



WHP AND ARKANSAS'S SOCIAL STUDIES CURRICULUM FRAMEWORK



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Arkansas WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Arkansas's World History students to develop a well-grounded foundation for deep understanding of world history through its readings, videos, and activities. WHP aligns with the vast majority of Arkansas's Social Studies standards for World History Since 1450. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as the outcomes of social, economic, and political transformations in Africa, Asia, Middle East, and Latin America between 1900 and 1945. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. While Arkansas's World History course starts in 1450, the beauty of the WHP courses is that it can be molded to conform to a variety of periodizations. Therefore, for Arkansas, we recommend that teachers use the 1200 course. Teachers may also use supplementary materials from the 1750 course. The accompanying crosswalk provides examples of aligned materials from both courses.

WHP and Arkansas's Social Studies Curriculum Framework

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. These aspects of WHP are aligned to Arkansas's World History content standards. WHP also includes multiple opportunities for students to engage in inquiry-based learning: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, the WHP course focuses on the frames, or "big pictures" of history, which include the following:

1. Networks: How have our networks of interaction changed over our long history?
2. Production and Distribution: How have our systems of production and distribution of goods and services changed over our long history?
3. Communities: How have our communities changed over our long history?

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include such topics as the Columbian Exchange, the Transatlantic Slave Trade, the Industrial Revolution, Imperialism, World Wars, and Globalization, which are aligned to Arkansas's standards that concentrate on the transformations of the first global age, revolutions, global conflicts, and challenges in the contemporary world. Additional information on the frames and scales can be found in the WHP Course Guide. In Arkansas's World History course, there is an emphasis on 1450 to the present day. Specifically, Arkansas's standards document states that "World History is designed to assist students in understanding the human condition, how people and countries of the world have become increasingly interconnected across time and space, and the ways different people view the same event or issue from a variety of perspectives." Scale switching is a major theme of the WHP course. Assets encourage students to understand historical events and processes on global, regional, national, local, and individual spatial and temporal scales. These course expectations are found throughout the WHP Course.

In addition, Arkansas's standards document outlines the inclusion of strands for Emergence of the First Global Age, the Age of Revolutions, Crisis and Achievement, and the Contemporary World. WHP uses the frames of communities, networks, and production and distribution to help students understand, evaluate, and question the WHP narrative. The WHP communities frame aligns with Arkansas's focus on the impact of revolutions. The networks frame compliments the study of migration and trade. Finally, the production and distribution frame aligns with Arkansas's focus on technology and economic motives for exploration. WHP is an excellent fit for meeting Arkansas's World History course expectations.

WHP, CCSS, and the C3 Framework

WHP was created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, WHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. WHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The WHP eras and units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop and test claims, create arguments, and develop their writing skills. These inquiry-based opportunities are reinforced through practice progressions. WHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity.

WHP provides resources for literacy practices and historical thinking processes that teachers can adapt for their other social studies courses. These resources include readings, writing assignments including DBQs and LEQs, and activities that incorporate historical thinking practices.

Conclusion

WHP provides an engaging and coherent curriculum that enables Arkansas's students to meet a vast majority of the standards and to develop the ways of thinking, reading, and writing set forth in the College and Career Readiness Standards and the C3 Framework. WHP will reinforce the inquiry skills and the content and knowledge that is expected from Arkansas's World History course.

Arkansas Standards WHP Objectives Crosswalk

ARKANSAS WORLD HISTORY FRAMEWORK	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1200 COURSE = U#-#) THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARKANSAS SKILLS AND STANDARDS
Skills and Application		
Dimension 1 – Questions		
1. Construct compelling questions that promote inquiry around key ideas and issues	CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U1: Claim Testing - Introduction; Contextualization - Introduction. U2: Claim Testing - Authority. U3: Claim Testing - Evidence; Contextualization - Mongol and Comanche Empires. U5: Contextualization - Child Labor; Claim Testing - Social Class and Gender; Sourcing - Why Was Slavery Abolished? U6: Contextualization - Opium Wars; Claim Testing - Imperialism. U7: Contextualization - The Great Depression; Claim Testing - Global Conflict. U8: Cold War Crisis; Who is "Winning" the Cold War? U9: "Is the World Flat or Spiky?"; Claim Testing - Globalization. 1750 U7: Human Rights and Asylum Debate
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U1: Claim Testing - Introduction; Contextualization - Introduction. U2: Claim Testing - Authority. U3: Claim Testing - Evidence; Contextualization - Mongol and Comanche Empires. U5: Contextualization - Child Labor; Claim Testing - Social Class and Gender; Sourcing - Why Was Slavery Abolished? U6: Contextualization - Opium Wars; Claim Testing - Imperialism. U7: Contextualization - The Great Depression; Claim Testing - Global Conflict. U8: Cold War Crisis; Who is "Winning" the Cold War? U9: "Is the World Flat or Spiky?"; Claim Testing - Globalization. 1750 U7: Human Rights and Asylum Debate
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view	CO1: Demonstrate an understanding of the past as usable, explaining how historians and others create narratives to explain the past, and that those narratives are used to understand the world and make decisions and actions in the present and in preparation for the future. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	U3: DBQ 3. U4: CCOT - Transoceanic Connections to Revolutions; Unit 4 LEQ. U5: CCOT - Revolutions to Industrialization; Sourcing - Why Was Slavery Abolished?; DBQ 5. U6: Unit 6 LEQ. U7: CCOT - Empire to Global Conflict; DBQ 7. U8: Comparison - Decolonizing Women; Who is "Winning" the Cold War?; Unit 8 LEQ. U9: CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9. 1750 U7: Human Rights and Asylum Debate
Dimension 3 – Sources and Evidence		
4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U2: Sourcing - Introduction. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons; Gentlemen of the Jungle. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World in 1750. U2: Sourcing – The Inoculation Debate. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism
5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U3: DBQ 3. U4: Revolutionary Women; Unit 4 LEQ. U5: Comparison - Women's Suffrage; Sourcing - Why Was Slavery Abolished?; DBQ 5. U6: Sourcing - Differing Perspectives on Imperialism; Unit 6 LEQ. U7: DBQ 7. U8: Sourcing - Who Started the Cold War?; Simulation - Cold War Crisis; Comparison - Decolonizing Women; Unit 8 LEQ. U9: Project X - Final Presentation; Comparison - Rights Documents; CCOT - Unit Comparisons; The World in 2050; DBQ 9. 1750 U2: Sourcing – The Inoculation Debate
Dimension 4 – Communicating Ideas		
6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies	CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	U1: DBQ 0. U3: DBQ 3. U4: Unit 4 LEQ. U5: DBQ 5. U6: Unit 6 LEQ. U7: DBQ 7. U8: Unit 8 LEQ. U9: CCOT - Unit Comparisons; Project X - Final Presentation; The World in 2050; DBQ 9. 1750 U7: Human Rights and Asylum Debate
7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. CO6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	U1: Claim Testing - Introduction. U2: Writing – Claim and Focus Part 1. U3: Claim Testing - Evidence; Writing – Analysis and Evidence and WHP Concepts Part 1. U5: Making Claims - Industrialization; Claim Testing - Social Class and Gender; Writing - Claim and Focus Part 2. U6: Claim Testing - Imperialism; Writing – Analysis and Evidence and WHP Concepts Part 2. U7: Making Claims - World War I; Claim Testing - Global Conflict. U8: Writing - Peer Editing. U9: Making Claims - Globalization; Claim Testing - Globalization; Writing - Self-Editing.

8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	U9: UN Sustainable Development Goals; Project X - Final Project; The World in 2050. 1750 U7: Human Rights and Asylum Debate
Strand: Era 6: Emergence of First Global Age 1450-1770		
Content Standard 1: Students will analyze the transformations and innovations of the first global age		
Era6.1.WH.1 Analyze the motivations that led to the exploration and the expansion of empires • Belief systems • Economic	U3-1: Understand how historians create narratives to explain how human communities entered a global age during this era. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age.	U3: Geography - Unit 3 Mapping Part 1; "Survey of Transoceanic Empires"; <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH</i> ; <i>Capitalism and the Dutch East India Company: CCWH</i> . Origins ES: "Technology in the Age of Exploration"
Era6.1.WH.2 Analyze the social, economic, political, and geographic transformations of regional connections into global trade networks	U3-1: Understand how historians create narratives to explain how human communities entered a global age during this era. U3-0.2: Evaluate the historical narrative of the formation of a new global age.	U2: "Archipelago of Trade"; "New World Networks: 1200-1490s"; "Trans-Saharan Routes"; <i>Silk and the Song Dynasty</i> ; "Indian Ocean Routes". U3: <i>Unit 3 Overview Video</i> ; "Unit 3 Overview" Transoceanic Connections 1450-1750"; Unit 3 Mapping - Part 1; CCOT - The Global Tapestry to Transoceanic Connections; <i>The Spanish Empire, Silver & Runaway Inflation: CCWH</i> ; "Crops That Grew the World"; "The Columbian Exchange"; "The Effects of Global Interactions"; "Transatlantic Migration Patterns"; Our Interconnected World; "Survey of Transoceanic Empires"; "The Transatlantic Slave Trade"
Era6.1.WH.3 Analyze the social, economic, political, and geographic effects of the expansion of empires in the eastern and western hemispheres from 1450-1770	U3-2.1: Examine early modern empires to understand how these communities were structured and how they interacted with others through networks of exchange. U3-4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas. U3-4.1: Understand how conceptions of race affected communities and labor systems. U3-4-2: Evaluate the motivations for slavery and how people attempted to justify this practice. U3-4.3: Analyze primary source documents to assess different perspectives of those involved in the transatlantic slave trade.	U3: <i>Unit 3 Overview Video</i> ; "Unit 3 Transoceanic Interconnections 1450 to 1750"; Geography - Unit 3 Mapping Part 1; "The Columbian Exchange"; "Crops That Grew the World"; World Zone Café; "The Effects of Global Interactions"; <i>The Columbian Exchange: CCWH</i> ; Causation - Migration; "Transatlantic Migration Patterns"; "Religious Syncretism in Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; Our Interconnected World; "Overview of New Economic Systems"; "European Colonies in the Americas"; Sor Juana Inés de la Cruz (Graphic Biography); <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH</i> ; <i>Capitalism and the Dutch East India Company: CCWH</i> ; Geography - Unit 3 Mapping Part 2; "The Transatlantic Slave Trade"; "Race and Coerced Labor Part I; How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II; Motivations and Justifications"; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Álvares (Graphic Biography); <i>Impact of the Slave Trade: Through a Ghanaian Lens</i> ; CCOT - Global Tapestry to Transoceanic Connections; Empire Building; "A Sublime Empire: Ottoman Rule on Land and Sea"; <i>The Omani Empire</i> ; "Mughal Empire"; "China Under Ming and Qing Rule"; "From Muscovy to the Russian Empire"; "Survey of Transoceanic Empires". 1750 U1: "The Rise of the West?"; "European States and Empires"; "Qing Dynasty"; "Ottoman Empire"; "Tokugawa Shogunate"; "Sub-Saharan Africa". AP: "State Centralization and Resistance"
Era6.1.WH.4 Evaluate the roles of science and technology on the transformation of the first global age by examining multiple sources and perspectives	U3-1: Understand how historians create narratives to explain how human communities entered a global age during this era. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age.	U3: Geography - Unit 3 Mapping Part 1; "Survey of Transoceanic Empires"; <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH</i> ; <i>Capitalism and the Dutch East India Company: CCWH</i> . Origins ES: "Technology in the Age of Exploration"
Era6.1.WH.5 Evaluate ways in which globalization and the scarcity of resources contributed to conflict and cooperation within and among groups and empires	U3-2: Evaluate and analyze the historical narrative of the formation of a new global age. U3-1.3: Assess the connection between the Columbian Exchange, the transatlantic slave trade, and the plantation system.	U3: "The Columbian Exchange"; "Crops That Grew the World"; "The Effects of Global Interactions"; <i>The Columbian Exchange: CCWH</i> ; Causation - Migration; "Transatlantic Migration Patterns"; "Religious Syncretism in Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; "European Colonies in the Americas"; "The Transatlantic Slave Trade"; "Race and Coerced Labor Part I; How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II; Motivations and Justifications"; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i> ; "A Sublime Empire: Ottoman Rule on Land and Sea"; <i>The Omani Empire</i> ; "Mughal Empire"; "China Under Ming and Qing Rule"; "From Muscovy to the Russian Empire"; "Survey of Transoceanic Empires". AP: "State Centralization and Resistance"

Era6.1.WH.6 Analyze complex and interacting factors that influenced the perspectives of people	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. U3-1: Understand how historians create narratives to explain how human communities entered a global age during this era. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age. U3-4: Use historical thinking skills and reasoning practices such as claim testing, causation, comparison, and continuity and change over time to evaluate historical events and processes.	U3: <i>Unit 3 Overview Video</i> ; "Unit 3 Transoceanic Interconnections 1450 to 1750"; Geography - Unit 3 Mapping Part 1; "The Columbian Exchange"; "Crops That Grew the World"; "The Effects of Global Interactions"; <i>The Columbian Exchange: CCWH</i> ; Causation - Migration; "Transatlantic Migration Patterns"; "Religious Syncretism in Mexico City"; Sourcing - Spanish Conquest of the Aztec Empire; Our Interconnected World; "Overview of New Economic Systems"; "European Colonies in the Americas"; <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH; Capitalism and the Dutch East India Company: CCWH</i> ; Geography - Unit 3 Mapping Part 2; "The Transatlantic Slave Trade"; "Race and Coerced Labor Part I; How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II; Motivations and Justifications"; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; <i>Impact of the Slave Trade: Through a Ghanaian Lens</i> ; "A Sublime Empire: Ottoman Rule on Land and Sea"; <i>The Omani Empire</i> ; "Mughal Empire"; "China Under Ming and Qing Rule"; "From Muscovy to the Russian Empire"; "Survey of Transoceanic Empires"
Era6.1.WH.7 Analyze ways in which current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. U3-1: Understand how historians create narratives to explain how human communities entered a global age during this era. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age. U3-4: Use historical thinking skills and reasoning practices such as claim testing, causation, comparison, and continuity and change over time to evaluate historical events and processes.	U2: Sourcing - Introduction. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons; Gentlemen of the Jungle. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism
Era6.1.WH.8 Evaluate the credibility and the limitations of primary and secondary sources representing multiple perspectives	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.	U2: Sourcing - Introduction. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons; Gentlemen of the Jungle. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism
Era6.1.WH.9 Construct historical arguments or explanations about significant transformations and innovations of the first global age utilizing evidence from a variety of primary and secondary sources	U3-1: Understand how historians create narratives to explain how human communities entered a global age during this era. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age. U3-4: Use historical thinking skills and reasoning practices such as claim testing, causation, comparison, and continuity and change over time to evaluate historical events and processes. U3-5: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	U3: CCOT - The Global Tapestry to Transoceanic Connections; Causation - Migration; Empire Building; Contextualization - Mongol and Comanche Empires; DBQ 3
Strand: Era 7: Age of Revolutions 1750-1900		
Content Standard 2: Students will analyze the global revolutionary changes that shaped the emerging modern world.		
Era7.2.WH.1 Evaluate the development, expansion, and effects of industrialization in Europe, Asia, and the Americas	CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century. U5-2.2: Evaluate how the Industrial Revolution spread to a variety of global regions and how different nations adapted to these immense changes to communities, networks, and production and distribution	U5: Unit 5 Overview Video; "Unit 5 Overview: Industrialization 1750 to 1914"; Urbanization Game; <i>Origins of the Industrial Revolution</i> ; "The Industrial Revolution"; Images of the Industrial Revolution; <i>Railroads & the Industrial Revolution: CCWH</i> ; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> ; Assembly Line Simulation; "Responses to Industrialization"; Otilie Baader (Graphic Biography); Contextualization - Child Labor; "Child Labor"; Claim Testing - Social Class and Gender; "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Industrialization and Migration"
Era7.2.WH.2 Analyze the social, economic, and political ideas that influenced the 18th and 19th century revolutions	CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U4: <i>Unit 4 Overview Video</i> ; "Unit 4 Overview: Revolutions 1750 to 1914"; Unit 4 Problem Notebook; Revolution or Evolution?; "Ingredients for Revolution"; "The Enlightenment"; "The Atlantic Revolutions"; Revolutionary Women; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: CCWH; The French Revolution: CCWH</i> ; <i>Haitian Revolution; Latin American Revolutions: CCWH</i> .
Era7.2.WH.3 Analyze written documents that both articulate and contest the powers, responsibilities, and limits of a variety of governments over time	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.	U4: Enlightenment Quotes. U9: Comparison - Rights Documents. 1750 U2: Primary Sources: Words of the Enlightenment

Era7.2.WH.4 Analyze the reasons for and consequences of involuntary and voluntary mass migration (e.g., historical events, cultural practices, climate variability, resource use)	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. U3-1.4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas. U5-1.4: Describe how innovations made possible by the Industrial Revolution changed the movement of goods and people.	U3: "The Columbian Exchange"; Causation - Migration; "Transatlantic Migration Patterns". U5: Urbanization Game; "Industrialization and Migration"; <i>Railroads & the Industrial Revolution: CCWH</i>
Era7.2.WH.5 Compare the social and economic impact of different labor systems in the Age of Revolutions from multiple perspectives using primary and secondary sources	U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century. U5-5: Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.	U5: "The Industrial Revolution"; <i>Railroads & the Industrial Revolution: CCWH</i> ; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i> ; Assembly Line Simulation; "Responses to Industrialization"; Otilie Baader (Graphic Biography); Contextualization - Child Labor; "Child Labor"; Claim Testing - Social Class and Gender
Era7.2.WH.6 Assess the role Western imperialism played in creating spheres of influence and new patterns of colonization during the 19th century	U6-1: Describe how industrialization led to imperialism and the expansion of empires. U6-2: Understand and evaluate how communities responded to increased industrialization and the expansion of empires. U6-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. U6-4: Analyze the different ways communities responded to colonialism. U6-5: Use historical thinking skills and reasoning practices such as claim testing, causation, contextualization, and sourcing to analyze historical events and processes. U6-6: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	U6: <i>Unit 6 Overview Video</i> ; "Unit 6 Overview: Empire and Other Consequences of Industrialization 1850 to 1950"; Geography - Unit 6 Mapping Part 1; Unit 6 Problem Notebook; "Industrial Imperialism, the 'New' Imperialism"; <i>Imperialism: CCWH</i> ; Gentlemen of the Jungle; "Tools of Imperialism"; Imperialism Cartoons; <i>Contextualization - Opium Wars; Opium Wars</i> ; "Struggle and Transformation in China"; Sourcing - Differing Perspectives on Imperialism; "Colonial Violence"; Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); <i>Experiencing Colonialism: Through a Ghanaian Lens</i> ; "Imperialism and De-Industrialization in India"; Causation - Indian Uprising; "1857 Indian Uprising"; "responses to Industrial Imperialism"; Claim Testing - Imperialism; <i>Asian Responses to Imperialism: CCWH</i> ; "Dual Consciousness"; Geography - Unit 6 Mapping Part 2
Era7.2.WH.7 Analyze the effects of large- and small-scale population shifts on various regions, using geographic data	U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. U9-5: Analyze how globalization has impacted the environment.	U3: Data Exploration - Urbanization. U5: Geography - Unit 5 Mapping Part 1; Urbanization Game; "The Global Transformations of the Industrial Revolution"; Geography - Unit 5 Mapping Part 2. U6: Data Exploration - Greenhouse Gas Emissions; Geography - Unit 6 Mapping Part 2. U9: "Population and Environmental Trends, 1880 to the Present"; "The Anthropocene"; Data Exploration: Future Population Growth"
Era7.2.WH.8 Analyze ways in which the perspectives of people in the present shape the interpretations of the past, using available technology	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Imperialism Cartoons; "1857 Indian Uprising". 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources.
Era7.2.WH.9 Evaluate the credibility and the limitations of primary and secondary sources representing multiple perspectives	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources.
Era7.2.WH.10 Construct historical arguments or explanations about global changes caused directly or indirectly by economic and political revolutions, using primary and secondary sources	U4-5: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing. U5-6: Use historical thinking skills and reasoning practices such as historical comparison, contextualization, sourcing, and continuity and change over time to evaluate historical events and processes.	U4: Unit 4 LEQ. U5: CCOT - Revolutions to Industrialization; Making Claims - Industrialization; Sourcing - Why Was Slavery Abolished?; Contextualization - Child Labor; Claim Testing - Social Class and Gender; Unit 5 DBQ.
Strand: Era 8: Crisis and Achievement 1900-1945		
Content Standard 3: Students will analyze the reasons for and consequences of early 20th century crises and achievements.		
Era8.3.WH.1 Compare the complex causes of early 20th century rebellions worldwide (e.g., eastern Europe, Russia, North Africa, South Africa, China, Vietnam, India, South America, Central America)	U6-4: Analyze the different ways communities responded to colonialism. U7-3: Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. U7-2.2: Understand the causes and consequences of historical events that occurred during World War I such as the Armenian Genocide, Mexican Revolution, and Russian Revolution. U7-3: Use the historical reasoning practice of comparison to evaluate the Russian Revolution and an eighteenth-century political revolution.	U6: "Colonial Violence"; "Struggle and Transformation in China"; <i>Opium Wars</i> ; Contextualization - Opium Wars; Causation - Indian Uprising; "1857 Indian Rebellion"; "Responses to Industrial Imperialism". U7: "The Mexican Revolution"; "The Power of One - The Russian Revolution"; Comparison – Russian Revolution and ____ Revolution
Era8.3.WH.2 Examine the outcomes of social, economic, and political transformations in Africa, Asia, Middle East, and Latin America	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-2.2: Understand the causes and consequences of historical events that occurred during World War I such as the Armenian Genocide, Mexican Revolution, and Russian Revolution.	U7: <i>Southeast Asia and World War I</i> ; <i>The Middle East and World War I</i> ; "The Mexican Revolution"

Era8.3.WH.3 Examine causes leading up to the outbreak of World War I and World War II from multiple perspectives (e.g., imperialism, nationalism, alliances, militarism)	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. U7-1: Analyze the causes, scale, and consequences of global conflict in this era.	U7: <i>Unit 7 Overview Video</i> ; "Unit 7 Overview: Global Conflict, 1914 to 1945"; "What Caused the First World War?"; World War I Poster Analysis; Making Claims - World War I.
Era8.3.WH.4 Analyze short- and long-term outcomes of World War I and World War II from multiple perspectives	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-1: Analyze the causes, scale, and consequences of global conflict in this era. U7-2: Assess World War I as a total and global war. U7-3: Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide. U7-4: Understand the rise of fascism in various regions of the world, including its causes and consequences. U7-5: Evaluate why internationalism failed to prevent the rise of fascism and the Second World War. U7-4.1: Analyze the causes, scale, and consequences of World War II.	U7: <i>Unit 7 Overview Video</i> ; "Unit 7 Overview: Global Conflict, 1914 to 1945"; Geography - Unit 7 Mapping Part I; Unit 7 Problem Notebook; <i>Britain in World War I</i> ; <i>Southeast Asia in World War I</i> ; <i>The Middle East in World War I</i> ; Our Interconnected World - WWI; "The First World War as a Global War"; World War I Poster Analysis; "World War I: A Total War?"; Helen Fairchild (Graphic Biography); World War I Letters; <i>Armenian Genocide</i> ; "The Power of One - The Russian Revolution"; "A Lost Generation"; Dr. Rosa Luxemburg (Graphic Biography); World War I Peace Talks; <i>Internationalism Between the Wars</i> ; "Fascist Histories, Part I"; Geography - Unit 7 Mapping Part 2. Contextualization - The Great Depression; "Global Great Depression"; <i>Internationalism Between the Wars</i> ; What is Fascism?; "Fascist Histories, Part I"; Political Party Platform; "The Global Story of the 1930s"; "Communism in the Soviet Union"; Communism vs. Fascism; "The Second World War"; <i>World War II: CCWH</i> ; Plaek Phibunsongkhram (Graphic Biography); Claim Testing - Global Conflict; "The Holocaust"; Manuel Quezon (Graphic Biography); "Nuclear Weapons". 1750 U7: "Capitalism and World War I"; Geography - Unit 6 Mapping Part 2; "Economics in the Second World War"; Primary Sources - The Holocaust; Assessing Responsibility and Conscience; "Thirty Years of Continuous War"; Unit 7 Problem Notebook; Appeasement; "Fascism in Germany"; "Fascism in Italy"; "Authoritarianism in Japan"; Communism, Fascism, Both, or Neither!; "Fascist Histories Part II: Exercising Authoritarianism"; "Appeasement". U8: "Devastation of Old Markets"; "The Cold War: An Overview"
Era8.3.WH.5 Analyze the impact of advances in science and technology on World War I and World War II	U7-1: Analyze the causes, scale, and consequences of global conflict in this era. U7-2: Assess World War I as a total and global war. U7-4.5: Assess how new weapons led to growing tensions and a new type of war.	U7: "World War I: A Total War?"; World War I Letters; <i>Britain and World War I</i> ; <i>Southeast Asia and World War I</i> ; <i>The Middle East and World War I</i> ; "The Second World War"; <i>World War II: CCWH</i> ; "Nuclear Weapons". Origins E7: "The Course of the First World War"; <i>British Gas Hood</i> ; <i>Trench-fighting Tools</i>
Era8.3.WH.6 Compare and contrast the impact of political and military leadership of Axis and Allied powers during World War II	U7-1: Analyze the causes, scale, and consequences of global conflict in this era. U7-4.1: Analyze the causes, scale, and consequences of World War II.	U7: "Fascist Histories, Part I"; Political Party Platform; "The Second World War"; Causation - World War II; <i>World War II: CCWH</i> ; "The Holocaust"; "Nuclear Weapons". 1750 U7: Appeasement; "Thirty Years of Continuous War"; "Fascism in Germany"; "Fascism in Italy"; "Authoritarianism in Japan"; Communism, Fascism, Both, or Neither!; "Fascist Histories Part II: Exercising Authoritarianism"; "Appeasement"; "Economics in the Second World War"; Primary Sources - The Holocaust; Assessing Responsibility and Conscience; "Thirty Years of Continuous War"
Era8.3.WH.7 Analyze the changes in cultural and social life due to artistic and literary movements and scientific and technological innovations	CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	U7: "World War I: A Total War?"; "A Lost Generation". 1750 U7: "Art and the World Wars"
Era8.3.WH.8 Use appropriate sources to answer student-generated compelling and supporting questions about major conflicts in the early 20th century	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. U7-1: Analyze the causes, scale, and consequences of global conflict in this era.	U7: "Unit 7 Problem Notebook"; "What Caused the First World War?"; "The First War as a Global War"; World War I Poster Analysis; Making Claims - World War I; "World War I: A Total War?"; "A Lost Generation"; <i>Internationalism Between the Wars</i> ; "Fascist Histories, Part I"; "Communism in the Soviet Union"; "The Second World War"; What is This Asking?; Claim Testing - Global Conflict; "The Holocaust"; "Nuclear Weapons"
Era8.3.WH.9 Analyze ways in which the perspectives of people in the present shape the interpretations of the past using multiple sources and available data and technology	CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.	U7: World War I Poster Analysis; World War I Peace Talks; Political Party Platform. 1750 U7: Primary Sources: Internationalism; Primary Sources: The Holocaust; Assessing Responsibility and Conscience
Era8.3.WH.10 Construct explanations about early to mid-20th century events using multiple sources and available data and technology	U7-7: Use historical thinking skills and reasoning practices such as claim testing, causation, historical comparison, and continuity and change over time to analyze historical events and processes. U7-8: Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.	U7: Unit 7 Problem Notebook; CCOT - Empire to Global Conflict; Our Interconnected World - World War I; World War I Poster Analysis; Making Claims - World War I; World War I Letters; Comparison - Russian Revolution and ___ Revolution; World War I Peace Talks; Contextualization - The Great Depression; Causation - World War II; Claim Testing - Global Conflict; Geography - Unit 7 Mapping Part 2; Unit 7 DBQ.

Strand: Era 9: Contemporary World Since 1945		
Content Standard 4: Students will analyze the challenges and accomplishments of the contemporary world.		
Era9.4.WH.1 Analyze the change and continuity in global power shifts after World War II <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe • Middle East 	U8-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period. U8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.	U8: <i>Unit 8 Overview Video</i> ; "Unit 8 Overview: Cold War & Decolonization, 1945-1990"; Geography - Unit 8 Mapping Part 1; "Devastation of Old Markets"; "The Cold War: An Overview"; "The Cold War Around the World"; Simulation - Cold War Crisis; Sourcing - Who Started the Cold War?; Who Is "Winning" the Cold War? <i>Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens</i> ; Unit 8 Problem Notebook; "Connecting Decolonization and the Cold War"; Geography - Unit 8 Mapping Part 2; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i> ; Kwame Nkrumah (Graphic Biography); <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; "The Middle East and the End of Empire"; "Chinese Communist Revolution"; <i>Chinese Communist Revolution</i> ; "Civil Rights and Liberation"; "Apartheid". U9: <i>Conflict in Israel and Palestine: CCWH</i> .
Era9.4.WH.2 Evaluate social, economical, political, and technological causes and effects of accelerating global interdependence	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	U9: <i>Unit 9 Overview Video</i> ; "Unit 9 Overview: Globalization, 1900-Present"; CCOT-Unit Comparisons; Unit 9 Problem Notebook; "Introduction to Globalization"; <i>Globalization I – The Upside: CCWH</i> ; What's the Downside of Globalization?; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; Dollar Street Project; "International Institutions"; "Rise of China"; <i>Global China into the 21st Century</i> ; "Goods Across the World"; Follow the Product; "WTO Resistance"; Our Interconnected World - Frames; Making Claims - Globalization; Claim Testing - Globalization
Era9.4.WH.3 Analyze short- and long-term causes and effects of the following on humanity <ul style="list-style-type: none"> • disease • famine • genocide • loss of natural resources • terrorism 	U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-3: Investigate how different groups have responded to globalization. U9-4: Analyze how human rights have been impacted in a modern world.	U9: "Universal Rights"; Comparison - Rights Documents; "Why Does Genocide Still Happen?"; <i>Nonviolence and Peace Movements: CCWH</i> ; <i>Conflict in Israel and Palestine: CCWH</i> ; "International Institutions"; Making Claims - Globalization; "Transnationalism and the Revival of Nationalism"; "A Century of Refugees"; <i>Indigenous Americans and Globalization</i> ; Claim Testing - Globalization; "September 11, 2001"; "Movements to End Racial Injustice"; "Conflict Over Natural Resources"
Era9.4.WH.4 Assess geographic, human, and economic costs of war using evidence from multiple sources and perspectives	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-1: Analyze the causes, scale, and consequences of global conflict in this era.	U4: Data Exploration - War and Peace. U7: "The Second World War"; "The Holocaust"; "Nuclear Weapons". U8: "Devastation of Old Markets"; "The Cold War: an Overview"; "The Cold War Around the World"; "Connecting Decolonization and the Cold War"; "End of Old Regimes"; "The Middle East and the End of Empire"; "Chinese Communist Revolution"; <i>Chinese Communist Revolution</i> ; Geography - Unit 8 Mapping Part 2. U9: "Why Does Genocide Still Happen?"; "A Century of Refugees"; <i>Conflict in Israel and Palestine: CCWH</i> ; "Conflict Over Natural Resources"
Era9.4.WH.5 Assess the social, economic, political, and technological efforts to address economic imbalances and social inequalities among the world's peoples	U9-2: Evaluate how globalization has impacted inequality around the world. U9-3: Investigate how different groups have responded to globalization.	U8: Data Exploration - Global Inequality. U9: <i>Globalization I - The Upside: CCWH</i> ; What's the Downside of Globalization?; "The Trouble With Globalization"; "Is the World Flat or Spiky?"; Dollar Street Project; "International Institutions"; "WTO Resistance"; UN Sustainable Development Goals
Era9.4.WH.6 Construct explanations about the consequences of human-made and natural disasters as they affect global trade, politics, and human migration	U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-5: Analyze how globalization has impacted the environment.	U9: "A Century of Refugees"; UN Sustainable Development Goals; "The Anthropocene"; "Population and Environmental Trends, 1880 to the Present"; <i>Green Revolution</i> ; "Environmentalism"; "Conflict Over Natural Resources"; Causation - Environmental Change. 1750 U9: <i>Drought and Famine: CCWH</i> ; <i>Water and Classical Civilizations: CCWH</i>
Era9.4.WH.7 Critique the historical accuracy of a variety of secondary sources on topics in contemporary history (e.g., websites, documentaries, movies, newspaper articles, biographies)	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	U3: Claim Testing - Evidence. Note: the teacher could modify this activity to apply to secondary sources on topics in contemporary history.
Era9.4.WH.8 Analyze ways historical contexts continue to shape people's perspectives	U9-6: Use historical thinking skills and reasoning practices such as claim testing, historical comparison, causation, and continuity and change over time to analyze historical events and processes.	U9: CCOT - Unit Comparisons; "Universal Rights"; Comparison - Rights Documents; "Why Does Genocide Still Happen?"; Our Interconnected World - Frames; "Transnationalism and the Revival of Nationalism"; <i>Indigenous Americans and Globalization</i> ; <i>Conflict in Israel and Palestine: CCWH</i> ; "Movements to End Racial Injustice"