



WHP AND UTAH SOCIAL STUDIES CORE STANDARDS

MAY 2020



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Utah WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Utah’s high school 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 Utah’s Core State Standards for Social Studies. 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 artistic movements. WHP includes two chronological courses: Origins to the Present and 1750 to Present. Utah’s World History course focuses on the Neolithic Revolution to the present. The WHP Origins course compliments this periodization; however, assets from both the Origins and 1750 course may be used. The accompanying crosswalk provides examples of aligned materials from both courses.

WHP and Utah’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While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. In addition, the WHP course strives to make history usable for students to connect historical material with their lives and topics that are happening in the world today. These aspects of WHP are aligned to Utah’s Core State Standards for Social Studies. For example, Utah’s standards document states, “Whenever possible, students will be expected to make connections between historically significant events and current issues. These connections are intended to add personal relevance and deepen students’ understanding of the world today.” WHP also includes multiple opportunities for students to engage in inquiry-based learning: close reading strategies for both text and video, evidence-based writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, as mentioned above, the WHP course focuses on the frames, or “big pictures” of history, which include the following:

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

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include the transition from foraging to farming including interactions between pastoralists, foragers, and farmers; the creation of the first states and empires; the spread of belief systems; regional trade networks, such as the Silk Road routes and interconnection in the Americas; the Columbian Exchange and the Transatlantic Slave Trade; the Enlightenment; Industrial Revolution on a global scale; Imperialism, colonialism, and responses to these; the World Wars; the Cold War; and globalization, which are all aligned to Utah content expectations for World History. Additional information on the frames and scales can be found in the WHP Course Guide. In Utah’s World History course, there is an emphasis on applying “historical analysis and reasoning to identify, examine, and rationalize a variety of issues facing local, national, and global communities today”. In addition, students are expected to “consider various perspectives” and “develop and demonstrate the values that sustain America’s democratic

republic including open-mindedness, engagement, honesty, problem-solving, responsibility...and cooperation". These curricular expectations are found throughout the WHP Course. For example, students will engage in inquiry-based learning as they investigate historical topics while scale-switching between local, regional, national, and global perspectives. Students will also analyze historical events and processes from multiple perspectives including those based on class, gender, ethnicity, and a variety of belief systems. Hence, WHP is an excellent fit for meeting Utah's high school World History course expectations.

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

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

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

Conclusion

WHP provides an engaging and coherent curriculum that enables Utah's students to meet the vast majority of the core standards for social studies 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 Utah's high school World History courses.

Utah Standards WHP Objectives Crosswalk

Neolithic Revolution

UTAH WORLD HISTORY SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT UTAH SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT UTAH SKILLS AND STANDARDS
WH STRAND 1: PREHISTORY TO THE NEOLITHIC REVOLUTION		
<p>WH STANDARD 1.1: Students will analyze the differences and interactions between sedentary farmers, pastoralists, and hunter-gatherers.</p>	<p>Origins CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. Origins E2-4: Evaluate, create and support arguments using historical evidence for why many early human communities made the switch from foraging to farming. Origins E2-5: Understand and evaluate the positive and negative aspects of different types of human communities and how foraging, pastoral, and farming communities interacted. Origins E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.</p>	<p>Origins E2: <i>Era 2 Overview Video</i>; "Era 2 Overview – The Earliest Humans"; "Human Communities Populate the Earth"; "Art of the Paleolithic"; The Importance of Art as Historical Evidence; "The Chronometric Revolution"; When Did Humans Get to the Americas?; Foraging Simulation; Comparison - Archaeological Sites; "Paleolithic Culture and Common Human Experiences"; <i>Language Networks and Social Life</i> ; Why Does Language Matter; <i>The Agricultural Revolution: CCWH</i>; "The First Farmers in Africa, the Cradle of Humanity"; Marketing 101 - Foraging or Farming; "The Transition to Farming: Differing Perspectives"; <i>Farming and the State</i> ; Causation - From Foraging to Complex Societies Origins E3: <i>Era 3 Overview Video</i>; "Era 3 Overview - Cities, Societies, and Empires"; "Village Networks"; "Pastoralist, Nomads, and Foragers";</p>
<p>WH STANDARD 1.2: Students will use geographic concepts to explain the factors that led to the development of civilization, and compare and contrast the environmental impact of civilizations, pastoralists, and hunter-gatherers.</p>	<p>Origins E2-2: Understand human migration patterns and evaluate how the Earth has shaped these patterns and how humans have impacted the Earth. Origins E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.</p>	<p>Origins E2: "Human Communities Populate the Earth"; <i>The Agricultural Revolution: CCWH</i>; "The First Farmers in Africa, the Cradle of Humanity"; "The Transition to Farming: Differing Perspectives"; <i>Farming and the State</i>; Causation - From Foraging to Complex Societies Origins E3: <i>Era 3 Overview Video</i>; "Era 3 Overview - Cities, Societies, and Empires"; "Village Networks"; "Pastoralist, Nomads, and Foragers"; "Phoenicians: Masters of the Sea"; "The Iron Age"; "Introduction to Agrarian Societies"; "Growth of Cities"; Contextualization - Agrarian Societies</p>
<p>WH STANDARD 1.3: Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huan He (Yellow) River civilization.</p>	<p>Origins E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires. Origins E3-4: Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.</p>	<p>Origins E3: <i>Era 3 Overview Video</i> ; "Era 3 Overview - Cities, Societies, and Empires"; "Village Networks"; "Phoenicians: Masters of the Sea"; "The Iron Age"; "Introduction to Agrarian Societies"; "Growth of Cities"; Contextualization - Agrarian Societies; "China - Shang Dynasty"; "Egypt and Nubia"; Olmec and Chavin de Huantar"; "Aksum"; "Nok"; "Indus River Valley"</p>

<p>WH STANDARD 1.4: Students will compare life before and after the Neolithic Revolution and cite the most significant effects of that revolution on the development of civilization(s).</p>	<p>Origins CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. Origins E2-4: Evaluate, create and support arguments using historical evidence for why many early human communities made the switch from foraging to farming. Origins E2-5: Understand and evaluate the positive and negative aspects of different types of human communities and how foraging, pastoral, and farming communities interacted. Origins E3-1: Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.</p>	<p>Origins E2: <i>Era 2 Overview Video</i>; "Era 2 Overview – The Earliest Humans"; "Human Communities Populate the Earth"; "Art of the Paleolithic"; The Importance of Art as Historical Evidence; "The Chronometric Revolution"; When Did Humans Get to the Americas?; Foraging Simulation; Comparison - Archaeological Sites; "Paleolithic Culture and Common Human Experiences"; <i>Language Networks and Social Life</i> ; Why Does Language Matter; <i>The Agricultural Revolution: CCWH</i>; "The First Farmers in Africa, the Cradle of Humanity"; Marketing 101 - Foraging or Farming; "The Transition to Farming: Differing Perspectives"; <i>Farming and the State</i> ; Causation - From Foraging to Complex Societies Origins E3: Era 3 Overview Video; "Era 3 Overview - Cities, Societies, and Empires"; "Village Networks"; "Pastoralist, Nomads, and Foragers";</p>
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Utah Standards WHP Objectives Crosswalk

Classical Societies

UTAH WORLD HISTORY SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT UTAH SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT UTAH SKILLS AND STANDARDS
WH STRAND 2: THE RISE OF CLASSICAL SOCIETIES		
<p>WH STANDARD 2.1: Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam.</p>	<p>Origins E3-3: Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies.</p>	<p>Origins E3: Belief vs. Religion; "Overview of Belief Systems"; "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; "Judaism"; "Christianity"; "Hinduism"; "Islam"; <i>Christianity from Judaism to Constantine: CCWH; Islam, the Quran, and the Five Pillars Without a Flamewar: CCWH; "Syncretism"; Cultural Syncretism in Central Asia</i></p>
<p>WH STANDARD 2.2: Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.</p>	<p>Origins CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies.</p> <p>Origins E3-4: Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.</p>	<p>Origins E3: "Era 3 Overview - Cities, Societies, and Empires"; "Introduction to Agrarian Societies"; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; CCOT - Empires; "The Roman Empire"; "Introducing the Han Dynasty"; "Women and Families in Classical Society"; <i>Comparative Roles of Women in Rome and Han China</i> Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; "States and Empires of West Africa"</p>
<p>WH STANDARD 2.3: Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.</p>	<p>Origins CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies.</p> <p>Origins CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>	<p>Origins E3: "Era 3 Overview - Cities, Societies, and Empires"; "Introduction to Agrarian Societies"; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; CCOT - Empires; "The Roman Empire"; "Introducing the Han Dynasty"; Article on the culture (art, lit, philosophy) of classical societies (forthcoming) Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; "States and Empires of West Africa"</p>

<p>WH STANDARD 2.4: Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.</p>	<p>Origins E3-2: Analyze how trade networks expanded during this era. Origins E4-2: Understand and analyze why networks of interaction both increased and decreased during this era.</p>	<p>Origins E3: "Era 3 Overview - Cities, Societies, and Empires"; Mapping Regional Trade Networks; "Regional Trade Networks"; <i>The Silk Road and Ancient Trade: CCWH</i>; "Phoenicians: Masters of the Sea"; "The Iron Age"; "The Hittites and Ancient Anatolia"; Trade Impacts; "Introduction to Agrarian Societies"; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; <i>The Persians and the Greeks: CCWH</i>; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; "The Roman Empire"; "Introducing the Han Dynasty"; "Syncretism"; <i>Cultural Syncretism in Central Asia</i> Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; "States and Empires of West Africa"</p>
<p>WH STANDARD 2.4: Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.</p>	<p>Origins CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. Origins CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p>Origins E3: "Era 3 Overview - Cities, Societies, and Empires"; "Phoenicians: Masters of the Sea"; "The Iron Age"; "The Hittites and Ancient Anatolia"; Trade Impacts; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; <i>The Persians and the Greeks: CCWH</i>; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; CCOT - Empires; "The Roman Empire"; "Introducing the Han Dynasty"; Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; "States and Empires of West Africa"</p>

Utah Standards WHP Objectives Crosswalk

Expanding Connections

UTAH WORLD HISTORY SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT UTAH SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT UTAH SKILLS AND STANDARDS
WH STRAND 3: AN AGE OF EXPANDING CONNECTIONS		
<p>WH STANDARD 3.1: Students will use patterns in trade and settlement to explain how geographic features such as the Indian Ocean, the Saharan Desert, the Atlantic and Pacific Oceans, the Strait of Malacca, and the Mediterranean Sea supported or impeded trade.</p>	<p>Origins E4-2: Understand and analyze why networks of interaction both increased and decreased during this era. Origins E4-3: Evaluate how new innovations in technology and transportation affected trade networks and human communities. Origins E4-4: Understand the formation and spread of Islam and how this belief system influenced communities and networks. Origins E5-1: Understand and evaluate the formation of regional and global networks of interaction.</p>	<p>Origins E4: "Era 4 Overview - Collapse and Restructuring"; <i>Era 4 Overview Video</i>; "Networks and Exchange in the Islamic World"; <i>Mansa Musa and Islam in Africa: CCWH; Rebuilding the Silk Road</i>; "The Silk Road"; Silk Road Simulation; <i>Int'l Commerce, Snorkeling Camels, and The Indian Ocean Trade: CCWH; The Impact of the Crusades</i> Origins E5: "Era 5 Overview - The First Global Age"; <i>Era 5 Overview Video</i>; "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; "Trade Networks and the Black Death"</p>
<p>WH STANDARD 3.2: Students will evaluate historians' interpretations regarding patterns in the development of civilizations in the Americas compared to other places in the world.</p>	<p>Origins CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. Origins E5-1: Understand and evaluate the formation of regional and global networks of interaction.</p>	<p>Origins E5: "Era 5 Overview - The First Global Age"; <i>Era 5 Overview Video</i>; "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; <i>Aztec Empire ; Inca Empire ; Sourcing - The Spanish Conquest of the Aztec Empire</i></p>
<p>WH STANDARD 3.3: Students will evaluate the long-term effects of the Mongol conquest, such as diffusion of ideas, technologies, and diseases.</p>	<p>Origins E5-1: Understand and evaluate the formation of regional and global networks of interaction Origins E5-1.1: Learn about the formation and unique spread of the Mongol Empire. Origins E5-1.2: Analyze primary sources to understand the Mongol Empire and how contemporary historians and travelers viewed the Mongols. Origins E5-1.3: Understand the role of belief systems, technology, warfare, and women in the Mongol Empire. Origins E5-1.4: Use the historical thinking skill of contextualization to compare and contrast the Mongol Empire with the Comanche Empire.</p>	<p>Origins E5: "Era 5 Overview - The First Global Age"; <i>Wait for it...the Mongols: CCWH</i>; "Sources of Mongol History"; Contextualization - Pastoral Empires: Mongols and Comanches; "Trade Networks and the Black Death"</p>

<p>WH STANDARD 3.4: Students will explain the social, political, religious, technological, and economic changes in medieval Europe that created a context for later European colonization.</p>	<p>Origins CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>	<p>Origins E4: <i>The Impact of the Crusades; Comparison - Women in Medieval Europe and Song China; "Christian Women in Medieval Europe"</i> Origins E5: "Trade Networks and the Black Death"; "Reactions to the Black Death" AP: Europe 1200-1450 (forthcoming)</p>
<p>WH STANDARD 3.5: Students will identify patterns in the diffusion of technology, writing, religion, political systems, and other elements of civilization, using case studies such as the Chinese impact on Japan, the Arab impact on Mali, the Byzantine impact on Russia, the Roman impact on Europe, and the Olmec impact on later American civilizations.</p>	<p>Origins CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>	<p>Origins E5: "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas" AP: <i>Networks of Exchange in the Americas; "Trans-Saharan Routes"; "From Muscovy to the Russian Empire"</i></p>

Utah Standards WHP Objectives Crosswalk
Global Interactions

UTAH WORLD HISTORY SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT UTAH SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT UTAH SKILLS AND STANDARDS
WH STRAND 4: GLOBAL INTERACTIONS		
WH STANDARD 4.1: Students will compare the development of Europe's maritime empires with land-based empires such as those of the Ottoman Turks, Chinese, and Russians.	Origins E5-1: Understand and evaluate the formation of regional and global networks of interaction.	Origins E5: <i>Era 5 Overview Video</i> ; "Era 5 Overview - The First Global Age"; CCOT - The First Global Age; "Crops that Grew the World"; "The Columbian Exchange"; <i>The Columbian Exchange: CCWH</i> AP: "The Ottoman Empire"; "China under Ming and Qing Rule"; "From Muscovy to the Russian Empire"; "Survey of Transoceanic Empires"; "European Colonies in the Americas"
WH STANDARD 4.2: Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power.	Origins and 1750 CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies. Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	Origins E6 and 1750 U2: <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; "Words of the Enlightenment" 1750 U2: <i>Diderot's 1750 Encyclopedia</i> AP: "Europe 1200-1450"; "The Ottoman Empire"; "China under Ming and Qing Rule"; "From Muscovy to the Russian Empire"; "Survey of Transoceanic Empires"; "European Colonies in the Americas" (all AP materials are forthcoming) NEW: "Renaissance and Reformation" (forthcoming)
WH STANDARD 4.3: Students will describe the complex cultures of indigenous societies, such as those in Polynesia, Sub-Saharan Africa, Australia, and the Americas.	Origins and 1750 CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies. Origins and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	Origins E4: "States and Empires of West Africa"; "The Spread of Farming in Sub-Saharan Africa: Bantu Migration" Origins E5: "New World Webs: Diversity and Exchange in the Americas"; <i>Aztec Empire</i> ; <i>Inca Empire</i> ; Sourcing - The Spanish Conquest of the Aztec Empire 1750 U1: "Sub-Saharan Africa"; "Americas in 1750"
WH STANDARD 4.4: Students will analyze the long-term effects of the Columbian Exchange.	Origins E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment. Origins E5-3: Evaluate the development of new hierarchies based upon social class and race during this era.	Origins E5: <i>Era 5 Overview Video</i> ; "Era 5 Overview - The First Global Age"; CCOT - The First Global Age; "Crops that Grew the World"; "The Columbian Exchange"; World Zone Café; <i>The Columbian Exchange: CCWH</i> ; "The Disastrous Effects of Increased Global Interactions"; "Transatlantic Migration Patterns"; Sourcing - The Spanish Conquest of the Aztec Empire; "The Transatlantic Slave Trade"; Impact of the Slave Trade: Through a Ghanaian Lens; Tour of the Costal Castle; "First Person Accounts: The Transatlantic Slave Trade"; CCOT - Africa and the Americas; "Race and Coerced Labor I: How Did People Become Property in the Americas?"; "Race and Coerced Labor II: Motivations and Justifications"; "Slavery and Capitalism?"
WH STANDARD 4.5: Students will compile and corroborate primary sources as evidence to explain the impact of global exchange and colonization.	Origins and 1750 CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies. Origins E5-2: Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment. Origins E5-3: Evaluate the development of new hierarchies based upon social class and race during this era.	Origins E5: Sourcing - The Spanish Conquest of the Aztec Empire; "First Person Accounts: The Transatlantic Slave Trade" 1750 U1: "Primary Sources: Europe and China in 1750"; "Primary Sources: The World in 1750"

Utah Standards WHP Objectives Crosswalk

Revolutions

UTAH WORLD HISTORY SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT UTAH SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT UTAH SKILLS AND STANDARDS
WH STRAND 5: REVOLUTIONS, INDUSTRIALIZATION, AND EMPIRES		
<p>WH STANDARD 5.1: Students will identify the cause-and-effect relationships between absolutism, nationalism, and the political and social revolutions of the 18th and 19th centuries.</p>	<p>Origins U6-1 and 1750 U2-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. Origins E6-3 and 1750 U2-2: Assess the role of nationalism in the creation of new empires and the rise of the nation-state.</p>	<p>Origins E6 and 1750 U2: 1750 U2 and Origins E6: Revolution or Evolution?; "Sovereignty"; "Ingredients for Revolution"; Causation - Recipe for a Revolution; "Economic and Material Causes of Revolt"; Causation - Revolutions; So You Want a Revolution?; "The Atlantic Revolutions"; Revolutionary Women; Tea, Taxes, and the American Revolution: CCWH; The French Revolution: CCWH; Haitian Revolutions: CCWH; Latin American Revolutions: CCWH; Ingredients for Revolution; Who Am I?; "Origins and Impacts of Nationalism"; "The World Revolution of 1848"; Responsibility and Compassion; "Ethnic Nationalism"; "Italian Nationalism: A Point of View"; "Bismarck and German Nationalism"; <i>Samurai, Daimyo, Matthew Perry, and Nationalism: CCWH</i></p>
<p>WH STANDARD 5.2: Students will analyze the underlying and immediate causes and the immediate and long-term effects of the Industrial Revolution on nations that industrialized versus those that did not.</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: <i>Unit 3 Overview Video</i>, "Unit 3 Overview"; Urbanization Game; "Scale of the Industrial Revolution"; Contextualization - How Was Industrialization Possible?; When Countries Industrialized; "Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Migration and Industrialization"; Causation - Industrialization to Migration; <i>The Railroad Journey and the Industrial Revolution: CCWH</i></p>

<p>WH STANDARD 5.3: Students will use a variety of data to identify push and pull factors affecting migration during the Industrial Revolution.</p>	<p>1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins E6-2 and 1750 U3-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.</p>	<p>Origins E6 and 1750 U3 and U4: Urbanization Game; "Scale of the Industrial Revolution"; "The Industrial Revolution"; "Industrial Revolution Primary Sources"; "Global Transformations of the Industrial Revolution"; "Migration and Industrialization"; Causation - Industrialization to Migration; <i>Unit 4 Overview Video</i>; "Unit 4 Overview"; Assembly Line Simulation; "Class Structure"; "The Rise of the Proletariat"; The Sadler Report; Contextualization - Child Labor; Comparison - Women's Suffrage; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender</p>
<p>WH STANDARD 5.4: Students will use primary sources and evidence to evaluate the influence of leading intellectual movements such as realism, romanticism, capitalism, nationalism, and Marxism.</p>	<p>1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. Origins E6-2 and 1750 U3-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.</p>	<p>Origins E6 and 1750 U3 and U4: Urbanization Game; "Scale of the Industrial Revolution"; "The Industrial Revolution"; "Industrial Revolution Primary Sources"; "Global Transformations of the Industrial Revolution"; <i>Unit 4 Overview Video</i>; "Unit 4 Overview"; Assembly Line Simulation; "Class Structure"; "The Rise of the Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism: CCWH</i></p>
<p>WH STANDARD 5.5: Students will compare and contrast the long-term effects of imperialism on a global scale.</p>	<p>1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 U5.0-2: Examine the ways in which colonialism directly impacted societies, and continue to do so today.</p>	<p>Origins U6 and 1750 U5: <i>Unit 5 Overview</i>; "Unit 5 Overview"; <i>Imperialism: CCWH</i>; Gentlemen of the Jungle; Claim Testing - Imperialism; "Colonial Violence"; <i>Experiencing Colonialism Through a Ghanaian Lens</i>; Causation - Indian Uprising; "1857 Indian Uprising"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i>; "Dual Consciousness"</p>
<p>WH STANDARD 5.6: Students will identify the key ideas and characteristics of current political, economic, and intellectual revolutions such as a contemporary revolution, a social movement, or an independence movement.</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 U9: "Introduction to Globalization"; <i>Globalization I - The Upside: CCWH</i>; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"; <i>Conflict in Israel and Palestine: CCWH</i></p>

Utah Standards WHP Objectives Crosswalk
Global Conflicts

UTAH WORLD HISTORY SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT UTAH SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT UTAH SKILLS AND STANDARDS
WH STRAND 6: GLOBAL CONFLICTS		
<p>WH STANDARD 6.1: Students will identify cause and effect relationships between World War I, the global Great Depression, and World War II.</p>	<p>Origins E7-3: Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. Origins E7-4: Understand how world wars led to increased international cooperation and tensions. 1750 6.1-1: 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: "What Caused the First World War?"; <i>How World War I Started: CCWH</i>; "The First World War as a Global War"; "World War I: A Total War?"; WWI Letters; World War I Peace Talks; Our Interconnected World - World War I; "The Second World War" What Caused the First World War?; The First World War as a Global War; Capitalism and World War I; A Lost Generation; Unit 6 Problem Notebook Origins E7 and 1750 U7: Contextualization - The Great Depression; "Global Great Depression"; "Global Story of the 1930s"; "Fascist Histories, Part I"; "Fascist Histories, Part II"; "The Second World War"; <i>World War II: CCWH</i> 1750 U7: "Appeasement"; Causation - WWII</p>
<p>WH STANDARD 6.2: Students will identify and compare patterns and tactics of othering and demonization that are evident in selected genocides in the 20th century.</p>	<p>1750 7.4-1: Understand and evaluate the causes, scale, and consequences of the Holocaust. 1750 7.4-2: Analyze how genocides happen in a modern world.</p>	<p>Origins E7 and 1750 U6: <i>Armenian Genocide</i> 1750 U7: "Fascism in Germany"; "The Holocaust"; "Causes, Scale, and Consequences of the Holocaust"; Human Rights and Asylum Debate; "Nuremberg Laws, Nuremberg Trials"; 1750 U8: "Apartheid" 1750 U9: "'Universal' Rights and a Century of Mass Killings"; "Why Does Genocide Still Happen?"; <i>Nonviolence and Peace Movements: CCWH</i></p>
<p>WH STANDARD 6.3: Students will explain the political ideas at the heart of decolonization, independence movements, and the formation of new political systems, such as liberation theology, civil disobedience, autonomy, separatist movements, and pan-Africanism.</p>	<p>Origins CO4 and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 5.2-3: Utilize the historical thinking practice of causation to assess the 1857 Indian uprising and the impact of colonialism. 1750 8.2-1: Evaluate the connection between nationalism and decolonization movements during the Cold War.</p>	<p>Origins E6 and 1750 U5: Imperialism Cartoons; Claim Testing - Imperialism; "Colonial Violence"; Causation - Indian Uprising; "1857 Indian Uprising"; <i>Asian Responses to Imperialism: CCWH</i>; "Industrial Imperialism, the 'New' Imperialism"; Gentlemen of the Jungle; <i>Experiencing Colonialism Through a Ghanaian Lens</i>; "Overview of Decolonization" (forthcoming) Origins E7 and 1750 U8: <i>Decolonization and the Cold War: Through an Asian Lens</i>; <i>Decolonization and Nationalism Triumphant: CCWH</i>; "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"; "The Cold War Around the World"; "End of Empire and Cold War"; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i>; Comparison - Decolonizing Women "Decolonizing Women"; <i>Resisting Colonialism: Through a Ghanaian Lens</i>; "Apartheid"</p>

<p>WH STANDARD 6.4: Students will use primary and other sources to contextualize and explain the intellectual and artistic responses to global conflict and economic instability, such as conservatism, cubism, fascism, liberalism, self-determination, socialism, surrealism, and new forms of music.</p>	<p>Origins CO3: Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies.</p> <p>Origins CO4: Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>	<p>Origins E7 and 1750 U6: "A Lost Generation"</p> <p>Origins E7 and 1750 U7: Contextualization - The Great Depression; "Fascist Histories, Part I"; "Fascist Histories, Part II"; 1750 U7: "Primary Sources of Internationalism"; <i>What Is Fascism?</i>; "Fascism in Germany"; "Fascism in Italy"; "Communism in the Soviet Union"; Communism vs. Fascism; Communism, Fascism, Both, or Neither!; Forthcoming article on artistic and intellectual movements of this period</p>
<p>WH STANDARD 6.5: Students will use case studies to identify the reach and implications of the Cold War for daily life, such as the Vietnam War, the Great Leap Forward, the Berlin Wall, East and West Germany, NATO, the Warsaw Pact, proxy wars, music, culture, and the Olympics.</p>	<p>Origins CO4 and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 8.1-4: Evaluate how the Cold War impacted the rest of the world.</p>	<p>Origins U7 and 1750 U8: <i>Unit 8 Overview</i>; "Unit 8 Overview"; "Devastation of Old Markets"; "The Cold War: An Overview"; Sourcing - Who Started the Cold War?; <i>USA vs. USSR Fight! The Cold War: CCWH</i>; "The Cold War Around the World"; Simulation - Cold War Crisis; <i>Decolonization and the Cold War: Through a Caribbean Lens</i>; <i>Decolonization and the Cold War: Through an Asian Lens</i>; Who Is "Winning" the Cold War?</p>
<p>WH STANDARD 6.6: Students will make a case for the most significant social, political, and economic consequences of 20th century global conflicts and crises, such as human migration, genocide, poverty, epidemics, the creation of social welfare systems, the rise of dictators, the nuclear arms race, and human rights violations.</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 E7: CCOT - Era Comparisons 1750 U6: CCOT - Imperialism and Colonialism to WWI 1750 U7: CCOT - WWII to the Cold War 1750 U8: CCOT - Unit Comparisons</p>

Utah Standards WHP Objectives Crosswalk
Contemporary World

UTAH WORLD HISTORY SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT UTAH SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT UTAH SKILLS AND STANDARDS
WH STRAND 7: THE CONTEMPORARY WORLD		
<p>WH STANDARD 7.1: Students will evaluate the role of global organizations, such as non-governmental organizations (NGOs), multi-national corporations, military alliances, and other international civic and political institutions within the increasingly global culture of the world.</p>	<p>1750 9.1-2: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U9: "International Institutions"; "Transnationalism, Internationalism, and Revival of Nationalism"; "Growth of Collective Learning and 20th Century Shifts in Identity"; "WTO Resistance"; "Following Goods Across the World' 1750 U9: "Transnationalism, Internationalism, and the Revival of Nationalism"; UN Sustainable Development Goals; <i>Green Revolution</i>; "Environmentalism"</p>
<p>WH STANDARD 7.2: Students will use a variety of evidence, including quantitative data, to evaluate the social and environmental impacts of modern demographic trends, particularly population changes, urbanization, and migration.</p>	<p>Origins CO6 and 1750 CO6: Interpret population data at key points throughout history in order to understand how population is both a cause and a consequence of other developments (political, social, economic, environmental). Origins U7-5: Analyze and critique the positive and negative impacts of globalization on human society and the environment. 1750 U9.5-1: Describe the effects of population growth and environmental change during this era. 1750 U9.5-2: Assess how access to natural resources in the twenty-first century might lead to future conflicts. 1750 U9.5-3: Learn how to take informed action to help preserve natural resources for future generations. 1750 9.5-4: Evaluate how community identities have changed in our global age.</p>	<p>Origins E7 and 1750 U9: "Population and Environmental Trends: 1880 to the Present"; "Is the World Flat or Spiky?"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i>; "The Zapatistas in Mexico"; Claim Testing - Globalization; "The Trouble with Globalization"; UN Sustainable Development Goals; "The Anthropocene"; <i>Humans and Energy: CCWH</i>; "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City; Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH</i>; "Environmentalism"</p>
<p>WH STANDARD 7.3: Students will identify international human rights issues, seek and evaluate solutions, and share their ideas with appropriate public and/or private stakeholders.</p>	<p>Origins CO4 and 1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 9.3-1: Learn about how new international institutions formed and their impact on societies and human communities around the world.</p>	<p>Origins E7 and 1750 U7: Assessing Responsibility and Compassion; Human Rights and Asylum Debate; "Nuremberg Laws, Nuremberg Trials"; Claim Testing - Global Conflict International Institutions; UN Sustainable Development Goals 1750 U9: "'Universal' Rights and a Century of Mass Killings"; Comparison - Rights Documents; "International Institutions"</p>
<p>WH STANDARD 7.4: Students will identify a pressing global problem and select the most promising political, technological, medical, or scientific advances being created to address those problems.</p>	<p>1750 CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. 1750 9.1-2: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.</p>	<p>Origins E7 and 1750 U9: UN Sustainable Development Goals; The World in 2050; Course Culminating Project</p>