

HIGH SCHOOL – WORLD HISTORY II: EARLY MODERN TO MODERN

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?

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

SSHS.WHII.1.2 Rise of the Ottoman Empire and cultural diffusion Argue how the expansion of the Ottoman Empire contributed to cultural diffusion to Medieval Europe	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				X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did the Ottoman Empire develop? ● What was the relationship between political leaders and religious teachings? ● Why was the presence of both Jews and Muslims equally concerning for leaders of Spain and Portugal as well as the Church? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze how the Ottoman Empire developed, and argue how it impacted the region b. Analyze the moderate toleration of religions (e.g., Christianity, Judaism) beyond Islam in the early Ottoman Empire c. Analyze 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 											

SSHS.WHII.1.3 The Renaissance Argue the influence Renaissance ideas had on European philosophy, politics, art, and culture	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
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How did the growth of humanistic ideals challenge Christian teachings? • How did the ideas of the Renaissance develop European states politically, socially, and economically? • How did changes in art and culture reflect the ideals of the Renaissance? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the influence of humanism on religious thought (e.g., history, poetry, moral philosophy, rhetoric) Analyze Renaissance ideas, and argue the impacts on political power, economic institutions, and social organization such as the Church Identify works of writers (e.g., Petrarch, Machiavelli, Castiglione) and artists (e.g., Michelangelo, Raphael, da Vinci), and explain how they reflected the ideals of the Renaissance Analyze the ideas developed in literature, art, and music that were mass produced and widespread due to the innovation of the printing press, and argue their impacts 											

SSHS.WHII.1.4 The Protestant Reformation and Counter-Reformation Argue how the tenets and goals of the Protestant Reformation impacted power relationships in Europe	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						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What was the Protestant Reformation? ● How did the teachings of Protestant Reformation leaders promote change? ● How did events of the Protestant Reformation lead to military conflicts? ● What was the response of the Roman Catholic Church to the Reformation? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the rationale for, and analyze the conditions of the Reformation (e.g., selling indulgences, salvation, transubstantiation), and argue how it impacted different groups of people (e.g., persecution of Jewish peoples, Catholics) b. Explain the roles of religious and secular leaders (i.e., Martin Luther, John Calvin, and Henry VIII) associated with Church and political reform c. Analyze 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 d. Identify changes in religious and teachings of the Church, and argue the geo-political impacts that resulted from those changes 											

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>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • How did leaders of the Mughal (Mogul) Empire create long-term stability? • How did internal disputes ultimately lead to Japanese unification? • How did military tactics lead to the growth of the Mongol Empire? • What was the influence of neo-Confucianism in China? • How did changes in government and culture prop up the Qing Dynasty? • What was the influence of Sikhism in India? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze Mughal (Mogul) leaders (e.g., Babur) and actions (e.g., alliances that supported conquests, modern administrative system of government), and how they created stability Analyze conditions of the Sengoku period, and argue the impact of those conditions Explain Mongol military tactics (e.g., intensive training and discipline, surprise attacks, use of light cavalry) Analyze the reformation of neo-Confucian teachings and practices of Wang Yangming in China, and argue the impacts Analyze the conditions leading to the establishment of the Qing Dynasty Analyze the significance of trade within and between these civilizations and those in other regions of Afro-Eurasia, and argue who benefited from that trade Analyze the foundation and influence of Sikhism by Guru Nanak in South Asia 											

SSHS.WHII.2.2 Interactions between African kingdoms and Europeans Argue how interactions between European and African civilizations impacted the society, economy, and individuals in African kingdoms	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	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● To what extent did African kingdoms interact with European empires? ● How did trade affect the African kingdoms? ● What are the impacts of interactions between African and European civilizations? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the trade routes that connected Europe to India through the geographic region of Africa, and argue the impacts the routes had on these regions b. Argue how resources (e.g., gold, iron, rubber) in Africa influenced European settlement in the region c. Analyze trade relationships between Europe and Africa, and argue the impact on the enslavement of Africans and who benefited from that practice 											

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

Inquiry Topic 3: The Age of Enlightenment and Revolution

Compelling Question: Does reason lead to progress?

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

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

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

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

SSHS.WHII.3.5 The French Revolution Argue how the events and results of the French Revolution impacted France socially, politically, and economically	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				X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did changes in thinking support actions that led to the French Revolution? ● What factors led to revolutionary behavior? ● How did the French Revolution lead to political changes? ● In what ways did revolutionary action transform France? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the ways revolutionaries of the French Revolution were inspired by the ideas of Enlightenment writers (e.g., Voltaire, Rousseau, Montesquieu) b. Analyze the conditions (e.g., disparity in taxation, inequitable hierarchies, political absolutism) that underscored reactions to the French monarch c. Explain the actions taken during the French Revolution (e.g., storming of the Bastille, march to Versailles), and analyze the political changes that occurred (e.g., Declaration of the Rights of Man, Constitution of 1791) d. Explain the leadership styles of Revolutionary leaders (e.g., Robespierre, Danton, Marat) and analyze violent behaviors and movements (e.g., guillotine, Reign of Terror, Committee of Public Safety) e. Analyze 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 argue the impacts of these events and who benefited 											

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

Inquiry Topic 4: The Era of Nationalism and Imperialism

Compelling Question: Is it possible to be too nationalistic?

<p>SSHS.WHII.4.1 The rise and impact of Napoleonic Europe</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>	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	X					
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What factors supported Napoleon’s rise to power and changed Europe’s balance of power? • How did Napoleon embrace the ideals of the Enlightenment? • How did the Haitian Revolution affect French foreign policy? • What were the goals of the Congress of Vienna? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the changes in political structure (e.g., Consulate, First Consul, Emperor), and explain how these supported Napoleon’s rule, allowed him to conquer numerous countries and reshape Europe Analyze the influence of enlightened legal standards in conquered territories such as the establishment of the Civil Code of 1804 Explain the rationale for, and analyze the conditions of the Haitian Revolution, argue the impacts on French foreign policy Analyze the rationale for and argue the impact of the Congress of Vienna 											

<p>SSHS.WHII.4.2 Nationalism and unification movements</p> <p>Argue how political philosophies during the 19th century impacted the growth and unification of some nations while destabilizing others</p>	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	X					
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • Why is nationalism often considered the most powerful political ideology of the 19th century? • What were the roles of other political ideologies during the 19th century? • What was the role of nationalism in the growth of certain nation-states and the destruction of others? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the ideology of nationalism and the belief that political boundaries should be developed based on demographic commonalities (e.g., language, ethnicity, religion) Analyze political and social philosophies (e.g., liberalism, conservatism, nationalism, Marxism) in Europe, the Americas, and Western Asia (Middle East) Analyze 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 argue the political and social impacts of these events and movements 											

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

Inquiry Topic 5: Industrialization, Urbanization, and Modernization

Compelling Question: How did industrialization move society?

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

SSHS.WHII.5.2 Life in the Industrial Age 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	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					X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What were the causes of, and consequences related to, increases in urbanization? • How were the lives of women impacted as a result of industrialization? • How did reformers try to address the social problems created by industrialization and urbanization? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the advancements in agriculture in this period, and argue how that impacted the movement of people out of rural areas and into the cities Analyze characteristics of urbanization (e.g., overcrowding, disease, child labor), and argue how those impacted society Argue how industrialization and urbanization impacted the lives of women Analyze the rationales for and influence of social reformers (e.g., religion, education, temperance) in response to urbanization 											

SSHS.WHII.5.3 Patterns of movement Argue how industrialization caused a need for expansion for those in need of new marketplaces and natural resources to cultivate greater economic growth	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
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did the push toward free market systems lead to changes in global migration patterns? ● Which nations sought resources in other global areas? ● How did industrialization create shifts in global economic autonomy? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the nations involved in expansionist efforts (e.g., global resources locations in Africa and Asia for rubber, ivory, manganese), explain the relationship between economic growth and these expansionist interests, and argue who benefited from that relationship b. Explain the expansion of European markets, analyze how that led to forms of economic imperialism in Asia and Africa, and argue who benefited from that expansion 											

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 Argue how the causes, events, and results of World War I had long lasting political, social, and economic effects	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	X					
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were the causes of World War I? • What role did nationalism play in the Armenian genocide? • How did advancements in military strategy and technology impact the war? • How did World War I become a global conflict? • What were the goals and results of the Treaty of Versailles? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the causes and analyze the conditions and events that led to World War I (e.g., nationalism, imperialism, militarism, and alliance-building) Explain the causes and analyze the conditions and events of the Armenian genocide from 1915-1916 and the role of the Near East Relief organization Analyze 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 argue the impact of those changes Analyze the establishment of alliances between countries, and argue their impacts Analyze 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 impacts of their participation to the War Analyze the rationale for and conditions of the Treaty of Versailles, and argue who benefited from that treaty 											

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

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

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

SSHS.WHII.6.5 Post-war Europe and the Cold War Argue how the perceived impact of communism on established democratic systems led to the Cold War	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	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What efforts were made to rebuild Europe? • How did the battle of “communism versus democracy” take shape in post-war Europe and throughout the Cold War? • Why did communism become popular in China and how did its presence challenge global balances of power? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the rationale for and analyze actions taken to rebuild Europe (e.g., Truman Doctrine, Marshall Plan, Berlin Airlift), and argue the impacts of those actions Analyze the conditions of and reactions to concerns of communist threats (e.g., North Atlantic Treaty Organization, Warsaw Pact) Analyze communism in China (e.g., Mao Zedong and the Chinese Communist Party), and argue its impacts 											

Inquiry Topic 7: Decolonization and Globalization

Compelling Question: Does colonialism still exist today?

<p>SSHS.WHII.7.1 Decolonization and self-determination</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>	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>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What were factors that led to decolonization in Africa, Asia, and Western Asia (Middle East)? • How did the relationship between Great Britain and the Indian subcontinent become contentious? • How did post-war Europe lead to the creation of new nations in Africa, Asia, and Western Asia (Middle East)? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the rise in tensions related to the Cold War, and argue how that intensified demands for independence Explain the conditions leading to protest by Indians against British colonial rule, and argue their impacts (e.g., civil unrest and disobedience, rise of Mohandas Gandhi, independence in India and Pakistan) Explain global post-war settlements and decolonizing efforts, and argue the positive and negative impacts 											

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

SSHS.WHII.7.3 Global oppression 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	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	X						X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What circumstances allowed for a rise in dictatorships in Asia, Africa, and Western Asia (Middle East)? ● What led to continued racially oppressive behaviors in the United States and South Africa? ● How did the fall of the Soviet Union create political instability? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain rationales for and analyze the circumstances supporting the rise of dictatorial leaders in Asia, Africa, and Western Asia (Middle East) (e.g., Cambodia, Iraq, Iran, Darfur, Rwanda), and argue the social, political, and economic impacts on the people and their countries as a whole b. Identify actions related to the denial of civil rights in the United States and South Africa, identify leaders and actions of resistance movements (e.g., Dr. Martin Luther King, Jr., Nelson Mandela), and argue the social and political impacts on the people and their countries as a whole c. Explain the conditions supporting the rise in dictatorial leaders in Russia and the former Soviet bloc (e.g., Milošević, Putin), analyze the use of their respective power to aggressively control their respective countries, and argue the social, political, and economic impacts on people and their country as a whole 											

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