the significance of trade within and between these civilizations and those in other regions of Afro-Eurasia, and <b>argue</b> who benefited from that trade</li> <li><b>Analyze</b> the foundation and influence of Sikhism by Guru Nanak in South Asia</li> </ol>											

<b>SSHS.WHII.2.2 Interactions between African kingdoms and Europeans</b> Argue how interactions between European and African civilizations impacted the society, economy, and individuals in African kingdoms	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X	X			X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>To what extent did African kingdoms interact with European empires?</li> <li>How did trade affect the African kingdoms?</li> <li>What are the impacts of interactions between African and European civilizations?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the trade routes that connected Europe to India through the geographic region of Africa, and <b>argue</b> the impacts the routes had on these regions</li> <li><b>Argue</b> how resources (e.g., gold, iron, rubber) in Africa influenced European settlement in the region</li> <li><b>Analyze</b> trade relationships between Europe and Africa, and <b>argue</b> the impact on the enslavement of Africans and who benefited from that practice</li> </ol>											



<b>SSHS.WHII.2.3 European colonization in the Americas</b> Argue the ways European exploration and colonization impacted American civilizations	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X			X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are the historical circumstances behind European exploration to the Americas?</li> <li>● What led to the development of European colonies in the Americas and who benefited?</li> <li>● How did European colonization impact Mesoamerican civilizations?</li> <li>● To what extent did European colonization impact the decline of civilizations in the Americas?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> changes in maritime technologies (e.g., caravel, compass, astrolabe), and <b>analyze</b> how the new technologies supported Spanish and Portuguese expansion followed by expansion by England, France, and the Netherlands</li> <li>b. <b>Analyze</b> the exploration for trade routes and resources, and <b>argue</b> how that influenced European settlements in the Americas</li> <li>c. <b>Analyze</b> the relationship between imperialistic goals (e.g., “God, Gold, and Glory”) and European conquests in the Americas</li> <li>d. <b>Analyze</b> the advantages and disadvantages of the Columbian Exchange, and <b>argue</b> who benefited from that situation</li> <li>e. <b>Argue</b> how cultural diffusion impacted social, political, and economic aspects of American civilizations</li> <li>f. <b>Argue</b> how European disease, genocide, and conflict impacted American civilizations and their populations</li> </ol>											

# Inquiry Topic 3: The Age of Enlightenment and Revolution

Compelling Question: Does reason lead to progress?

<b>SSHS.WHII.3.1 Intellectual revolutions</b> Argue how the Scientific Revolution impacted Enlightenment thinking, government, and society	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X			X			X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did the Scientific Revolution impact views on the universe?</li> <li>● How did the Scientific Revolution challenge the Church?</li> <li>● How did the ideas of the Scientific Revolution serve as a springboard for the Enlightenment?</li> <li>● What were the foci of the Enlightenment?</li> <li>● How did ideas of the Enlightenment disrupt balances of power?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the development of changes related to natural philosophy with its initial emphasis on astronomy (i.e., geocentrism, heliocentrism), and <b>argue</b> how this impacted views of the universe</li> <li>b. <b>Argue</b> how scientific discovery and ideas about the natural world impacted the Church’s position</li> <li>c. <b>Analyze</b> the Scientific Revolution (e.g., scientific methods, observation, reasoning) and its historical figures (e.g., Galileo, Newton), and <b>argue</b> how it influenced Enlightenment thinking (e.g., authority, individualism)</li> <li>d. <b>Analyze</b> the ideas of Enlightenment thinkers (e.g., Voltaire, Diderot, Montesquieu, Rousseau)</li> <li>e. <b>Argue</b> the influences Enlightenment ideas had on traditional perspectives related to government (monarchy), economics (mercantilism), and society (structured hierarchies)</li> </ol>											

<b>SSHS.WHII.3.2 The British Empire</b> Argue how events within England and throughout the British Empire created both times of instability and times of expansion	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X	X				X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did changes in religious beliefs impact a change in government and rule of law?</li> <li>● What were the impacts of changes in agriculture in England?</li> <li>● How did the British government apply democratic and constitutional principles in its rule of its colonies?</li> <li>● Where were Britain’s colonies, and how did colonization affect the places and people that were colonized?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the political and religious actions by the Stuart Monarchy, and <b>argue</b> how that led to two, separate overthrows of the government (English Civil War, Glorious Revolution) and new political institutions being established (Hanoverian Monarchy)</li> <li>b. <b>Analyze</b> the Enclosure Movement and the Agricultural Revolution, and <b>argue</b> the impacts on future industrialization</li> <li>c. <b>Analyze</b> how the British government applied the democratic and constitutional principles, theorized by John Locke and others, to select groups loyal to the Crown, and <b>argue</b> who benefited</li> <li>d. <b>Identify</b> the locations of the British Empire’s colonies (e.g., India, parts of Africa, Australia, New Zealand, and parts of the Americas), <b>analyze</b> the effects of colonization on the places and people there, and <b>argue</b> who benefited from those effects</li> </ol>											

<b>SSHS.WHII.3.3 State building and absolutist Europe</b> Argue the political, economic, and societal impacts related to the consolidation of power, state building, and absolutism	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the most common forms of government in Europe during the 17th century?</li> <li>● Why is France often considered the symbol of absolutism?</li> <li>● How did changes in political thought both promote and challenge absolutism?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationales for different governmental systems (e.g., absolutism, constitutionalism), and <b>argue</b> who benefited under each system</li> <li>b. <b>Analyze</b> aspects of King Louis XIV’s reign that reflected absolutism (e.g., Europe’s largest army, mercantilist principles, resistance to political and religious opposition)</li> <li>c. <b>Analyze</b> the influence of Enlightened ideals on absolutist regimes</li> </ol>											

<b>SSHS.WHII.3.4 The American War for Independence</b> Argue how the events and ideals of the American Revolution impacted the American colonies socially, politically, and economically	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How did British imperial behaviors lead to discord with the American colonies?</li> <li>• What were the colonists' grievances against the King of England?</li> <li>• How did changes in thinking support actions that led to the American Revolution?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> British rationale for imposing policies on the American colonies</li> <li><b>Explain</b> colonial grievances (e.g., taxation, limited trade opportunities, troop quartering)</li> <li><b>Identify</b> how colonists challenged British taxation policies (e.g., Stamp and Sugar Acts), and <b>analyze</b> the rationale and outcomes of those challenges</li> <li><b>Analyze</b> the influences of Enlightenment ideals on colonial thinking and action (i.e., political, social, economic)</li> <li><b>Analyze</b> the outcome of the American Revolution, and <b>argue</b> how it politically, socially, and economically impacted the American colonies, including the formation of a new United States government</li> </ol>											

<b>SSHS.WHII.3.5 The French Revolution</b> Argue how the events and results of the French Revolution impacted France socially, politically, and economically	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X				X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did changes in thinking support actions that led to the French Revolution?</li> <li>● What factors led to revolutionary behavior?</li> <li>● How did the French Revolution lead to political changes?</li> <li>● In what ways did revolutionary action transform France?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the ways revolutionaries of the French Revolution were inspired by the ideas of Enlightenment writers (e.g., Voltaire, Rousseau, Montesquieu)</li> <li>b. <b>Analyze</b> the conditions (e.g., disparity in taxation, inequitable hierarchies, political absolutism) that underscored reactions to the French monarch</li> <li>c. <b>Explain</b> the actions taken during the French Revolution (e.g., storming of the Bastille, march to Versailles), and <b>analyze</b> the political changes that occurred (e.g., Declaration of the Rights of Man, Constitution of 1791)</li> <li>d. <b>Explain</b> the leadership styles of Revolutionary leaders (e.g., Robespierre, Danton, Marat) and <b>analyze</b> violent behaviors and movements (e.g., guillotine, Reign of Terror, Committee of Public Safety)</li> <li>e. <b>Analyze</b> events that took place at the end of the French Revolution (e.g., the fall of Robespierre, creation of the Directory, rise of Napoleon Bonaparte), and <b>argue</b> the impacts of these events and who benefited</li> </ol>											

<p><b>SSHS.WHII.3.6 European desires and global patterns of trade</b> Argue the effects the Atlantic System of trade had on enslaved Africans and on the regions of the world that participated</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X		X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What was the Atlantic System?</li> <li>● How did new patterns of trade increase the slave trade?</li> <li>● How did Enlightenment thinking affect the African slave trade?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for, <b>analyze</b> the conditions of, and <b>argue</b> who benefited from the Atlantic System (i.e., transatlantic slave trade)</li> <li>b. <b>Analyze</b> the implications of the Triangle trade in Europe, Africa, and the Americas, and <b>argue</b> who benefited from that practice and how it impacted each region</li> <li>c. <b>Analyze</b> the influences of Enlightenment thinking on the African slave trade (e.g., moral and ethical issues; racial taxonomy)</li> </ol>											

## Inquiry Topic 4: The Era of Nationalism and Imperialism

Compelling Question: Is it possible to be too nationalistic?

<p><b>SSHS.WHII.4.1 The rise and impact of Napoleonic Europe</b></p> <p>Argue how the rise of Napoleon Bonaparte and his defeats led to events such as the Congress of Vienna as well as long-term philosophical and geo-political changes</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X	X					
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What factors supported Napoleon’s rise to power and changed Europe’s balance of power?</li> <li>• How did Napoleon embrace the ideals of the Enlightenment?</li> <li>• How did the Haitian Revolution affect French foreign policy?</li> <li>• What were the goals of the Congress of Vienna?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the changes in political structure (e.g., Consulate, First Consul, Emperor), and <b>explain</b> how these supported Napoleon’s rule, allowed him to conquer numerous countries and reshape Europe</li> <li><b>Analyze</b> the influence of enlightened legal standards in conquered territories such as the establishment of the Civil Code of 1804</li> <li><b>Explain</b> the rationale for, and <b>analyze</b> the conditions of the Haitian Revolution, <b>argue</b> the impacts on French foreign policy</li> <li><b>Analyze</b> the rationale for and <b>argue</b> the impact of the Congress of Vienna</li> </ol>											



<p><b>SSHS.WHII.4.2 Nationalism and unification movements</b></p> <p>Argue how political philosophies during the 19th century impacted the growth and unification of some nations while destabilizing others</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X	X					
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• Why is nationalism often considered the most powerful political ideology of the 19th century?</li> <li>• What were the roles of other political ideologies during the 19th century?</li> <li>• What was the role of nationalism in the growth of certain nation-states and the destruction of others?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the ideology of nationalism and the belief that political boundaries should be developed based on demographic commonalities (e.g., language, ethnicity, religion)</li> <li><b>Analyze</b> political and social philosophies (e.g., liberalism, conservatism, nationalism, Marxism) in Europe, the Americas, and Western Asia (Middle East)</li> <li><b>Analyze</b> the nationalistic ideas and the revolutionary (i.e., Revolutions of 1848) and unification movements (i.e., Italian and German unification) throughout the 19th century, and <b>argue</b> the political and social impacts of these events and movements</li> </ol>											

<b>SSHS.WHII.4.3 Imperialism, expansion, and influence</b> Argue how political and economic interests of western states impacted non-western territories in Asia and Africa	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X	X	X		X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How were western interests and feelings of superiority imposed on Chinese sovereignty?</li> <li>● How did western influence lead to political, social, and economic changes in Japan?</li> <li>● Why were African nations not represented during the Berlin Conference in 1884?</li> <li>● What was Manifest Destiny, and how did its promotion change the United States of America’s relationship with other countries?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the influence of western values and economic interests of Great Britain on the development of the Opium Wars and the Treaty of Nanjing, and <b>argue</b> how these impacted the Chinese government</li> <li>b. <b>Analyze</b> the Meiji Restoration, how fear of western powers lead to it, and argue how it impacted the political and social structure of Japan</li> <li>c. <b>Analyze</b> imperialist beliefs, specifically Social Darwinism, and <b>argue</b> how that led to the “Scramble for Africa” (Berlin Conference)</li> <li>d. <b>Analyze</b> the doctrine of Manifest Destiny, and <b>argue</b> how it caused the United States to create measures that would prevent European involvement in the United States and colonization in the Western Hemisphere</li> </ol>											

# Inquiry Topic 5: Industrialization, Urbanization, and Modernization

Compelling Question: How did industrialization move society?

<p><b>SSHS.WHII.5.1 Industrialization and its developments</b></p> <p>Argue how progress and innovation associated with industrialization also led certain groups to prosper while others struggled</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X				X	X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did economic and cultural movements develop in response to waves of industrialization?</li> <li>• How did changes in transportation advance industrialization?</li> <li>• How did industrialization spread?</li> <li>• How did industrialization reshape society?</li> <li>• How did artistic and literary movements respond to conditions related to industrialization?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the effects of industrial practices on new economic philosophies (e.g., utopian socialism, Ricardo’s “iron law of wages,” utilitarianism), and <b>argue</b> who benefited from those practices</li> <li><b>Analyze</b> the relationship between railroads, steam machines, and industrial development</li> <li><b>Analyze</b> industrial spread across Europe (e.g., Berlin, Saxony, Bohemia), and <b>argue</b> who benefited from that action</li> <li><b>Analyze</b> of industrial growth (e.g., cottage industries, industrial working class, agricultural changes), and <b>argue</b> the ways it impacted society</li> <li><b>Explain</b> how romantic concerns and literary depictions of social conditions began to promote social change related to industrialization</li> </ol>											

<b>SSHS.WHII.5.2 Life in the Industrial Age</b> Argue how industrialization and urbanization led to dramatic changes in lifestyles for people in Great Britain and other nations in the 18th and 19th centuries	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What were the causes of, and consequences related to, increases in urbanization?</li> <li>• How were the lives of women impacted as a result of industrialization?</li> <li>• How did reformers try to address the social problems created by industrialization and urbanization?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the advancements in agriculture in this period, and <b>argue</b> how that impacted the movement of people out of rural areas and into the cities</li> <li><b>Analyze</b> characteristics of urbanization (e.g., overcrowding, disease, child labor), and <b>argue</b> how those impacted society</li> <li><b>Argue</b> how industrialization and urbanization impacted the lives of women</li> <li><b>Analyze</b> the rationales for and influence of social reformers (e.g., religion, education, temperance) in response to urbanization</li> </ol>											

<p><b>SSHS.WHII.5.4 Patterns of movement</b></p> <p>Argue how industrialization caused a need for expansion for those in need of new marketplaces and natural resources to cultivate greater economic growth</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X		X				X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● How did the push toward free market systems lead to changes in global migration patterns?</li> <li>● Which nations sought resources in other global areas?</li> <li>● How did industrialization create shifts in global economic autonomy?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the nations involved in expansionist efforts (e.g., global resources locations in Africa and Asia for rubber, ivory, manganese), <b>explain</b> the relationship between economic growth and these expansionist interests, and <b>argue</b> who benefited from that relationship</li> <li>b. <b>Explain</b> the expansion of European markets, <b>analyze</b> how that led to forms of economic imperialism in Asia and Africa, and <b>argue</b> who benefited from that expansion</li> </ol>											

# Inquiry Topic 6: Global War and Cold War

Compelling Question: Were the conflicts of the 20th century inevitable?

<b>SSHS.WHII.6.1 World War I</b> Argue how the causes, events, and results of World War I had long lasting political, social, and economic effects	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the causes of World War I?</li> <li>● What role did nationalism play in the Armenian genocide?</li> <li>● How did advancements in military strategy and technology impact the war?</li> <li>● How did World War I become a global conflict?</li> <li>● What were the goals and results of the Treaty of Versailles?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the causes and <b>analyze</b> the conditions and events that led to World War I (e.g., nationalism, imperialism, militarism, and alliance-building)</li> <li>b. <b>Explain</b> the causes and <b>analyze</b> the conditions and events of the Armenian genocide from 1915-1916 and the role of the Near East Relief organization</li> <li>c. <b>Analyze</b> the effects of changes in military strategy (e.g., Schlieffen Plan, trench warfare) and technology (i.e., chemical weaponry, airplanes, tanks, machine guns) on the expansion of the war, and <b>argue</b> the impact of those changes</li> <li>d. <b>Analyze</b> the establishment of alliances between countries, and <b>argue</b> their impacts</li> <li>e. <b>Analyze</b> the expansion of global participation with the entrance of the United States into the War and the mobilization of European colonial territories, and argue the <b>impacts</b> of their participation to the War</li> <li>f. <b>Analyze</b> the rationale for and conditions of the Treaty of Versailles, and <b>argue</b> who benefited from that treaty</li> </ol>											

<b>SSHS.WHII.6.2 The Russian Revolution</b> Argue how the Russian Revolution led to the rise of a communist regime	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did World War I serve as a catalyst for revolution in Russia?</li> <li>● How did the Russian people respond to political issues?</li> <li>● How did communism gain ground in Russia and other European countries?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the relationship between World War I and the Russian Revolution including revolutions prior to World War I (e.g., Revolution of 1905)</li> <li>b. <b>Explain</b> the experiences of the Russian people during World War I and the Russian Revolution</li> <li>c. <b>Explain</b> the rationale for and <b>analyze</b> the conditions of communism (e.g., “Peace, Land, and Bread”) in Russia and beyond, and <b>argue</b> who benefited under this system</li> </ol>											

<p><b>SSHS.WHII.6.3 The Great Depression and the disruptive interwar years</b></p> <p>Argue how economic instability led, in part, to changes in political thinking and increasing disruptions in the 1920s and 1930s</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What led to the Great Depression?</li> <li>● How did changes in political thinking create disruption in Europe?</li> <li>● How did the League of Nations, and its member countries, respond to increasing aggressions?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the factors leading to the Great Depression (e.g., crash of the New York Stock Exchange, unemployment), <b>analyze</b> its effects, and <b>argue</b> how it impacted society</li> <li>b. <b>Analyze</b> the influence of extremist ideologies (e.g., fascism, socialism) on European countries (e.g., Germany, Italy), and <b>argue</b> the impacts and who benefited</li> <li>c. <b>Analyze</b> the rationale for and goals of the League of Nations, and <b>analyze</b> its effects on global aggressions</li> </ol>											



<p><b>SSHS.WHII.6.4 World War II and the Holocaust</b></p> <p>Argue how the events of World War II, and atrocities associated with the Holocaust and other crimes against humanity, led to lasting social, political, and economic impacts globally</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X	X	X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did the aggression of certain countries create the conditions for global war?</li> <li>• What event led to World War II?</li> <li>• How did advancements in military technology impact the War?</li> <li>• How did social and political beliefs lead to the Holocaust and other crimes against humanity?</li> <li>• What led to the conclusion of war in the Pacific?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the causes and <b>analyze</b> the conditions and events that lead to World War II (e.g., appeasement, militarism, alliances)</li> <li><b>Explain</b> the agreements (e.g., Rome-Berlin-Tokyo Axis, Nazi-Soviet Pact) that led to the invasion of foreign nations such as Poland.</li> <li><b>Analyze</b> innovations in military technology (e.g., radar, chemical and atomic weaponry, tanks, aircraft), and <b>argue</b> their impacts on the War</li> <li><b>Analyze</b> the development of concentration camps that targeted certain segments of the population (e.g., Jews, Communists, Slavs, and “racial inferiors”) during the War</li> <li><b>Explain</b> the causes and <b>analyze</b> the conditions and events leading to the end of World War II (e.g., atomic weapons, military superiority), and <b>argue</b> the lasting social, political, and economic impacts of the war worldwide</li> </ol>											

<b>SSHS.WHII.6.5 Post-war Europe and the Cold War</b> Argue how the perceived impact of communism on established democratic systems led to the Cold War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What efforts were made to rebuild Europe?</li> <li>● How did the battle of “communism versus democracy” take shape in post-war Europe and throughout the Cold War?</li> <li>● Why did communism become popular in China and how did its presence challenge global balances of power?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for and <b>analyze</b> actions taken to rebuild Europe (e.g., Truman Doctrine, Marshall Plan, Berlin Airlift), and <b>argue</b> the impacts of those actions</li> <li>b. <b>Analyze</b> the conditions of and reactions to concerns of communist threats (e.g., North Atlantic Treaty Organization, Warsaw Pact)</li> <li>c. <b>Analyze</b> communism in China (e.g., Mao Zedong and the Chinese Communist Party), and <b>argue</b> its impacts</li> </ol>											

# Inquiry Topic 7: Decolonization and Globalization

Compelling Question: Does colonialism still exist today?

<p><b>SSHS.WHII.7.1 Decolonization and self-determination</b></p> <p>Argue how long-range implications of World War II led to an era of decolonization as well as an era of new nations being established and re-established after decades of colonial rule</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were factors that led to decolonization in Africa, Asia, and Western Asia (Middle East)?</li> <li>• How did the relationship between Great Britain and the Indian subcontinent become contentious?</li> <li>• How did post-war Europe lead to the creation of new nations in Africa, Asia, and Western Asia (Middle East)?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the rise in tensions related to the Cold War, and <b>argue</b> how that intensified demands for independence</li> <li><b>Explain</b> the conditions leading to protest by Indians against British colonial rule, and <b>argue</b> their impacts (e.g., civil unrest and disobedience, rise of Mohandas Gandhi, independence in India and Pakistan)</li> <li><b>Explain</b> global post-war settlements and decolonizing efforts, and <b>argue</b> the positive and negative impacts</li> </ol>											

<b>SSHS.WHII.7.2 Support and opposition to Communism</b> Argue the impacts of imperialism, World War II, and the Cold War on domestic and global support for and challenges against communism	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X		X				X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did lingering imperialistic and ideological battles manifest into more military conflict in Korea and Vietnam?</li> <li>● How did communism create periods of political stability in China and the Soviet Union?</li> <li>● What factors led to the collapse of communism in the Soviet bloc?</li> <li>● What attempts at reform were made in the Soviet Union?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the conditions supporting proxy battles over communism in Korea and Vietnam</li> <li>b. <b>Argue</b> how communism impacted the Soviet Union and China</li> <li>c. <b>Identify</b> examples and <b>analyze</b> the conditions of rebellions, protests, and revolutions (e.g., Prague Spring, Poland, Revolutions of 1989) that challenged communism</li> <li>d. <b>Explain</b> reform efforts (e.g., perestroika, glasnost) initiated by Gorbachev, and <b>argue</b> the impact of those efforts</li> </ol>											

<b>SSHS.WHII.7.3 Global oppression</b> Argue how nation-building and shifts in power to unstable leaders led to the maintenance of racially oppressive legal codes and outright acts against humanity	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X						X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What circumstances allowed for a rise in dictatorships in Asia, Africa, and Western Asia (Middle East)?</li> <li>● What led to continued racially oppressive behaviors in the United States and South Africa?</li> <li>● How did the fall of the Soviet Union create political instability?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> rationales for and <b>analyze</b> the circumstances supporting the rise of dictatorial leaders in Asia, Africa, and Western Asia (Middle East) (e.g., Cambodia, Iraq, Iran, Darfur, Rwanda), and <b>argue</b> the social, political, and economic impacts on the people and their countries as a whole</li> <li>b. <b>Identify</b> actions related to the denial of civil rights in the United States and South Africa, <b>identify</b> leaders and actions of resistance movements (e.g., Dr. Martin Luther King, Jr., Nelson Mandela), and <b>argue</b> the social and political impacts on the people and their countries as a whole</li> <li>c. <b>Explain</b> the conditions supporting the rise in dictatorial leaders in Russia and the former Soviet bloc (e.g., Milošević, Putin), <b>analyze</b> the use of their respective power to aggressively control their respective countries, and <b>argue</b> the social, political, and economic impacts on people and their country as a whole</li> </ol>											

<p><b>SSHS.WHII.7.4 New globalism and the Technological Age</b> Argue the ways that ever-changing facets of 20th and 21st century technologies have led to global interconnectedness and interdependence</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X						X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What agreements and organizations were created to increase political and economic stability in the Americas and in Europe?</li> <li>• How have technological advancements led to political, economic, and societal changes around the globe?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> supranational organizations that support stability and financial regulation (e.g., World Bank, International Monetary Fund), <b>analyze</b> the ways they were at times challenged by other organizations (e.g., ATTAC), and <b>argue</b> their positive and negative impacts</li> <li><b>Identify</b> organizations that were created to promote unity (e.g., NAFTA, European Union), <b>analyze</b> their efforts, and <b>argue</b> their impacts</li> <li><b>Analyze</b> the conditions that led to the development of new technologies (e.g., computers, mobile phones, internet), and <b>argue</b> their social, political, and economic impacts on society</li> <li><b>Analyze</b> global issues of today, and <b>argue</b> a position on one or more of the issues</li> </ol>											