

# **World History and Geography: The Industrial Revolution to the Contemporary World**

**Course Description:** *Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention given to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will study aspects of technical geography such as GPS and GIS, and how these innovations continuously impact geopolitics in the contemporary world.*

## **Age of Revolution 1750-1850**

*Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.*

W.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America including John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussaint L'Ouverture, and Thomas Jefferson. (C, H, P)

W.2 Analyze the principles of the *Magna Carta* (1215), the *English Bill of Rights* (1689), the *American Declaration of Independence* (1776), and the *French Declaration of the Rights of Man and the Citizen* (1789) citing textual evidence. (H, P)

W.3 Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon. (C, E, H, P)

W.4 Draw evidence from informational texts to explain how the ideology of the French Revolution led France to evolve from a constitutional monarchy to democratic despotism to the Napoleonic Empire. (C, H, P)

W.5 Describe how nationalism spread across Europe with Napoléon then repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. (C, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from The Magna Carta (1215), excerpts from The English Bill of Rights (1689), The American Declaration of Independence (1776), excerpts from “The French Declaration of the Rights of Man and the Citizen” (1789)

**Primary Documents and Supporting Texts to Consider:** excerpts from Mary Wollstonecraft’s “Vindication of the Rights of Women”; excerpts from Montesquieu’s “Spirit of the Law;” excerpts from Immanuel Kant’s “Critique of Pure Reason;” excerpts from John Locke’s *Second Treatise of Government*; excerpts from Jean Jacques Rousseau’s “The Social Contract”

## **Industrial Revolution 1750-1914**

*Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.*

W.6 Describe the growth of population, rural to urban migration, and growth of cities. (C, E, G)

W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)

W.8 Write an informative piece analyzing the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism, Adam Smith, Robert Owen, and Karl Marx. (C, E, H, P)

W.9 Evaluate multiple sources presented in diverse media or other formats describing the emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe. (C)

W.10 Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic changes including the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison. (C, E, G, H)

W.11 Analyze the evolution of work and labor including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working conditions, and the effect of immigration, mining and manufacturing, division of labor, the union movement, and the impact of social and political reform. (E, H, P)

W.12 Participate effectively in collaborative discussions explaining the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (C, E)

**Primary Documents and Supporting Texts to Consider:**

excerpts from the abolitionist writings and speeches of William Wilberforce; excerpts from John Stuart Mill’s “On Liberty”; excerpts from Charles Darwin’s “Origin of Species”; excerpts from Louis Blanc’s “Organization of Work”; excerpts from Karl Marx’s and Frederick Engel’s,

“Communist Manifesto”; excerpts from Adam Smith’s “Wealth of Nations”; excerpts from Thomas Malthus’ “Essays on Principle of Population”

## **Unification and Imperialism 1850-1914**

*Students analyze patterns of global change in the era of 19th-century European imperialism. Students describe the independence struggles of the colonized regions of the world redistribution of power, armed revolution, and cultural clashes.*

W.13 Summarize the causes, course, and consequences of unification in Italy and Germany including the role of Giuseppe Garibaldi and Otto von Bismarck. (G, H, P)

W.14 Cite strong and thorough textual evidence to support analysis of the causes of 19th century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, E, G, H, P)

W.15 Describe the Berlin Conference and the rise of modern colonialism in the 19th century and describe the impact of colonization on indigenous populations by such nations as England, France, Germany, Italy, Spain, and the United States. (C, G, H, P)

W.16 Analyze the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs. (C, E, H, P)

W.17 Compare the progression of imperialistic claims on the African continent using historical maps. (G, H, P)

W.18 Students describe the independence struggles of the colonized regions of the world including imperialism in Africa (Zulu Wars, Ashanti Wars, and Ethiopia’s struggle to remain independent). (H, P)

W.19 Explain the growing influence of the West in China, the Boxer Rebellion, Sun Yat-sen, and the Xinhai Revolution. (G, H)

W.20 Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion. (G, H, P)

W.21 Describe American imperialism in the Philippines and the Philippine-American War led by Emilio Aguinaldo. (G, H, P)

W.22 Cite evidence from text to describe the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico stemming from the desire for land reform and democratic participation. (G, H, P)

**Primary Documents and Supporting Texts to Consider:** excerpts from Rudyard Kipling’s “White Man’s Burden”; excerpts from Joseph Conrad’s *Heart of Darkness*; excerpts from Otto von Bismarck’s “Letter to Minister von Manteuffel”

## **World Wars 1914-1945**

*Students analyze the causes and course of the First World War, along with the long-term military, economic, and political effects. Students describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. Students analyze the rise of fascism and totalitarianism after World War I. Students analyze the causes and course of World War II, along with the long-term military, economic, and political effects of the World War II.*

W.23 Evaluate primary source documents while analyzing the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in leading to the outbreak of World War I. (C, E, P)

W.24 Trace the principal theaters of battle, major battles, and major turning points of World War I. (G, H, P)

W.25 Analyze the importance of geographic factors in military decisions and outcomes. (G)

W.26 Explain how the Russian Revolution and the entry of the United States into the conflict affected the course and outcome of the war. (H, P)

W.27 Argue human rights violations and genocide, including the Armenian genocide in Turkey, through collaborative discussions. (C, P)

W.28 Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (C, E, H, P)

W.29 Trace advances in weaponry, the belief that the “Great War” would end war, and disarmament movements. (H)

W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)

W.31 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)

W.32 Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles’ economic and moral effects on Germany. (C, E, G, H, P)

W.33 Explain how the outcome of World War I contributed to nationalist movements in the Middle East, India, Africa, and Southeast Asia. (C, H, P)

W.34 Analyze various accounts of the impact of World War I on women and minorities. (C, H)

W.35 Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music. (C, H)

W.36 Compare the impact of restrictive monetary and trade policies. (E)

W.37 Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I. (E, H)

W.38 Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. (E, P)

W.39 Use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan. (E, H, P)

W.40 Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (C, H, P)

W.41 Draw evidence from literary or informational texts determining the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin’s use of totalitarian means to seize and maintain control including the Gulag. (H, P)

W.42 Compare the connection between economic and political policies, the absence of a free press, and systematic violations of human rights during Stalin’s rise to power in the Soviet Union. (E, H, P)

W.43 Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime. (C, H, P)

W.44 Trace Mussolini’s rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (H, P)

W.45 Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (C, G, H, P)

W.46 Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (H, P)

W.47 Identify and locate the Allied and Axis powers and explain the major battles of the Pacific and European theaters of war including the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. (G, H, P)

W.48 Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, H, P)

W.49 Utilize primary and secondary sources to describe the contributions and roles of leaders during the war, including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tōjō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. (H, P)

W.50 Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel. (C, G, P)

W.51 Analyze the decision to use nuclear weapons to end World War II. (H, P)

W.52 Describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (C, H, P)

W.53 Evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence. (H, P)

W.54 Summarize the reasons for the establishment of the United Nations and the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (C, H, P)

W.55 Describe the nature of reconstruction in Europe after 1945, including the purpose of the Marshall Plan, creation of NATO, and division of Germany. (E, G, H, P)

W.56 Explain the origins, significance, and effect of the establishment of the State of Israel. (G, H, P)

W.57 Summarize, using text evidence, the functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. (H, P)

W.58 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (E, G, H, P)

W.59 Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (H, P)

**Primary Documents and Supporting Texts to Consider:** excerpts from Wilfred Owen’s “Dulce et Decorum Est”; the “Zimmerman Telegram”; excerpts from Erich Maria Remarque’s *All Quiet on the Western Front*; excerpts from Ernest Hemingway’s *The Sun Also Rises*; excerpts from Adolph Hitler’s *Mein Kampf*; excerpts from “The Nuremberg Laws”; excerpts from Elie Wiesel’s “Night”; excerpts from Franklin D. Roosevelt’s “Arsenal of Democracy”; excerpts from Winston Churchill’s “Fight on the Beaches” speech; excerpts from John Hershey’s *Hiroshima*

## **Cold War 1945-1989**

*Students explain the causes, major events, and global consequences of the Cold War. Students analyze major developments in Africa, Asia, Europe, and Latin America since World War II.*

W.60 Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the “Prague Spring.” (G, H, P)

W.61 Describe the Soviet-United States competition in the Middle East, Africa and Afghanistan. (G, H, P)

W.62 Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)

W.63 Explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies. (H, P)

W.64 Analyze multiple perspectives on the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis. (G, H, P)

W.65 Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (H, P)

W.66 Draw evidence from literary or informational texts to support analysis, reflection, and research describing how the work of scientists in the 20<sup>th</sup> century influenced historical events, changed the lives of the general populace, and led to further scientific research including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. (C, P)

W.67 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)

W.68 Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser. (H, P)

W.69 Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)

W.70 Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo. (C, E, P)

W.71 Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)

W.72 Conduct a short research project describing the consequences of the political and economic upheavals in China, including the Great Leap Forward, the Cultural Revolution, the Tiananmen Square uprising, and relations with Tibet and Taiwan. (C, E, H, P)

W.73 List the reasons for, and the effects of, the partition of the Indian subcontinent into India and Pakistan in 1947. (G, H, P)

W.74 Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (C, H, P)

W.75 Explain why the Chinese and Indian governments have sought to control population growth and the methods they use. (C, G, P)

W.76 Analyze Asia's postwar economic rise, including Japan's adaptation of western technology and industrial growth, China's economic modernization under Dèng Xiaopíng, and India's economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (C, H, E)

W.77 Delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)

W.78 Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)

W.79 Write an informational piece describing the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, H, P)

W.80 Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control. (G, H, P)

W.81 Explore the role of various leaders who helped lead the collapse of communism and transformation of Eastern Europe including Ronald Reagan, Václav Havel, Margaret Thatcher, and Lech Walesa, using multimedia resources. (H, P)

W.82 Evaluate the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, and the dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, G, P)

W.83 Write an opinion piece using valid reasoning and relevant and sufficient evidence on the creation of greater European economic and political unity, including The European Union and the Euro. (C, E, P)

W.84 Analyze the climate, physical processes, geographical features, human modifications, and population patterns of Central America, and list the major natural resources and their relationship to the economy of the region. (E, G)

W.85 Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala and Cuba, and armed insurgencies and civil war in many parts of Central America. (C, E, P)

W.86 Compare the rise of military dictatorships in Argentina, Brazil, and Guatemala and the shift to democracy. (H, P)



W.87 Evaluate the presence and influence of the United States in Latin America, including economic sanctions, military intervention in the War on Drugs, Organization of American States (OAS), and the Panama Canal. (E, H, P)

**Primary Documents and Supporting Texts to Read:** Winston Churchill’s “Iron Curtain Speech”; Joseph Stalin’s “Response to Churchill’s Iron Curtain Speech”

**Primary Documents and Supporting Texts to Consider:** Harry S. Truman’s “Truman Doctrine”; excerpts from Mohandas K. Gandhi’s “Indian Home Rule”; excerpts from Václav Havel’s “The Power of the Powerless”

## Contemporary World Since 1989

*Students analyze the major developments and globalization in the world since the end of the Cold War.*

W.88 Explain the importance of trade and regional trade treaties, including NAFTA, MERCOSUR, CAFTA, and CARICOM. (E, G)

W.89 Trace the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (C, G)

W.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)

W.91 Identify the weaknesses and strength of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (E, G, P)

W.92 Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)

W.93 Analyze reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab-Israeli Wars, and the rise of the Palestinian Liberation Organization. (G, H, P)

W.94 Analyze the attempts to secure peace in the Middle East, including the Camp David Accords and the Oslo Accords. (H, P)

W.95 Summarize the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (H, P)

W.96 Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan. (G, H, P)

W.97 Determine the central ideas of a text describing the origin and course of the Rwanda Genocide. (C, H, P)

W.98 Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans. (G, H, P)

W.99 Examine the effects of German reunification on both Western and Eastern Germany. (C, G, P)

W.100 Using census data and population pyramids, identify and describe the demographic changes worldwide since 1980. (C, E, G, H, P)

W.101 Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)

W.102 Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)

W.103 Trace the increase in terrorist attacks against Israel, Europe, and the United States. (C, P)

W.104 Utilize primary and secondary sources describing America's response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. (C, G, H, P)

***Primary Documents and Supporting Texts to Read: The World is Flat***, Thomas Friedman