

WINTHROP HIGH SCHOOL

Modern World History

Course Overview

Modern World History courses provide an overview of the history of human society from the Enlightenment period to the contemporary period – exploring political, economic, social, and cultural developments. Students will be building on their understanding of world geography and civilizations from middle school and World History I throughout the year. Modern World History researches guiding questions such as, “What are the connections between industrialization and imperialism?” and “What does it mean to be modern?” Course themes build off of one another as students travel through history and include; the question of absolute power, political revolution/the rights of man, the agricultural and industrial revolutions, the global effect of imperialism, the great wars of the 21st Century, and the Cold War Era.

Materials

1.5 Inch Binder
Loose Leaf Paper
Pen/Pencil
Chromebook and Changer

Textbook

Ellis, Elisabeth Gaynor, and Anthony Esler. *World History The Modern Era*. Pearson Education, 2016.

Curriculum Content Map

- I. *Topic I*: Absolute power, political revolutions, and the growth of nation states, c. 1700-1900

Supporting Question: What are the similarities and differences of political revolutions in this period?

1. Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.

- a. the Thirty Years War in central Europe (1618-1648) and the Peace of Westphalia (1648)
- b. the rise of the French monarchy, the policies and influence of Louis XIV (1638- 1718), and the design of the Château de Versailles as a symbol of royal power
- c. the growing power of Russian czars, including the attempts at Westernization by Peter the Great (1682-1785), the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia; and the rise of Prussia, Poland, and Sweden in the 17th and 18th centuries

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2. Explain the reasons for the Glorious Revolution in England and why England was the main exception to the growth of absolutism in royal power in Europe. Clarification Statement: Students have been introduced to the topic of absolute and constitutional monarchies as forms of government in World History I.

3. Analyze the various political, social, intellectual, and economic causes of the French Revolution (e.g., the influence of Enlightenment philosophy, the development of a middle class, the excesses and growing economic struggles of the French monarchy, the incompetence and corruption of the monarchy and government officials).

4. Summarize the main events of the French Revolution and analyze whether the revolution achieved its desired goals. Clarification Statement: Students may use the following events to address this standard.

- a. the Estates General and the National Assembly
- b. the storming of the Bastille on July 14, 1789 and the Declaration of the Rights of Man and Citizen
- c. the execution of Louis XVI in 1793
- d. Robespierre and the Reign of Terror (c. 1793-1794)
- e. the rise and fall of Napoleon and the French Empire (1804-1815) f. the Congress of Vienna (1814- 1815)

5. Compare the causes, goals, and outcomes of the American Revolution (1776-1787), the French Revolution (1789-1799), and the Haitian Revolution (1791-1804), and analyze the short-term and long-term impact of these revolutions on world history. Clarification Statement: Students may use the following events to address this standard.

- a. the revolutions' contributions to modern nationalism
- b. the abolition of theocratic absolutism and remaining feudal restrictions and obligations in France
- c. the revolutions' support for the ideas of popular sovereignty, and religious tolerance.

6. Analyze the causes and methods of the unification of both Italy and Germany, including the respective roles of Cavour and Bismarck, and the effect that such unification had on the balance of power in 19th century Europe.

7. Identify the major political, social, and economic developments of Central and South American and Mexican history in the 19th century and analyze how these developments were similar to or different from those in Europe during the same time period. Clarification Statement: Students may use the following as examples to address this standard.

- a. the wars for independence that led to the creation of Latin America's modern nation-states, including the influence and ideas of Simón Bolívar, José de San Martín, and their connections to the Haitian, American, and French Revolutions
- b. economic and social stratification

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- c. the role of the Catholic Church
- d. the 19th century wars between Liberals and Conservatives over whether to maintain or destroy the legacies of Spanish colonialism
- e. the Mexican-American War of 1846-1848 and Mexico's resulting loss of half of its territory to the United States
- f. the growing power of the United States and its economic and political impact on Central America and the Caribbean, especially in the period before the Spanish-American War of 1898
- g. the persistence of slavery in Cuba, Puerto Rico, and Brazil until the end of the 19th century.

II. *Topic 2: The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe*

Supporting Question: In what ways did the Agricultural and Industrial Revolutions bring improvements as well as new challenges in Europe and the United States?

8. Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions. Clarification Statement: Students may use the following as examples to address this standard.

- a. technological advancements in agricultural practices during the 18th century and their impact on productivity of farms
- b. the presence of coal that could be relatively easily mined in Britain for use in coal-fired furnaces and engines
- c. the technological advancements of the textile, energy, 128 industries in the 18th and 19th centuries
- d. the transatlantic slave trade and its role in supplying Europe with cheap raw materials such as cotton from North American Southern states and products such as sugar from South American and the Caribbean Islands
- e. the expanding markets for manufactured goods in the Americas and Africa, and the decision of China to withdraw from Indian Ocean trade, opening the way for the British East India Company and similar trading companies of other European nations to trade in Southeast Asia
- f. the impact of Adam Smith's economic theories and the investment of capital by entrepreneurs on the development of new industries

9. Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing in-equity in wealth distribution, the environmental impact of industrialization, and the harsh working and living conditions for the urban poor.

10. Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies such as feminism, socialism and communism, including ideas and influence of Robert Owen and Karl Marx.

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11. Explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19th century. Clarification Statement: Students may use the following examples to address this standard. a. the expansion of suffrage for men throughout the 19th century through various popular movements and the emergence of political liberalism, and the movement for women's suffrage b. the development of labor laws and social reform laws such as the Factory Act of 1833 and the Mines Act of 1842 c. the development of government-provided social welfare programs such as unemployment insurance and old age pensions

12. Explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power among nations.

III. Topic 3: The global effects of 19th century imperialism

Supporting Question: What factors led to European imperial ambitions?

16. Locate on a map key locations outside of Europe controlled by the European countries in the 19th century (e.g., India, Canada, Australia, and much of Africa by Britain; the Philippines, western and southwestern parts of North and South America, and the Caribbean Islands by Spain; Cape Verde, Brazil, and parts of India by Portugal; North and West Africa by France; parts of central Africa by Belgium and Germany).

17. Describe the causes of 19th century European global imperialism.

a. competition among England, Spain, Portugal, France, the Netherlands, and Belgium beginning in the 15th century for economic gain, resources, and strategic advantage

b. the importance of slavery and slave-generated capital to the Industrial Revolution; the role of European traders, merchants, and buyers in making the slave trade profitable in North and South America and the Caribbean Islands Clarification Statement: Students should understand that slavery in the Americas was an interconnected system, and that slavery did not just exist in the Southern states of the United States. They should learn that the largest number of enslaved African men and women brought to the Americas (an estimated 4.9 million from the 16th to the 19th century) were sold to buyers in Brazil to work on sugar and coffee plantations and in mining.

c. the integration of political, religious, and economic goals in the Spanish and Portuguese empires in the Americas, including the conversion of indigenous peoples by Jesuit and Franciscan missionaries, the spread of Spanish and Portuguese languages and the imposition of European political structures. d. the writings of 18th and 19th century European race theorists that posited differences among races and the superiority of the "Caucasian race" as scientific fact, including the concept of Social Darwinism, thus justifying European attitudes toward colonialism and slavery.

18. Analyze the impact of Western imperialism in Asia, Africa, and Latin America. Students may study in depth imperialism on one continent, choosing a former colony to research, and using maps, images, literature, and other primary and secondary sources to create a case study of the area before, during, and after the colonial period, explaining the process of decolonization, and evaluating the success of the independent nation.

India
The economic and political relationship between India and Britain
The role of the British East India Company in India

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The Indian Rebellion of 1857
The rise of Indian nationalism and the influence and ideas of Mahatma Gandhi in the 20th Century for an independent India
Development of new railway infrastructure in India

China
The spheres of influence and extraterritorial rights for European nations
The role of the British East India Company in controlling the opium trade between India and China and the impact of the opium trade on Chinese society and politics
The rise of anti-Western and nationalist movements during the 19th century

Japan
The Meiji Restoration and the opening of Japan to the West and the rapid modernization and industrialization of Japan
The emergence of a growing Japanese empire in Asia by the early 20th Century

Africa
The impact of European direct and indirect control of the existing political structure of African countries
The exploitation of African people for European economic gain in a variety of industries
Agricultural changes and new patterns of employment
Interactions between India and East Africa
The effects of assimilation on the people of Africa

Latin America
Spanish control of Cuba and Puerto Rico; Portuguese colonial rule in Brazil
The drive by the US to annex Mexico's northern territories, the Dominican Republic, Nicaragua, Cuba, and other Caribbean territories
The Spanish-American War of 1898

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19. Analyze the cultural impact of colonial encounters and trade on people in Western nations, drawing on examples such as

- a. Asian furniture, porcelain, and cloth made for export
- b. the introduction of new foods into Europe and the United States
- c. emerging academic fields of archaeology and cultural anthropology
- d. collections of art and artifacts from around the world exhibited in international expositions and museums
- e. the influence of Japanese and African art on European art styles of impressionism and cubism
- f. colonialism portrayed in literature and journalism by writers such as Rudyard Kipling, Edward D. Morel, Joseph Conrad, Robert Louis Stevenson, and Isak Dinesen

IV. *Topic 4: The Great Wars, 1914-1945*

Supporting Question: What were the causes and consequences of the 20th century's two world wars?

20. Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems).

21. Evaluate the ways in which World War I was a total war and its impact on the warring countries and beyond.

- a. the use of industrial weapons and prolonged trench warfare and how they led to massive casualties and loss of life
- b. the expansion of World War I beyond Europe into a global conflict (including the mobilization of Asian and African colonial subjects as troops to support military efforts and the reasoning for and impact of United States involvement; the impact on various nationalities, religious and ethnic groups)
- c. the impact of war on the home front in Europe, including the conscription, war propaganda, rationing, and government control of wartime industries

22. Analyze the political, social, economic, and cultural developments following World War I.

- a. the vast economic destruction resulting from the war
- b. the emergence of a "Lost Generation" in European countries
- c. the collapse of the Russian, Ottoman, and Austrian Empires
- d. the modernization of Turkey under President Kemal Atatürk
- e. the establishment of European mandates in the Middle East and the creation of modern state boundaries in the region
- f. the Armenian genocide
- g. the proceedings of the Paris Peace Conference and the Treaty of Versailles
- h. the global influenza pandemic of 1918-1920

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i. the development of modernism in the arts, in the works by composers, visual artists, writers, choreographers, and playwrights such as Igor Stravinsky, Pablo Picasso, Max Ernst, René Magritte, Gertrude Stein, Ruth St. Denis, Martha Graham, Bertolt Brecht, Luigi Pirandello

23. Evaluate the negotiation of the Treaty of Versailles and how the treaty did or did not address the various issues caused by World War I. Clarification Statement: Students may address this standard by comparing and contrasting the Paris Peace Conference and the Congress of Vienna.

24. Analyze the various developments of early 20th century Russian history including the Russian Revolution within the context of World War I, the growing political and social unrest under Czar Nicholas II, the emergence of the Bolshevik movement, the political revolutions of 1917, and the Russian Civil War.

25. Analyze later developments in Russian history, including the creation of the Union of Soviet Socialist Republics (USSR) in 1922, the New Economic Plan (NEP) and the creation of a Soviet economy, artistic and cultural experimentation, the death of Lenin and the cult of his personality, and the power struggle that resulted in Stalin's leadership.

26. Identify the various causes and consequences of the global economic collapse of the 1930s and evaluate how governments responded to the effects of the Great Depression.

a. restrictive monetary policies

b. unemployment and inflation

c. political instability in weak democracies such as Germany

d. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

27. Identify the characteristics of fascism and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Germany, and the Soviet Union during the 1920s and 1930s. i. Clarification Statement: Students should be able to compare and contrast fascism, totalitarianism, and liberal democracy and the ideas of Mussolini, Hitler, and Stalin.

28. Evaluate the economic, social, and political conditions that allowed the rise of Hitler, Mussolini, and Stalin in their respective countries, and how each dictator repressed dissent and persecuted minorities. Clarification Statements: Students may use the following examples of conditions leading to the rise of dictators to address this standard:

a. the lingering resentment over World War I and the Treaty of Versailles

b. the devastation of the Great Depression and the inability of fragile democracies to address those effects

c. the rise of anti-Semitism and racist ideologies in Europe during the last decades of 19th and early 20th centuries They may use the following examples of how each dictator repressed dissent and persecuted minorities

d. the arrest and execution of political opponents to Mussolini in Italy

e. censorship of the press and propaganda

f. the Nazi use of art as propaganda, promoting classicism and disparaging modernism as degenerate

g. the great purges under Stalin, the development and maintenance of the gulag system, and its impact on Soviet society

h. forced collectivization in Russia and the Holodomor, or the Ukrainian Genocide

i. the Enabling Act, Night of the Long Knives, and Nuremberg Laws in Germany

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j. the use of paramilitary groups and youth movements

29. Analyze the aggression of Germany, Italy, and Japan in the 1930s and early 1940s and the lack of response by the League of Nations and Western democracies.

a. Italy's invasion of Ethiopia (1935)

b. the Spanish Civil War (1936-39)

c. the Japanese invasion of China (1931), the Manchukuo State and the Nanjing Massacre (1937), and the Japanese invasion of the Philippines (1941-42)

d. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Nazi-Soviet Pact of 1939, the German attack on Poland, and the changing responses of Great Britain and the United States to Hitler's strategies

30. Analyze the effects of one of the battles of World War II on the outcome of the war and countries involved: 1940: the Battles of Britain and Dunkirk; 1941: the attack on Pearl Harbor 1942: the Battles of Midway and, Corregidor 1943: Stalingrad and the Allied invasion of Italy 1944-1945: the invasion of Normandy, D-Day , the Battle of the Bulge, Battle of Berlin, Battle of Bataan and the subsequent Bataan Death March, the Battles of Iwo Jima , Okinawa, Manila and Corregidor

31. Identify the goals, leadership, strategies, and post-war plans of the Allied leaders (i.e., Winston Churchill, Franklin D. Roosevelt, Joseph Stalin) and how wartime diplomacy affected the outcome of the war and the emergence of the Cold War.

32. Describe the Holocaust, including its roots in Christian anti-Semitism, 19th century ideas about race and nation, and the Nazi dehumanization and planned extermination of the Jews and persecution of LGBT and Gypsy/Roma people.

33. Analyze the decision of the United States to drop atomic bombs on Hiroshima and Nagasaki in order to bring the war with Japan to a swift conclusion and its impact on relations with the Soviet Union.

34. Evaluate the global political, economic, and social consequences of World War II.

a. the physical and economic destruction through the bombing of population centers

b. enormous disruption of societies and the deaths of millions of soldiers, civilians, colonial subjects, political opponents, and ethnic minorities

c. support in Europe for political reform and decolonization

d. the emergence of the U.S. and the Soviet Union as the world's two superpowers

e. the nuclear arms race between the U.S and the Soviet Union

f. the establishment of the United Nations in 1945, the promulgation of the Universal Declaration of Human Rights, the adoption of the Nuremberg Principles to guide the Nuremberg Tribunal of 1945 and the expansion of the Geneva Conventions in 1949

V. Topic 5. The Cold War Era, 1945-1991

Supporting Question: How did the Cold War manifest itself in conflicts and shifting alliances in the 2nd half of the 20th Century?

35. Identify the differences in worldview between the United States and the Union of Soviet Socialist Republics (USSR) and analyze how tensions between the USSR and the West led to the division of Europe.

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36. Analyze the impact of transnational organizations and alliances such as the United Nations (UN), the European Economic Community (EEC), the North Atlantic Treaty Organization (NATO, 1949), the Warsaw Pact (1955), and the non-alignment movement on the developments of the Cold War.

37. Evaluate the importance of key military and political developments on the outcome of the Cold War. Students may use one the following examples to address this standard.

- a. The partition of Germany and the Berlin Crisis of 1948 and 1961
- b. The Marshall Plan and the revival of Western Europe's economy
- c. the policy of containment and its relation to the Korean War and the Vietnam War
- d. the emergence of the People's Republic of China as a major power
- e. life in the USSR after Stalin's death in 1953, the rule of Nikita Khrushchev, popular uprisings in Soviet-controlled countries such as the 1956 uprising in Hungary and the "Prague Spring" of 1968
- f. the United States backing for the overthrow of Mossadegh in Iran (1953) and Arbenz in Guatemala (1954), demonstrating the stakes of the Cold War in non-Great Power countries
- g. Soviet-U.S. competition in the Middle East and the Soviet War in Afghanistan
- h. The Cuban Revolution and the Cuban Missile Crisis
- i. the arms race and arms control agreements (including the ABM and SALT treaties)
- j. détente and diplomatic efforts between the USSR and the West

38. Analyze the major developments in Chinese history during the second half of the 20th century, including the Chinese Civil War and the triumph of the Communist Revolution in China, the rise of Mao Tse-Tung and political, social, and economic upheavals under his leadership, such as the Great Leap Forward and the Cultural Revolution, the Tiananmen Square student protests in Beijing in 1989 and economic reforms under the leadership of Deng Xiaoping.

39. Analyze the development and goals of nationalist movements in Africa, Asia, Central and South America, and the Middle East, and evaluate how one of these movements and its leader brought about decolonization and independence in the second half of the 20th century.(e.g., Fidel Castro in Cuba, Patrice Lumumba in Congo, Ho Chi Minh in Vietnam, Gamel Abdul Nasser in Egypt, Jawaharlal Nehru in India, Salvador Allende in Chile).

40. Explain the defense of and resistance to the official South African government policy of apartheid (legalized racial segregation) between 1948 and 1991, and analyze how opposition by the African National Congress, including resistance leader Nelson Mandela, and international organizations such as the United Nations, contributed to the downfall of apartheid.

41. Explain the background for the establishment of the modern state of Israel in 1948, and subsequent military and political conflicts.

- a. the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine
- b. anti-Semitism and the Holocaust
- c. the United Nations (UN) vote in 1947 to partition the western part of the Palestine Mandate into two independent countries
- d. Palestinian loss of land and the creation of refugees by Israeli military action

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- e. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries
- f. the various wars between Israel and neighboring Arab states since 1947, (e.g., the Six Day War and the Yom Kippur War)
- g. the diverse mix of cultures (e.g., Jews, Palestinians, and Arabs of Christian, Jewish, Muslim, and Druze backgrounds) in the region in the late 20th and early 21st centuries
- h. attempts to secure peace between Palestinians and Israelis, including the proposal of a two-state solution

42. Analyze the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe, including the increasingly costly geopolitical competition with the United States, the growing gap between the economies of Western and Eastern Europe, the impact on people's lives of the weakness of the Soviet economy, the toll of extended military conflict in Afghanistan, and the weakening popular support for communism in the Soviet Union and Eastern Europe. Clarification Statement: Students may use the following examples to address this standard:

- a. The 1975 Helsinki Accords and the emergence of human rights movements in Eastern Europe
- b. The deployment of intermediate range nuclear missiles in Europe and the Reagan Administration's investment in new defense technologies and the expansion of U.S. military forces
- c. the Solidarity movement in Poland
- d. the Velvet Revolution in Czechoslovakia
- e. the rise of nationalist sentiment in the Soviet bloc and USSR
- f. the fall of the Berlin Wall
- g. Mikhail Gorbachev's leadership and policies of glasnost and perestroika
- h. the Russian opposition movement to Boris Yeltsin

43. Evaluate the consequences of the breakup of the Soviet Union on the development of market economies, political and social stability, the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations, and analyze how these consequences led to the consolidation of political power in the hands of an oligarchy during the first and second decades of the 21st century.

44. Analyze the contributing factors to and the effects of the global surge in economic productivity, the rise in living standards in Western Europe and Japan, such as the long postwar peace between democratic nations, the role of migrant workers in rebuilding postwar nations, and the policies of international economic organizations.

45. Evaluate how scientific developments of the 20th century altered understanding of the natural world, changed the lives of the general populace, and led to further scientific research. Students may use one of the following examples to address this standard:

- a. Albert Einstein and the theory of relativity
- b. Niels Bohr and quantum theory
- c. Marie and Pierre Curie and radioactivity
- d. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy
- e. Wernher von Braun and space exploration

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- f. Jonas Salk , the polio vaccine, and other medical breakthroughs
- g. Rosalind Franklin, Maurice Wilkins, James Watson and Francis Crick, the discovery of DNA, and the Human Genome Project
- h. The development of the first integrated circuit in 1958
- i. The invention of the ARPAnet and its evolution into the Internet
- j. Sylvia Earle and oceanography k. Jane Goodall and the study of primates and ecology