

World History Curriculum Guide and Resource List (2016)

Purpose: This document provides support for implementing Minnesota’s 2011 World History standards and benchmarks.

Format:

- The anchor standards are connected to five themes (AP): **S**ocial, **P**olitical, **I**nteractions, **C**ultural, **E**conomic.
- Each learning target focuses on the heart of the benchmark and its most essential concept(s) and/or skill(s). The learning targets may be a starting point for planning units and lessons; the targets are written for students.
- The resources and lesson plans are possibilities for planning and instruction.

Note: For a year-long course, consider addressing one benchmark per week.

World History: General Resources
Stanford Education Group - Reading Like a Historian Document-based lesson plans on different periods
Gapminder An interactive tool illustrating 200 years of human development
http://worldhistoryforall.sdsu.edu/ - comprehensive curriculum for high school world history course, lesson plans, resources
https://www.bighistoryproject.com/bhplive The Big History Project is a free online course that tells the story of our universe and our humanity.
http://worldhistorymatters.org/ “a portal to world history websites developed by the Center for History and New Media.” Includes links to women’s history and children’s history.
National History Education Clearinghouse. Collections of teaching materials, historical content and best practices. Also includes a blog and information on professional development. http://teachinghistory.org
The World History Association: http://www.thewha.org
Journal of World History: http://www.historycooperative.org/jwhindex.html
World History Connected: http://www.historycooperative.org/whcindex.html

Benchmark	Learning Target (Student can ...)	Resources	Lesson Plans
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"Bridging World History": Professional Development Course from Annenberg Media. Includes units from Human Migration to Globalization, world history activities, and an audio glossary. http://www.learner.org/courses/worldhistory/			
Center for History and New Media, George Mason University. Provides links to lesson plans, archival collections online, and tools to aid in classroom or research activities. Also includes a section about Digital History: merging historical skills and content with digital resources. http://chnm.gmu.edu/			
Best of History Web Sites, an EdTechTeacher.org resource. Comprehensive, annotated list of links to history resources, archives and teaching ideas, categorized by time period, from pre-history to modern history. Also includes sites on oral history, maps and games. http://www.besthistorysites.net/			
http://history-world.org/index.html International World History Project: World History From The Pre-Sumerian Period To The Present; A Collection Of World History Related Essays, Documents, Maps and Music			
Khan Academy World History World history overview with a European focus.			
AP World History Wiki Resources and links organizes around the themes and key concepts of AP World History.			
Middle Ground Journal. This is a collection of academic and peer-reviewed essays on various world history subjects. http://www2.css.edu/app/depts/HIS/historyjournal/index.cfm			
http://www.studentsfriend.com/sf/sf.html Includes essays on why we teach history, different frameworks to organize history, and summaries of major events			

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<p>1. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.</p>			
<p>9.4.1.2.1 Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.</p>	<ul style="list-style-type: none"> Carefully use evidence to support a claim about the past. <p><i>Note: These are ongoing skills to be practiced throughout the course.</i></p>	<p>Stanford History Education Group - Reading Like a Historian, for example Emperor Augustus lesson is useful for introducing and practicing careful use of evidence.</p> <p>http://www.studentsfriend.com/sf/sf.html (includes essays on why we teach history, different frameworks to organize history, and summaries of major events).</p>	
<p>9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.</p>	<ul style="list-style-type: none"> Evaluate interpretations of historical events using primary and secondary sources. 		<p>Stanford History Education Group (SHEG): Invasion of Nanking</p>
<p>6. Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000-8000 BCE) *1 benchmark; 2% of total course</p>			
<p>SPICE:</p> <ul style="list-style-type: none"> Social structures: communities Interactions: migration, tools 			

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<ul style="list-style-type: none"> ● Culture: artistic representations 			
9.4.3.6.1 Develop a timeline that traces the migration of the earliest humans from Africa to other world regions, including the Americas; analyze the environmental factors that enabled their migration to other world regions and the ways in which they adapted to different environments. (The Beginnings of Human History: 200,000-8000 BCE)	<ul style="list-style-type: none"> ● Analyze the role of environmental factors in the earliest human migrations. 	The Human Journey: Migration Routes Peopling of the World Early Human Migration	All Africans Under the Skin Clues to Human Migration World History For Us All: Big Era 2
7. The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE) *2 benchmarks; 5% of total course			
SPICE: <ul style="list-style-type: none"> ● Social: development of gender and class hierarchies ● Political: earliest government: Mesopotamian city-states, Egyptian Kings ● Interaction: Indo-European migration ● Economic: emergence of agriculture and pastoralism 			
9.4.3.7.1 Locate on a map and describe when and how humans began to domesticate wild plants and animals and develop agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)	<ul style="list-style-type: none"> ● Describe the factors involved in the development of domestication of plants and animals. 		World History For US All: Big Era 3 Panorama Unit

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9.4.3.7.2 Compare and contrast the cultural differences between the hunter gatherer and early agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)	<ul style="list-style-type: none"> Explain why the development of agriculture was a major turning point in human history. 	The Worst Mistake in the History of the World - Jared Diamond	
<p>8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE - 600 CE) *3 benchmarks; 7% of total course</p>			
<p>SPICE:</p> <ul style="list-style-type: none"> Political: emergence of empires Interactions: Bantu and Polynesian migrations; Culture: codification of world religions Economic: interregional trade (e.g. Silk Roads) 			
9.4.3.8.1 Describe the development, characteristics, and decline of civilizations in Africa, East Asia, and South Asia; describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires 2000 BCE - 600 CE)	<ul style="list-style-type: none"> Show the similarities, differences, and reasons for the fall of two classical civilizations. 	<p>Ancient Chinese Oracle Bones</p> <p>Dong Zhongshu, Responsibilities of Rulership</p> <p>Rig veda on the caste system</p> <p>Edicts of King Ashoka</p>	
9.4.3.8.2 Describe the development, characteristics, and decline of civilizations in Southwest Asia and around the Mediterranean Sea	<ul style="list-style-type: none"> Show the similarities, differences, and reasons for the fall 	<p>40 Maps that Explain the Roman Empire</p> <p>Historical Atlas of the</p>	<p>SHEG: Hammurabi's Code and Augustus</p>

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(Mesopotamia, Egypt, Persia, Greece, Rome); describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires 2000 BCE - 600 CE)	of two classical civilizations.	Mediterranean	
9.4.3.8.3 Analyze the emergence, development, and impact of religions and philosophies of this era, including Hinduism, Confucianism, Buddhism, Judaism and Christianity. (Classical Traditions, Belief Systems, and Giant Empires 2000 BCE - 600 CE)	<ul style="list-style-type: none"> Compare major world belief systems. 	<p>Hinduism: Upanishads</p> <p>Selections from the Confucian Analects, on humaneness and filial piety</p> <p>Sections from the Confucian Analects (more topics)</p> <p>Buddhism: first sermon of the Buddha</p> <p>Buddhist Monuments at Sanchi (short video)</p> <p>Buddhist Fables</p> <p>Buddhist Art at the Metropolitan Museum</p> <p>Judaism: Hebrew Bible, e.g. Exodus</p> <p>Christianity: New Testament, e.g. Sermon on the Mount</p>	

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		World Religions Library	
<p>9. Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)</p> <ul style="list-style-type: none"> 7 benchmarks; 17% of total course 			
<p>SPICE:</p> <ul style="list-style-type: none"> Political: centralized and decentralized forms Interactions: Bubonic plague Culture: Islam Economic: Indian Ocean, Trans-Saharan, and Silk Roads trade networks 			
<p>9.4.3.9.1 Describe the rise and significance of Islam in Southwest Asia and its expansion and institutionalization into other regions. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)</p>	<ul style="list-style-type: none"> Describe the role of Muslim merchants in the spread of Islam across the Indian Ocean and Trans-Saharan trade networks. 	<p>Ibn Battuta's travel writings</p> <p>Dehli</p> <p>East Africa</p> <p>West Africa</p>	
<p>9.4.3.9.2 Describe the characteristics of the Swahili, Ghana and Mali Songhai cultures in Africa, including trade across longer distances and the impact of Islam. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)</p>	<ul style="list-style-type: none"> Compare the arrival and impact of Islam on East and West African cultures. 	<p>Al Bekri's description of a King of Ghana</p> <p>Al-Umari describes Mansa Musa's pilgrimage in Cairo</p> <p>Leo Africanus describes Timbuktu, c. 1500</p>	

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9.4.3.9.3 Compare and contrast the cultures of China (Yuan/ Mongol and Ming) and Japan (Heian and early Shogunates), including the consolidation of belief systems. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	<ul style="list-style-type: none"> Describe how Japan incorporated Chinese culture and belief systems into their own native culture. 	Buddhism in Japan (pp 36-45) Reform Edict of Taika Nara and Heian Japan Age of the Samurai (overview) Andrea - Japanese emperor weighing whether to accept the “foreign” religion of Buddhism.	<ul style="list-style-type: none"> Medieval Japan through Art
9.4.3.9.4 Analyze the impact of Indian Ocean trade on the cultures in South and Southeast Asia. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	<ul style="list-style-type: none"> Give examples of impact of Hinduism, Buddhism and Islam on religion and political structure of southeast Asia. 	Buddhist Art of Southeast Asia Art of Southeast Asia Indian Ocean Trade (Caution: Downplays human slavery as part of trade)	
9.4.3.9.5 Compare and contrast the cultures in eastern and western Europe, including the role of Christianity, feudalism and the impact of diseases and climate change. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	<ul style="list-style-type: none"> Compare and contrast political and religious structures of eastern and western Europe. 	Icons and Iconoclasm in the Byzantine Empire (click “See works of art”) Hagia Sophia Sacrementary of Charles the Bald (image represents divine right of kings) Quattro Coronati (medieval fresco showing western Church’s claim that Roman emperor gave	

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		authority to the Pope) Account of Alwaton Manor , 1279 (shows feudal dues) 13th Century Manorial Court , types of cases heard Generic plan of a medieval manor	
9.4.3.9.6 Analyze the factors that led to the emergence and expansion of the multi-ethnic Aztec and Inca empires in the Americas. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	<ul style="list-style-type: none"> Compare the growth of the Aztec Confederacy to the expansion of the Incan Empire. 	Machu picchu: slide show (<i>New York Times</i>) Photographs (BBC) Tenochtitlan: Map and Cortes letter (AHA) Our World (UNU)	Inquiry-based unit (C3)
9.4.3.9.7 Describe the intensified exchanges of scientific, artistic and historical knowledge among Europe, Africa and Southwest Asia; evaluate the impact on Christian and Islamic societies. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	<ul style="list-style-type: none"> Describe the transmission of knowledge from the Islamic world across the Mediterranean. 	See lesson plan	“The Story of the Transfer of Knowledge from Islamic Spain to Europe” lesson plan
10. New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750) *9 benchmarks; 22% of total course			

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SPICE: <ul style="list-style-type: none"> ● Social: growing importance of commercial classes ● Political: European maritime empires, Islamic gunpowder empires, Tokugawa Japan, Imperial China ● Interactions: Maritime navigation, Columbian exchange, transatlantic migrations ● Culture: new racial and class identities in the Americas ● Economic: Atlantic trade and plantation economies, silver flows, Manilla galleons 			
9.4.3.10.1 Describe the Reformation and Counter- Reformation; analyze their impact throughout the Atlantic world. (Emergence of the First Global Age: 1450-1750)	<ul style="list-style-type: none"> ● Analyze the impact of religious conflict in Europe on European exploration and conquest throughout the Atlantic. 	Luther, Justification by Faith, On the Bondage of the Will Constitution of the Society of Jesus Eanes de Zurara, Chronicle of the Discovery of Guinea , ch XXIV-XXVI	
9.4.3.10.2 Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization. (Emergence of the First Global Age: 1450-1750)	<ul style="list-style-type: none"> ● Explain how the growing power of European monarchs and merchants encouraged overseas exploration and colonization. 	Grant of power to Columbus from Ferdinand and Isabella Columbus, Letter to Lord Sanchez <i>The Longitude Prize</i> Story Map	
9.4.3.10.3 Describe the impact of interactions and negotiations between African leaders and	<ul style="list-style-type: none"> ● Describe the impact of Atlantic trade, including 	Afro-Portuguese Ivories (Click “See works of art”)	Kingdom of the Kongo, the Portuguese, and the slave trade from the

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European traders on long-distance trade networks. (Emergence of the First Global Age: 1450-1750)	triangular trade routes, on people in Africa, the Americas, and Europe.	Letter from King of Kongo, Nzinga Mbemba (Afonso I), to the Portuguese king, Joao (John) III, 1526 De Las Casas, <i>A Short Account of the History of the Indies</i> , excerpts	British Museum
9.4.3.10.4 Describe the interactions and negotiations between Americans (Mayans, Aztecs, Incas) and European explorers, as well as the consequences. (Emergence of the First Global Age: 1450-1750)	<ul style="list-style-type: none"> • Explain the interactions, negotiations, and consequences between Native Americans and European explorers. 	AP US History Period 1 site Includes a short video and primary source documents. Aztec depictions of encounters with the Spanish in the Huejotzingo Codex of 1531	SHEG lessons on Atahualpa and the Bible and Moctezuma and Cortes Lesson for the Huejotzingo Codex Two Views of the Spanish Conquest
9.4.3.10.5 Assess the social and demographic impact of the Columbian Exchange on Europe, the Americas and Africa. (Emergence of the First Global Age: 1450-1750)	<ul style="list-style-type: none"> • Assess the different effects of the Columbian Exchange on people in Africa, the Americas, and Europe. 	Black in Latin America	
9.4.3.10.6 Compare and contrast the forms of slavery and other non-free labor systems among African, European and Arab societies;	<ul style="list-style-type: none"> • Analyze the causes and consequences of Atlantic Slave 	Atlantic Slave Trade Visualized Transatlantic Slave Trade Site includes maps, images,	SHEG: Middle Passage Trans-Atlantic Slave Trade maps lesson

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analyze the causes and consequences of chattel slavery in the Atlantic. (Emergence of the First Global Age: 1450-1750)	Trade.	additional readings, and lesson plans Slavery in Africa article Explains the history of the different forms of slavery	Slavery, Labor, and Gender based on: The History of Mary Prince, an enslaved woman in the West Indies
9.4.3.10.7 Describe the expansion of the Ottoman empire; define its relationships and exchanges with neighboring societies and religious and ethnic minorities. (Emergence of the First Global Age: 1450-1750)	<ul style="list-style-type: none"> Describe the effects of the expansion of the Ottoman empire on people inside and outside of the empire. 	Ottoman Empire - BBC Ogier Ghiselin de Busbecq: The Turkish Letters, 1555-1562 (excerpts)	Population and Commerce in the Ottoman Empire - Millet System in the Ottoman Empire
9.4.3.10.8 Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450-1750)	<ul style="list-style-type: none"> Compare the responses of China and Japan to the increasing global trade and communication. 	Tokugawa Exclusion Edict Tokugawa on military government and social order Emperor Kangxi's Sacred Edict	China and Europe: 1500-2000
9.4.3.10.9 Identify the major intellectual and scientific developments of seventeenth and eighteenth- century Europe; describe the regional and global influences on the European Scientific Revolution and Enlightenment, and assess their impact on global society. (Emergence of the First Global Age:	<ul style="list-style-type: none"> Assess the influences and impact of the European Scientific Revolution and Enlightenment within global society. 	Frontspiece of the Encyclopedie	SHEG: Galileo

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1450-1750)			
<p>11. Industrialization ushered in widespread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922) *8 benchmarks; 20% of total course</p>			
<p>SPICE:</p> <ul style="list-style-type: none"> ● Social: Global capitalism created and shaped working classes, Industrial ● Political: Revolutionary ideologies ● Interactions: Global migrations ● Economic: Global industrial capitalism 			
<p>9.4.3.11.1 Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922)</p>	<ul style="list-style-type: none"> ● Consider whether the benefits of the Industrial Revolution outweighed the costs. 	<p>Sadler Commission Evidence</p> <p>Andrew Ure: Philosophy of Manufacturers</p> <p>Women Miners in English Coal Pits (mines)</p> <p>Friederich Engels: Industrial Manchester</p>	<p>SHEG: Factory Life</p>
<p>9.4.3.11.2 Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922)</p>	<ul style="list-style-type: none"> ● Explain the causes and global consequences of the French Revolution. 	<p>Liberty, Equality, Fraternity (lots of primary and secondary sources)</p> <p>Declaration of the Rights of Man and Citizen</p>	
<p>9.4.3.11.3 Describe the independence movements and</p>	<ul style="list-style-type: none"> ● Compare the causes and 	<p>Age of Revolutions Blog</p>	

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rebellions in the Caribbean and Central and South America; analyze the social, political and economic causes and consequences of these events. (The Age of Revolutions: 1750-1922)	consequences of the revolutions in the Americas.	Simon Bolivar: "Jamaica Letter"	
9.4.3.11.4 Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on worldwide migration patterns. (The Age of Revolutions: 1750-1922)	<ul style="list-style-type: none"> Describe the impact of indentured servitude on global migration patterns. 	Chinese immigration to Latin America Digital History: Contract Labor	
9.4.3.11.5 Describe the origins and spread of the transatlantic abolition movement; evaluate its effects on the end of the African slave trade and chattel slavery in law and in practice. (The Age of Revolutions: 1750-1922)	<ul style="list-style-type: none"> Describe Britain's transition from leading slave trader to its primary role in ending Atlantic slave trade and slavery. 	The Abolition Project British Pro-Slavery Lobby - audio of speeches Accounts of Traders and Doctors Accounts of Enslaved People Quobna Ottobah Cugoano: a Former Slave Speaks Out	A Tale of Two Slaves: A Lesson in Predicting, Summarizing, Making Connections, Questioning, and Comparing/Contrasting
9.4.3.11.6 Compare and contrast the development and results of state building and nationalism in the nineteenth century. (The Age of Revolutions: 1750-1922)	<ul style="list-style-type: none"> Give specific examples of how nationalism weakened old empires and 	Declaration of the Rights of Man and Citizen -France, 1789 US Declaration of Independence 1776	

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	created new nation states.	Documents of German Unification 1848-1871 Historian Heinrich von Treitschke: nationalism as racism	
9.4.3.11.7 Describe European imperialism; explain its effects on interactions with colonized peoples in Africa and Asia. (The Age of Revolutions: 1750-1922)	<ul style="list-style-type: none"> Explain economic, political, and cultural dimensions of European imperialism and the impact on colonized peoples. 	The White Man's Burden "An Indian Woman Looks at the British"	
9.4.3.11.8 Compare and contrast the approaches of China and Japan to Western influence. (The Age of Revolutions: 1750-1922)	<ul style="list-style-type: none"> Compare Japan's use of western methods to China's reluctance to adopt westernization. 	China's Boxer Rebellion Meiji restoration and westernization	
<p>12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950) *5 benchmarks; 12% of total course</p>			
<p>SPICE:</p> <ul style="list-style-type: none"> Social: Changes to traditional gender roles. Political: Global military conflicts, rise of extremist governments, racist nationalism Culture: Major developments in science, medicine, and technology, challenges to traditional religion Economic: Great Depression 			

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9.4.3.12.1 Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950)	<ul style="list-style-type: none"> Explain how the shocks from WWI made the war a turning point in world history. 	Excerpts from the Rape of Nanking by Iris Chang	The Invasion of Nanking
9.4.3.12.2 Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half Century of Crisis and Achievement: 1900-1950)	<ul style="list-style-type: none"> Describe the causes and consequences of the communist revolutions in Russia and China. 	Communist Manifesto Leninism Russian Revolution Sun Yat-Sen: Fundamentals of National Reconstruction Maoism	
9.4.3.12.3 Describe the social, political and economic causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900-1950)	<ul style="list-style-type: none"> Explain how global economic depression and the rise of extremist governments led to World War II. 	Nazis and the German Economy	World History for us all: Lesson plan on causes and consequences of World War II
9.4.3.12.4 Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime's "war against the Jews" and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and	<ul style="list-style-type: none"> Describe the causes and consequences of the Nazi Holocaust. 	Universal Declaration of Human Rights Nuremberg Laws Creation of Israel	

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other human rights movements of the post-WW II era. (A Half Century of Crisis and Achievement: 1900-1950)			
9.4.3.12.5 Identify major developments in science, medicine, and technology; analyze their benefits and dangers. (A Half Century of Crisis and Achievement: 1900-1950)	<ul style="list-style-type: none"> Evaluate the impacts of the major developments in science, medicine, and technology. 	The 20th Century: 100 years of Scientific Creativity - timeline Greatest Engineering Achievements of the 20th Century : Timelines, background, and essays	
<p>13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989) *4 benchmarks; 10% of total course</p>			
<p>SPICE:</p> <ul style="list-style-type: none"> Social: Continuing changes in gender roles, anti-racism Political: Cold War, decolonization, communism, United Nations Interactions: Global migration Culture: Responses to human rights violations Economic: International economic institutions 			
9.4.3.13.1 Trace the political and economic changes in China from the Communist Revolution until recent times. (The World After World War II: 1950-1989)	<ul style="list-style-type: none"> Trace the dramatic political and economic policy shifts in the People's Republic of China. 		SHEG: Cultural Revolution

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9.4.3.13.2 Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments. (The World After World War II: 1950-1989)	<ul style="list-style-type: none"> Compare the development of newly independent countries after World War II. 	Gandhi's Hind Swaraj: Document included in Minnesota History Society lesson plan as linked.	Minnesota Historical Society: Gandhi and the Non-Violent Protest Movement in India
9.4.3.13.3 Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement. (The World After World War II: 1950-1989)	<ul style="list-style-type: none"> Explain how tensions and hostilities of the Cold War affected people throughout the world. 	Non-Aligned Movement International Sport in the Cold War	SHEG: Origins of the Cold War
9.4.3.13.4 Describe the response of the world community to human rights violations, including the response to apartheid in South Africa. (The World After World War II: 1950-1989)	<ul style="list-style-type: none"> Describe various responses to human rights violations around the world. 	International Responses to apartheid in South Africa Responses to Rwandan Genocide	
<p>14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989-Present) *2 benchmarks; 5% of total course</p>			
<p>SPICE:</p> <ul style="list-style-type: none"> Political: Middle East conflicts Interactions: Global communication Culture: Global popular culture, communication technologies Economic: Global trade 			

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Benchmark	Learning Target (Student can ...)	Resources	Lesson Plans
9.4.3.14.1 Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present)	<ul style="list-style-type: none"> Analyze the political, economic, and cultural dimensions of the conflicts in the Middle East. 	World Affairs Council: Resource Packet Primary documents on the Israeli Palestinian Conflict Video: A Beginner's Guide	
9.4.3.14.2 Analyze the social, political and economic impact of globalization and technological advancement, including the effects on the economies of developing countries and the impact on political power and political boundaries. (The New Global Era: 1989 to Present)	<ul style="list-style-type: none"> Assess the positive and negative effects of globalization and technological change. 	Case studies of Globalization "Crossing Borders - The Globalization Debate" Global Poverty Story Map Megacities Story Map	Using film to teach about globalization Federal Reserve lesson: Inside the Vault - Analysis of benefits and consequences of globalization

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