

**TOPIC: HISTORICAL THINKING AND SKILLS****Content Statement**

- 1. The use of primary and secondary sources of information includes an examination of the credibility of each source.**

**CONTENT ELABORATION**

The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:

- qualifications and reputation of the author;
- agreement with other credible sources;
- perspective or bias of the author (including stereotypes);
- accuracy and internal consistency; and
- circumstances in which the author prepared the source.

**EXPECTATIONS FOR LEARNING**

Analyze the credibility of primary and secondary sources.

**Content Statement**

- 2. Historians develop theses and use evidence to support or refute positions.**

**CONTENT ELABORATION**

Historians are similar to detectives. They develop a thesis and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

Historians cite their sources and use the results of their research to support or refute contentions made by others.

**EXPECTATIONS FOR LEARNING**

Develop a thesis and use evidence to support or refute a position.

**Content Statement**

- 3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.**

**CONTENT ELABORATION**

When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of World War I, an analysis would include the causes and effects of the war.

An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

For example, an examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause.

**EXPECTATIONS FOR LEARNING**

Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.

Analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.



**TOPIC: AGE OF ENLIGHTENMENT (1600-1800)****Content Statement****4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.****CONTENT ELABORATION**

The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. The Scientific Revolution served as the turning point for established ideologies leading to the Enlightenment. The Scientific Revolution impacted political, economic, and social ideologies.

**EXPECTATIONS FOR LEARNING**

Describe the causes and effects of the Scientific Revolution.

**Content Statement****5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.****CONTENT ELABORATION**

The Enlightenment movement began in Europe and inspired change across the world. Enlightenment thinkers believed in the influence of nature and in human progress. Some suggested that humans were naturally good and by freely exercising reason, would act for the common good. This required freedom from the restraints of the government and the Church. Enlightenment ideas include:

- use of reason;
- education;
- social reforms;
- tabula rasa (blank slate); and
- natural rights (life, liberty, and property).

Enlightenment thinkers believed that natural laws guided social, political and economic systems and institutions and this idea became known as the social contract.

Philosophical thought during the Enlightenment impacted religion, government, and economics in Europe. This was a challenge to many of the Church's doctrines and an increased focus on earthly as well as spiritual welfare. Challenges to the Church included:

- humanism;
- mercantilism; and
- laissez faire.

There was a shift from forms of government in which power was held by only one or few individuals to forms of government in which many have a say, both directly and indirectly. Enlightenment ideas promoted the belief in a social contract between the governed and their government. These shifts in ideas included:

- limited government;
- absolute rule;
- divine right; and
- separation of powers.

The mercantilist system was challenged due to a growing belief that natural laws could define an economic system including a free-market economy with limited, or laissez faire, government regulation.

**EXPECTATIONS FOR LEARNING**

Explain how religious authority, absolute rule, and mercantilism were challenged by the ideas of the Enlightenment.

**TOPIC: AGE OF ENLIGHTENMENT (1600-1800)****Content Statement****6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.****CONTENT ELABORATION**

The political, economic, and social changes that developed during the Enlightenment Age inspired the American and French Revolutions. Enlightenment writers explored the relationship between governments and the people they governed.

Leaders of revolutions and wars for independence during this time based their goals for political change upon Enlightenment ideas. These ideas include:

- freedom;
- natural rights;
- self-determination;
- limited government;
- consent of the governed; and
- the common good.

**EXPECTATIONS FOR LEARNING**

Explain how Enlightenment ideas influenced the American and French Revolutions.

**TOPIC: AGE OF REVOLUTIONS (1750-1914)****Content Statement****7. The American and French Revolutions influenced Latin American revolutions for independence.****CONTENT ELABORATION**

The political, economic, and social events that inspired the American and French Revolutions also inspired revolutions in Latin America. These ideas and events included:

- freedom;
- natural rights;
- self-determination;
- limited government;
- consent of the governed;
- common good; and
- success of the American and French Revolutions.

However, Latin American revolutions had their own unique causes:

- encomienda;
- mita; and
- chattel slavery.

**EXPECTATIONS FOR LEARNING**

Compare how the American and French Revolutions influenced the Latin American revolutions.

**TOPIC: AGE OF REVOLUTIONS (1750-1914)****Content Statement****8. Industrialization had social, political and economic effects on Western Europe and the world.****CONTENT ELABORATION**

The Industrial Revolution transformed Europe and North America in the late 18th and 19th centuries. It had positive and negative effects on class distinctions, family life and the daily working lives of men, women and children. Population growth and migrations, urbanization and emigration out of Europe were impacted by the move to an industrialized economy. These impacts include:

- migration;
- urbanization;
- emigration;
- industrialization;
- labor unions forming
- social classes (middle and working class); and
- the economy.

The Industrial Revolution led to movements for political and social reform in England, Western Europe, and the United States. It also expanded the world-market economy.

**EXPECTATIONS FOR LEARNING**

Analyze the social, political, and economic effects of industrialization on Western Europe and the world.

**TOPIC: IMPERIALISM (1800-1914)****Content Statement****9. Imperial expansion had political, economic and social roots.**

### CONTENT ELABORATION

By the early 20th century, many European nations, as well as Japan, extended their control over other lands and created empires based on imperialism. Their motivations had economic, political, and social roots.

The political motivations for imperialism included the desire to appear more powerful, bolster nationalism, and provide security through the building of military bases overseas (militarism). Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China, and Korea.

Economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.

European powers used spheres of influence to establish economic control in China. Economic influences of imperialism include:

- consumption;
- exploitation of labor;
- exploitation of raw materials;
- spheres of influence; and
- free market.

The social roots for imperial expansion included the spread of Western values and the vision of some that it was “the white man’s burden” to civilize those perceived as uncivilized. There also were humanitarian concerns and the spread of Christianity. The social roots of imperialism also included paternalism and social Darwinism.

### EXPECTATIONS FOR LEARNING

Describe the political, economic, and social causes of imperialism.

**TOPIC: IMPERIALISM (1800-1914)****Content Statement**

**10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values, and direct political control.**

**CONTENT ELABORATION**

In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies. Colonial powers made unilateral decisions about land and people without consulting people living there, including:

- exploiting raw materials;
- exploiting people; and
- Berlin or Congo Conference.

Some European powers preferred direct control over the colonies they established during this period. Other European powers preferred indirect control over their colonies, using local systems of authority, believing that working with the local native leaders would lessen the possibility of revolts and would encourage assimilation into Western traditions.

**EXPECTATIONS FOR LEARNING**

Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values, and maintenance of political control.

**Content Statement**

**11. The consequences of imperialism were viewed differently by the colonizers and the colonized.**

**CONTENT ELABORATION**

Dramatic differences in viewpoints existed between colonizers and those they colonized. Different viewpoints between these two groups included the extension of cultural practices versus the loss of traditions and modernization versus breakup of past institutions.

**EXPECTATIONS FOR LEARNING**

Describe how the effects of imperialism were viewed differently by the colonizers and the colonized.

**TOPIC: ACHIEVEMENTS AND CRISES (1900-1945)****Content Statement**

**12. Advances in technology, communication, and transportation improved lives, but also had negative consequences.**

**CONTENT ELABORATION**

During the 20th century, advances in technology improved lives through an increase in the availability and variety of consumer goods, communication, and technology both for individuals and in the military.

Advances in technology, communication, and transportation also had negative impacts for both individuals and the military. As wars are fought new technologies are created and war becomes impersonal, industrialized, and efficient resulting in total war.

**EXPECTATIONS FOR LEARNING**

Explain how advancements in technology, communication, and transportation improved lives and had negative consequences.

**TOPIC: ACHIEVEMENTS AND CRISES (1900-1945)****Content Statement**

**13. The causes of World War I included militarism, imperialism, nationalism, and alliances.**

**CONTENT ELABORATION**

Military spending among the great powers of Europe increased greatly in the years prior to World War I. Rivalries between global powers led to a building up of armed forces and an increase in distrust amongst the European nations.

The great powers of Europe were competing for land and resources around the world.

Intense nationalism was on the rise in Europe, including in the Balkans, which was a factor in the outbreak of World War I. Due to national animosities, there was little resistance to war when it began.

The system of alliances early in the century set the stage for entangling a small-scale conflict into a world war since each alliance brought several nations into the conflict. By the beginning of the war, the two large alliances were the Triple Entente and the Triple Alliance.

**EXPECTATIONS FOR LEARNING**

Identify and explain the causes of World War I.

**Content Statement**

**14. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion, and the policy of appeasement which in turn led to World War II.**

**CONTENT ELABORATION**

The human cost of World War I on Russia fueled the Bolshevik Revolution and ushered in the ideology of state-sponsored communism.

Following World War I, the Treaty of Versailles forever changed the political and social organizations of Europe. The harsh terms for the defeated countries caused anger and created a climate for retribution. It also contributed to a worldwide depression.

The German, Austro-Hungarian, and Ottoman empires collapsed, and their former lands were carved up into new states and nations. European powers were weakened by the following:

- financial loss through reparations and war debt;
- population loss; and
- destruction of towns, cities, and infrastructure.

Nationalistic and militaristic political parties took advantage of economic troubles in order to gain political power. Totalitarian regimes found wide bases of support in several European countries, including Germany, Spain, and Italy. Great Britain and France's reluctance to challenge Nazi Germany's expansion efforts in the 1930s was a consequence of the devastation that resulted from World War I. This reluctance led to policies that allowed the Nazi party in Germany to grow, including:

- appeasement policy;
- Munich Crisis;
- isolationism; and
- failure of the League of Nations.

This aggressive expansion, met with appeasement, led World War II.

**EXPECTATIONS FOR LEARNING**

Explain how the consequences of World War I set the stage for World War II.



**TOPIC: ACHIEVEMENTS AND CRISES (1900-1945)****Content Statement****15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.****CONTENT ELABORATION**

By the early 1900s, the Ottoman Empire was in decline and the Ottomans believed that minority groups within the Empire were partially to blame for this decline, including the Armenians. The Ottomans began a systematic targeting of Armenians during World War I leading to the murder of millions of Armenians.

When the Nazi Party came to power in Germany, it capitalized on long-standing anti-Semitic ideologies to institutionalize discrimination and dehumanizing of Jews leading to the government's "Final Solution", the systematic mass murder of millions of Jews. Other groups of people suffered atrocities under Nazi persecution.

Factors that impacted the Holocaust include:

- anti-Semitism (historical, economic, and racial ideology);
- Nuremberg Laws;
- propaganda (using available means of technology); and
- concentration and death camps.

**EXPECTATIONS FOR LEARNING**

Analyze how oppression and discrimination led to genocides of the Armenians during World War I and Jews during World War II.

**Content Statement****16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.****CONTENT ELABORATION**

World War II was a total war that caused unprecedented physical, economic, social, and cultural damage. Both the Axis and Allies targeted civilians during World War II. Damage included:

- refugees;
- casualties;
- loss of art;
- loss of infrastructure; and
- loss of employment.

The Allies divided Europe into zones of occupation at conferences in Yalta and Potsdam. Conflicts between the Allies about the zones of occupation led to competition for political influence.

World War II also changed the nature of warfare by introducing the use of atomic weapons, setting the stage for an era of political tension.

**EXPECTATIONS FOR LEARNING**

Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.

**TOPIC: THE COLD WAR (1945-1991)****Content Statement****17. The United States and the Soviet Union became superpowers and competed for global influence.****CONTENT ELABORATION**

The United States and Soviet Union both emerged as superpowers following victories during World War II. Unlike most of Europe and parts of Asia, the United States had sustained little damage and had a strong economy at the end of World War II. The Soviet Union utilized its position to expand its territorial control of most of Eastern Europe.

The Cold War Era was a time of tension around the World. The United States and Soviet Union competed to assert political, economic, and social ideologies. The Cold War rivalry intensified around the world and Alliances were formed that reflected the tensions between the two major superpowers. Some of the factors that contributed to the tensions between the superpowers include:

- Berlin Airlift;
- NATO;
- Warsaw Pact;
- containment policy;
- domino theory; and
- growth of government intelligence services.

By the end of the 1940s there were several notable changes in the world. Communists gained control in China and the nuclear arms race between the United States and Soviet Union led to both sides developing and stockpiling more nuclear weapons.

Conflicts related to the Cold War rivalry, decolonization and national liberations provided opportunities for intervention by both sides. This rivalry impacted foreign policy in:

- Europe (e.g. East and West Germany, Greece);
- Asia (e.g., Korea, Vietnam, Turkey);
- Africa (e.g., Angola, Congo); and
- the Caribbean (e.g., Cuba).

**EXPECTATIONS FOR LEARNING**

Analyze how the United States and the Soviet Union became superpowers.

Describe the causes and effects of their competition for global influence politically, economically, and socially.

**TOPIC: THE COLD WAR (1945-1991)****Content Statement**

**18. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.**

**CONTENT ELABORATION**

National boundaries, particularly in Eastern Europe, changed as a result of World War II. Germany's boundaries also changed and became a divided country, occupied by the former Allies in the west and the Soviet Union in the east.

The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain.

Several multinational organizations were created between the Allies to promote economic and political stability; including:

- United Nations;
- World Bank; and
- International Monetary Fund.

**EXPECTATIONS FOR LEARNING**

Explain why national boundaries changed and multinational organizations were created at the end of World War II.

**Content Statement**

**19. Religious diversity, the end of colonial rule, and rising nationalism have led to regional conflicts in the Middle East.**

**CONTENT ELABORATION**

The conflicts in the Middle East during the second half of the 20th century were the culmination of several factors that have deep roots in history. Contacts among major religions and religious sects in the Middle East have caused long-standing tensions and conflicts.

The end of colonial rule also caused tensions that resulted in conflict.

The rise in nationalism among Arab nations coincided with their opposition to the creation and presence of the modern state of Israel.

**EXPECTATIONS FOR LEARNING**

Describe the causes and effects of conflicts in the Middle East during the second half of the 20th century.

**TOPIC: THE COLD WAR (1945-1991)****Content Statement**

**20. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.**

**TOPIC: THE COLD WAR (1945-1991)****CONTENT ELABORATION**

World War II had an important effect on Africa and Southeast Asia both during and after the war. Battles had been fought on both continents; and many Africans and Asians, were conscripted to serve as soldiers at home and in Europe. Oppression and exploitation in these colonies, as well as weaknesses of the colonial powers and Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence.

- Nationalist movements united citizens for change in Africa; including the:
- Négritude movement; and
- Pan-African movement.

In Southeast Asia, nationalists organized against colonial control and, in some cases, the American presence in:

- Philippines;
- Vietnam; and
- Cambodia.

**EXPECTATIONS FOR LEARNING**

Analyze post-World War II global politics and explain the causes and effects of the nationalist movements in Africa and Southeast Asia.

**Content Statement**

**21. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous people.**

**CONTENT ELABORATION**

During the second half of the 20th century, human rights organizations and the media fueled the impetus for the expansions of rights and freedoms for women and indigenous people.

In spite of resistance in many countries, governments were also pressured to end discriminatory practices and violence against women and indigenous people in developing nations. The struggle for the rights of women and indigenous people compelled more countries to extend opportunities for all to participate in society in the following ways:

- politically;
- educationally;
- economically; and
- socially.

The ending of apartheid in South Africa provided blacks the rights they had been denied. This was the result of political pressure within and outside the country.

International pressure to change did not lead to immediate or universal change for women or indigenous people in some areas of the world where they are still fighting for these changes.

**EXPECTATIONS FOR LEARNING**

Analyze how achievements in the domain of women's rights in industrialized nations spurred increased opportunities for women throughout the world.

Explain how governments have changed their policies regarding women's rights and indigenous people.

**TOPIC: GLOBALIZATION (1991-PRESENT)****Content Statement**

**22. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States, and the non-aligned world.**

**TOPIC: THE COLD WAR (1945-1991)****CONTENT ELABORATION**

The ending of the Cold War was marked by the collapse of the Soviet Union. A new relationship between the United States and Russia and the other former Soviet republics developed and offered new challenges for the United States. The United States moved away from its containment policy and moved towards bilateral agreements in areas such as:

- space;
- energy;
- technology; and
- nuclear weapons.

The demise of the Soviet Union also created new challenges for its former allies, the former Soviet republics, Europe, and the non-aligned world as well as the United States. Among the challenges:

- creation of separate and independent governments;
- control of the nuclear arsenals installed by the former Soviet Union;
- rise of ethnic tensions; and
- transition to free-market economies.

**EXPECTATIONS FOR LEARNING**

Describe the outcome of the relationship with the United States and the former Soviet Republics and the impact it has on the post-Cold War world.

**TOPIC: GLOBALIZATION (1991-PRESENT)****Content Statement**

**23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.**

**CONTENT ELABORATION**

Acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era include those initiated by Islamic fundamentalists and by separatist groups (e.g., Al Qaeda, ISIS, Hamas, Chechen separatists, Irish Republican Army, Boko Haram).

Regional and ethnic conflicts have led to acts of genocide and ethnic cleansing. Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial or other cultural characteristics. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or, ultimately, genocide.

The rise of nationalism among ethnic groups in the republics that emerged from the former Yugoslavia led to ethnic cleansing and the murder of thousands in Bosnia. Other examples of ethnic cleansing/genocide occurred in Sudan (Darfur), Iraq, Rwanda, and the Rohingya in Myanmar.

**EXPECTATIONS FOR LEARNING**

Describe how regional, religious, and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.

**Content Statement**

**24. Political and cultural groups have struggled to achieve self-governance and self-determination.**

**TOPIC: GLOBALIZATION (1991-PRESENT)****CONTENT ELABORATION**

Political and cultural groups have struggled to achieve self-governance and self-determination in many places since 1991, including:

- former Soviet republics;
- former communist countries in Europe;
- Post-Colonial Asia;
- nations in Southwest Asia;
- South Africa and other nations in Africa;
- Western Europe; and
- Latin America.

**EXPECTATIONS FOR LEARNING**

Select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.

**Content Statement**

**25. Emerging economic powers and improvements in technology have created a more interdependent global economy.**

**CONTENT ELABORATION**

Emerging economic powers have resulted in the creation of a more global economy. This interdependent global economy is based on a market share in the production of some goods and services in the late 20th and 21st century.

The European Union was created in the early 1990s to strengthen the economies of the member nations and make them more competitive in the world market by using a common currency and eliminating trade barriers.

Improvements in technology increased interdependence in the global economy. These improvements include:

- expanded use of satellites;
- personal computers;
- Internet; and
- cellular and satellite phones.

**EXPECTATIONS FOR LEARNING**

Analyze the factors that have created a more interdependent global economy since 1991.

**Content Statement**

**26. Proliferation of nuclear weapons has created a challenge to world peace.**

**CONTENT ELABORATION**

The end of the Cold War posed new challenges with the proliferation of nuclear weapons and their threat to world peace on a global scale.

These new challenges include:

- the global danger of competing and emerging nuclear arsenals;
- unstable former Soviet republics housing weapons of mass destruction; and
- the possibility of access to nuclear weapons by terrorists and state supported terrorism.

**EXPECTATIONS FOR LEARNING**

Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.

**TOPIC: GLOBALIZATION (1991-PRESENT)****Content Statement**

**27. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.**

**CONTENT ELABORATION**

The rapid increase of global population in the 20th and 21st centuries contributed to societal and governmental challenges as resources are allocated and consumed to meet demand. The environmental impact has pressured governments to institute policies to reduce pollution and conserve resources. Increased life expectancy has placed burdens on many countries to provide adequate health care.

Mass migrations have created societal and governmental challenges, including:

- brain drain out of developing countries;
- political refugees and those seeking asylum;
- tension and conflict in countries where refugees seek safety; and
- legal and illegal immigration.

**EXPECTATIONS FOR LEARNING**

Describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

**Content Statement**

**28. Environmental concerns, impacted by population growth, and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.**

**CONTENT ELABORATION**

World population growth and the competition for energy supplies have led to an increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species, and the rapid decline of rainforests.

A new environmental consciousness and a movement for the sustainability of the world's resources has influenced the actions of:

Citizen organizations (e.g., Greenpeace, Sierra Club, World Wildlife Fund, Ocean Conservancy); and

Government conferences (e.g., 1992 Earth Summit, 1997 Kyoto Protocol, 2012 Rio Earth Summit, 2016 Paris Agreement).

**EXPECTATIONS FOR LEARNING**

Describe the environmental challenges that have resulted from industrial development.

Describe the reasons for the new environmental consciousness and movement for sustainability.