



World Cultures Part 1

Michigan State High School Social Studies Content Expectations

Course Description

This course will introduce students to the diverse cultural traditions alive in the world today. Students will develop a global perspective through the study of geography, history and traditions, economics and daily life, and literature and the arts, as well as the role of religion in different regions of the world.

Text Book

World Cultures: A Global Mosaic. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2004.

Unit 1 Description

This unit will introduce the tools and concepts used to study people and places around the world. This unit will also examine the geography, history, traditions, and patterns of life the Middle East.

Essential Content and Skills

The learner will:

- Examine the influence geography has on the way people live in different regions in the world.
 - Define culture and examine the factors that influence the culture of a region.
 - Describe human development from ancient times until today.
 - Describe the geography and early history of the Middle East.
 - Describe cultural, political, and economic development in the Middle East.
 - Describe the Middle East in the world today.
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Unit 1 Lesson 1: Exploring the World around Us

State Standard	Description
F1	Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)

Unit 1 Lesson 2: Understanding Culture

State Standard	Description
F1	Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)
F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)

Unit 1 Lesson 3: Shaping the Industrial World

State Standard	Description
4.1.3	Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including <ul style="list-style-type: none">• land-based routes across the Sahara, Eurasia and Europe• water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas

Unit 1 Lesson 4: The World Today

State Standard	Description
5.1.1	Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era.

Unit 1 Lesson 5: The Geography and Early History of the Middle East

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity
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Unit 1 Lesson 6: The World of Islam and Early Empires

State Standard	Description
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific c, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Unit 1 Lesson 7: Early Patterns of Life and Rise of Imperialism

State Standard	Description
F4 6.2.4	Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. Analyze the political, economic, and social causes and consequences of imperialism by <ul style="list-style-type: none">• using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia• describing the connection between imperialism and racism, including the social construction of race• comparing British policies in South Africa and India, French polices in Indochina, and Japanese policies in Asia• analyze the responses to imperialism by African and Asian peoples

Unit 1 Lesson 8: The Middle East in Transition

State Standard	Description
4.2.1	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including <ul style="list-style-type: none">• The founding geographic extent of Muslim empires and the artistic, scientific c, technological, and economic features of Muslim society• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi• role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia• the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 9: The Middle East Today

State Standard	Description
F4	Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E.
6.2.4	Analyze the political, economic, and social causes and consequences of imperialism by <ul style="list-style-type: none">• using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia• describing the connection between imperialism and racism, including the social construction of race• comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia• analyze the responses to imperialism by African and Asian peoples
7.3.5	Analyze the political, economic, and social transformations that occurred in this era, including <ul style="list-style-type: none">• the decline of the Ottoman Empire• changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples• the role of the Mandate system• the discovery of petroleum resources

Unit 1 Lesson 10: Arab/Israeli Conflict

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

F4	Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E.
6.2.4	Analyze the political, economic, and social causes and consequences of imperialism by <ul style="list-style-type: none">• using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia• describing the connection between imperialism and racism, including the social construction of race• comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia• analyze the responses to imperialism by African and Asian peoples
7.3.5	Analyze the political, economic, and social transformations that occurred in this era, including <ul style="list-style-type: none">• the decline of the Ottoman Empire• changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples• the role of the Mandate system• the discovery of petroleum resources
8.2.3	Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict

Unit 2 Description

This unit will examine the geography, history, traditions, and and patterns of life in Africa

Essential Content and Skills

The learner will:

- Describe the geography and early history of Africa.
- Describe cultural, political, and economic development in Africa.
- Analyze periods of cultural change in African History.
- Describe Africa in the world today.

Unit 2 Michigan State Content Expectations

Unit 2 Lesson 1: Geography and Climate of Africa

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

4.3.1	<p>Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none">• comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures• using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language• analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade x• analyzing the development of an organized slave trade within and beyond Africa• analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity
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Unit 2 Lesson 2: Early Civilizations and Kingdoms

State Standard	Description
4.3.1	<p>Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none">• comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures• using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language• analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade x• analyzing the development of an organized slave trade within and beyond Africa• analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity

Unit 2 Lesson 3: Early Patterns of Life

State Standard	Description
4.3.1	<p>Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none">• comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures• using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language• analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade x• analyzing the development of an organized slave trade within and beyond Africa• analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity

Unit 2 Lesson 4: The Slave Trade

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

4.3.1	<p>Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none">• comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures• using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language• analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade• analyzing the development of an organized slave trade within and beyond Africa• analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity
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Unit 2 Lesson 5: European Imperialism and its Effect

State Standard	Description
F4	Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E.
6.2.4	Analyze the political, economic, and social causes and consequences of imperialism by <ul style="list-style-type: none">• using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia• describing the connection between imperialism and racism, including the social construction of race• comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia• analyze the responses to imperialism by African and Asian peoples
6.3.3	Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo).

Unit 2 Lesson 6: Independence and a Step Towards Development

State Standard	Description
8.2.2	Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War.

Unit 2 Lesson 7: Changing Patterns of Life

State Standard	Description
8.2.2	Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War.

Unit 2 Lesson 8: Nigeria and Zimbabwe

State Standard	Description
8.2.2	Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 9: Africa in the World Today

State Standard	Description
8.2.2	Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War.

Unit 2 Lesson 10: The Republic of South Africa

State Standard	Description
8.2.2	Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War.

Unit 3 Description

This unit will examine the geography, history, traditions, and patterns of life in Western Europe.

Essential Content and Skills

The learner will:

- Describe the geography and early history of Western Europe.
- Describe cultural, political, and economic development in Western Europe.
- Describe Western Europe in the world today.

Unit 3 Michigan State Content Expectations

Unit 3 Lesson 1: Geography of Western Europe

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

5.2.1	Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by <ul style="list-style-type: none">describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuriesexplaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies.
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Unit 3 Lesson 2: Heritage of Greece and Rome

State Standard	Description
F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">Changes brought on by the Agricultural Revolution, including the environmental impact of settlementsTWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or YangtzeClassical China or India (Han China or Gupta empires)Classical Mediterranean (Greece and Rome)

Unit 3 Lesson 3: Western Europe in the Middle Ages

State Standard	Description
4.3.5	Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including <ul style="list-style-type: none">the role and political impact of the Roman Catholic Church in European medieval societyhow agricultural innovation and increasing trade led to the growth of towns and citiesthe role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-statesthe cultural and social impact of the Renaissance on Western and Northern Europe

Unit 3 Lesson 4: The Renaissance and Reformation

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

5.3.5	Analyze the major political, religious, cultural and economic transformations in Europe by <ul style="list-style-type: none">• explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas• analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism• analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society• analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor
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Unit 3 Lesson 5: The Growth of Modern Nations in Western Europe

State Standard	Description
5.3.5	Analyze the major political, religious, cultural and economic transformations in Europe by <ul style="list-style-type: none">• explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas• analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism• analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society• analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor

Unit 3 Lesson 6: The Industrial Revolution

State Standard	Description
6.2.3	Analyze the origins, characteristics and consequences of industrialization across the world by <ul style="list-style-type: none">• comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France• describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements• describing the environmental impacts of industrialization and urbanization

Unit 3 Lesson 7: Europe In Two World Wars

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

7.2.1	Analyze the causes, characteristics, and long-term consequences of World War I by <ul style="list-style-type: none">analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarismanalyzing the distinctive characteristics and impacts of the war on the soldiers and people at homeexplaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the
7.2.2	Analyze the transformations that shaped world societies between World War I and World War II by <ul style="list-style-type: none">examining the causes and consequences of the economic depression on different regions, nations, and the globedescribing and explaining the rise of fascism and the spread of communism in Europe and Asiacomparing and contrasting the rise of nationalism in China, Turkey, and India
7.2.3	Analyze the causes, course, characteristics, and immediate consequences of World War II by <ul style="list-style-type: none">explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland)explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah)analyzing the major turning points and unique characteristics of the warexplaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the worldanalyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japandescribing the emergence of the United States and the Soviet Union as global superpowers

Unit 3 Lesson 8: Political Directions

State Standard	Description
8.1.1	Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China.

Unit 3 Lesson 9: Economic and Social Patterns

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

8.1.1	Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China.
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Unit 3 Lesson 10: Western Europe Today

State Standard	Description
8.1.3	Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power.
8.1.4	Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).

Unit 4 Description

This unit will examine the geography, history, traditions, and patterns of life in the former Soviet Union and Russia today.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Essential Content and Skills

The learner will:

- Describe the geography and heritage of Russia and Eastern Europe.
 - Describe political and economic change in Russia.
 - Describe Russia and Eastern Europe in the world today.
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Unit 4 Michigan State Content Expectations

Unit 4 Lesson 1: Geography of Eastern Europe and Russia

State Standard	Description
5.3.4	Analyze the major political, religious, economic, and cultural transformations in Russia including <ul style="list-style-type: none">• Russian imperial expansion and top-down westernization/modernization• the impact of its unique location relative to Europe and Asia• the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity.

Unit 4 Lesson 2: Early Traditions and Patterns of Life

State Standard	Description
5.3.4	Analyze the major political, religious, economic, and cultural transformations in Russia including <ul style="list-style-type: none">• Russian imperial expansion and top-down westernization/modernization• the impact of its unique location relative to Europe and Asia• the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity.

Unit 4 Lesson 3: Dynamics of Change

State Standard	Description
5.3.4	Analyze the major political, religious, economic, and cultural transformations in Russia including <ul style="list-style-type: none">• Russian imperial expansion and top-down westernization/modernization• the impact of its unique location relative to Europe and Asia• the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity.

Unit 4 Lesson 4: Growth of Nations in Eastern Europe

State Standard	Description
4.3.4	Analyze restructuring of the Eastern European system including <ul style="list-style-type: none">• the rise and decline of the Byzantine Empire• the region's unique spatial location• the region's political, economic, and religious transformations• emerging tensions between East and West

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 5: The Russian Revolution

State Standard	Description
6.1.1	Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce.
7.3.1	Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.

Unit 4 Lesson 6: A Totalitarian State

State Standard	Description
7.3.2	Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras.

Unit 4 Lesson 7: Life Under Communism

State Standard	Description
8.1.1	Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China.

Unit 4 Lesson 8: From Soviet Union to Russian Federation

State Standard	Description
8.1.3	Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power.
8.1.4	Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).

Unit 4 Lesson 9: Russia's Foreign Policy

State Standard	Description
8.1.3	Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power.
8.1.4	Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 10: Eastern Europe Today

State Standard	Description
8.1.3	Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power.
8.1.4	Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).