



WHP AND DC'S SOCIAL STUDIES STANDARDS

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Table of Contents

District of Columbia WHP Executive Summary	3
WHP and the District of Columbia's Social Studies Standards	3
WHP, the Common Core State Standards, and the C3 Framework	4
Conclusion	4
District of Columbia Standards WHP Objectives Crosswalk	5

District of Columbia WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for the District of Columbia'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 the District of Columbia's World History and Geography II course. 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 SALT treaties and liberation theology. WHP includes two chronological courses: Origins to the Present and 1750 to Present. While the District of Columbia's world history course starts at the Industrial Revolution, the beauty of the WHP courses is that it can be molded to conform to a variety of periodizations. Therefore, for the District of Columbia, we recommend that teachers use a combination of the Origins and 1750 course. The accompanying crosswalk provides examples of aligned materials from both courses.

WHP and the District of Columbia's Social Studies 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While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 the District of Columbia's Social Studies 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 Industrial Revolution, World Wars I and II, and the Cold War, which are aligned to the content expectations outlined in the District of Columbia's standards. Additional information on the frames and scales can be found in the WHP Course Guide. In the District of Columbia's world history course, there is an emphasis on learning about the intricate details of historical events. Specifically, the District of Columbia's standards document states that students will "...grow to understand that ideas have consequences, and they realize that events are shaped by the ideas and the actions of individuals, the systems and structures of human societies and cultures, and the opportunities and constraints offered by the environmental systems..." The WHP supports students as they study the causes of historical events, throughout various scales, and the impacts of those events. Accordingly, 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, the District of Columbia organizes the course around three overarching eras: 1) Era VI: Age of Revolutions to 1914; 2) Era VII: The Great Wars to 1945; and 3) Era VIII: The Cold War to the Present. Further, the District of Columbia Social Studies Standards “...integrate the four major disciplines of history, geography, economics, and politics and government.” 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 the District of Columbia’s focus on politics, government and revolutions. The networks frame compliments the history and geography disciplines and the study of the wars. Finally, the production and distribution frame aligns with the District of Columbia’s focus on economics and the Industrial Revolution. WHP is an excellent fit for meeting the District of Columbia’s World History course expectations.

WHP, the Common Core State Standards, 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 the District of Columbia’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 the District of Columbia’s World History and Geography II course.

District of Columbia Standards WHP Objectives Crosswalk

SKILLS

DISTRICT OF COLUMBIA 10TH GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.# #=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS
HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS		
Historical Chronology and Interpretation		
<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 and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. Origins E1-2 and 1750 U1-2: Examine how historians have framed history by creating narratives by employing different scales of time and space. Origins E6-6 and 1750 U6-6: Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.</p>	<p>Origins E6 and 1750 U2: Recipe for a Revolution Origins E7 and 1750 U9: Population and Environmental Trends: 1880 to the Present; Why Does Genocide Still Happen? 1750 U5: Causation - Indian Uprising</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 and 1750 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. 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 E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. 1750 U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</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 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: 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. 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 E6-4 and 1750 U4-4: Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this era.</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; Comparison - Egypt and Japan Origins E7 and 1750 U8: Comparison - Decolonizing Women 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>4. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>	<p>Origins and 1750 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. 1750 U6-1: Understand the causes and consequences of World War I and how this war was the first global and total war. 1750 U7-2: Analyze the causes, scale, and consequences of World War II.</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>5. Students distinguish intended from unintended consequences.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U6-1: Understand the causes and consequences of World War I and how this war was the first global and total war. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.</p>	<p>Origins E5: Race and Coerced Labor Part I: How Did People Become Property in the Americas? 1750 U5: Struggle and Transformation in China; Tools of Imperialism Origins E7 and 1750 U6: World War I Peace Talks Origins E7 and 1750 U7: Fascist Histories Part I Origins E7 and 1750 U8: Simulation-Cold War Crisis</p>
<p>6. Students interpret past events and issues within the context in which an event unfolded rather than present-day norms and values.</p>	<p>Origins and 1750 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. Origins E6-6 and 1750 U5-6: Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.</p>	<p>Origins E3: Contextualization - Agrarian Societies Origins E4: Contextualization - Mansa Musa Origins E5: Contextualization - Pastoral Empires: Mongols and Comanches 1750 U2: Italian Nationalism 1750 U3: Contextualization – How Was Industrialization Possible? Origins E6 and 1750 U3: Urbanization Game Origins E6 and 1750 U4: Contextualization – Child Labor Worksheet 1750 U5: Contextualization - Opium Wars Origins E7 and 1750 U6: WWI Letters Origins E7 and 1750 U7: World War I Peace Talks Origins E6: Contextualization - Child Labor 1750 U7: Contextualization - The Great Depression 1750 U8: Sourcing - Who Started the World War? Origins E7 and 1750 U8: Simulation-Cold War Crisis</p>
<p>7. 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 using the course’s three frames: communities, networks, and production and distribution. Origins E1-5 and 1750 U1-5: Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.</p>	<p>Origins E1 and 1750 U1: What Makes History Usable; The Danger of a Single Story; History of Many Shapes and Sizes Origins E2: When Did Humans Get to the Americas? Origins E3: Empire Building Origins E4: Causation - Autopsy of an Empire Origins E5: Contagion!; A Different View Origins E5 and 1750 U4: Slavery and Capitalism? Origins E6 and 1750 U2: Causation - Recipe for a Revolution Origins E7 and 1750 U8: Simulation-Cold War Crisis</p>
<p>8. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</p>		<p>Additional assets should be used to cover this standard.</p>
<p>Geographic Skills</p>		

<p>1. Students understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They apply the geographic viewpoint to local, regional, and world policies and problems.</p>	<p>Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 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></p>
<p>2. 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. Identify major patterns of human migration, both in the past and present.</p>	<p>1750 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. Origins E1-5 and 1750 U1-5: Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.</p>	<p>Origins and 1750: Each era/unit has a geography component in the .0 lessons, which includes analyzing maps, locating places, and seeing connections or networks amongst regions Origins E5: Transatlantic Migration Patterns 1750 U3: Industrialization and Migration Origins E7 and 1750 U9: Introduction to Globalization</p>
<p>3. Students relate current events to the physical and human characteristics of places and regions. They identify the characteristics, distribution, and complexity of Earth's cultural mosaics.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. 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>1750 U3: Contextualization - How Was Industrialization Possible? Origins E7 and 1750 U9: Population and Environmental Trends, 1880 to the Present; Environmentalism 1750 U9: Conflict Over Natural Resources; Drought and Famine: CCWH</p>
<p>4. Students evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effect of natural disasters.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. 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.</p>	<p>Origins E6 and 1750 U3: The Urbanization Game Origins E7 and 1750 U6: World War I: A Total War? Origins E7 and 1750 U9: Indigenous Americans and Globalization; Population Explosion and Environmental Trends, 1880 to the Present; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism 1750 U9: Green Revolution</p>
<p>5. Students hypothesize about the impact of push-pull factors on human migration in selected regions and about the changes in these factors over time. Students develop maps of human migration and settlement patterns at different times in history and compare them to the present.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. Origins E1-5 and 1750 U1-5: Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.</p>	<p>1750 U3: Causation-Industrialization to Migration; Migration and Industrialization Origins E5: Transatlantic Migration Patterns</p>

<p>6. Students note significant changes in the territorial sovereignty that took place in the history units being studied.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three 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 the political revolutions discussed in this unit.</p>	<p>1750 U1: European States and Empires Origins E6 and 1750 U2: Sovereignty 1750 U2: Unit 2 Overview Origins E7 and 1750 U8: And then Gandhi Came: Nationalism, Revolution, and Sovereignty 1750 U8: Apartheid 1750 U9: Universal Rights; Unit 9 Problem Notebook Origins E7 and 1750 U9: Why Does Genocide Still Happen?</p>
<p>7. Students study current events to explain how human actions modify the physical environment and how the physical environment affects human systems (e.g., natural disasters, climate, and resources). They explain the resulting environmental policy issues.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 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: Indigenous Americans and Globalization; Population Explosion and Environmental Trends, 1880 to the Present; Following Goods Across the World; WTO Resistance; Conflict in Israel and Palestine: CCWH; The Anthropocene; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism 1750 U9: The Flower Industry in Colombia; Bangalore: City of High Tech; Green Revolution; The Zapatistas in Mexico</p>
<p>8. Students explain how different points of view influence policies relating to the use and management of Earth’s resources.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 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: Indigenous Americans and Globalization; Population Explosion and Environmental Trends, 1880 to the Present; WTO Resistance; Conflict in Israel and Palestine: CCWH; The Anthropocene; Drought and Famine: CCWH; Humans and Energy: CCWH; Environmentalism 1750 U9: The Flower Industry in Colombia; Bangalore: City of High Tech; Green Revolution; The Zapatistas in Mexico</p>
<p>9. Students identify patterns and networks of economic interdependence in the contemporary world.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U4-2: Understand the new economic systems that were developed in response to industrialization.</p>	<p>1750 U6: Capitalism and World War I 1750 U7: Global Great Depression; The Global Story of the 1930's 1750 U9: Introduction to Globalization Globalization I – The Upside: CCWH; Rise of China; CCOT-Unit Comparison; Introduction to Globalization; Is the World Flat or Spiky?; Globalization II – Good or Bad? CCWH</p>
Historical Research, Evidence, and Point of View		
<p>1. Students distinguish valid arguments from fallacious arguments in historical interpretations (e.g., appeal to false authority, unconfirmed citations, ad hominem argument, appeal to popular opinion).</p>	<p>Origins and 1750 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. 1750 U1-4: Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.</p>	<p>Origins E1 and 1750 U1: Claim Testing – Introduction Origins E2 and 1750 U2: Claim Testing - Authority 1750 U2: Sourcing – The Inoculation Debate Origins E3 and 1750 U3: Claim Testing - Evidence 1750 U4: Sourcing – Why Was Slavery Abolished?; Claim Testing - Social Class and Gender Origins E6 and 1750 U5: Sourcing - Differing Perspectives on Imperialism; Claim Testing - Imperialism Origins E7 and 1750 U7: Claim Testing - Global Conflict Origins E7 and 1750 U8: Cold War Crisis 1750 U8: Sourcing - Who Started the Cold War? Origins E7 and 1750 U9: Claim Testing - Globalization</p>

<p>2. Students identify bias and prejudice in historical interpretations.</p>	<p>Origins and 1750 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. Origins CO3 and 1750 CO3: 3. 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: 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.</p>	<p>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? Origins E6 and 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 and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. Origins and 1750 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. Origins E1-2 and 1750 U1-2: Examine how historians have framed history by creating narratives by employing different scales of time and space.</p>	<p>Origins and 1750: LEQs/DBQs (multiple units) Origins E2 and 1750 U2: Claim Testing - Authority Origins E3 and 1750 U3: Claim Testing - Evidence 1750 U4: Sourcing – Why Was Slavery Abolished? Origins E6 and 1750 U5: Sourcing - Differing Perspectives on Imperialism Origins E7 and 1750 U7: Nuclear Bombs 1750 U8: Sourcing-Who Started the Cold War?</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: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. Origins and 1750 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. 1750 U1-4: Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.</p>	<p>Origins and 1750: DBQs and LEQs (multiple units) 1750 U3: CCOT – Revolutions to Industrialization 1750 U5: CCOT – Transformations to Responses 1750 U6: CCOT - Imperialism and Colonialism to WWI 1750 U8: CCOT – WWII to the Cold War 1750 U9: CCOT – Unit Comparisons Origins E7: Era Comparisons</p>

District of Columbia Standards WHP Objectives Crosswalk

AGE OF REVOLUTIONS

DISTRICT OF COLUMBIA 10TH GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS
ERA VI: AGE OF REVOLUTIONS TO 1914		
<p>10.1. Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p>	<p>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. 1750 U4-1: Analyze the various responses to industrialization that occurred in different regions of the world.</p>	<p>Origins E6 and 1750 U3: Urbanization Game; The Industrial Revolution; The Global Transformations of the Industrial Revolution; Japan’s Industrial Revolution; Egypt’s Industrial Revolution; Comparison - Egypt and Japan 1750 U3: Unit 3 Overview; Problem Notebook Origins E5 and 1750 U4: Overview of New Economic Systems Origins E6 and 1750 U4: Rise of the Proletariat; Responses to Industrialization</p>
<p>1. Describe the growth of population, rural to urban migration, and growth of cities. (G)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three 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.</p>	<p>Origins E6 and 1750 U3: Urbanization Game; Global Transformations of the Industrial Revolution 1750 U3: Unit 3 Overview; Unit 3 Problem Notebook 1750 U4: Migration and Industrialization; Causation - Industrialization to Migration; Class Structure Origins E6 and 1750 U4: Rise of the Proletariat; Scale of the Industrial Revolution; The Industrial Revolution</p>
<p>2. Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. (G, E)</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.</p>	<p>Origins E6 and 1750 U3: Urbanization Game; The Industrial Revolution; The Global Transformations of the Industrial Revolution 1750 U3: Coal, Steam, and The Industrial Revolution: CCWH; Unit 3 Problem Notebook 1750 U4: Transformation of Labor and Social Relations Origins E5 and 1750 U4: Overview of New Economic Systems</p>
<p>3. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism (e.g., Adam Smith, Robert Owen, and Karl Marx). (P, E)</p>	<p>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.</p>	<p>Origins E6 and 1750 U3: Urbanization Game 1750 U4: Capitalism and Slavery Origins E5 and 1750 U4: Overview of New Economic Systems Origins E6 and 1750 U4: Rise of the Proletariat; Economic Systems Simulation Origins E7 and 1750 U6: The Power of One: The Russian Revolution</p>
<p>4. 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. (I)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins E6 and 1750 U3: The Global Transformations of the Industrial Revolution</p>

<p>5. Describe the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs. (P, S, E)</p>	<p>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.</p>	<p>Origins E6 and 1750 U2: Samurai, Daimyo, Matthew Perry, and Nationalism: CCWH Origins E6 and 1750 U3: Japan's Industrial Revolution; Meiji Restoration; Comparison - Egypt and Japan 1750 U3: Unit 3 Problem Notebook Origins U6 and 1750 U5: Industrial Imperialism, the 'New' Imperialism; Images of Industrial Imperialism; Tools of Imperialism 1750 U5: Unit 5 Overview Video; Colonial Violence</p>
<p>6. Explain 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, Elijah McCoy, Henry Bessemer, Louis Pasteur, and Thomas Edison). (S, I, E)</p>	<p>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.</p>	<p>Origins E6 and 1750 U3: Images of the Industrial Revolution; The Railroad Journey and the Industrial Revolution: CCWH; Urbanization Game; The Industrial Revolution; The Global Transformations of the Industrial Revolution 1750 U3: The Scientific Revolution; Coal, Steam, and The Industrial Revolution: CCWH; Unit 3 Problem Notebook; Unit 3 Overview</p>
<p>7. Trace the evolution of work and labor, including the demise of the slave trade, problems caused by harsh working conditions, and the effects of immigration, mining and manufacturing, division of labor, and the union movement. (E, S)</p>	<p>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.</p>	<p>Origins E6 and 1750 U3: Urbanization Game; Scale of the Industrial Revolution; The Global Transformations of the Industrial Revolution 1750 U3: The Industrial Revolution; Unit 3 Overview Origins E6 and 1750 U4: Rise of the Proletariat; The Sadler Report; Why Was Slavery Abolished?; Responses to Industrialization 1750 U4: Unit 4 Overview</p>
<p>8. Explain the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (E)</p>	<p>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. 1750 U4-1: Analyze the various responses to industrialization that occurred in different regions of the world.</p>	<p>Origins E6 and 1750 U3: Urbanization Game; The Industrial Revolution; The Global Transformations of the Industrial Revolution; Scale of the Industrial Revolution; Comparison- Egypt and Japan 1750 U3: When Countries Industrialized Origins E6 and 1750 U4: Overview of New Economic Systems; Rise of the Proletariat; Responses to Industrialization 1750 U4: Class Structure</p>

<p>10.2. Students analyze patterns of global change in the era of 19th-century European imperialism.</p>	<p>Origins and 1750 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. Origins 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 and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U5-1: Describe how industrialization led to imperialism and the expansion of empires. 1750 U5-2: Describe the difference between imperialism and colonialism.</p>	<p>Origins E6 and 1750 U5: Imperialism Cartoons; Claim Testing - Imperialism; Sourcing - Differing Perspectives on Imperialism; Industrial Imperialism, the “New” Imperialism; Responses to Industrial Imperialism; Images of Industrial Imperialism; Asian Responses to Imperialism: CCWH; Struggle and Transformation in China; Sourcing - Differing Perspectives on Imperialism; Experiencing Colonialism Through a Ghanaian Lens 1750 U5: Unit 5 Overview (video); Unit 5 Overview; Unit 5 Problem Notebook; Colonial Violence; Imperialism: CCWH; Tools of Imperialism; 1857 Indian Uprising</p>
<p>1. Explain the role of religious wars in Europe and the search for natural resources and new markets as prelude to the Berlin Conference. (P, M, S)</p>	<p>Origins and 1750 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. Origins 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. 1750 U5-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today.</p>	<p>Origins E6 and 1750 U5: Industrial Imperialism, the ‘New’ Imperialism; Claim Testing – Imperialism; Sourcing – Differing Perspectives on Imperialism 1750 U5: CCOT – Transformations to Responses; Imperialism: CCWH; Unit 5 Problem Notebook</p>
<p>2. Describe the Berlin Conference and the rise of modern colonialism in the 19th century. (P, S)</p>	<p>Origins and 1750 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. Origins 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 and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U5-1: Describe how industrialization led to imperialism and the expansion of empires. 1750 U5-2: Describe the difference between imperialism and colonialism. 1750 U5-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. 1750 U5-4: Understand and evaluate how communities responded to increased industrialization and the expansion of empires. 1750 U5-5: Analyze the different ways communities responded to colonialism.</p>	<p>Origins E6 and 1750 U5:Imperialism Cartoons; Claim Testing - Imperialism; Sourcing - Differing Perspectives on Imperialism; Industrial Imperialism, the “New” Imperialism; Responses to Industrial Imperialism 1750 U5: Unit 5 Overview (video); Unit 5 Overview; Unit 5 Problem Notebook; Colonial Violence; Imperialism: CCWH; Tools of Imperialism; 1857 Indian Uprising</p>
<p>3. Describe the locations of colonies established by such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. (G)</p>	<p>Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1750 U5-1: Describe how industrialization led to imperialism and the expansion of empires. 1750 U5-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. 1750 U5-4: Understand and evaluate how communities responded to increased industrialization and the expansion of empire 1750 U5-5: Analyze the different ways communities responded to colonialism.</p>	<p>Origins E6 and 1750 U5: Industrial Imperialism, the “New” Imperialism; Struggle and Transformation in China; Responses to Industrial Imperialism; Imperialism Cartoons 1750 U5: 1857 Indian Uprising; Colonial Violence; Unit 5 Problem Notebook; Tools of Imperialism</p>

<p>4. 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; and material issues, such as land, resources, and technology). (G, P, S)</p>	<p>Origins and 1750 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. Origins 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 and 1750 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. Origins E6-3 & 1750 U3-2: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. 1750 U5-1: Describe how industrialization led to imperialism and the expansion of empires. 1750 U5-2: Describe the difference between imperialism and colonialism. 1750 U5-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. 1750 U5-4: Understand and evaluate how communities responded to increased industrialization and the expansion of empires. 1750 U5-5: Analyze the different ways communities responded to colonialism.</p>	<p>Origins E6 and 1750 U5: Industrial Imperialism, the 'New' Imperialism; Images of Industrial Imperialism; Asian Responses to Imperialism: CCWH; Claim Testing - Imperialism; Struggle and Transformation in China; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons; Experiencing Colonialism Through a Ghanaian Lens 1750 U5: Unit 5 Overview Video; Unit 5 Overview; Imperialism: CCWH; Tools of Imperialism; Colonial Violence; 1857 Indian Uprising; Unit 5 Problem Notebook</p>
<p>5. Explain the varied immediate and long-term responses by the people under colonial rule. (S)</p>	<p>Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. Origins and 1750 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. 1750 U5-5: Analyze the different ways communities responded to colonialism.</p>	<p>Origins E6 and 1750 U5: Struggle and Transformation in China; Dual Consciousness; Claim Testing-Imperialism; Struggle and Transformation in China; Contextualization - Opium Wars; Opium Wars; Experiencing Colonialism Through a Ghanaian Lens 1750 U5: Colonial Violence; 1857 Indian Uprising; Responses to Industrial Imperialism; Causation – Indian Uprising; Imperialism: CCWH; Unit 5 Overview; Unit 5 Problem Notebook</p>
<p>10.3. Students describe the independence struggles of the colonized regions of the world some through constitutional devolution of power and others as a result of armed revolution and the culture of classes because of different worldviews.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. Origins and 1750 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. 1750 U5-3: Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today. 1750 U5-5: Analyze the different ways communities responded to colonialism.</p>	<p>Origins E6 and 1750 U5: Claim Testing - Imperialism 1750 U5: Unit 5 Problem Notebook; Causation – Indian Uprising; 1857 Indian Uprising; Responses to Industrial Imperialism; Unit 5 Overview; Imperialism: CCWH; Colonial Violence Origins E7 and 1750 U8: Decolonization and Nationalism Triumphant: CCWH; And Then Gandhi Came; Comparison - Decolonizing Women; Decolonizing Women 1750 U8: Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens; End of Old Regimes; Middle East in the 20th Century; Resisting Colonialism: Through a Ghanaian Lens; Apartheid</p>
<p>1. Analyze Africa's interaction with imperialism (Zulu Wars, Mahdist Movement, Ashanti Wars, and African resistance and/or collaboration throughout the continent). (G, M, P, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>	<p>Origins E6 and 1750 U5: Industrial Imperialism, the 'New' Imperialism 1750 U5: Imperialism: CCWH; Unit 5 Problem Notebook; Responses to Industrial Imperialism 1750 U8: Resisting Colonialism: Through a Ghanaian Lens</p>

<p>2. Explain the importance of Ethiopia’s Battle of Adowa and the defeat of Italian invaders to remain independent. (G, M, P, S)</p>		
<p>3. Explain the growing Western encroachment on China’s sovereignty, the Boxer Rebellion, and Sun Yat-Sen and the 1911 Republican Revolution. (G, P, S)</p>	<p>Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. Origins and 1750 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.</p>	<p>Origins E6 and 1750 U5: Contextualization-Opium Wars; Opium Wars; Imperialism Cartoons; Asian Responses to Imperialism: CCWH</p>
<p>4. Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion. (G, P, M, S)</p>	<p>Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U5-5: Analyze the different ways communities responded to colonialism.</p>	<p>Origins E6 and 1750 U5: Imperialism Cartoons; Asian Responses to Imperialism: CCWH 1750 U5: Causation – Indian Uprising; 1857 Indian Uprising</p>
<p>5. Describe American imperialism of the Philippines and the fight for freedom in the Philippine-American War led by Emilio Aquinaldo. (G, P, M, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>1750 U5: Responses to Industrial Imperialism Origins E6 and 1750 U5: Opium Wars</p>
<p>6. Explain the military interventions of the United States in Central America and the Caribbean, the subsequent occupation of some of the territories, and local resistance to growing U.S. influence, as evidenced in Cuba, Puerto Rico, Haiti, the Dominican Republic, Panama, and Nicaragua. (G, P, M, I)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U5-5: Analyze the different ways communities responded to colonialism.</p>	<p>Origins E6 and 1750 U5: Responses to Industrial Imperialism Origins E7 and 1750 U8: Simulation – Cold War Crisis; The Cold War Around the World; The Cold War: An Overview 1750 U8: Decolonization and the Cold War: Through a Caribbean Lens; Unit 8 Overview (video)</p>
<p>7. Explain the desire for land reform and democratic participation that resulted in the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico; César Augusto Sandino in Nicaragua; Jacobo Arbenz in Guatemala; and Farabundo Martí in El Salvador. (G, P, M, S, I)</p>		
<p>8. Explain the emergence of populist and democratic leaders in Latin America, such as Juan Perón, Getulio Vargas, José Figueres, Luis Muñoz Marín, and Rómulo Betancourt. (G, P, M, S, I)</p>		

**District of Columbia Standards WHP Objectives Crosswalk
GREAT WARS**

DISTRICT OF COLUMBIA 10TH GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS
ERA VII: THE GREAT WARS TO 1945		
10.4. Students analyze the causes and course of the First World War.	Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U6-1: 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?; The First World War as a Global War; The Power of One: The Russian Revolution 1750 U6: Unit 6 Problem Notebook; A Lost Generation Origins E7 and 1750 U7: Thirty Years of Continuous War
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War. (P, M)	Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U6-1: Understand the causes and consequences of World War I and how this war was the first global and total war.	Origins E7: 1750 U6: What Caused the First World War?; The First World War as a Global War 1750 U6: Unit 6 Problem Notebook; A Lost Generation Origins E7 and 1750 U7: Thirty Years of Continuous War
2. Outline the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in support of “total war.” (P, S, E)	Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U6-1: 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: The First World War as a Global War; World War I: A Total War?; How World War I Started: CCWH 1750 U6: A Lost Generation; Unit 6 Overview
3. Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate). (G, M)	Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U6-1: 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: The First World War as a Global War; World War I: A Total War?; How World War I Started: CCWH 1750 U6: A Lost Generation; Unit 6 Overview
4. Describe the use and abuse of soldiers from colonies to fight in the war. (S)	Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 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 Peace Talks; World War I: A Total War 1750 U6: A Lost Generation
5. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (P, M)	Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.	Origins E7 and 1750 U6: The First World War as a Global War; Power of One: The Russian Revolution 1750 U6: Unit 6 Problem Notebook; Comparison- Russian Revolution and?

<p>6. Describe human rights violations and genocide, including the Armenian genocide in Turkey. (P, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1760 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.</p>	<p>Origins E7 and 1750 U6: Armenian Genocide Origins E7 and 1750 U7: Fascist Histories, Part I; Fascist Histories, Part II: Exercising Authoritarianism; The Holocaust 1750 U7: Unit 7 Overview; Fascism in Germany; Unit 7 Problem Notebook; Nuremberg Laws, Nuremberg Trials</p>
<p>7. Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (S, M)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U6-1: Understand the causes and consequences of World War I and how this war was the first global and total war. 1750 U6-4: Assess the effects of the First World War on the communities that participated.</p>	<p>Origins E7 and 1750 U6: World War I: A Total War?; World War I Peace Talks 1750 U6: A Lost Generation; Origins E7 and 1750 U7: Thirty Years of Continuous War</p>
<p>10.5. Students analyze the long-term military, economic, and political effects of the World War I.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U6-1: Understand the causes and consequences of World War I and how this war was the first global and total war. 1750 U6-4: Assess the effects of the First World War on the communities that participated.</p>	<p>Origins E7 and 1750 U6: World War I: A Total War?; The First World War as a Global War; Capitalism and World War I; World War I Peace Talks 1750 U6: A Lost Generation; CCOT- Imperialism and Colonialism to World War I Origins E7 and 1750 U7: Fascist Histories, Part 1</p>
<p>1. Describe advances in tank and aerial warfare, the belief that the “Great War” would end war, and disarmament movements. (M, P)</p>	<p>Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 U7-1: Understand the causes and consequences of World War I and how this war was the first global and total war.</p>	<p>Origins E7 and 1750 U6: World War I: A Total War 1750 U6: A Lost Generation; CCOT- Imperialism and Colonialism to World War I</p>
<p>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. (G, P, E)</p>	<p>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.</p>	<p>1750 U6: World War I: A Total War?; The First World War as a Global War; A Lost Generation; Capitalism and World War I; World War I Peace Talks 1750 U7: Fascist Histories, Part 1</p>
<p>3. Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (P)</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>1750 U6: CCOT – Imperialism and Colonialism to World War I; World War I Peace Talks 1750 U7: Internationalism Between the Wars</p>
<p>4. Describe the conflicting aims and aspirations of the conferees at Versailles and the Versailles treaty’s economic and moral effects on Germany.</p>	<p>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.</p>	<p>Origins E7 and 1750 U6: World War I Peace Talks; Capitalism and World War I 1750 U6: Unit 6 Problem Notebook; A Lost Generation Origins E7 and 1750 U7: Fascist Histories; Part 1; Thirty Years of Continuous War 1750 U7: Appeasement</p>
<p>5. Describe how the war was an incentive for renewed Western imperialism in Africa and Asia as European nations turned to their colonies to help them rebuild. (P, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U6-2: Evaluate how capitalism affected the first global war.</p>	<p>Origins E7 and 1750 U6: Capitalism and World War I</p>

<p>6. Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, and Southeast Asia. (P, S)</p>	<p>Origins and 1750 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. 1750 U6-4: Assess the effects of the First World War on the communities that participated.</p>	<p>1750 U6: CCOT-Imperialism and Colonialism to World War I; A Lost Generation</p>
<p>7. Analyze how the World War I settlement contributed to the rise of the first Pan-African Congress and the birth of the modern Pan-African movement.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins E6 and 1750 U5: Dual Consciousness</p>
<p>8. Analyze how the World War I settlement contributed to the rise of both pan-Arabism and nationalist struggles for independence in the Middle East.</p>	<p>1750 8.2-4: Assess how the Cold War, colonial resistance, and decolonization were intertwined in the Middle East.</p>	<p>1750 U8: Middle East and the End of Empire</p>
<p>9. Assess the challenges to democratic government in Latin America in the context of class divisions, economic dependency, and U.S. intervention.</p>		
<p>10. Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (P)</p>	<p>1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences. Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.</p>	<p>Origins E7 and 1750 U6: The Power of One: The Russian Revolution 1750 U6: A Lost Generation Origins E7 and 1750 U7: Thirty Years of Continuous War; Fascist Histories, Part I 1750 U7: Unit 7 Overview; Global Story of the 1930s; Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Communism vs. Fascism; Authoritarianism in Japan; Communism, Fascism, Both, or Neither!; Fascist Histories, Part II; Appeasement</p>
<p>11. Analyze the objectives and achievements of women’s political movements in the context of World War I and its aftermath. (P, S)</p>	<p>Origins E6-4 and 1750 U4-4 Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this unit.</p>	<p>Origins E6 and 1750 U4: Comparison - Women's Suffrage; A World Tour of Women's Suffrage; Claim Testing - Social Class and Gender Origins E7 and 1750 U8: Devastation of Old Markets; Comparison - Decolonizing Women; Decolonizing Women</p>
<p>12. Explain the influence of World War I on literature, art, and intellectual life (e.g., Pablo Picasso, the Jazz Era music of the Harlem Hellfighters 369th Regiment Band and James Reese Europe; the “lost generation” of Gertrude Stein and Ernest Hemingway). (I)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U6: World War I: A Total War? 1750 U6: A Lost Generation</p>

**District of Columbia Standards WHP Objectives Crosswalk
GREAT WARS 2**

DISTRICT OF COLUMBIA 10TH GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS
ERA VII: THE GREAT WARS TO 1945		
<p>10.6. Students analyze the rise of fascism and totalitarianism after World War I.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 7-1: Understand the rise of fascism in various regions of the world including its causes and consequences. Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.</p>	<p>Origins E7 and 1750 U7: Global Great Depression; Fascist Histories, Part I; Fascist Histories, Part II: Exercising Authoritarianism; Thirty Years of Continuous War; World War II: CCWH 1750 U7: Global Story of the 1930s; Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Communism vs. Fascism; Communism, Fascism, Both, or Neither!</p>
<p>1. Identify the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag). (P, M)</p>	<p>Origins and 1750 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. 1750 U6-1: Understand the causes and consequences of World War I and how this war was the first global and total 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. 1750 U6-4: Assess the effects of the First World War on the communities that participated.</p>	<p>Origins E6 and 1750 U6: The Power of One: The Russian Revolution 1750 U6: Comparison – Russian Revolution And ?; A Lost Generation Origins E7 and 1750 U7: Communism in the Soviet Union</p>
<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, E)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 7-1: 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; Fascist Histories, Part 1; Fascist Histories, Part II: Exercising Authoritarianism 1750 U7: Communism in the Soviet Union</p>
<p>3. Analyze the assumption of power by Adolf Hitler in Germany, the resulting acts of oppression and aggression, and the human costs of the totalitarian regime. (P, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 7-1: Understand the rise of fascism in various regions of the world including its causes and consequences. Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.</p>	<p>Origins E7 and 1750 U7: Fascist Histories, Part I; Fascist Histories, Part II: Exercising Authoritarianism; Thirty Years of Continuous War; Political Party Platform; The Second World War; World War II: CCWH; The Fallen of World War II; The Holocaust 1750 U7: Unit 7 Problem Notebook; Fascism in Germany; Appeasement; Causation - World War II; Causes, Scale, and Consequence of the Holocaust; Nuremberg Laws, Nuremberg Trials</p>

<p>4. Describe Mussolini’s rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (P, S).</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.</p>	<p>Origins E7 and 1750 U7: Fascist Histories, Part I; Fascist Histories, Part II: Exercising Authoritarianism; The Second World War; World War II: CCWH 1750 U7: Fascism in Italy; Unit 7 Problem Notebook</p>
<p>10.7. Students describe the various causes and consequences of the global depression of the 1930s, and they analyze how governments responded to the Great Depression.</p>	<p>Origins and 1750 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. 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 U6-4: Assess the effects of the First World War on the communities that participated. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.</p>	<p>1750 U7: The Global Story of the 1930s; Contextualization – The Great Depression; Causation - World War II; Frames in Unit 7 (video) Origins E7 and 1750 U8: Global Great Depression; Fascist Histories, Part 1; Economics in the Second World War</p>
<p>1. Explain the impact of restrictive monetary and trade policies. (E)</p>	<p>1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U7: Global Great Depression; Economics in the Second World War 1750 U7: Contextualization - The Great Depression; The Global Story of the 1930s</p>
<p>2. Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the U.S. and European economies after World War I. (E)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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.</p>	<p>Origins E7 and 1750 U7: Global Great Depression; Internationalism Between the Wars 1750 U7: The Global Story of the 1930s; Contextualization – The Great Depression; Primary Sources of Internationalism</p>
<p>3. Describe issues of unemployment and inflation. (E, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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.</p>	<p>Origins E7 and 1750 U7: Global Great Depression; Economics in the Second World War 1750 U7: The Global Story of The 1930s; Contextualization – The Great Depression</p>
<p>4. Describe how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan. (P, E)</p>	<p>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.</p>	<p>Origins E7 and 1750 U6: The Power of One: The Russian Revolution; Capitalism and World War I Origins E7 and 1750 U7: Economics in the Second World War; Fascist Histories, Part 1 1750 U7: Causation-World War II</p>
<p>5. Describe the influence of the ideas of key economists (e.g., John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman). (E)</p>		
<p>10.8. Students analyze the causes and course of World War II.</p>	<p>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.</p>	<p>1750 U7: Unit 7 Overview; Appeasement; Unit 7 Problem Notebook; Causation - World War II 1750 U8: CCOT – World War II to the Cold War</p>

<p>1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (G, P, M)</p>	<p>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.</p>	<p>Origins E7 and 1750 U7: Fascist Histories, Part I; Fascist Histories, Part II: Exercising Authoritarianism; World War II: CCWH; The Second World War 1750 U7: Fascism in Italy; Authoritarianism in Japan; Appeasement; Unit 7 Overview</p>
<p>2. Explain the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (P)</p>	<p>Origins and 1750 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. 1750 U7-2: Analyze the causes, scale, and consequences of World War II. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>1750 U7: Unit 7 Overview; Appeasement; Unit 7 Problem Notebook; Internationalism Between the Wars; Primary Sources of Internationalism 1750 U8: CCOT – World War II to the Cold War</p>
<p>3. Identify and locate the Allied and Axis powers and 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. (G, P, M)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U7-2: Analyze the causes, scale, and consequences of World War II.</p>	<p>Origins E7 and 1750 U7: The Second World War; Nuclear Bombs; World War II: CCWH; The Holocaust 1750 U7: Nuremberg Laws, Nuremberg Trials</p>
<p>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, and Dwight Eisenhower). (P, M)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins and 1750 U7: The Second World War; Nuclear Bombs; The Holocaust; World War II: CCWH; Economics in the Second World War 1750 U7: Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Authoritarianism in Japan; Appeasement</p>
<p>5. Explain the background of the Holocaust (including its roots in 19th century ideas about race and nation); the dehumanization of the Jews through law, attitude, and actions such as badging, ghettoization, and killing processes; and how the Nazi persecution of gypsies, homosexuals, and others who failed to meet the Aryan ideal.</p>	<p>Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 1750 U7-4: Understand and evaluate the causes, scale, and consequences of the Holocaust.</p>	<p>1750 U7: Unit 7 Overview; Nuremberg Laws, Nuremberg Trials; Fascism in Germany; Unit 7 Problem Notebook Origins E7 and 1750 U7: Fascist Histories, Part I; Fascist Histories, Part II: Exercising Authoritarianism; The Holocaust; World War II: CCWH; The Fallen of World War II</p>
<p>6. Describe 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. (S, M)</p>	<p>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.</p>	<p>1750 U7: Unit 7 Overview Origins E7 and 1750 U7: Nuclear Bombs; Economics in the Second World War; The Holocaust; World War II: CCWH; The Fallen of World War II</p>
<p>10.9. Students analyze the long-term military, economic, and political effects of the World War II.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U7-2: Analyze the causes, scale, and consequences of World War II. Origins E7-4: Understand how world wars led to increased international cooperation and tensions.</p>	<p>Origins E7 and 1750 U7: Universal Declaration of Human Rights and Asylum Debate Origins E7 and 1750 U8: Devastation of Old Markets; USA vs USSR Fight! The Cold War: CCWH; Who Is “Winning” the Cold War? Origins E9 and 1750 U9: Conflict in Israel and Palestine: CCWH</p>

<p>1. Identify the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference (The Four Freedoms), Yalta, and the Potsdam Conference. (P)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U7-2: Analyze the causes, scale, and consequences of World War II.</p>	<p>Origins E7 and 1750 U7: Nuclear Bombs Origins E7 and 1750 U8: End of Empire and the Cold War</p>
<p>2. Identify the renewed call for African independence at the fifth Pan-African Congress (Manchester, England, 1945). (P, I)</p>		
<p>3. Describe reasons for the establishment of the United Nations in 1945, and summarize the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (P, I)</p>	<p>Origins and 1750 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. 1750 U7-2: Analyze the causes, scale, and consequences of World War II. Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 U9-3: Understand the “lumpiness” of globalization and how communities have responded to inequalities that occur as a result of this interconnectedness.</p>	<p>Origins E7 and 1750 U7: Conflict in Israel and Palestine: CCWH; UN Sustainable Development Goals; Universal Declaration of Human Rights and Asylum Debate Origins E7 and 1750 U8: Cold War Around the World; Devastation of Old Markets 1750 U8: End of Old Regimes Origins E7: International Institutions Origins E7 and 1750 U9: Why Does Genocide Still Happen? 1750 U9: Universal Rights</p>
<p>4. Describe the nature of reconstruction in Asia and Europe after 1945 (e.g., purpose of Marshall Plan, creation of NATO, and division of Germany). (P, E, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U8: Devastation of Old Markets; End of Empire and the Cold War; USA vs USSR Fight! The Cold War: CCWH; Who Is “Winning” the Cold War?</p>
<p>5. Explain the significance and effects of the location and establishment of Israel on world affairs. (G, P)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins E9 and 1750 U9: Conflict in Israel and Palestine: CCWH 1750 U8: Middle East and the End of Empire</p>
<p>6. Describe the functions of the Warsaw Pact, SEATO, NATO, the Organization of American States, the West Indies Federation, and the Bandung Movement of Non-Aligned Afro-Asian Countries. (P)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 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 E7 and 1750 U8: Devastation of Old Markets; Cold War: An Overview; USA vs USSR Fight! The Cold War: CCWH; Who Is “Winning” the Cold War?; End of Empire and the Cold War 1750 U8: Collapse of Communism</p>
<p>7. 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. (P, M, E)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 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 E 7 and 1750 U7: Nuclear Bombs; The Second World War; Economics in the Second World War 1750 U8: Collapse of Communism Origins E7 and 1750 U8: End of Empire and the Cold War; Who Is “Winning” the Cold War?</p>

District of Columbia Standards WHP Objectives Crosswalk

COLD WAR

DISTRICT OF COLUMBIA 10TH GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS
ERA VIII: THE COLD WAR TO THE PRESENT		
<p>10.10. Students explain the causes, major events, and global consequences of the Cold War.</p>	<p>Origins and 1750 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. Origins 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. 1750 U7-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period. 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. 1750 U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>	<p>Origins U7 and 1750 U8: Devastation of Old Markets; The Cold War: An Overview; USA vs. USSR Fight! The Cold War: CCWH; The Cold War Around the World; Simulation - Cold War Crisis; End of Empire and the Cold War; Who Is “Winning” the Cold War? 1750 U8: Unit 8 Overview; Sourcing - Who Started the Cold War?; Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens; Unit 8 Problem Notebook</p>
<p>1. Describe Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the “Prague Spring.” (G, P, M)</p>	<p>Origins 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 and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: Who Is “Winning” the Cold War? 1750 U8: Collapse of Communism; CCOT – World War II to the Cold War; Cold War: An Overview; End of Empire and the Cold War; Unit 8 Problem Notebook</p>
<p>2. Describe the Soviet-U.S. competition in the Middle East and Africa, including the conflicts in Afghanistan, the Congo, Angola, and Mozambique. (G, P)</p>	<p>Origins 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 and 1750 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. 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: Devastation of Old Markets; Cold War: An Overview; The Cold War Around the World 1750 U8: Unit 8 Problem Notebook; CCOT - World War II To the Cold War; Who Is “Winning” the Cold War?</p>

<p>3. Describe the Soviet-U.S. competition in Southeast Asia, including the Korean War, the Vietnam War, and the intervention of Communist China. (G, P, M)</p>	<p>Origins 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 and 1750 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. 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: Cold War: An Overview; The Cold War Around the World; End of Empire and the Cold War; USA vs USSR Fight! The Cold War: CCWH; Who Is “Winning” the Cold War? 1750 U8: CCOT World War II To the Cold War; Chinese Communist Revolution</p>
<p>4. Describe the conflicts involving Latin America, including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua. (G, P)</p>	<p>Origins and 1750 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. 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 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: Simulation-Cold War Crisis; End of Empire and the Cold War; Cold War Around the World; Who Is “Winning” the Cold War? 1750 U8: Unit 8 Problem Notebook; CCOT World War II To the Cold War</p>
<p>5. Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (P, M)</p>		
<p>10.11. Students analyze major developments in Africa since World War II.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>	<p>Origins E7 and 1750 U8: The Cold War Around the World; End of Empire and Cold War; Resisting Colonialism: Through a Ghanaian Lens; Devastation of Old Markets; The Cold War Around the World; Dual Consciousness; Comparison - Decolonizing Women; Decolonizing Women; Resisting Colonialism: Through a Ghanaian Lens 1750 U8: Apartheid; Unit 8 Problem Notebook; End of Old Regimes</p>
<p>1. Identify Africa’s natural features, resources, and population patterns. (G)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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.</p>	<p>Origins and 1750: In each era/unit of the course in the .0 lesson, we have incorporated geography activities, which include locating nations or regions on maps, identifying natural features, and analyzing networks among different locations.</p>

<p>2. Analyze national movements that occurred throughout Africa post-World War II against various European colonial powers, with particular attention to the role of veterans, labor unions, and the Western-educated elite. (P)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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. 1750 U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: The Cold War Around the World; Resisting Colonialism: Through a Ghanaian Lens; Devastation of Old Markets; End of Empire and the Cold War; The Cold War Around the World; Comparison - Decolonizing Women; Decolonizing Women 1750 U8: Apartheid; CCOT World War II To the Cold War; Unit 8 Problem Notebook; End of Old Regimes</p>
<p>3. Explain the Pan-Africanism movement, the formation of the Organization of African Unity (now the African Union), and various independence movements (e.g., Congo conflict and Patrice Lumumba; struggle over Angola and Mozambique; and the Zimbabwe War of Independence) and African American support (e.g., the Council on African Affairs and the African Liberation Support Committee). (P, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins CO5 and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: The Cold War Around the World; Dual Consciousness 1750 U8: CCOT World War II To the Cold War; End of Old Regimes</p>
<p>4. Explain the influence of newly independent African Nations, such as Ghana, Nigeria, and Egypt, on U.S. domestic policy in the U.S. Civil Rights movement (e.g., Kwame Nkrumah’s relationship with Martin Luther King Jr. and Malcolm X; the large expatriate community of African Americans in 1960s–present Ghana). (P)</p>		
<p>5. Explain the fight against and dismantling of the apartheid system in South Africa and evolution from white minority government, including the role of Nelson Mandela, the African National Congress, and the role of African Americans, such as Randall Robinson, and the TransAfrica in ending apartheid. (P, S)</p>	<p>Origins E7-2: Evaluate how nationalism influenced political revolutions and wars during this era along with the migration of peoples around the world. 1750 U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>	<p>1750 U8: Apartheid 1750 U9: Universal Rights</p>
<p>6. Explain why military regimes or one-party states replaced parliamentary-style governments throughout much of Africa. (P, M)</p>		
<p>7. Outline important trends in the region today with respect to individual freedom and democracy. (P, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>1750 U9: Universal Rights Origins E7 and 1750 U9: Why Does Genocide Still Happen?; Comparison - Rights Documents</p>
<p>8. Describe the growing relationship between African Americans and African countries (e.g., Ghana, South Africa, Nigeria, and Senegal). (P, S)</p>		

<p>9. Describe the ethnic struggles in Rwanda, Burundi, and the Sudan. (P, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>1750 U9: Universal Rights Origins E7 and 1750 U9: Why Does Genocide Still Happen?</p>
<p>10. Explain agricultural changes and new patterns of employment, including massive overseas migration. (G, E)</p>	<p>1750 9.5-1: Describe the effects of population growth and environmental change during this era.</p>	<p>Origins E7 and 1750 U9: Population and Environmental Trends, 1880 to the Present 1750 U9: Green Revolution</p>
<p>11. Describe the challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved (e.g., the civil war in the Democratic Republic of Congo). (P, M, S, E)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U8: The Cold War: An Overview Origins E7 and 1750 U9: Why Does Genocide Still Happen?</p>
<p>12. Analyze the social and economic effects of the spread of AIDS and other diseases. (S, E)</p>		
<p>10.12. Students analyze major developments in Asia since World War II.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.</p>	<p>Origins E7 and 1750 U9: Rise of China 1750 U8: Chinese Communist Revolution; CCOT World War II To the Cold War</p>
<p>1. Identify Asia’s natural features, resources, and population patterns. (G)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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.</p>	<p>Origins and 1750: In each era/unit of the course in the .0 lesson, we have incorporated geography activities, which include locating nations or regions on maps, identifying natural features, and analyzing networks among different locations.</p>
<p>2. Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (P, M)</p>	<p>Origins and 1750 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. Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.</p>	<p>1750 U8: Chinese Communist Revolution; CCOT World War II To the Cold War</p>
<p>3. Describe the consequences of the political and economic upheavals in China, including the Great Leap Forward (famine), the Cultural Revolution (terror of Red Guards), the Tiananmen Square uprising, and relations with Tibet and Taiwan). (P, M, E)</p>	<p>Origins and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>1750 U8: Chinese Communist Revolution; CCOT World War II To the Cold War</p>
<p>4. Describe the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947, as well as the exchange of more than 12 million Hindus and Muslims. (G, P, R)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U8: Decolonization and Nationalism Triumphant: CCWH; Cold War Around the World; End of Empire and the Cold War 1750 U8: CCOT World War II To the Cold War</p>

<p>5. Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (P)</p>	<p>Origins CO4 and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins E7-2: Evaluate how nationalism influenced political revolutions and wars during this era along with the migration of peoples around the world.</p>	<p>Origins E7 and 1750 U8: Decolonization and Nationalism Triumphant: CCWH; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Devastation of Old Markets</p>
<p>6. Describe the new constitution and Bill of Rights promulgated in Japan in 1947 and their connection to the U.S. Constitution. (P)</p>		
<p>7. Describe the political, social, and economic problems of new nationhood in Southeast Asia; and the legacy of the Cold War on Korea, Vietnam, and Taiwan; and the unresolved political problems with the Korean Peninsula and between Taiwan and China.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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. Origins E7-1: Understand how political states changed during this era from the influence of empires to the rise of the nation-state.</p>	<p>Origins E7 and 1750 U8: Cold War: An Overview; End of Empire and the Cold War 1750 U8: CCOT World War II To the Cold War; Unit 8 Problem Notebook; Decolonization and the Cold War: Through An Asian Lens; End of Old Regimes</p>
<p>8. Explain why the Chinese and Indian governments have sought to control population growth, and the methods they use. (S)</p>		
<p>9. Outline the postwar economic rise of many Asian countries, including Japan’s adaptation of western technology and industrial growth, China’s post-Mao economic modernization under Deng Xiaoping, and India’s economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (E, I)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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.</p>	<p>Origins E7 and 1750 U8: Devastation of Old Markets 1750 U8: CCOT World War II To the Cold War 1750 U9: Green Revolution</p>
<p>10. Describe the economic growth and subsequent challenges in much of Southeast Asia.</p>	<p>Origins and 1750 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.</p>	<p>Origins E7 and 1750 U8: Decolonization and Nationalism Triumphant: CCWH 1750 U8: CCOT – WWII to the Cold War; Decolonization and the Cold War: Through an Asian Lens</p>

District of Columbia Standards WHP Objectives Crosswalk

COLD WAR 2

DISTRICT OF COLUMBIA 10TH GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS
ERA VIII: THE COLD WAR TO THE PRESENT		
<p>10.13. Students analyze the major developments in Europe since World War II.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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. 1750 U8-2: Analyze how political and economic power shifts occurred as a result of WWII and how these shifts led to the Cold War.</p>	<p>Origins E7 and 1750 U8: Cold War: An Overview; USA vs USSR Fight! CCWH; Simulation - Cold War Crisis; Who Is “Winning” the Cold War? 1750 U8: Unit 8 Problem Notebook; CCOT – World War II to the Cold War; Frames Video; Collapse of Communism</p>
<p>1. Identify the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, M)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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. 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 U8-2: Analyze how political and economic power shifts occurred as a result of WWII and how these shifts led to the Cold War.</p>	<p>Origins E7 and 1750 U8: Cold War: An Overview; USA vs USSR Fight! CCWH; Who Is “Winning” the Cold War?; End of Empire and the Cold War 1750 U8: Unit 8 Problem Notebook; CCOT – World War II to the Cold War; Frames Video; Devastation of Old Markets; Collapse of Communism; End of Old Regimes</p>
<p>2. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control. (P, M)</p>	<p>Origins and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: Who Is “Winning” the Cold War? 1750 U8: Collapse of Communism; CCOT – World War II to the Cold War</p>
<p>3. Describe the role of various leaders in transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei Sakharov, Alexander Solzhenitsyn and Lech Walesa). (P)</p>	<p>Origins and 1750 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. 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>1750 U8: Collapse of Communism; CCOT – World War II to the Cold War Origins E7 and 1750 U8: Cold War: An Overview; USA vs USSR Fight! The Cold War: CCWH; Who Is “Winning” the Cold War?</p>

<p>4. Outline the consequences of the Soviet Union’s breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, dangers of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations. (P, S, E)</p>	<p>Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U8: Cold War-An Overview; The Cold War Around the World 1750 U8: Collapse of Communism 1750 U9: CCOT - Unit Comparisons</p>
<p>5. Explain how most Western European heads of state, especially within the 12-member European Community, worked toward creating greater European economic and political unity.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins E7-4: Understand how world wars led to increased international cooperation and tensions.</p>	<p>Origins E7 and 1750 U8: The Cold War: An Overview</p>
<p>10.14. Students analyze the major developments in Latin America since World War II.</p>	<p>Origins and 1750 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. Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.</p>	<p>1750 U8: CCOT – World War II to the Cold War; Decolonization and the Cold War: Through a Caribbean Lens Origins E7 and 1750 U8: Simulation-Cold War Crisis; The Cold War Around the World; End of Empire and the Cold War</p>
<p>1. Identify and list the climate and major natural resources of Central America and their relationship to the economy of the region. (G)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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.</p>	<p>Origins and 1750: In each era/unit of the course in the .0 lesson, we have incorporated geography activities, which include locating nations or regions on maps, identifying natural features, and analyzing networks among different locations.</p>
<p>2. Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala, Cuba, and Nicaragua and armed insurgencies and civil war in many parts of Central America. (P, M)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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. Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities.</p>	<p>1750 U8: CCOT – World War II to the Cold War; Decolonization and the Cold War: Through a Caribbean Lens Origins E7 and 1750 U8: Simulation-Cold War Crisis; The Cold War Around the World</p>
<p>3. Describe Cuba as a theater of the Cold War, including the role of Fidel Castro and the Cuban Missile Crisis. (G, P, M)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins and 1750 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. 1750 U8-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period.</p>	<p>1750 U8: Decolonization and the Cold War: Through a Caribbean Lens; CCOT – World War II to the Cold War Origins E7 and 1750 U8: Simulation-Cold War Crisis; Cold War Around the World; End of Empire and the Cold War</p>

<p>4. Trace the rise of military dictatorships in Argentina, Brazil, and Guatemala and the recent shift to democracy. (P)</p>	<p>Origins and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: Cold War Around the World 1750 U8: CCOT – World War II to the Cold War</p>
<p>5. Analyze the role of liberation theology in Latin America. (S, R)</p>		
<p>6. Describe the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (P, E)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins E7-4: Understand how world wars led to increased international cooperation and tensions.</p>	<p>Origins E7: International Institutions Origins E7 and 1750 U9: Globalization I – The Upside: CCWH</p>
<p>7. Trace the importance of trade and regional trade treaties (e.g., NAFTA, MERCOSUR, CAFTA, and CARICOM). (G, E)</p>	<p>Origins and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>1750 U8: CCOT – World War II to the Cold War Origins E7: International Institutions</p>
<p>8. Describe the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (G, S)</p>	<p>1750 9.3-4: Understand the "lumpiness" of globalization and how communities have responded to inequalities that occur as a result of this interconnectedness.</p>	<p>1750 U9: The Flower Industry in Colombia</p>
<p>9. Describe the return to populism and socialism in Venezuela, Brazil, Argentina, Bolivia, and Chile. (P)</p>		
<p>10.15. Students analyze the major developments in the Middle East since World War II.</p>	<p>Origins and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>1750 U8: CCOT – World War II to the Cold War; Cold War: An Overview; Middle East and the End of Empire Origins E7 and 1750 U9: Conflict in Israel and Palestine: CCWH</p>
<p>1. Identify the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (P)</p>		
<p>2. Explain the United Nations’ vote in 1947 to partition the western part of the Palestine Mandate into two independent countries, the rejection by surrounding Arab countries of the U.N. decision to establish Israel, the rise of the Palestinian Liberation Organization, and the invasion of Israel by Arab countries. (P, M)</p>	<p>Origins and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>Origins E7 and 1750 U8: Decolonization and Nationalism Triumphant: CCWH 1750 U8: CCOT – World War II to the Cold War Origins E7 and 1750 U9: Conflict in Israel and Palestine: CCWH</p>

<p>3. Trace the attempts to secure peace between Palestinians and Israelis. (P)</p>	<p>Origins and 1750 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. 1750 U8-4: Apply historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze these historical events.</p>	<p>1750 U8: CCOT – World War II to the Cold War Origins E7 and 1750 U9: Conflict in Israel and Palestine: CCWH</p>
<p>4. Explain the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (P)</p>		
<p>5. Trace the defeat of the Soviet Union and the rise of the Mujahideen and the Taliban in Afghanistan. (P, M)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>1750 U8: Cold War: An Overview</p>
<p>6. Trace the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (P, M)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>	<p>1750 U9: Conflict Over Natural Resources</p>
<p>7. Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (P, S)</p>		
<p>8. Explain the increase in terrorist attacks against Israel, Europe, and the United States. (P)</p>		
<p>9. Describe America’s response to and the wider international consequences of the September 11, 2001, terrorist attack, including the U.S. invasion of Afghanistan and Iraq. (P, M)</p>		

District of Columbia Standards WHP Objectives Crosswalk

COLD WAR 3

DISTRICT OF COLUMBIA 10TH GRADE SOCIAL STUDIES LEARNING STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT DISTRICT OF COLUMBIA SKILLS AND STANDARDS
ERA VIII: THE COLD WAR TO THE PRESENT		
<p>10.16. Students analyze aspects and impacts of globalization since World War II.</p>	<p>Origins and 1750 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. Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 U9-1: Evaluate the causes and consequences of globalization.</p>	<p>Origins E7 and 1750 U7: The Fallen of World War II Origins E7 and 1750 U9: Globalization I – The Upside: CCWH; Rise of China; Introduction to Globalization; Is the World Flat or Spiky?; Globalization II – Good or Bad? CCWH 1750 U9: CCOT – Unit Comparison</p>
<p>1. Explain the long postwar peace between democratic nations in the world. (P)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins E7-4: Understand how world wars led to increased international cooperation and tensions.</p>	<p>Origins E7: International Institutions Origins E7 and 1750 U7: The Fallen of World War II</p>
<p>2. Identify recent scientific, technological, and medical advances (e.g., Quantum Theory, nuclear energy, space exploration, polio vaccine, discovery of Deoxyribose Nucleic Acid, or DNA). (I)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U9-1: Evaluate the causes and consequences of globalization. 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: Introduction to Globalization; Is the World Flat or Spiky?; Globalization I – The Upside: CCWH</p>
<p>3. Describe the increasing integration of economies (trade, capital movements) around the world and the crises in the emerging markets in the 1990s. (G, E)</p>	<p>Origins and 1750 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. 1750 U9-1: Evaluate the causes and consequences of globalization. 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: Globalization I – The Upside: CCWH; Rise of China; Introduction to Globalization; Is the World Flat or Spiky?; Globalization II – Good or Bad? CCWH 1750 U9: CCOT – Unit Comparison; The Flower Industry in Colombia; Bangalore: City of High Tech</p>

<p>4. Describe the movement of people (labor) to find better employment opportunities and the transfer of skills back to developing countries (e.g., India). (G, S, I)</p>	<p>Origins and 1750 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. 1750 U9-4: Apply historical thinking practices and reasoning skills such as claim testing, historical comparison, continuity and change over time, and sourcing to analyze these historical events and processes.</p>	<p>Origins E7 and 1750 U9: Population and Environmental Trends, 1880 to the Present; Globalization I – The Upside: CCWH; Is the World Flat or Spiky?; Rise of China; Following Goods Around the World 1750 U9: Unit 9 Overview; CCOT – Unit Comparisons; Unit 9 Problem Notebook; Bangalore: City of High Tech</p>
<p>5. Describe the spread of knowledge and information across international borders fueled by advances in electronic communications. (G, E, I)</p>	<p>Origins and 1750 CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. 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. 1750 U9-4: Apply historical thinking practices and reasoning skills such as claim testing, historical comparison, continuity and change over time, and sourcing to analyze these historical events and processes.</p>	<p>Origins E7 and 1750 U9: CCOT – Unit Comparisons; Introduction to Globalization; Globalization I - The Upside: CCWH; Is the World Flat or Spiky? 1750 U9: Bangalore: City of High Tech</p>
<p>6. Explain how medical advances and improved living standards have brought strong increases in life expectancy. (E, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U9-1: Evaluate the causes and consequences of globalization. 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: Globalization I – The Upside: CCWH; Population and Environmental Trends, 1880 to the Present</p>
<p>7. Explain how gaps between rich and poor countries, and rich and poor people within countries, have grown, and describe the policies that are designed to alleviate poverty. (P, S)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. 1750 U9-3: Understand the “lumpiness” of globalization and how communities have responded to inequalities that occur as a result of this interconnectedness.</p>	<p>Origins E7 and 1750 U9: Introduction to Globalization; Globalization II – Good or Bad? CCWH; Dollar Street; Is the World Flat or Spiky?</p>