



WHP AND CALIFORNIA'S HISTORY SOCIAL SCIENCE CONTENT STANDARDS

MAY 2020



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California WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for California's 10th grade students to develop a well-grounded foundation for deep understanding of world history through WHP's readings, videos, and activities. WHP aligns with the vast majority of California's History–Social Science Content Standards. Accordingly, teachers are encouraged to revise or include additional materials at any point in the WHP course in order to focus on, or dig more deeply into, specific topics or periods such as the development of Western political ideas using selections from Plato and Aristotle. WHP includes two chronological courses: Origins to the Present and 1750 to present. California's world history course starts in 1750; however, items from the Origins course may be used as supplementary materials. The accompanying crosswalk provides examples of aligned materials from both courses.

WHP and California's History–Social Science Content Standards

While completing the WHP curriculum, students will learn historical content, through various frames, and will develop and apply their inquiry skills.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 California's History–Social Science Content Standards such as “Historical Interpretation Standard 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect” and “Historical Research, Evidence, and Point of View Standard 2. Students identify bias and prejudice in historical interpretations.” WHP includes multiple opportunities for students to engage in inquiry-based learning: close reading strategies for both text and video, evidence-based writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. As noted, 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 the American Revolution and the Industrial Revolution, which are all aligned to California's content expectations for world history. Additional information on the frames and scales can be found in the WHP Course Guide. Moreover, in California's world history course, there is an emphasis on 1750 to the present day. Specifically, California's standards document states “Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars.” All of these course expectations are found throughout the WHP Course. Students begin the course with an exploration of the world in 1750, including reasoning for why a world history course should begin in 1750. The course then dives into the Enlightenment as a period that acts as a bridge to the modern world and the catalyst for the political revolutions of the eighteenth and nineteenth centuries. Students continue their learning by exploring topics such as

nationalism, industrialization, imperialism, colonialism, the world wars, Cold War, and globalization. Because of its strong alignment with specific standards, WHP is an excellent fit for meeting California's high school world history course expectations.

WHP, the Common Core State Standards, and the C3 Framework

California's History–Social Science Content Standards were 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. An in-depth discussion of the progressions can be found in the “WHP Practice Progressions Guide.”

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 California's students to meet the 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 California's high school world history course.

California Standards WHP Objectives Crosswalk
Skills

CALIFORNIA 10th GRADE HISTORY-SOCIAL SCIENCE CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE=E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS
HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS		
Chronological and Spatial Thinking		
<p>1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p>	<p>Origins CO5 and 1750 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.</p>	<p>Origins E1 and 1750 U1: Comparison - Life in 1750 and Today Origins E2: Comparison - Archaeological Sites Origins E3: Comparison - Belief Systems Origins E4: Comparison - Women Origins E6: Comparison - Egypt and Japan Origins E7: Comparison - Decolonizing Women; Comparison - Rights Documents 1750 U3: Comparison - Egypt and Japan; Urbanization Game 1750 U4: Comparison – Women’s Suffrage 1750 U6: Comparison - Russian Revolution and ? 1750 U8: Comparison - Decolonizing Women 1750 U9: Comparison - Rights Documents</p>
<p>2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p>	<p>Origins CO5 and 1750 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.</p>	<p>Origins E2: Causation - From Foraging to Complex Societies Origins E3: Causation - Population Growth; CCOT - Empires Origins E4: Causation - Autopsy of an Empire; CCOT - Regional Webs Origins E5: CCOT - The First Global Age; CCOT - Africa and the Americas Origins E6: Causation - Recipe for a Revolution; CCOT - The Long Nineteenth Century Origins E7: CCOT - Era Comparisons 1750 U2: Causation - Revolutions; Causation - Recipe for a Revolution 1750 U3: Causation - Industrialization to Migration; Urbanization Game; CCOT - Revolutions to Industrialization 1750 U5: Causation - Indian Uprising; CCOT - Transformations to Responses 1750 U6: CCOT - Imperialism to Colonialism to WWI 1750 U7: Causation – WWII 1750 U8: CCOT - WWII to Cold War 1750 U9: CCOT - Unit Comparisons</p>
<p>3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p>	<p>Origins CO5 and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>Origins E2: <i>The Agricultural Revolution: CCWH</i>; "The First Farmers in Africa, the Cradle of Humanity" Origins E3: "Pastoralist, Nomads, and Foragers"; Mapping Regional Trade Networks; "Phoenicians: Masters of the Sea"; <i>The Silk Road and Ancient Trade: CCWH</i> "Growth of Cities" Origins E4: "Networks and Exchange in the Islamic World"; "The Spread of Farming in Sub-Saharan Africa: Bantu Migrations"; "The Silk Road" Origins E5: "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; Our Interconnected World 1750 U3: The Urbanization Game 1750 U9: <i>Indigenous Americans and Globalization; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH</i> NOTE: Geography activities will be included in the .0 lessons for all eras/units (forthcoming).</p>
<p>4. Students relate current events to the physical and human characteristics of places and regions.</p>	<p>Origins CO6 and 1750 CO6: Interpret population data at key points throughout history in order to understand how population is both a cause and a consequence of other developments (political, social, economic, environmental). Origins U7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment. 1750 U9.5-1: Describe the effects of population growth and environmental change during this era. 1750 U9.5-2: Assess how access to natural resources in the twenty-first century might lead to future conflicts. 1750 U9.5-3: Learn how to take informed action to help preserve natural resources for future generations. 1750 9.5-4: Evaluate how community identities have changed in our global age.</p>	<p>Origins E7 and 1750 U9: "Population and Environmental Trends: 1880 to the Present"; "Is the World Flat or Spiky?"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"; Claim Testing - Globalization; "The Trouble with Globalization"; UN Sustainable Development Goals; "The Anthropocene"; <i>Humans and Energy: CCWH</i>; "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH</i>; "Environmentalism"</p>
Historical Research, Evidence, and Point of View		
<p>1. Students distinguish valid arguments from fallacious arguments in historical interpretations.</p>	<p>Origins CO5 and 1750 CO5: Use 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.</p>	<p>Origins E2 and 1750 U2: Claim Testing - Authority Origins E3 and 1750 U3: Claim Testing - Evidence Origins E4: Claim Testing - The Muslim World 1750 U4: Claim Testing - Social Class and Gender Origins E6 and 1750 U5: Claim Testing - Imperialism Origins E7 and 1750 U7: Claim Testing - Global Conflict Origins E7 and 1750 U9: Claim Testing - Globalization Origins E7 and 1750 U8: Cold War Crisis Origins E7 and 1750 U7: Human Rights and Asylum Debate Origins (all eras) and 1750 (all units): Three Close Reads; DBQs and LEQs (forthcoming)</p>

<p>2. Students identify bias and prejudice in historical interpretations.</p>	<p>Origins CO3 and 1750 CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies, to gain a deeper understanding of human history. Origins CO5 and 1750 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.</p>	<p>Origins E3: Sourcing - "The Deeds of the Divine Augustus" Origins E4: Sourcing - Emperor Hongwu's Edict Origins E5: "Sources of Mongol History"; Sourcing - Spanish Conquest of the Aztec Empire Origins E6: Sourcing - Differing Perspectives on Imperialism 1750 U1: "Primary Sources: Europe and China in 1750"; "Primary Sources: The World In 1750" 1750 U2: Sourcing – The Inoculation Debate 1750 U3: "Industrial Revolution Primary Sources" 1750 U4: Sourcing – Why Was Slavery Abolished? 1750 U5: Sourcing - Differing Perspectives on Imperialism 1750 U7: "Primary Sources of Internationalism" 1750 U8: Sourcing - Who Started the Cold War?</p>
<p>3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p>	<p>Origins CO2 and 1750 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives Origins CO5 and 1750 CO5: Use 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.</p>	<p>Origins E2: When Did Humans Get to the Americas?; Comparison - Archaeological Sites; Why Does Language Matter? Origins E4: Naming This Time Period; Claim Testing - The Muslim World Origins E6: Claim Testing - Imperialism (also in 1750 U5); Imperialism Cartoons (also in 1750 U5) Origins E7: Cold War Crisis (also in 1750 U8); Who Is "Winning" the Cold War (also in 1750 U8); Human Rights and Asylum Debate (also in 1750 U7); Claim Testing - Global Conflict (also in 1750 U7); Claim Testing - Globalization (also in 1750 U9) 1750 U2: Revolutionary Women; Claim Testing - Evidence 1750 U4: Claim Testing - Social Class and Gender Origins (all eras) and 1750 (all units): DBQs and LEQs (forthcoming)</p>
<p>4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>	<p>Origins and 1750 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. Origins and 1750 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.</p>	<p>Origins E2 and 1750 U2: Claim Testing - Authority Origins E3 and 1750 U3: Claim Testing - Evidence Origins E4: Claim Testing - The Muslim World 1750 U4: Claim Testing - Social Class and Gender Origins E6 and 1750 U5: Claim Testing - Imperialism Origins E7 and 1750 U7: Claim Testing - Global Conflict Origins E7 and 1750 U9: Claim Testing - Globalization Origins E7 and 1750 U8: Cold War Crisis Origins E7 and 1750 U7: Human Rights and Asylum Debate Origins (all eras) and 1750 (all units): DBQs and LEQs (forthcoming)</p>
Historical Interpretation		
<p>1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p>	<p>Origins and 1750 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.</p>	<p>Origins E2: Causation - From Foraging to Complex Societies Origins E3: Causation - Population Growth Origins E4: Causation - Autopsy of an Empire Origins E6: Causation - Recipe for a Revolution 1750 U2: Causation - Revolutions; Causation - Recipe for a Revolution 1750 U3: Causation - Industrialization to Migration; Urbanization Game 1750 U5: Causation - Indian Uprising 1750 U7: Causation – WWII</p>
<p>2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>	<p>Origins and 1750 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.</p>	<p>Origins E2: Causation - From Foraging to Complex Societies Origins E3: Causation - Population Growth Origins E4: Causation - Autopsy of an Empire Origins E6: Causation - Recipe for a Revolution 1750 U2: Causation - Revolutions; Causation - Recipe for a Revolution 1750 U3: Causation - Industrialization to Migration; Urbanization Game 1750 U5: Causation - Indian Uprising 1750 U7: Causation – WWII</p>
<p>3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>	<p>Origins and 1750 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.</p>	<p>Origins E6 and 1750 U2: Revolutionary Women Origins E7 and 1750 U8: Who Is "Winning" the Cold War? Origins E3: Contextualization - Agrarian Societies 1750 U3: Contextualization - How Was Industrialization Possible? Origins E4: Contextualization - Mansa Musa 1750 U4: Contextualization- Child Labor Origins E5: Contextualization - Pastoral Empires: Mongols and Comanches 1750 U5: Contextualization - Opium Wars Origins E6: Contextualization - Child Labor 1750 U7: Contextualization - The Great Depression</p>
<p>4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins and 1750 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.</p>	<p>Origins E6 and 1750 U4: The Sadler Report; Contextualization - Child Labor Origins E7 and 1750 U7: Appeasement; Political Party Platform Origins E7 and 1750 U8: Simulation - Cold War Crisis; Who Is Winning the Cold War?</p>
<p>5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.</p>	<p>Origins CO5 and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins E.4-5 and 1750 9.1-2: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>1750 U3: The Urbanization Game Origins E7 and 1750 U6: World War I: A Total War? Origins E7 and 1750 U9: "The Trouble with Globalization"; "Is the World Flat or Spiky?"; <i>Indigenous Americans and Globalization</i>; Unit 9 Problem Notebook; UN Sustainable Development Goals; "Population Explosion and Environmental Trends: 1880 to the Present"; <i>Green Revolution</i>; <i>Drought and Famine: CCWH</i>; <i>Humans and Energy: CCWH</i>; "Environmentalism"</p>

<p>6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 U4-2: Understand the new economic systems that were developed in response to Industrialization. 1750 U7-3: Assess how technology, combined with economic systems such as capitalism, and political ideologies such as fascism impacted World War II. 1750 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.</p>	<p>Origins E6 and 1750 U7: Global Great Depression Origins E7 and 1750 U9: "International Institutions"; UN Sustainable Development Goals Origins E7: CCOT – Era Comparisons 1750 U9: Unit 9: Globalization, Internationalism, and Nationalism; Dollar Street Project; "Rise of China"; "Following Goods Across the World"</p>
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California Standards WHP Objectives Crosswalk
Western Thought & Revolutions

CALIFORNIA 10th GRADE HISTORY-SOCIAL SCIENCE CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS
WESTERN THOUGHT		
10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.		
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	Origins E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies.	Origins E3: <i>Christianity from Judaism to Constantine: Crash Course</i> ; "Judaism"; "Christianity"; <i>The Persians and the Greeks: Crash Course</i> ; <i>The Roman Empire, Or Republic, Or Which Was It?: Crash Course</i> ; "The Roman Empire"; Sourcing - "The Deeds of the Divine Augustus"; "Women and Families in Classical Society"; <i>Comparative Roles of Women in Rome and Han China</i>
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.		
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	Origins CO5 and 1750 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.	Origins E6 and 1750 U2: "The Atlantic Revolutions"; "Sovereignty"; <i>Tea, Taxes, and the American Revolution: Crash Course</i> ; <i>The French Revolution: Crash Course</i> ; <i>Haitian Revolutions: Crash Course</i> ; <i>Latin American Revolutions: Crash Course</i> Origins E7 and 1750 U9: Comparison – Rights Documents
REVOLUTIONS		
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations		
1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	Origins and 1750 CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies. Origins E6: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. 1750 U2-3: Understand the influence of Enlightenment ideas on political revolutions.	1750 U2 and Origins U6: <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Words of the Enlightenment"; "Sovereignty"; "Ingredients for Revolution"; "The Atlantic Revolutions"; Revolutionary Women; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: Crash Course</i> ; <i>The French Revolution; Crash Course</i> ; <i>Haitian Revolutions: Crash Course</i> ; <i>Latin American Revolutions: Crash Course</i>
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	Origins and 1750 CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies. Origins E6: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. 1750 U2-3: Understand the influence of Enlightenment ideas on political revolutions.	1750 U2 and Origins U6: <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Words of the Enlightenment"; "Ingredients for Revolution"; "Sovereignty"; "The Atlantic Revolutions"; Revolutionary Women; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: Crash Course</i> ; <i>The French Revolution; Crash Course</i> ; <i>Haitian Revolutions: Crash Course</i> ; <i>Latin American Revolutions: Crash Course</i> Origins E7 and 1750 U9: Comparison - Rights Documents NOTE: An article on the English democratic documents is forthcoming.
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins E6-1 and 1750 U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era.	1750 U2 and Origins U6: "Sovereignty"; "The Atlantic Revolutions"; Revolutionary Women; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: Crash Course</i> ; <i>The French Revolution; Crash Course</i> ; <i>Haitian Revolutions: Crash Course</i> ; <i>Latin American Revolutions: Crash Course</i> Origins E7 and 1750 U9: Comparison - Rights Documents
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	Origins E6-1 and 1750 U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era.	Origins E6 and 1750 U2: "The Atlantic Revolutions"; <i>The French Revolution: Crash Course</i> 1750 U2: "The World Revolution of 1848" NOTE: An article on Napoleon is forthcoming.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	Origins E6-1 and 1750 U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. 1750 U2-2: Assess the role of nationalism in the creation of new empires and the rise of the nation-state.	1750 U2: "Origins and Impacts of Nationalism"; "The World Revolution of 1848"; "Italian Nationalism"; "Bismark and German Unification"; "Ethnic Nationalism" NOTE: An article on Napoleon is forthcoming.

California Standards WHP Objectives Crosswalk
Industrial Revolution

CALIFORNIA 10th GRADE HISTORY-SOCIAL SCIENCE CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS
INDUSTRIAL REVOLUTION		
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.		
1. Analyze why England was the first country to industrialize.	Origins E6-2 and 1750 U3-1: 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.	Origins E6 and 1750 U3: <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; "Scale of the Industrial Revolution"; Contextualization - How Was Industrialization Possible?; When Countries Industrialized
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	Origins E6-2 and 1750 U3-1: 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.	Origins E6 and 1750 U3: <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; Urbanization Game; "Scale of the Industrial Revolution"; "The Scientific Revolution"; Contextualization - How Was Industrialization Possible?; When Countries Industrialized; "Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Migration and Industrialization"; Causation - Industrialization to Migration; <i>The Railroad Journey and the Industrial Revolution: CCWH</i> NOTE: An article about new technologies of the Industrial Revolution is forthcoming.
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins E6-2 and 1750 U3-1: 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.	Origins E6 and 1750 U3 and U4: Urbanization Game; "Scale of the Industrial Revolution"; "The Industrial Revolution"; "Industrial Revolution Primary Sources"; "Global Transformations of the Industrial Revolution"; "Migration and Industrialization"; Causation - Industrialization to Migration; <i>Unit 4 Overview Video</i> ; "Unit 4 Overview"; Assembly Line Simulation; "Class Structure"; "The Rise of the Proletariat"; The Sadler Report; Contextualization - Child Labor; Comparison - Women's Suffrage; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	Origins E6-4: Evaluate why people's perceptions of labor, women's rights, and human rights changed during this era. 1750 U4-1: Analyze the various responses to industrialization that occurred in different regions of the world. 1750 U4-3: Critique the theories explaining the abolition of slavery.	Origins E6 and 1750 U4: <i>Unit 4 Overview Video</i> ; "Unit 4 Overview"; Assembly Line Simulation; "Class Structure"; "The Rise of the Proletariat"; The Sadler Report; Contextualization - Child Labor; "Slavery and Capitalism?"; "Why Was Slavery Abolished: Three Theories"; Sourcing - Why Was Slavery Abolished?; Claim Testing - Social Class and Gender
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 U4-2: Understand the new economic systems that were developed in response to industrialization.	Origins E6 and 1750 U3: <i>Coal, Steam, and The Industrial Revolution: Crash Course</i> ; Urbanization Game; "The Industrial Revolution"; "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Imperialism and De-industrialization in India"; <i>The Railroad Journey and the Industrial Revolution: Crash Course</i> 1750 U4: "Overview of New Economic Systems"
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	Origins and 1750 U4-1: Analyze the various responses to industrialization that occurred in different regions of the world. 1750 U4-2: Understand the new economic systems that were developed in response to industrialization.	Origins E6 and 1750 U4: "Overview of New Economic Systems"; "The Rise of the Proletariat"; "Responses to Industrialization"; Economic Systems Simulation; <i>Capitalism and Socialism: Crash Course</i> ; "Slavery and Capitalism"; "Why Was Slavery Abolished? Three Theories"; Sourcing - Why Was Slavery Abolished?; Claim Testing - Social Class and Gender Origins E7 and 1750 U6: "Capitalism and World War I"; "The Power of One: The Russian Revolution"; "A Lost Generation"; "Global Great Depression"; "The Global Story of the 1930s"; "Communism in the Soviet Union"; Communism vs. Fascism; Communism, Fascism, Both, or Neither!
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.		NOTE: An article on Romanticism is forthcoming.
IMPERIALISM		

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and		
1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 U5-1: Describe how industrialization led to imperialism and the expansion of empires. 1750 U5-2: Examine the ways in which colonialism directly impacted societies, and continue to do so today.	Origins U6 and 1750 U5: <i>Unit 5 Overview Video</i> ; "Unit 5 Overview"; <i>Imperialism: CCWH</i> ; "Industrial Imperialism, the 'New' Imperialism"; "Images of Industrial Imperialism"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; Gentlemen of the Jungle; Claim Testing - Imperialism; "Struggle and Transformation in China"; "Tools of Imperialism"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 U5-1: Describe how industrialization led to imperialism and the expansion of empires.	Origins U6 and 1750 U5: <i>Unit 5 Overview Video</i> ; "Unit 5 Overview"; <i>Imperialism: CCWH</i> ; "Industrial Imperialism, the 'New' Imperialism"; "Responses to Industrial Imperialism"; Claim Testing - Imperialism; "Tools of Imperialism"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons AP: Europe 1200-1450 (forthcoming)
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 U5.2-6: Analyze the different ways communities responded to colonialism.	Origins U6 and 1750 U5: <i>Unit 5 Overview</i> ; "Unit 5 Overview"; <i>Imperialism: CCWH</i> ; Gentlemen of the Jungle; Claim Testing - Imperialism; "Colonial Violence"; <i>Experiencing Colonialism Through a Ghanaian Lens</i> ; Causation - Indian Uprising; "1857 Indian Uprising"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; "Dual Consciousness"
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 U5.2-6: Analyze the different ways communities responded to colonialism.	Origins U6 and 1750 U5: <i>Unit 5 Overview</i> ; "Unit 5 Overview"; <i>Imperialism: CCWH</i> ; Gentlemen of the Jungle; Claim Testing - Imperialism; "Colonial Violence"; <i>Experiencing Colonialism Through a Ghanaian Lens</i> ; Causation - Indian Uprising; "1857 Indian Uprising"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; "Dual Consciousness"

California Standards WHP Objectives Crosswalk
World War I

CALIFORNIA 10th GRADE HISTORY-SOCIAL SCIENCE CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U-#-#; ORIGINS COURSE=E-#-#; U-#-#/E-#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS
FIRST WORLD WAR		
10.5 Students analyze the causes and course of the First World War.		
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."	Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 6-1: Understand the causes and consequences of World War I and how this war was the first global and total war.	Origins E7 and 1750 U6: "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; "World War I: A Total War?"; WWI Letters; World War I Peace Talks; Our Interconnected World - World War I; "Capitalism and World War I"; "A Lost Generation"; Unit 6 Problem Notebook
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 6-1: Understand the causes and consequences of World War I and how this war was the first global and total war.	Origins E7 and 1750 U6: "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; "World War I: A Total War?"; Our Interconnected World - World War I; "Capitalism and World War I" NOTE: An article on the turning points of WWI is forthcoming.
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	1750 U6-3: Understand the causes and consequences of historical events that occurred during World War I such as the Russian Revolution and the Armenian Genocide.	Origins E7 and 1750 U6: "The First World War as a Global War"; "World War I: A Total War?"; "The Power of One: The Russian Revolution"; Comparison - Russian Revolution and ?
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 6-1: Understand the causes and consequences of World War I and how this war was the first global and total war.	Origins E7 and 1750 U6: "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; "World War I: A Total War?"; Our Interconnected World - World War I; "Capitalism and World War I"
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1760 6-2: Understand the causes and consequences of historical events that occurred during World War I such as the Russian Revolution and the Armenian genocide. 1750 U6-4: Assess the effects of the First World War on the communities that participated.	Origins E7 and 1750 U6: "The First World War as a Global War"; "World War I: A Total War?"; <i>Armenian Genocide</i>
EFFECTS OF THE FIRST WORLD WAR		
10.6 Students analyze the effects of the First World War.		
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.	Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 U6-4: Assess the effects of the First World War on the communities that participated.	Origins E7 and 1750 U6: "The First World War as a Global War"; CCOT – Imperialism and Colonialism to World War I; "Capitalism and World War I"; World War I Peace Talks 1750 U7: <i>Internationalism Between the Wars</i> ; "Primary Sources of Internationalism"
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	Origins E7-2: Evaluate how nationalism influenced political revolutions and wars during this era along with the migration of peoples around the world. Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 U6-4: Assess the effects of the First World War on the communities that participated.	Origins E7 and 1750 U6: "The First World War as a Global War"; "World War I: A Total War?"; <i>Armenian Genocide</i> ; World War I Peace Talks
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.	Origins E7 and 1750 U7: "Global Great Depression"; <i>What Is Fascism?</i> ; "Fascist Histories, Part I"; "The Global Story of the 1930s"; "Fascism in Germany"; "Communism in the Soviet Union"; "Authoritarianism in Japan"; "Fascist Histories, Part II: Exercising Authoritarianism"
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	1750 U6-4: Assess the effects of the First World War on the communities that participated.	Origins E7 and 1750 U6: "World War I: A Total War?"; "A Lost Generation" NOTE: An article about the artistic, literary, and philosophical movements of this era is forthcoming.
TOTALITARIAN GOVERNMENTS		
10.7 Students analyze the rise of totalitarian governments after World War I.		
1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	1760 6-2: Understand the causes and consequences of historical events that occurred during World War I such as the Russian Revolution and the Armenian genocide.	Origins E7 and 1750 U6: "Capitalism and World War I"; "The Power of One: The Russian Revolution"; Comparison - Russian Revolution and ?

<p>2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</p>	<p>1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.</p>	<p>1750 U7: "Communism in the Soviet Union"</p>
<p>3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</p>	<p>Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.</p>	<p>Origins E7 and 1750 U7: "Global Great Depression"; <i>What Is Fascism?</i>; "Fascist Histories, Part I"; "The Global Story of the 1930s"; "Fascism in Germany"; "Communism in the Soviet Union"; "Authoritarianism in Japan"; "Fascist Histories, Part II: Exercising Authoritarianism"</p>

California Standards WHP Objectives Crosswalk
World War II

CALIFORNIA 10th GRADE HISTORY-SOCIAL SCIENCE CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE=E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS
WORLD WAR II		
10.8 Students analyze the causes and consequences of World War II.		
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.	Origins E7-3: Explain the creation of new political ideologies and wars during this era along with the migration of peoples around the world. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences. 1750 U7-2: Analyze the causes, scale, and consequences of World War II.	Origins E7 and 1750 U7: "The Global Story of the 1930s"; "Fascism in Germany"; "Communism in the Soviet Union"; "Authoritarianism in Japan"; "Fascist Histories, Part II: Exercising Authoritarianism"
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	Origins E7-3: Explain the creation of new political ideologies and wars during this era along with the migration of peoples around the world. Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 U7-2: Analyze the causes, scale, and consequences of World War II.	Origins E7 and 1750 U7: "Global Great Depression"; Political Party Platform; <i>What Is Fascism?</i> ; "Fascist Histories" (Parts I and II); <i>Internationalism Between the Wars</i> ; 1750 U7: "Primary Sources of Internationalism"; Appeasement; "The Global Story of the 1930s"; "Fascism in Germany"; "Fascism in Italy"; "Communism in the Soviet Union"; "Authoritarianism in Japan"; "Appeasement"
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	Origins E7-3: Explain the creation of new political ideologies and wars during this era along with the migration of peoples around the world. 1750 U7-2: Analyze the causes, scale, and consequences of World War II. 1750 U7-3: Assess how technology, combined with economic systems such as capitalism, and political ideologies such as fascism impacted World War II.	Origins E7 and 1750 U7: "The Second World War"; <i>World War II: Crash Course</i> ; "Economics in the Second World War"; "The Holocaust"; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict 1750 U7: "Causes, Scale, and Consequences of the Holocaust"; "Nuremberg Laws, Nuremberg Trials"
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	Origins E7-3: Explain the creation of new political ideologies and wars during this era along with the migration of peoples around the world. 1750 U7-2: Analyze the causes, scale, and consequences of World War II. 1750 U7-3: Assess how technology, combined with economic systems such as capitalism, and political ideologies such as fascism impacted World War II.	Origins E7 and 1750 U7: "The Second World War"; <i>World War II: Crash Course</i> ; "Economics in the Second World War"; "The Holocaust"; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict 1750 U7: "Causes, Scale, and Consequences of the Holocaust"; "Nuremberg Laws, Nuremberg Trials"
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	Origins E7-3: Explain the creation of new political ideologies and wars during this era along with the migration of peoples around the world. 1750 U7-2: Analyze the causes, scale, and consequences of World War II. 1750 U7-4: Understand and evaluate the causes, scale, and consequences of the Holocaust.	Origins E7 and 1750 U7: <i>The Fallen of World War II</i> ; "The Second World War"; <i>World War II: Crash Course</i> ; "The Holocaust"; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict 1750 U7: "Causes, Scale, and Consequences of the Holocaust"; "Nuremberg Laws, Nuremberg Trials"
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.	1750 7.0-3: Analyze the causes, scale, and consequences of World War II.	Origins E7 and 1750 U7: <i>The Fallen of World War II</i> ; "The Second World War"; <i>World War II: Crash Course</i> ; "The Holocaust"; "Nuclear Weapons"; "Thirty Years of Continuous War"; Claim Testing - Global Conflict 1750 U7: "Causes, Scale, and Consequences of the Holocaust"; "Nuremberg Laws, Nuremberg Trials"
POST WORLD WAR II		
10.9 Students analyze the international developments in the post-World War II world.		
1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War.	Origins E7 and 1750 U7: "Nuclear Weapons" Origins E7 and 1750 U8: "Devastation of Old Markets"; "End of Empire and the Cold War"; "The Cold War: An Overview"; "The Cold War Around the World" 1750 U8: CCOT – World War II to the Cold War
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 U8-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period. 1750 8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. 1750 U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.	Origins U7 and 1750 U8: <i>Unit 8 Overview</i> ; "Unit 8 Overview"; "Devastation of Old Markets"; "The Cold War: An Overview"; Sourcing - Who Started the Cold War?; <i>USA vs. USSR Fight! The Cold War: CCWH</i> ; "The Cold War Around the World"; Simulation - Cold War Crisis; <i>Decolonization and the Cold War: Through a Caribbean Lens</i> ; <i>Decolonization and the Cold War: Through an Asian Lens</i> ; Who Is "Winning" the Cold War?
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 U8-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period. 1750 8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. 1750 U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.	Origins U7 and 1750 U8: <i>Unit 8 Overview</i> ; "Unit 8 Overview"; "Devastation of Old Markets"; "The Cold War: An Overview"; Sourcing - Who Started the Cold War?; <i>USA vs. USSR Fight! The Cold War: CCWH</i> ; "The Cold War Around the World"; Simulation - Cold War Crisis; <i>Decolonization and the Cold War: Through a Caribbean Lens</i> ; <i>Decolonization and the Cold War: Through an Asian Lens</i> ; Who Is "Winning" the Cold War?

<p>4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p>	<p>Origins and 1750 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. 1750 8.2-5: Learn about the influence of communism in China and the political revolution that occurred in this nation.</p>	<p>1750 U8: <i>Decolonization and the Cold War: CCWH; Decolonization and Nationalism Triumphant: CCWH; "Chinese Communist Revolution"</i></p>
<p>5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p>	<p>Origins and 1750 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. 1750 U8.2-1: Analyze the end of old regimes and the movement toward decolonization.</p>	<p>1750 U8: "Collapse of Communism"; CCOT – World War II to the Cold War</p>
<p>6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p>	<p>1750 U8.2-4: Asses how the Cold War, colonial resistance, and decolonization were intertwined in the Middle East.</p>	<p>1750 U8: "Middle East in the 20th Century" Origins E7 and 1750 U9: <i>Conflict in Israel and Palestine: CCWH</i></p>
<p>7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p>	<p>1750 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.</p>	<p>Origins E7 and 1750 U8: "The Cold War: An Overview" 1750 U8: "Collapse of Communism"; CCOT – World War II to the Cold War; Unit 8 Problem Notebook</p>
<p>8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p>	<p>1750 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. 1750 9.0-2: Assess how new international institutions formed and their impact on human communities around the world.</p>	<p>Origins E7 and 1750 U8: "International Institutions"; "Cold War Around the World"; "Why Does Genocide Still Happen?" 1750 U8: "End of Old Regimes"; CCOT – World War II to the Cold War</p>

California Standards WHP Objectives Crosswalk
Nation Building

CALIFORNIA 10th GRADE HISTORY-SOCIAL SCIENCE CONTENT STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT CALIFORNIA SKILLS AND STANDARDS
Nation-Building		
10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of		
<p>1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p>	<p>Origins 7.4-4: Assess how nationalism and political sovereignty led to a new generation of political revolutions. Origins 7.4-5 and 1750 8.2-3: Examine the conflict between Israel and Palestine and the ongoing tensions in the Middle East. Origins 7.5-3 and 1750 9.3-2: Evaluate the shifting of economic power from the West (America) back to the East (China). 1750 9.4-1: Analyze a variety of indigenous responses to globalization, in places such as Mexico.</p>	<p>Origins E7 and 1750 U8: <i>Decolonization and Nationalism Triumphant: Crash Course; "And Then Gandhi Came"; Comparison - Decolonizing Women; "Decolonizing Women"</i> 1750 U8: "Middle East in the Twentieth Century"; "Apartheid" Origins E7 and 1750 U9: "Rise of China"; <i>Conflict in Israel and Palestine: Crash Course; "The Zapatistas in Mexico"; Indigenous Americans and Globalization</i> 1750 U9: "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City</i></p>
<p>2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p>	<p>Origins 7.4-4: Assess how nationalism and political sovereignty led to a new generation of political revolutions. Origins 7.4-5 and 1750 8.2-3: Examine the conflict between Israel and Palestine and the ongoing tensions in the Middle East. Origins 7.5-3 and 1750 9.3-2: Evaluate the shifting of economic power from the West (America) back to the East (China). 1750 9.4-1: Analyze a variety of indigenous responses to globalization, in places such as Mexico.</p>	<p>Origins E7 and 1750 U8: <i>Decolonization and Nationalism Triumphant: Crash Course; "And Then Gandhi Came"; Comparison - Decolonizing Women; "Decolonizing Women"</i> 1750 U8: "Middle East in the Twentieth Century"; "Apartheid" Origins E7 and 1750 U9: "Rise of China"; <i>Conflict in Israel and Palestine: Crash Course; "The Zapatistas in Mexico"; Indigenous Americans and Globalization</i> 1750 U9: "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City</i></p>
<p>3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>	<p>Origins 7.4-4: Assess how nationalism and political sovereignty led to a new generation of political revolutions. Origins 7.4-5 and 1750 8.2-3: Examine the conflict between Israel and Palestine and the ongoing tensions in the Middle East. Origins 7.5-3 and 1750 9.3-2: Evaluate the shifting of economic power from the West (America) back to the East (China). 1750 9.4-1: Analyze a variety of indigenous responses to globalization, in places such as Mexico.</p>	<p>Origins E7 and 1750 U8: <i>Decolonization and Nationalism Triumphant: Crash Course; "And Then Gandhi Came"; Comparison - Decolonizing Women; "Decolonizing Women"</i> 1750 U8: "Middle East in the Twentieth Century"; "Apartheid" Origins E7 and 1750 U9: "Rise of China"; <i>Conflict in Israel and Palestine: Crash Course; "The Zapatistas in Mexico"; Indigenous Americans and Globalization</i> 1750 U9: "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City</i></p>
<p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>	<p>Origins E7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment. 1750 U9-2: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U9: "Population and Environmental Trends: 1880 to the Present"; "Is the World Flat or Spiky?"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"; Claim Testing - Globalization; "The Trouble with Globalization"; UN Sustainable Development Goals; "The Anthropocene"; <i>Humans and Energy: CCWH</i>; "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH</i>; "Environmentalism"</p>