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**High School World History and Geography**



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| **STANDARDS** | **PAGE REFERENCES** |
|  | **FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY** How do world historians make sense of a global past? Why are geography and spatial reasoning important for understanding world history? These foundational expectations help students answer such questions, and introduce them to the tools they will need to study world history. Individually and collaboratively, students can engage in planned in­quiries. |
|  | **F1 World Historical and Geographical Inquiry and Literacy Practices** |
| Explain and use disciplinary processes and tools from world history. These processes and tools include but are not limited to: * framing questions to guide inquiry.
* determining historical significance.
* applying concepts of change over time, continuity, and multiple causes and con­sequences.
* contextualizing evidence and historical phenomena under study.
* explaining and applying different periodization schemes.
* using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).
* recognizing that perspectives are shaped by different experiences across time and space.
* sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).
* analyzing maps and graphs to understand large-scale movement, trends, and patterns.
* using spatial reasoning to evaluate the role of human-environment interactions in history.
* comparing and contrasting physical, political, economic, and cultural characteris­tics across time and space.
 | **Student Edition:***Analyzing Historical Documents* 22 #17, #18, #19, 42 #17, #18, #19, 60 #17, #18, 110 #17, #18*Analyzing Primary Sources* 84 #21, #22, 152 #21, #22*Analyzing Visuals* 22 #22, #23, 42 #22, #23, 60 #21, 84 #25, #26, 110 #21, #22, #23, 152 #25, #26*Critical Thinking* 21 #11, #12, #13, 41 #10, #11, #12, #13, 59 #10, #11, #12, #13, 83 #12, #13, #14, #15, 109 #10, #11, #12, #13, 129 #12, #13, #14, #15*Exploring the Essential Questions* 21 #9, #10, 41 #9, 59 #9, 83 #10, #11, 109 #9, 129 #10, #11*Research and Presentation* 22 #20, #21, 42 #20, #21, 60 #19, #20, 84 #23, #24, 110 #19, #20, 152 #23, #24*Social Studies Skills* 21 #14, #15, #16, 41 #14, #15, #16, 59 #14, #15, #16, 83 #16, #17, #18, 84 #19, #20, 109 #14, #15, #16, 129 #16, #17, #18, #19 |

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|  | **WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 CE** How do religion and philosophy shape the development of societies? How does trade af­fect culture? Prior to the great global convergence, how did the worldviews of people in Afro-Eurasia compare with the worldviews of people in the Americas? These Era 4 expec­tations help students answer such questions, and provide a context for the emergence of the first global age in Era 5. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries. |
|  | **4.1 Global or Cross-Temporal Expectations** Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some powerful em­pires. |
| 4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.Examples may include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; conflict and cooperation between Muslims, Christians, and Jews in medieval Spain; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia. | **Student Edition:**6-8, 11-12, 14-16*Critical Thinking* 21 #11*Guiding Question* 11*Reading Progress Check* 12, 15**Teacher Edition:**RS 11 |
| 4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.Examples may include but are not limited to: trans-Saharan trading in gold and salt; intensification of trade around the Indian Ocean; increasing trade and the growth of towns and cities in western Europe; the spread of the plague and significance of its consequences; networks of exchange in North, Central, and South America. | **Student Edition:**6, 11-12, 13, 14*Reading Progress Check* 14 |

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|  | **4.2 Interregional or Comparative Expectations** Analyze and compare important hemispheric interactions and cross-regional develop­ments, including the growth and consequences of an interregional system of communi­cation, trade, and culture exchange during an era of increasing regional power and reli­gious expansion. |
| 4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.Examples may include but are not limited to: investigating geographic extent of Muslim empires; the artistic, scientific, technological, and economic features that developed in Muslim society through cultural interactions and exchanges; diverse religious traditions of Islam; the cultural, political, and economic influence of Dar al-Islam in Afro-Eurasia; the caliphate as both a religious and political institution. | **Student Edition:**11-12*Answering the Guiding Questions* 17 #3*Critical Thinking* 12*Guiding Question* 11*Reading Progress Check* 12**Teacher Edition:**CTS 12; RS 11 |
| 4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.Examples may include but are not limited to: investigating geographic patterns of Mongol conquest and expansion; characteristics and consequences of the Pax Mongolica; revival of long-distance trading networks between China and the Mediterranean world. | **Student Edition:**13*Answering the Guiding Questions* 17 #5*Guiding Question* 13**Teacher Edition:**OTO 13; VS 13 |
| 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.Examples may include but are not limited to: case studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region. | **Student Edition:**16-17*Answering the Guiding Questions* 17 #8*Guiding Question* 16*Reading Progress Check* 17**Teacher Edition:**CTS 16; TS 17; WS 17 |

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|  |  **WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES** What happens when separate “worlds” converge? Did the world become a better place to live because of the global convergence? Why did some societies emerge with more power, and others with less? In Era 5, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries. |
|  |  **5.1 Global or Cross-Temporal Expectations** Analyze the global impact of and significant developments caused by transoceanic trav­el and the linking of all the major areas of the world by the 18th century. |
| 5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.Examples may include but are not limited to: investigating the influence of mercantilism and capitalism; the role of sugar and silver in the global economy; movement of people, commodities, and ideas across the Atlantic basin; rising nationalism, militarism, and absolutism; emergence of European maritime power in Asia and land control in the Americas. | **Student Edition:**70-75*Answering the Guiding Questions* 75 #3, #4, #6*Charts/Graphs* 71 #1, #2*Geography Skills* 72, 75*Guiding Question* 70, 71, 73 bottom*Reading Progress Check* 71, 72, 75**Teacher Edition:**CTS 70, 72, 73; OTO 71, 72, 73; RS 71, 73; VS 71, 73 |
| 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.Examples may include but are not limited to: investigating the expulsion of Muslims and Jews from Spain; Reformation and expansion of Christianity to the Americas; expansion of Islam to Southeast Asia; Sikhism’s contribution to the Punjab area of South Asia; Buddhism’s growth in East and Southeast Asia; Taoist and Confucian political influences; cases of religious syncretism (blending of beliefs and traditions); continuity of local, indigenous beliefs throughout the world. | **Student Edition:**6-8, 11-12, 14-16*Critical Thinking* 21 #11*Guiding Question* 11*Reading Progress Check* 12, 15**Teacher Edition:**RS 11 |

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|  | **5.2 Interregional or Comparative Expectations**Evaluate the impact of the global convergence on interregional developments and interactions in various contexts. |
| 5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic. | **Student Edition:**71-72, 76-77*Answering the Guiding Questions* 75 #4*Geography Connection* 72 #1, #2*Guiding Question* 71*Reading Progress Check* 72**Teacher Edition:**CTS 72; OTO 72; VS 76; WS 72 |
| 5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World. | **Student Edition:**73-75*Geography Connection* 75 #1, #2*Guiding Question* 73**Teacher Edition:**CTS 73 |
| 5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.Examples may include but are not limited to: case studies of political, economic, and cultural transformations in the Ottoman, Mughal, Safavid, Songhai, and Russian Empires, Ming and Qing Dynasties, and/or Tokugawa Shogunate. | **Student Edition:**114-117, 118-121, 122-126, 134-139*Answering the Guiding Questions* 117 #3, #4, #5, 121 #3, #4, #5, 126 #3, #4, #5, 139 #3, #4, #5, #6*Guiding Question* 114, 115, 118, 119, 120*Reading Progress Check* 115, 117, 119, 120**Teacher Edition:**CTS 115, 117, 118, 119, 120; OTO 114, 115, 116, 118, 119, 120; RS 114, 116, 118, 119, 120; TS 117, 121; VS 114, 115, 121; WS 116, 120 |

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|  | **WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914**What constitutes a “revolution?” What makes people want to change their government?How do political and economic forces shape people’s identities? In Era 6, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries. |
|  | **6.1 Global or Cross-Temporal Expectations** Evaluate the causes, characteristics, and consequences of revolutions of the intellectu­al, political, and economic structures in an era of increasing global trade and consolida­tions of power. |
| 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power. | **Student Edition:**170-172, 173-174, 200-201, 204-205, 220-223, 224-229, 230-233*Answering the Guiding Questions* 172 #4, 223 #3, #4*Geography Connection* 171*Guiding Questions* 170, 173, 204, 220, 221*Reading Progress Check* 172, 205, 220, 223**Teacher Edition:**CTS 171, 173; RS 170, 174; VS 171; WS 172, 200 |
| 6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances. | **Student Edition:**214-219, 246-249, 272-276, 277-282, 283-287, 288-291*Answering the Guiding Questions* 219 #3, #4, #5, #6, 249 #3, #4, 276 #3, #4, #5, #6*Geography Connection* 217*Guiding Question* 214, 216, 218*Reading Progress Check* 216, 218, 219**Teacher Edition:**CTS 214, 215, 216, 217, 218, 219; OTO 214, 215, 216, 217; RS 215, 218; VS 214, 217, 219; WS 216 |
| 6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.Examples may include but are not limited to: investigating constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization. | **Student Edition:**176-177, 189-190, 200-201, 204-205, 220, 221, 248-249*Answering the Guiding Questions* 249 #4*Guiding Question* 176, 220, 221*Primary Sources* 178-179*Reading Progress Check* 177, 206-207, 220*Writing Activity* 177 #6**Teacher Edition:**OTO 176, 221, 248; R1 176; R2 176; RS 177; WS 200 |
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|  | **6.2 Interregional or Comparative Expectations**Analyze and compare the interregional patterns of nationalism, state building, social and economic reform, and imperialism. |
| 6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.Examples may include but are not limited to: case studies of Chinese, Haitian, Mexican and/or other Latin American revolutions; others who fought for a new political order against oppression, like Tacky’s War in Jamaica in 1760, the rebellion of Tupac Amaru in 1780, or the Indian Rebellion of 1857. | **Student Edition:**173-177, 186-191, 283-284, 289-290, 305*Analyzing Primary Sources* 175*Answering the Guiding Questions* 177 #3, #4, #5, 191 #3, #4, #5, #6, #7*Guiding Question* 173, 176, 186, 188, 189, 283, 289*Reading Progress Check* 176, 177, 188, 189, 191, 284, 290**Teacher Edition:**CTS 173, 176, 187, 188, 189, 190; OTO 174, 175, 176, 186, 187; R1 176, 186; R2 176, 186; RS 174, 175, 177; TS 186; VS 176; WS 174 |
| 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.Examples may include but are not limited to: case studies of Germany, Italy, Japan. | **Student Edition:**220, 224-229, 232-233, 286*Answering the Guiding Questions* 229 #3, #4, #5, 287 #5*Geography Connection* 225*Guiding Question* 220, 224, 227, 286*Reading Progress Check* 220, 227, 286**Teacher Edition:**CTS 220, 224, 225, 227, 228, 229; OTO 225, 226; RS 224, 225; TS 226; VS 220, 225, 227, 228; WS 226 |
| 6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.Examples may include but are not limited to: case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women and children; the rise of organized labor movements; the extent and consequences of urbanization. | **Student Edition:**214-219*Analyzing Primary Sources* 218*Answering the Guiding Questions* 219 #3, #4, #5, #6*Critical Thinking* 215*Geography Connection* 217*Guiding Question* 214, 216, 218*Reading Progress Check* 216, 218, 219**Teacher Edition:**CTS 214, 215, 216, 217, 218, 219; OTO 214, 215, 216, 217, 218; RS 215, 218; VS 214, 217, 219; WS 216 |
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| 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.Examples may include but are not limited to: case studies of Japan (Meiji Restoration), Qing China, India, Egypt, Ethiopia and/or the Congo; encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia; the connection between imperialism and racism, including the social construction of race. | **Student Edition:**272-276, 277-282, 284-287, 288-291*Answering the Guiding Questions* 276 #3, #4, #5, #6, 282 #3, #4, #5, #6, 291 #3, #4, #5*Geography Connection* 273*Guiding Question* 272, 273, 275, 276, 277, 278, 280, 281*Reading Progress Check* 273, 275, 276 top, 276 bottom, 278, 280, 281**Teacher Edition:**CTS 272, 273, 275, 277, 278, 279, 280, 281; OTO 272, 273, 274, 277, 278, 279, 280, 281; RS 274, 277, 279; TS 274; VS 272, 274, 275, 278; WS 273, 280 |
|  | **WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-Present**Why was the 20th century so violent? Did an accelerating pace of technological and scientific innovations improve people’s lives? How does increasing global interaction affect individuals? In Era 7, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries. |
|  |  **7.1 Global or Cross-Temporal Expectations** Analyze the impact of changes in global balances of military, political, economic, and technological power throughout the 20th century and to the present. |
| 7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts. | **Student Edition:**335-338, 342, 357-362, 364-367, 387-392, 428-429, 460-464, 465-470*Answering the Guiding Questions* 338 #4, #5, #6*Geography Connection* 337*Guiding Question* 335, 336, 337*Reading Progress Check* 336 top, 336 bottom, 337, 338*Step Into the Place* 351**Teacher Edition:**CTS 336, 337; OTO 335, 336, 337, 342; RS 336, 337 |

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| 7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians. | **Student Edition:**330-331, 417, 427-428, 441-442*Critical Thinking* 415, 428*Guiding Question* 330*Primary Sources* 335*Reading Progress Check* 331**Teacher Edition:**CTS 428; OTO 330, 416, 441; WS 330, 428 |
| 7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.  | **Student Edition:**377, 422-424*Answering the Guiding Questions* 424 #3*Geography Connection* 423*Guiding Question* 422*Reading Progress Check* 424**Teacher Edition:**CTS 377, 422; OTO 422, 423; RS 377 |
| 7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. | **Student Edition:**427-428, 565-568*Answering the Guiding Questions* 569 #3*Charts/Graphs* 566*Connections to Today* 567*Critical Thinking* 567*Guiding Question* 565*Reading Progress Check* 568*Writing Activity* 569 #5**Teacher Edition:**CTS 428; OTO; RS; TS; VS; WS 428 |

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|  | **7.2 Interregional or Comparative Expectations**Assess the interregional causes and consequences of the global wars, revolutions, and independence movements during this era. |
| 7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.Examples may include but are not limited to: investigating effects of nationalism, industrialization, disputes over territory, systems of alliances, imperialism, the role of colonial peoples and militarism, total war ideology and the Armenian Genocide; distinctive characteristics and impacts of the war on the soldiers and people at home, including the use of propaganda; consequences of the mandate system, reparations, and national self-determination around the globe. | **Student Edition:**324-327, 328-333, 339-343*Answering the Guiding Questions* 327 #3, #4, 333 #3, #4, #5, #6, 343 #3, #4*Critical Thinking* 326, 327, 330, 331*Geography Connection* 325, 329, 342*Guiding Question* 324, 326, 328, 330, 331, 332, 339, 341*Reading Progress Check* 326, 327, 330, 331, 332, 333, 340, 341*Writing Activity* 327 #5**Teacher Edition:**CTS 324, 325, 326, 327, 328, 329, 330, 331, 339, 340; OTO 324, 325, 328, 329, 330, 331, 339; RS 324, 325, 328, 329; TS 333, 341; VS 326, 331; WS 327, 330, 332, 340 |
| 7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.Examples may include but are not limited to: case studies of the economic depression on different regions, nations, and the globe; case studies of the rise of fascism and the spread of communism in Europe and Asia; comparing and contrasting the rise of nationalism in China, Turkey, and India. | **Student Edition:**352-356, 357-362, 363-367, 376-380, 381-386, 387-392, 393-397*Answering the Guiding Questions* 356 #3, #4, #5, #6, 362 #3, #4, #5, 380 #3, #4, 386 #3, #4, #5, #6, 392 #3, #4, 397 #3, #4, #5*Charts/Graphs* 354*Geography Connection* 358, 360*Guiding Question* 352, 353, 354, 357, 358, 361*Reading Progress Check* 353 top, 353 bottom, 355, 359, 361Writing Activity 356 #7**Teacher Edition:**CTS 352, 353, 354, 359, 360, 361, 362; OTO 352, 353, 354, 355, 358, 359, 360, 361; RS 352, 353, 355, 361; TS 355; VS 354, 358, 362; WS 355, 359 |
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| 7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.Examples may include but are not limited to: investigating the role of aggression and conflict appeasement that led to war in Europe and Asia; the development and enactment of Hitler’s “Final Solution” policy and the Holocaust, major turning points and unique characteristics of the war; spatial and political impact of the Allied negotiations on the nations of Eastern Europe and throughout the world; immediate consequences of the war’s end, including the devastation, effects on population, dawn of the atomic age, and the occupation of Germany and Japan. | **Student Edition:**406-410, 411-415, 419-420, 421-424, 425-429*Answering the Guiding Questions* 410 #3, #4, #5, 415 #3, #4, #5, 420 #4, 424 #3, #4, #5, 429 #3, #4*Geography Connection* 407, 413, 423, 427*Writing Activity* 410 #6, 415 #6**Teacher Edition:**C1 412; C2 412; CTS 406, 407, 409, 410, 414, 422, 426, 428; RS 406, 408, 409, 410, 411, 412, 413, 414, 415, 421, 422, 423, 425, 426, 427, 429; VS 413, 423, 427; WS 408, 415, 422, 428 |
| 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.Examples may include but are not limited to: investigating economic, political, and military origins of the Cold War; arms race and space race; comparing and contrasting conflicts in Asia, Africa, and Central America; the significance of the Cold War as a 20th century event, including transitions from bipolar to multipolar center( s) of power. | **Student Edition:**447-451*Analyzing Primary Sources* 449*Answering the Guiding Questions* 451 #3, #4*DBQ* 449 #1, #2*Geography Connection* 450 #1, #2*Guiding Question* 447, 448, 449, 450*Reading Progress Check* 448 top, 448 bottom, 450, 451**Teacher Edition:**CTS 447, 448; OTO 447, 448, 449, 450; RS 447, 448, 449, 451; TS 449; VS 449, 450; WS 450 |
| 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.Examples may include but are not limited to: case studies of the Russian Revolution, Mexican Revolution, and/or Iranian Revolution; legacy of imperialism in Africa, Southeast Asia, and Latin America; importance of the massive resistance and non-violent philosophy of Mahatma Gandhi; independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia; the development of the State of Israel; conflicts such as Arab-Israeli disputes, Palestine, the Suez Crisis, and Sunni-Shi’a conflicts. | **Student Edition:**289-290, 334-338, 381-386, 387-392, 460-462, 467-468*Answering the Guiding Questions* 291 #4, 338 #3, #4, #5, #6, 392 #3, #4*Critical Thinking* 290*Geography Connection* 337, 382, 362, 466*Guiding Question* 289, 334, 335, 336, 337, 381, 384*Reading Progress Check* 290, 335, 336 top, 336 bottom, 357, 383, 384, 385**Teacher Edition:**CTS 290, 335, 336, 337, 338, 381; RS 334, 335, 381; VS 289, 290, 335; WS 354 |
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| 7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.Examples may include but are not limited to: investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia. | **Student Edition:**421-424, 463, 474-475*Answering the Guiding Question* 424 #3, #4, #5*Geography Connection* 423*Guiding Question* 421, 422, 424*Reading Progress Check* 422, 424 top, 424 bottom**Teacher Edition:**CTS 422; OTO 421, 422, 423; RS 421, 422, 423, 424, 463; VS 423; WS 423, 474 |