



WHP AND IOWA CORE STANDARDS IN SOCIAL STUDIES

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Iowa WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Iowa'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 Iowa's World History 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 Iowa's history. WHP includes two chronological courses: Origins to the Present and 1750 to Present. The beauty of the WHP courses is that it can be molded to conform to a variety of periodizations. Therefore, for Iowa, 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 Iowa's Core Standards in Social Studies

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 Iowa's Core Standards in Social Studies. 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 trade during the Silk Roads and Industrial Revolution, cultural advancements during the Enlightenment and Scientific Revolution, and conflict during World Wars I and II, which are aligned to Iowa's standards. Additional information on the frames and scales can be found in the WHP Course Guide. In Iowa's world history course, there is an emphasis on content and inquiry. Specifically, Iowa's Core Standards in Social Studies document states "The world history standards promote an emphasis on both historical content and historical thinking skills to prepare students with a strong foundation in significant history content, and with the skills necessary to apply historical thinking to any historical context." The WHP supports students as they study the historical content, throughout various scales, and apply the thinking skills expressed in Iowa's standards. 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, Iowa's standards document outlines the inclusion of Behavioral Sciences, Civics/Government, Economics, Geography, and History disciplines within its anchor standards. 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 Iowa's focus on history and advancements within societies. The communities frame also supports Iowa's emphasis on civics and government and how various governments maintain order. The networks frame compliments the study of geography and international relationships. Finally, the production and distribution frame aligns with Iowa's focus on economic systems and commerce. WHP is an excellent fit for meeting Iowa'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 Iowa'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 Iowa's World History course.

Iowa Standards WHP Objectives Crosswalk

Inquiry

IOWA SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT IOWA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT IOWA SKILLS AND STANDARDS
Inquiry Standards		
Constructing Compelling Questions		
<p>SS.9-12.1. Create compelling questions representing key ideas within the disciplines.</p>	<p>Origins and 1750 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Sourcing Tool Origins E3: Contextualization - Agrarian Societies 1750 U3: Contextualization - How Was Industrialization Possible? Origins E4: Contextualization - Mansa Musa Origins E5: Contextualization - Pastoral Empires: Mongols and Comanches Origins E6 and 1750 U4: Contextualization- Child Labor 1750 U5: Contextualization - Opium Wars 1750 U7: Contextualization - The Great Depression</p>
Constructing Supporting Questions		
<p>SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</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 E1-5 and 1750 U1-4: Analyze and evaluate concepts such as claim testing, contextualization, causation, sourcing, and historical comparison.</p>	<p>Sourcing Tool; Three Close Reads Tool; Contextualization Tool Origins E4: Sourcing – Emperor Hongwu Excerpt from an Imperial Edict Restraining Officials from Evil Origins E5: Sourcing – Excerpts from The Broken Spears: Aztec Accounts of the Spanish-Aztec War 1750 U2: Sourcing – The Inoculation Debate 1750 U4: Sourcing – Why Was Slavery Abolished? Origins E6 and 1750 U5: Sourcing- Differing Perspectives on Imperialism 1750 U8: Sourcing - Who Started the Cold War?</p>
Gathering and Evaluating Sources		
<p>SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</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 CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. Origins and 1750 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Origins/1750: DBQs and LEQs (multiple units) Origins E6 and 1750 U2: Revolutionary Women Origins E7 and 1750 U8: Comparison - Decolonizing Women Origins E7 and 1750 U9: Comparison - Rights Documents 1750 U9: CCOT – Unit Comparisons</p>

<p>SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source</p>	<p>Origins and 1750 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Origins E2 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</p>
<p>Developing Claims and Using Evidence</p>		
<p>SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p>Origins and 1750 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Origins E2 and 1750 U2: Claim Testing - Authority Origins E3 and 1750 U3: Claim Testing - Evidence Origins E4: Claim Testing - The Muslim World 1750 U4: Claim Testing - Social Class and Gender Origins E6 and 1750 U5: Claim Testing - Imperialism Origins E7 and 1750 U7: Claim Testing - Global Conflict Origins E7 and 1750 U9: Claim Testing - Globalization Origins E7 and 1750 U8: Cold War Crisis Origins E7 and 1750 U7: Human Rights and Asylum Debate Origins (all eras) and 1750 (all units): DBQs and LEQs (forthcoming)</p>
<p>SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p>Origins and 1750 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Origins E2 and 1750 U2: Claim Testing - Authority Origins E3 and 1750 U3: Claim Testing - Evidence Origins E4: Claim Testing - The Muslim World 1750 U4: Claim Testing - Social Class and Gender Origins E6 and 1750 U5: Claim Testing - Imperialism Origins E7 and 1750 U7: Claim Testing - Global Conflict Origins E7 and 1750 U9: Claim Testing - Globalization Origins E7 and 1750 U8: Cold War Crisis Origins E7 and 1750 U7: Human Rights and Asylum Debate Origins (all eras) and 1750 (all units): DBQs and LEQs (forthcoming)</p>
<p>Communicating and Critiquing Conclusions</p>		
<p>SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</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 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Origins E2 and 1750 U2: Claim Testing - Authority Origins E3 and 1750 U3: Claim Testing - Evidence Origins E4: Claim Testing - The Muslim World 1750 U4: Claim Testing - Social Class and Gender Origins E6 and 1750 U5: Claim Testing - Imperialism Origins E7 and 1750 U7: Claim Testing - Global Conflict; Human Rights and Asylum Debate Origins E7 and 1750 U9: Claim Testing - Globalization Origins E7 and 1750 U8: Cold War Crisis Origins (all eras) and 1750 (all units): DBQs and LEQs (forthcoming)</p>

<p>SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</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 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Origins E4: Claim Testing-The Muslim World 1750 U4: Claim Testing – Social Class and Gender Origins E6 and 1750 U5: Claim Testing – Imperialism Origins E5 and 1750 U7: Human Rights and Asylum Debate</p>
<p>SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</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.</p>	<p>Origins and 1750 (all eras/units): DBQs and LEQs Origins and 1750: Course Culminating Project Origins E7 and 1750 U7: Human Rights and Asylum Debate Origins E7 and 1750 U9: UN Sustainable Development Goals</p>
<p>SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.</p>	<p>Origins CO5 and 1750 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Origins E2 and 1750 U2: Claim Testing - Authority Origins E3 and 1750 U3: Claim Testing - Evidence Origins E4: Claim Testing - The Muslim World 1750 U4: Claim Testing - Social Class and Gender Origins E6 and 1750 U5: Claim Testing - Imperialism Origins E7 and 1750 U7: Claim Testing - Global Conflict; Human Rights and Asylum Debate Origins E7 and 1750 U8: Cold War Crisis Origins E7 and 1750 U9: Claim Testing - Globalization Origins (all eras) and 1750 (all units): DBQs and LEQs (forthcoming)</p>
<p>Taking Informed Action</p>		
<p>SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</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: 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 U4-1: Analyze the various responses to industrialization that occurred in different regions of the world.</p>	<p>Origins E6 and 1750 U2: The Atlantic Revolutions Origins E6 and 1750 U4: Rise of the Proletariat; Responses to Industrialization; Comparison – Women’s Suffrage; A World Tour of Women’s Suffrage; Why Was Slavery Abolished? Three Theories 1750 U5: Causation – Indian Uprising Origins E7 and 1750 U7: Global Great Depression Origins E7 and 1750 U8: And then Gandhi Came: Nationalism, Revolution, and Sovereignty; Watch: Nonviolence and Peace Movements: CCWH</p>
<p>SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</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.</p>	<p>Origins E7 and 1750 U2: Who Am I?; Responsibility and Compassion Origins E7 and 1750 U7: Human Rights and Asylum Debate Origins E7 and 1750 U9: UN Sustainable Development Goals</p>

Iowa Standards WHP Objectives Crosswalk
World History

IOWA SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT IOWA SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT IOWA SKILLS AND STANDARDS
Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 U6-3: Understand the causes and consequences of historical events that occurred during World War I such as the Russian Revolution and the Armenian Genocide.	Origins E7 and 1750 U6: The Power of One: The Russian Revolution Origins E7 and 1750 U8: And Then Gandhi Came: Nationalism, Revolution, and Sovereignty 1750 U8: Apartheid Origins E7 and 1750 U9: Watch: Nonviolence and Peace Movements: CCWH
SS-WH.9-12.13. Describe the impact of culture and institutions on societies.	Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins E5-1: Understand and evaluate the formation of regional and global networks of interaction. 1750 U6-3: Understand the causes and consequences of historical events that occurred during World War I such as the Russian Revolution and the Armenian Genocide.	Origins E5: The Disastrous Effects of Increased Global Interactions c. 1500 to c. 1600 Origins E5 and 1750 U4: Overview of New Economic Systems Origins E7 and 1750 U6: The Power of One: The Russian Revolution 1750 U8: Apartheid Origins E7 and 1750 U9: Watch: Nonviolence and Peace Movements: CCWH
Analyze Civic and Political Institutions (Civics/Government)	1750 U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.	1750 U2: Watch: French Revolution: CCWH Origins E6 and 1750 U2: The Atlantic Revolutions Origins E7 and 1750 U7: Fascist Histories, Part II: Exercising Authoritarianism 1750 U7: Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Fascist Histories Part I
SS-WH.9-12.14. Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control. (21st century skills)	1750 U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.	1750 U2: Watch: French Revolution: CCWH Origins E6 and 1750 U2: The Atlantic Revolutions; The Enlightenment Origins E7 and 1750 U7: Fascist Histories, Part II: Exercising Authoritarianism 1750 U7: Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Fascist Histories Part I
Assess the Global Economy (Economics)	1750 U4-2: Understand the new economic systems that were developed in response to industrialization. 1750 U6-2: Evaluate how capitalism affected the first global war.	Origins E5 and 1750 U4: Slavery and Capitalism Origins E7 and 1750 U6: Capitalism and World War I Origins E7 and 1750 U7: Global Great Depression Origins E7 and 1750 U8: Devastation of Old Markets
SS-WH.9-12.15. Compare and contrast various economic and labor systems within and across societies.	1750 U4-2: Understand the new economic systems that were developed in response to industrialization. 1750 U6-2: Evaluate how capitalism affected the first global war.	Origins E5 and 1750 U4: Slavery and Capitalism; Overview of New Economic Systems Origins E6 and 1750 U4: Watch: Capitalism and Socialism: CCWH Origins E7: International Institutions Origins E7 and 1750 U6: Capitalism and World War I Origins E7 and 1750 U8: Devastation of Old Markets

<p>SS-WH.9-12.16. Examine the ways in which trade, commerce, and industrialization affected societies.</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 U9-1: Evaluate the causes and consequences of globalization.</p>	<p>1750 U1: Production and Distribution in 1750 1750 U3: CCOT-Revolutions to Industrialization; The Global Transformations of the Industrial Revolution Origins E4: The Silk Road 1750 Origins E6 and 1750 U5: Struggle and Transformation in China Origins E7: International Institutions Origins E7 and 1750 U7: Global Great Depression 1750 U7: The Global Story of the 1930's Origins E7 and 1750 U9: Introduction to Globalization</p>
<p>Analyze Global Interconnections (Geography)</p>	<p>Origins and 1750 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. Origins E7-4: Understand how world wars led to increased international cooperation and tensions.</p>	<p>Origins E7 and 1750 U6: World War I Peace Talks Origins E7 and 1750 U7: Thirty Years of Continuous War; Watch: Internationalism Between the Wars 1750 U7: Appeasement; The Second World War Origins E7 and 1750 U8: Simulation-Cold War Crisis; Cold War: An Overview; The Cold War Around the World; End of Empire and the Cold War Origins E7 and 1750 U9: Watch: Conflict in Israel and Palestine: CCWH</p>
<p>SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.</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 U7: The Second World War; Nuclear Bombs</p>
<p>SS-WH.9-12.18. Assess impact of conflict and diplomacy on international relations.</p>	<p>Origins and 1750 CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. 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 Origins E7 and 1750 U7: Fascist Histories: Part 1; Thirty Years of Continuous War; Watch: Internationalism Between the Wars 1750 U7: Appeasement Origins E7 and 1750 U8: Simulation-Cold War Crisis; Cold War: An Overview; The Cold War Around the World; End of Empire and the Cold War Origins E7 and 1750 U9: Watch: Conflict in Israel and Palestine: CCWH 1750 U9: Conflict Over Natural Resources</p>
<p>Analyze Human Population Movement and Patterns (Geography)</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 E5: The Columbian Exchange; Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People 1750 U3: Migration and Industrialization</p>

<p>SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.</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. 1750 U9-2: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>Origins E5: The Columbian Exchange; Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People 1750 U3: Migration and Industrialization Origins E7 and 1750 U9: Introduction to Globalization</p>
<p>Analyze Change, Continuity, and Context (History)</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins E6-4 and 1750 U4-4: Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this unit. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.</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>SS-WH.9-12.20. Evaluate methods used to change or expand systems of power and/or authority.</p>	<p>Origins and 1750 CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. Origins E6-3 and 1750 U3-2: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. 1750 U4-1: Analyze the various responses to industrialization that occurred in different regions of the world. Origins E6-4 and 1750 U4-4: Evaluate why people’s perceptions of labor, women’s rights, and human rights changed during this unit. 1750 U7-1: Understand the rise of fascism in various regions of the world including its causes and consequences.</p>	<p>Origins E6 and 1750 U2: Origins and Impacts of Nationalism; The Atlantic Revolutions Origins E7 and 1750 U4: Rise of the Proletariat; Responses to Industrialization; A World Tour of Women’s Suffrage; Sourcing – Why Was Slavery Abolished? Origins E7 and 1750 U7: Fascist Histories, Part I; Fascist Histories, Part II: Exercising Authoritarianism 1750 U7: Fascism in Germany; Nuremberg Laws, Nuremberg Trials Origins E7 and 1750 U8: And Then Gandhi Came: Nationalism, Revolution, and Sovereignty 1750 U8: Apartheid</p>

<p>SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology.</p>	<p>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 unit.</p>	<p>1750 U1: European States and Empires Origins E6 and 1750 U2: Enlightenment; Origins and Impacts of Nationalism Origins E6 and 1750 U3: The Industrial Revolution; The Global Transformations of the Industrial Revolution 1750 U3: The Scientific Revolution Origins E6 and 1750 U4: Rise of the Proletariat; A World Tour of Women’s Suffrage</p>
<p>SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social status.</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 E5-4: Understand and critique the role of capitalism on the Columbian Exchange and transatlantic slave trade. 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 E4: Women in Song China Origins E5 and 1750 U4: Capitalism and Slavery Origins E6 and 1750 U2: Revolutionary Women Origins E6 and 1750 U4: Rise of the Proletariat; Responses to Industrialization; A World Tour of Women's Suffrage; Comparison-Women's Suffrage Worksheet Origins E7 and 1750 U8: Decolonizing Women</p>
<p>Critique Historical Sources and Evidence (History)</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.</p>	<p>Origins and 1750: Sourcing Tool Origins E5: Sources of Mongol History; Sourcing - Spanish Conquest of the Aztec Empire Origins E6: Sourcing - Differing Perspectives on Imperialism 1750 U1: Primary Sources: Europe and China in 1750 1750 U3: Industrial Revolution Primary Sources 1750 U4: Sourcing – Why Was Slavery Abolished? 1750 U5: Sourcing - Differing Perspectives on Imperialism 1750 U7: Primary Sources of Internationalism 1750 U8: Sourcing - Who Started the Cold War?</p>
<p>SS-WH.9-12.23. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness of sources throughout world history.</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 CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. Origins CO5 and 1750 CO5: 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: Sourcing Tool Origins E3: Sourcing - The Deeds of the Divine Augustus Origins E4: Sourcing - Emperor Hongwu's Edict Origins E5: Sources of Mongol History; Sourcing - Spanish Conquest of the Aztec Empire Origins E6: Sourcing - Differing Perspectives on Imperialism 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750 1750 U2: Sourcing – The Inoculation Debate 1750 U3: Industrial Revolution Primary Sources 1750 U4: Sourcing – Why Was Slavery Abolished? 1750 U5: Sourcing - Differing Perspectives on Imperialism 1750 U7: Primary Sources of Internationalism 1750 U8: Sourcing - Who Started the Cold War?</p>

Compare Perspectives (History)	Origins and 1750 C01: 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 C05: 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 and 1750 U4: A World Tour of Women’s Suffrage; Comparison – Women’s Suffrage Origins E7 and 1750 U8: And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Comparison – Decolonizing Women; Decolonizing Women 1750 U8: Apartheid
SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history.	Origins and 1750 C01: 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 C05: 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 and 1750 U4: A World Tour of Women’s Suffrage; Comparison – Women’s Suffrage Origins E7 and 1750 U8: And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Comparison – Decolonizing Women; Decolonizing Women 1750 U8: Apartheid Origins E7 and 1750 U9: Watch: Nonviolence and Peace Movements: CCWH
Justify Causation and Argumentation (History)	1750 U4-1: Analyze the various responses to industrialization that occurred in different regions of the world. 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.	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
SS-WH.9-12.25. Determine multiple and complex causes and effects of historical events within world history.	1750 U4-1: Analyze the various responses to industrialization that occurred in different regions of the world. 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.	Origins E5 and 1750 U4: Capitalism and Slavery Origins E6 and 1750 U3: The Industrial Revolution; The Global Transformations of the Industrial Revolution Origins E6 and 1750 U4: Responses to Industrialization 1750 U5: Causation – Indian Uprising Origins E7 and 1750 U6: What Caused the First World War? Origins E7 and 1750 U7: The Second World War
Iowa History (History)		
SS-WH.9-12.26. Assess Iowans or groups of Iowans who have influenced world history.		