



# WHP AND PENNSYLVANIA SOCIAL STUDIES ACADEMIC STANDARDS

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**Cover:** *This ruffed grouse is drumming on a log with his outstretched feathers. The Pennsylvania state bird is the ruffed grouse. © photobird / iStock / Getty Images Plus*

## Pennsylvania WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Pennsylvania’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 Pennsylvania’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 opportunity cost. WHP includes two chronological courses: Origins to the Present and 1750 to Present. While Pennsylvania’s world history course starts at 1450, the beauty of the WHP course is that it can be molded to conform to a variety of periodizations. Therefore, for Pennsylvania, 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 Pennsylvania’s Academic Standards for 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While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills.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 the Pennsylvania’s Academic Standards for 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 supply and demand during the Industrial Revolution, the various types of governments during the Atlantic Revolutions and World War I, and the role of groups during the Woman’s Suffrage Movement. These topics are aligned to the grade band competencies outlined in Pennsylvania’s standards. Additional information on the frames and scales can be found in the WHP Course Guide. In Pennsylvania’s world history course, there is an emphasis on concepts such as scarcity of resources, rights and responsibilities, and geographic tools. Specifically, the Pennsylvania Curriculum Framework for Social Studies outlines the essential questions aligned to the big ideas and goals of the course. Some of these questions are as follows: “How does the exercise of rights and responsibilities differ in various forms of governments?,” “How does unlimited wants with limited resources impact government?,” “How are the tools of geography used to represent time, space and place?,” and “How does world history reflect the struggle to balance the control of freedom and liberty?” The WHP supports students as they study the historical content expressed in these questions, which occurs throughout various scales. 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, Pennsylvania's Curriculum Framework for Social Studies outlines its inclusion Civics and Government, Geography, Economics, and History content. 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 Pennsylvania's focus on civics and nationalism. The networks frame compliments the study of settlement and population. Finally, the production and distribution frame aligns with Pennsylvania's focus on economics and trade. WHP is an excellent fit for meeting Pennsylvania'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 Pennsylvania'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 knowledge that is expected from Pennsylvania's world history course.

Pennsylvania Standards WHP Objectives Crosswalk  
Historical

| PENNSYLVANIA SOCIAL STUDIES STANDARDS  | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS   | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS  |
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| <b>WORLD HISTORY 1450-PRESENT</b>  |  |   |
| <b>8.1.</b> Historical Analysis and Skills Development   | <b>Origins and 1750 C01:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins and 1750 C05:</b> 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.  | <b>Origins E2:</b> Causation - From Foraging to Complex Societies <b>Origins E3:</b> Causation - Population Growth; CCOT - Empires <b>Origins E4:</b> Causation - Autopsy of an Empire; CCOT - Regional Webs <b>1750 U4:</b> Sourcing – Why Was Slavery Abolished? <b>1750 U5:</b> Sourcing - Differing Perspectives on Imperialism <b>1750 U7:</b> Primary Sources of Internationalism <b>1750 U8:</b> Sourcing - Who Started the Cold War?  |
| <b>8.1.W.A.</b> Evaluate patterns of continuity and change over time, applying context of events.  | <b>Origins and 1750 C05:</b> 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. <b>1750 U5-5:</b> Analyze the different ways communities responded to colonialism. <b>1750 U6-1:</b> Understand the causes and consequences of World War I and how this war was the first global and total war.  | <b>Origins E2:</b> Causation - From Foraging to Complex Societies <b>Origins E3:</b> Causation - Population Growth; CCOT - Empires <b>Origins E4:</b> Causation - Autopsy of an Empire; CCOT - Regional Webs <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas <b>Origins E6:</b> Causation - Recipe for a Revolution; CCOT - The Long Nineteenth Century <b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game; CCOT - Revolutions to Industrialization <b>1750 U5:</b> Causation - Indian Uprising; CCOT - Transformations to Responses <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI <b>1750 U7:</b> Causation – WWII <b>1750 U8:</b> CCOT - WWII to Cold War <b>1750 U9:</b> CCOT - Unit Comparisons |
| <b>8.1.W.B.</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. | <b>Origins and 1750 C01:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins and 1750 C03:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. <b>Origins C05 and 1750 C05:</b> 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. | <b>Origins and 1750:</b> Sourcing Tool <b>Origins E3:</b> Sourcing - The Deeds of the Divine Augustus <b>Origins E4:</b> Sourcing - Emperor Hongwu's Edict <b>Origins E5:</b> Sources of Mongol History; Sourcing - Spanish Conquest of the Aztec Empire <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism <b>1750 U1:</b> Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750 <b>1750 U2:</b> Sourcing – The Inoculation Debate <b>1750 U3:</b> Industrial Revolution Primary Sources <b>1750 U4:</b> Sourcing – Why Was Slavery Abolished? <b>1750 U5:</b> Sourcing - Differing Perspectives on Imperialism <b>1750 U7:</b> Primary Sources of Internationalism <b>1750 U8:</b> Sourcing - Who Started the Cold War?  |

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| <p><b>8.1.W.C.</b> Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.</p>   | <p><b>Origins and 1750 C01:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins and 1750 C03:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. <b>Origins and 1750 C05:</b> 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><b>Origins and 1750:</b> DBQs and LEQs (all eras/units); Writing progression activities precede each DBQ and LEQ</p>   |
| <p><b>8.4.</b> World History</p>   | <p><b>Origins and 1750 C01:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins and 1750 C05:</b> 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><b>Origins E6 and 1750 U2:</b> The Atlantic Revolutions <b>Origins E6 and 1750 U4:</b> Comparison – Women’s Suffrage <b>Origins E7 and 1750 U8:</b> And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Comparison – Decolonizing Women <b>1750 U8:</b> Apartheid <b>Origins E7 and 1750 U9:</b> Watch: Nonviolence and Peace Movements: CCWH; Watch: Conflict in Israel and Palestine: CCWH; WTO Resistance</p> |
| <p><b>8.4.W.A.</b> Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>  | <p><b>Origins and 1750 C01:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins and 1750 C05:</b> 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><b>Origins E6 and 1750 U4:</b> A World Tour of Women’s Suffrage; Comparison – Women’s Suffrage <b>Origins E7 and 1750 U8:</b> And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Comparison – Decolonizing Women; Decolonizing Women <b>1750 U8:</b> Apartheid <b>Origins E7 and 1750 U9:</b> Watch: Nonviolence and Peace Movements: CCWH</p>  |
| <p><b>8.4.W.B.</b> Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p>  | <p><b>Origins and 1750 C05:</b> 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><b>Origins E6 and 1750 U2:</b> The Atlantic Revolutions <b>Origins E7 and 1750 U9:</b> Comparison – Rights Documents</p>   |
| <p><b>8.4.W.C.</b> Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> | <p><b>Origins and 1750 C05:</b> 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><b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U9:</b> CCOT – Unit Comparisons</p>  |
| <p><b>8.4.W.D.</b> Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>   | <p><b>Origins and 1750 C04:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>   | <p><b>Origins E7 and 1750 U9:</b> Watch: Conflict in Israel and Palestine: CCWH; WTO Resistance <b>1750 U9:</b> Conflict Over Natural Resources</p>   |

Pennsylvania Standards WHP Objectives Crosswalk  
 Geography

| PENNSYLVANIA SOCIAL STUDIES STANDARDS   | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS   | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS  |
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| <b>GEOGRAPHY</b>  |  |   |
| 7.1. Basic Geographic Literacy  | <b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.   | <b>Origins E3:</b> Mapping Regional Trade Networks <b>Origins E5:</b> Crops That Grew the World <b>1750 U1:</b> European States and Empires; Americas in 1750 <b>Origins E6 and 1750 U5:</b> Industrial Imperialism, the "New" Imperialism; Responses to Industrial Imperialism <b>1750 U7:</b> Contextualization – The Great Depression  |
| 7.1.W.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.                                 | <b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E1-6 and 1750 U1-5:</b> Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.  | <b>Origins and 1750:</b> Geography activities located in each .0 lesson of the course (forthcoming) <b>Origins E3:</b> Mapping Regional Trade Networks <b>Origins E5:</b> Crops That Grew the World <b>1750 U1:</b> European States and Empires; Americas in 1750; Global Production and Distribution in 1750 <b>Origins E6 and 1750 U3:</b> Scale of the Industrial Revolution <b>Origins E6 and 1750 U5:</b> Industrial Imperialism, the "New" Imperialism; Responses to Industrial Imperialism <b>1750 U7:</b> Contextualization – The Great Depression <b>Origins E7 and 1750 U7:</b> The Second World War <b>Origins E7 and 1750 U8:</b> Cold War: An Overview |
| 7.2. Physical Characteristics of Places and Regions   | <b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.   | <b>Origins E2:</b> Foraging Communities and Networks; The First Farmers in Africa, the Cradle of Humanity <b>Origins E3:</b> Mapping Regional Trade Networks <b>1750 U3:</b> Contextualization - How Was Industrialization Possible?  |
| 7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems. | <b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins and 1750 CO5:</b> 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. | <b>Origins E3:</b> Mapping Regional Trade Networks; Contextualization - Agrarian Societies; Pre-Contact Americas <b>Origins E5:</b> The Columbian Exchange <b>1750 U3:</b> Contextualization - How Was Industrialization Possible?  |
| 7.2.W.B. Analyze the significance of physical processes in shaping the character of places and regions.   | <b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.   | <b>Origins E2:</b> Foraging Communities and Networks; The First Farmers in Africa, the Cradle of Humanity   |

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| <p><b>7.3. Human Characteristics of Places and Regions</b></p>  | <p><b>Origins E5-5:</b> Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes. <b>1750 U3-4:</b> Apply historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, and continuity and change over time to evaluate these historical events and processes.</p>  | <p><b>Origins E5:</b> Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People; CCOT - Africa and the Americas <b>1750 U3:</b> Migration and Industrialization <b>Origins E7 and 1750 U7:</b> Economics in the Second World War <b>Origins E7 and 1750 U9:</b> Population and Environmental Trends, 1880 to the Present</p>   |
| <p><b>7.3.W.A.</b> Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> | <p><b>Origins E5-3:</b> Evaluate the development of new hierarchies based upon social class and race during this era. <b>Origins E5-5:</b> Use historical thinking practices and reasoning skills such as contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes. <b>1750 U3-4:</b> Apply historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, and continuity and change over time to evaluate these historical events and processes.</p> | <p><b>Origins E5:</b> Era Overview; Transatlantic Migration Patterns: The Voluntary and Involuntary Movement of People; CCOT - Africa and the Americas <b>Origins E6 and 1750 U3:</b> The Industrial Revolution <b>1750 U3:</b> Migration and Industrialization <b>Origins E7 and 1750 U7:</b> Economics in the Second World War <b>Origins E7 and 1750 U8:</b> Cold War Around the World <b>Origins E7 and 1750 U9:</b> Population and Environmental Trends, 1880 to the Present</p> |
| <p><b>7.4. Interactions Between People and the Environment</b></p>  | <p><b>Origins E6-2 and 1750 U3-1:</b> 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. <b>1750 U9-1:</b> Evaluate the causes and consequences of globalization.</p>  | <p><b>Origins E5:</b> Crops That Grew the World <b>1750 U1:</b> Production and Distribution in 1750 <b>1750 U3:</b> Urbanization Game <b>1750 U5:</b> Responses to Industrial Imperialism <b>Origins E7 and 1750 U9:</b> Population and Environmental Trends, 1880 to the Present <b>1750 U9:</b> Green Revolution; Drought and Famine: CCWH; Environmentalism</p>  |
| <p><b>7.4.W.A.</b> Analyze the effects of changes in the physical systems.</p>  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E7-5:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment. <b>1750 U9-1:</b> Evaluate the causes and consequences of globalization. <b>1750 U9-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>   | <p><b>Origins E5:</b> Crops That Grew the World <b>Origins E7 and 1750 U9:</b> Population and Environmental Trends, 1880 to the Present <b>1750 U9:</b> Green Revolution; Drought and Famine: CCWH; Environmentalism</p>  |
| <p><b>7.4.W.B.</b> Analyze the effects of human activity on the physical systems.</p>   | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E6-2 and 1750 U3-1:</b> 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><b>Origins E5:</b> Crops that Grew the World; The Columbian Exchange <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U7:</b> Nuclear Weapons <b>Origins E7 and 1750 U9:</b> Population and Environmental Trends, 1880 to the Present <b>1750 U9:</b> Environmentalism</p>  |



# Pennsylvania Standards WHP Objectives Crosswalk

## Economics

| PENNSYLVANIA SOCIAL STUDIES STANDARDS  | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS  | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS  |
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| <b>ECONOMICS</b>   |   |   |
| <b>6.1.</b> Scarcity and Choice  | <b>Origins E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment. <b>1750 U9-1:</b> Evaluate the causes and consequences of globalization.  | <b>Origins E5:</b> The Transatlantic Slave Trade<br><b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China   |
| <b>6.1.W.A.</b> Analyze how choices are made because of scarcity.  | <b>Origins E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment. <b>1750 U6-4:</b> Assess the effects of the First World War on the communities that participated.   | <b>Origins E5:</b> The Transatlantic Slave Trade<br><b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U7:</b> Global Great Depression; Economics in the Second World War <b>1750 U7:</b> The Global Story of the 1930's <b>1750 U9:</b> Drought and Famine (CCWH)   |
| <b>6.1.W.B.</b> Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. | <b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>1750 U5-5:</b> Analyze the different ways communities responded to colonialism. <b>1750 U9-1:</b> Evaluate the causes and consequences of globalization.  | <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>1750 U9:</b> Conflict Over Natural Resources   |
| <b>6.1.W.C.</b> Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.                             |   |   |
| <b>6.2.</b> Markets and Economic Systems   | <b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. <b>1750 U4-2:</b> Understand the new economic systems that were developed in response to industrialization. <b>Origins E6-2:</b> 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. | <b>Origins E5:</b> The Columbian Exchange; Era 5 Overview: The First Global Age <b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U3:</b> The Global Transformations of the Industrial Revolution <b>Origins E5 and 1750 U4:</b> Overview of New Economic Systems <b>1750 Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>Origins E7:</b> International Institutions <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U9:</b> Why Does Genocide Still Happen? |

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| <p><b>6.2.W.A.</b> Evaluate the flow of goods and services in an international economy.</p>  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction. <b>Origins E6-2:</b> 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. <b>1750 4-2:</b> Understand the new economic systems that were developed in response to industrialization.</p> | <p><b>Origins E5:</b> The Columbian Exchange; Era 5 Overview: The First Global Age <b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U3:</b> The Global Transformations of the Industrial Revolution <b>Origins E5 and 1750 U4:</b> Overview of New Economic Systems <b>1750 Origins E6 and 1750 U5:</b> Struggle and Transformation in China</p>                       |
| <p><b>6.2.W.C.</b> Evaluate the impact of advertising and media on individual and group behavior throughout world history.</p>   | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>  | <p><b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U9:</b> Why Does Genocide Still Happen?</p>   |
| <p><b>6.2.W.D.</b> Explain how the laws of supply and demand impacted individuals and groups behavior over time.</p>   | <p><b>Origins E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era. <b>1750 U3-1:</b> 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><b>Origins E4:</b> The Silk Road <b>1750 U1:</b> Production and Distribution in 1750 <b>1750 U3:</b> CCOT- Revolutions to Industrialization <b>Origins E6 and 1750 U3:</b> Urbanization Game; The Global Transformations of the Industrial Revolution <b>Origins E5 and 1750 U4:</b> Overview of New Economic Systems <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China</p> |
| <p><b>6.2.W.E.</b> Analyze the impact of the business cycle on individual and group behavior over time.<br/>-Analyze the characteristics of economic expansion, recession, and depression.</p> | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>  | <p><b>Origins E7:</b> International Institutions <b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E7 and 1750 U7:</b> Global Great Depression; Economics in the Second World War <b>1750 U7:</b> The Global Story of the 1930's</p>  |
| <p><b>6.2.W.F.</b> Analyze the impact of private economic institutions on individuals and groups over time.</p>  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E7-4:</b> Understand how world wars led to increased international cooperation and tensions. <b>1750 U4-2:</b> Understand the new economic systems that were developed in response to industrialization.</p>  | <p><b>Origins E5 and 1750 U4:</b> Overview of New Economic Systems <b>Origins E7:</b> International Institutions <b>Origins E7 and 1750 U9:</b> Rise of China</p>  |
| <p><b>6.2.W.G.</b> Compare and contrast various economic systems.</p>  | <p><b>1750 U4-2:</b> Understand the new economic systems that were developed in response to industrialization. <b>1750 U6-2:</b> Evaluate how capitalism affected the first global war.</p>  | <p><b>Origins E5 and 1750 U4:</b> Slavery and Capitalism; Overview of New Economic Systems <b>Origins E6 and 1750 U4:</b> Watch: Capitalism and Socialism: CCWH <b>Origins E7:</b> International Institutions <b>Origins E7 and 1750 U6:</b> Capitalism and World War I <b>Origins E7 and 1750 U8:</b> Devastation of Old Markets</p>  |

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| <p><b>6.3. Functions of Government</b></p>   | <p><b>1750 U5-5:</b> Analyze the different ways communities responded to colonialism. <b>1750 U6-1:</b> Understand the causes and consequences of World War I and how this war was the first global and total war. <b>1750 U7-2:</b> Analyze the causes, scale, and consequences of World War II.</p>   | <p><b>Origins E6 and 1750 U4:</b> Watch: Capitalism and Socialism: CCWH <b>1750 U5:</b> 1857 Indian Uprising <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>Origins E7 and 1750 U6:</b> World War I: A Total War?; Capitalism and World War I <b>Origins E7 and 1750 U7:</b> Economics in the Second World War</p>  |
| <p><b>6.3.W.B./6.3.W.D.</b> Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and Race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic Stability</li> </ul> | <p><b>1750 U5-5:</b> Analyze the different ways communities responded to colonialism. <b>1750 U6-1:</b> Understand the causes and consequences of World War I and how this war was the first global and total war. <b>1750 U6-2:</b> Evaluate how capitalism affected the first global war. <b>1750 U7-2:</b> Analyze the causes, scale, and consequences of World War II.</p>  | <p><b>1750 U2:</b> Economic and Material Causes of Revolt; The World Revolution of 1848 <b>Origins E6 and 1750 U4:</b> Watch: Capitalism and Socialism: CCWH <b>1750 U5:</b> 1857 Indian Uprising <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>Origins E7 and 1750 U6:</b> World War I: A Total War?; Capitalism and World War I <b>Origins E7 and 1750 U7:</b> Economics in the Second World War <b>Origins E7:</b> International Institutions</p> |
| <p><b>6.4. Economic Interdependence</b></p>  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E6-2:</b> 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. <b>1750 U9-1:</b> Evaluate the causes and consequences of globalization.</p> | <p><b>Origins E4:</b> The Silk Road <b>1750 U1:</b> Production and Distribution in 1750 <b>1750 U3:</b> CCOT-Revolution to Industrialization <b>Origins E6 and 1750 U3:</b> The Global Transformations of the Industrial Revolution <b>Origins E5 and 1750 U4:</b> Overview of New Economic Systems <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>1750 U8:</b> Apartheid <b>Origins E7 and 1750 U9:</b> Introduction to Globalization</p>            |
| <p><b>6.4.W.A.</b> Explain how specialization contributes to economic interdependence on a national and international level.</p>   | <p><b>Origins E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era. <b>Origins E6-2:</b> 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><b>Origins E4:</b> The Silk Road <b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U3:</b> The Global Transformations of the Industrial Revolution <b>Origins E5 and 1750 U4:</b> Overview of New Economic Systems <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China</p>  |
| <p><b>6.4.W.B.</b> Explain how trade contributes to economic interdependence.</p>  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins and 1750 CO5:</b> 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. <b>1750 U9-1:</b> Evaluate the causes and consequences of globalization.</p>  | <p><b>1750 U1:</b> Production and Distribution in 1750 <b>1750 U3:</b> CCOT-Revolution to Industrialization <b>Origins E4:</b> The Silk Road 1750 <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>Origins E7:</b> International Institutions <b>Origins E7 and 1750 U7:</b> Global Great Depression <b>1750 U7:</b>The Global Story of the 1930's <b>Origins E7 and 1750 U9:</b> Introduction to Globalization</p>                                     |

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| <p><b>6.4.W.C.</b> Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> | <p><b>Origins E7-2:</b> Evaluate how nationalism influenced political revolutions and wars during this era along with the migration of peoples around the world. <b>1750 U9-3:</b> Understand the “lumpiness” of globalization and how communities have responded to inequalities that occur as a result of this interconnectedness.</p>                                  | <p><b>1750 U8:</b> Apartheid <b>Origins E7 and 1750 U8:</b> Watch: Decolonization and Nationalism Triumphant: CCWH #40; And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Devastation of Old Markets <b>Origins E6 and 1750 U9:</b> Watch: Nonviolence and Peace Movements: CCWH</p> |
| <p><b>6.4.W.D.</b> Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.</p>       | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E5-7:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment. <b>1750 U9-1:</b> Evaluate the causes and consequences of globalization.</p> | <p><b>Origins E4:</b> The Silk Road <b>1750 U1:</b> Production and Distribution in 1750 <b>Origins E6 and 1750 U3:</b> The Global Transformations of the Industrial Revolution <b>1750 U7:</b> The Global Story of the 1930's <b>Origins E7 and 1750 U9:</b> Introduction to Globalization</p>     |
| <p><b>6.5.</b> Income, Profit, and Wealth</p>  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>   | <p><b>Origins E6 and 1750 U3:</b> When Countries Industrialized <b>Origins E7 and 1750 U9:</b> Rise of China</p>   |
| <p><b>6.5.W.E.</b> Compare distribution of wealth across nations.</p>  | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.</p>   | <p><b>Origins E6 and 1750 U3:</b> When Countries Industrialized <b>Origins E7 and 1750 U9:</b> Rise of China</p>   |

# Pennsylvania Standards WHP Objectives Crosswalk

## Civics & Government

| PENNSYLVANIA SOCIAL STUDIES STANDARDS   | WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS   | RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT PENNSYLVANIA SKILLS AND STANDARDS   |
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| <b>CIVICS &amp; GOVERNMENT</b>  |  |  |
| <p><b>5.1.</b> Principles and Documents of Government</p>   | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E6-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. <b>1750 U8-3:</b> Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>   | <p><b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U8:</b> And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Chinese Communist Revolution; Watch: Decolonization and Nationalism Triumphant: CCWH</p> |
| <p><b>5.1.W.B.</b> Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.<br/>-Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins E6-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. <b>1750 U6-4:</b> Assess the effects of the First World War on the communities that participated.</p>   | <p><b>Origins E6:</b> Ingredients for Revolution <b>Origins E6 and 1750 U2:</b> The Atlantic Revolutions <b>Origins E6 and 1750 U3:</b> Japan’s Industrial Revolution <b>Origins E6 and 1750 U5:</b> Struggle and Transformation in China <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>1750 U9:</b> Conflict Over Natural Resources</p>                           |
| <p><b>5.1.W.F.</b> Evaluate the role of nationalism in uniting and dividing citizens.</p>   | <p><b>Origins E7-2:</b> Evaluate how nationalism influenced political revolutions and wars during this era along with the migration of peoples around the world. <b>1750 U2-2:</b> Assess the role of nationalism in the creation of new empires and the rise of the nation-state. <b>1750 U8-3:</b> Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.</p>   | <p><b>1750 U2:</b> Italian Nationalism <b>Origins E7 and 1750 U8:</b> And Then Gandhi Came: Nationalism, Revolution, and Sovereignty; Chinese Communist Revolution; Watch: Decolonization and Nationalism Triumphant: CCWH</p>   |
| <p><b>5.2.</b> Rights and Responsibilities of Citizenship</p>   | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution. <b>Origins and 1750 CO5:</b> 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><b>Origins E7 and 1750 U2:</b> Responsibility and Compassion <b>Origins E7 and 1750 U7:</b> Fascist Histories, Part II: Exercising Authoritarianism <b>1750 U7:</b> Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Appeasement <b>Origins E7 and 1750 U9:</b> Comparison – Rights Documents</p>   |
| <p><b>5.2.W.A.</b> Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</p>  | <p><b>Origins E7-6:</b> Use historical thinking skills such as causation, contextualization, comparison, continuity and change over time, and the analysis of primary source documents to evaluate the historical narrative presented in this era. <b>Origins and 1750 CO5:</b> 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><b>Origins E7 and 1750 U7:</b> Fascist Histories, Part II: Exercising Authoritarianism <b>1750 U7:</b> Fascism in Germany; Fascism in Italy; Communism in the Soviet Union <b>Origins E7 and 1750 U9:</b> Comparison – Rights Documents</p>   |



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| <p><b>5.2.W.B.</b> Analyze strategies used to resolve conflicts in society and government.</p> | <p><b>Origins and 1750 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. <b>Origins E7-4:</b> Understand how world wars led to increased international cooperation and tensions.</p>  | <p><b>Origins E7 and 1750 U6:</b> World War I Peace Talks <b>1750 U7:</b> Appeasement<br/><b>Origins E7 and 1750 U8:</b> And Then Gandhi Came: Nationalism, Revolution, and Sovereignty</p>   |
| <p><b>5.2.W.D.</b> Evaluate and demonstrate what makes competent and responsible citizens.</p> | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>   | <p><b>Origins E7 and 1750 U2:</b> Responsibility and Compassion</p>   |
| <p><b>5.3.</b> How Government Works</p>  | <p><b>1750 U7-1:</b> Understand the rise of fascism in various regions of the world including its causes and consequences. <b>1750 U7-3:</b> Assess how technology, combined with economic systems such as capitalism, and political ideologies such as fascism impacted World War II.</p>  | <p><b>Origins E6 and 1750 U2:</b> The Atlantic Revolutions; The Enlightenment<br/><b>Origins E7 and 1750 U7:</b> Fascist Histories, Part II: Exercising Authoritarianism <b>1750 U7:</b> Fascism in Germany; Fascism in Italy; Communism in the Soviet Union</p>  |
| <p><b>5.3.W.J.</b> Compare and contrast various systems of government.</p>                     | <p><b>1750 U2-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit. <b>1750 U7-1:</b> Understand the rise of fascism in various regions of the world including its causes and consequences. <b>1750 U7-3:</b> Assess how technology, combined with economic systems such as capitalism, and political ideologies such as fascism impacted World War II.</p> | <p><b>1750 U2:</b> Watch: French Revolution: CCWH <b>Origins E6 and 1750 U2:</b> The Atlantic Revolutions; The Enlightenment <b>Origins E7 and 1750 U7:</b> Fascist Histories, Part II: Exercising Authoritarianism <b>1750 U7:</b> Fascism in Germany; Fascism in Italy; Communism in the Soviet Union; Fascist Histories Part I</p> |
| <p><b>5.4.</b> How International Relationships Function</p>                                    | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>   | <p><b>Origins E7:</b> International Institutions<br/><b>Origins E7 and 1750 U9:</b> Rise of China</p>   |
| <p><b>5.4.W.C.</b> Identify the role of international organizations.</p>                       | <p><b>Origins and 1750 CO4:</b> Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.</p>   | <p><b>Origins E7:</b> International Institutions<br/><b>Origins E7 and 1750 U9:</b> Rise of China</p>   |