



## World History – Part 2

Michigan State High School Social Studies Content Expectations

### Course Description

This course will allow the student to analyze the events, people, and places from the year 1500 to the contemporary world. Part II of the course focuses on world events from World War I to the end of the Cold War. The student will comprehend world history concepts by answering its relevance, living history, seeing the big picture, and make cross-curriculum connections through geography.

### Textbook

Farah, Mounir A., and Andrea Berens Karls. *World History: The Human Experience*. New York: Glencoe/McGraw, 2001.

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### Unit 1 Description

This unit will discuss World War I, the Fascist dictatorships, and the Russian Revolution.

### Essential Content and Skills

The learner will:

- Evaluate chronological thinking.
- Synthesize and evaluate historical sources.
- Evaluate historical interpretation of events.
- Synthesize historical research.
- Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
- Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
- Evaluate how continuity and change throughout history has affected belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
- Evaluate how conflict and cooperation among social groups and organizations affected world history from 1450 to Present in Africa, Americas, Asia and Europe.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Michigan State Academic Standards

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

#### Unit 1 Lesson 1: The Seeds of War

| State Standard | Description  |
|----------------|--|
| 7.2.1          | <b>World War I</b> – Analyze the causes, characteristics, and long-term consequences of World War I by <ul style="list-style-type: none"><li>analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism</li><li>analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)</li><li>explaining 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 globe (<i>National Geography Standard 13, p. 210</i>)</li></ul> |

#### Unit 1 Lesson 2: The Spark

| State Standard | Description  |
|----------------|--|
| 7.2.1          | <b>World War I</b> – Analyze the causes, characteristics, and long-term consequences of World War I by <ul style="list-style-type: none"><li>analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism</li><li>analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)</li><li>explaining 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 globe (<i>National Geography Standard 13, p. 210</i>)</li></ul> |

#### Unit 1 Lesson 3: The War

| State Standard | Description  |
|----------------|--|
| 7.2.1          | <b>World War I</b> – Analyze the causes, characteristics, and long-term consequences of World War I by <ul style="list-style-type: none"><li>analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism</li><li>analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)</li><li>explaining 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 globe (<i>National Geography Standard 13, p. 210</i>)</li></ul> |

#### Unit 1 Lesson 4: The Russian Revolution

| State Standard | Description |
|----------------|-------------|
|----------------|-------------|

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

|       |  |
|-------|--|
| 7.3.1 | <b>Russian Revolution</b> – 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. ( <i>National Geography Standard 6, p. 195</i> ) |
|-------|--|

### Unit 1 Lesson 5: Peace At Last

| State Standard | Description  |
|----------------|--|
| 7.2.1          | <b>World War I</b> – Analyze the causes, characteristics, and long-term consequences of World War I by <ul style="list-style-type: none"><li>analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism</li><li>analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)</li><li>explaining 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 globe (<i>National Geography Standard 13, p. 210</i>)</li></ul> |

### Unit 1 Lesson 6: The Post War World

| State Standard | Description  |
|----------------|--|
| 7.2.2          | <b>Inter-war Period</b> – Analyze the transformations that shaped world societies between World War I and World War II by <ul style="list-style-type: none"><li>examining the causes and consequences of the economic depression on different regions, nations, and the globe</li><li>describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)</li><li>comparing and contrasting the rise of nationalism in China, Turkey, and India (<i>National Geography Standard 10, p. 203</i>)</li></ul> |

### Unit 1 Lesson 7: The Western Democracies

| State Standard | Description   |
|----------------|---|
| 7.3.4          | <b>The Americas</b> – Analyze the political, economic and social transformations that occurred in this era, including <ul style="list-style-type: none"><li>economic imperialism (e.g., dollar diplomacy)</li><li>foreign military intervention and political revolutions in Central and South America</li><li>nationalization of foreign investments (<i>National Geography Standard 13, p. 210</i>)</li></ul> |

### Unit 1 Lesson 8: Fascist Dictatorships

| State Standard | Description   |
|----------------|---|
| 7.3.2          | <b>Europe and Rise of Fascism and Totalitarian States</b> – 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. (See 5.3.5; 7.2.3) |

### Unit 1 Lesson 9: The Soviet Union

| State Standard | Description |
|----------------|-------------|
|----------------|-------------|

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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|       |   |
|-------|---|
| 7.3.2 | <b>Europe and Rise of Fascism and Totalitarian States</b> – 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. (See 5.3.5; 7.2.3) |
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### Unit 1 Lesson 10: Militarism in Japan

| State Standard | Description   |
|----------------|---|
| 7.3.3          | <b>Asia</b> – Analyze the political, economic, and social transformations that occurred in this era, including ( <i>National Geography Standard 13, p. 210</i> ) <ul style="list-style-type: none"><li>• Japanese imperialism</li><li>• Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)</li><li>• Indian independence struggle</li></ul> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Description

This unit will discuss World War II and the Cold War.

### Essential Content and Skills

The learner will:

- Evaluate chronological thinking.
- Synthesize and evaluate historical sources.
- Evaluate historical interpretation of events.
- Synthesize historical research.
- Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
- Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
- Evaluate how continuity and change throughout history has affected belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
- Evaluate how conflict and cooperation among social groups and organizations affected world history from 1450 to Present in Africa, Americas, Asia and Europe.

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### Unit 2 Michigan State Content Expectations:

#### Unit 2 Lesson 1: The Path To War

| State Standard | Description  |
|----------------|--|
| 7.2.3          | <p><b>World War II</b> – Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"><li>• 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 &amp; Sudetenland) (<i>National Geography Standard 13, p. 210</i>)</li><li>• explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (<i>National Geography Standard 10, p. 203</i>)</li><li>• analyzing the major turning points and unique characteristics of the war (See 7.1.5) (<i>National Geography Standard 17, p. 219</i>)</li><li>• explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (<i>National Geography Standard 13, p. 210</i>)</li><li>• analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li><li>• describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li></ul> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 2: War In Europe

| State Standard | Description  |
|----------------|--|
| 7.2.3          | <p><b>World War II</b> – Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"><li>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 &amp; Sudetenland) (<i>National Geography Standard 13, p. 210</i>)</li><li>explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (<i>National Geography Standard 10, p. 203</i>)</li><li>analyzing the major turning points and unique characteristics of the war (See 7.1.5) (<i>National Geography Standard 17, p. 219</i>)</li><li>explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (<i>National Geography Standard 13, p. 210</i>)</li><li>analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li><li>describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li></ul> |

### Unit 2 Lesson 3: A Global Conflict

| State Standard | Description  |
|----------------|--|
| 7.2.3          | <p><b>World War II</b> – Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"><li>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 &amp; Sudetenland) (<i>National Geography Standard 13, p. 210</i>)</li><li>explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (<i>National Geography Standard 10, p. 203</i>)</li><li>analyzing the major turning points and unique characteristics of the war (See 7.1.5) (<i>National Geography Standard 17, p. 219</i>)</li><li>explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (<i>National Geography Standard 13, p. 210</i>)</li><li>analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li><li>describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li></ul> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

### Unit 2 Lesson 4: Turning Points

| State Standard | Description  |
|----------------|--|
| 7.2.3          | <p><b>World War II</b> – Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"><li>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 &amp; Sudetenland) (<i>National Geography Standard 13, p. 210</i>)</li><li>explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (<i>National Geography Standard 10, p. 203</i>)</li><li>analyzing the major turning points and unique characteristics of the war (See 7.1.5) (<i>National Geography Standard 17, p. 219</i>)</li><li>explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (<i>National Geography Standard 13, p. 210</i>)</li><li>analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li><li>describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li></ul> |

### Unit 2 Lesson 5: Allied Victories

| State Standard | Description  |
|----------------|--|
| 7.2.3          | <p><b>World War II</b> – Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"><li>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 &amp; Sudetenland) (<i>National Geography Standard 13, p. 210</i>)</li><li>explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (<i>National Geography Standard 10, p. 203</i>)</li><li>analyzing the major turning points and unique characteristics of the war (See 7.1.5) (<i>National Geography Standard 17, p. 219</i>)</li><li>explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (<i>National Geography Standard 13, p. 210</i>)</li><li>analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li><li>describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (<i>National Geography Standard 6, p. 195</i>)</li></ul> |

### Unit 2 Lesson 6: The East-West Split

| State Standard | Description  |
|----------------|--|
| 8.1.1          | <p><b>Origins of the Cold War</b> – 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. (See 7.2.3) (<i>National Geography Standard 13, p. 210</i>)</p> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 7: The Communist Bloc

| State Standard | Description  |
|----------------|--|
| 8.1.2          | <b>Cold War Conflicts</b> – Describe the major arenas of conflict, including <ul style="list-style-type: none"><li>the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam</li><li>ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin</li><li>the arms and space race (<i>National Geography Standard 13, p. 210</i>)</li></ul> |

### Unit 2 Lesson 8: Western Europe

| State Standard | Description  |
|----------------|--|
| 8.1.2          | <b>Cold War Conflicts</b> – Describe the major arenas of conflict, including <ul style="list-style-type: none"><li>the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam</li><li>ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin</li><li>the arms and space race (<i>National Geography Standard 13, p. 210</i>)</li></ul> |

### Unit 2 Lesson 9: The United States and Canada

| State Standard | Description   |
|----------------|---|
| 8.1.2          | <b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including <ul style="list-style-type: none"><li>the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 10: The End of the Cold War

| State Standard | Description   |
|----------------|---|
| 8.1.3          | <b>End of the Cold War</b> – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact. 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. ( <i>National Geography Standard 13, p. 210</i> ) |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Description

This unit will describe the Age of Imperialism.

### Essential Content and Skills

The learner will:

- Evaluate chronological thinking.
- Synthesize and evaluate historical sources.
- Evaluate historical interpretation of events.
- Synthesize historical research.
- Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
- Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
- Evaluate how continuity and change throughout history has affected belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
- Evaluate how conflict and cooperation among social groups and organizations affected world history from 1450 to Present in Africa, Americas, Asia and Europe.

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### Unit 3 Michigan State Content Expectations

#### Unit 3 Lesson 1: The Partition of Africa

| State Standard | Description  |
|----------------|--|
| 8.2.1          | <b>The Legacy of Imperialism</b> – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). ( <i>National Geography Standards 11 and 16, pp. 206 and 216</i> ) |

#### Unit 3 Lesson 2: African Independence

| State Standard | Description   |
|----------------|---|
| 8.2.2          | <b>Independence, Decolonization, and Democratization Movements</b> – 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. ( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> ) |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 3: Africa Today

| State Standard | Description   |
|----------------|---|
| 8.1.4          | <b>Mapping the 20th Century</b> – 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).<br>(See 7.2.3) ( <i>National Geography Standard 13, p. 210</i> ) |

### Unit 3 Lesson 4: Africa's Challenges

| State Standard | Description   |
|----------------|---|
| 8.2.2          | <b>Independence, Decolonization, and Democratization Movements</b> – 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. ( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> ) |

### Unit 3 Lesson 5: New Forces in the Middle East and Africa

| State Standard | Description   |
|----------------|---|
| 8.2.3          | <b>Middle East</b> – 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.<br>( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> ) |

### Unit 3 Lesson 6: Nationalism in the Middle East

| State Standard | Description   |
|----------------|---|
| 8.2.3          | <b>Middle East</b> – 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.<br>( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> ) |

### Unit 3 Lesson 7: War and Peace in the Middle East

| State Standard | Description   |
|----------------|---|
| 8.2.3          | <b>Middle East</b> – 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.<br>( <i>National Geography Standards 13 and 17, pp. 210 and 219</i> ) |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 8: Challenges Facing the Middle East

| State Standard   | Description   |
|------------------|---|
| 8.2.3<br><br>CG4 | <p><b>Middle East</b> – 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. <i>(National Geography Standards 13 and 17, pp. 210 and 219)</i></p> <p><b>Conflict, Cooperation, and Security</b><br/><i>Analyze the causes and challenges of continuing and new conflicts by describing</i></p> <ul style="list-style-type: none"><li>• tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)</li><li>• causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)</li><li>• local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights</li><li>• the type of warfare used in these conflicts, including terrorism, private militias, and new technologies</li></ul> <p><i>(National Geography Standards 10 and 13, pp. 203 and 210)</i></p> |

### Unit 3 Lesson 9: India's Struggle for Independence

| State Standard | Description  |
|----------------|--|
| 8.2.2          | <p><b>Independence, Decolonization, and Democratization Movements</b> – 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. <i>(National Geography Standards 13 and 17, pp. 210 and 219)</i></p> |

### Unit 3 Lesson 10: Nationalism in Latin America

| State Standard | Description  |
|----------------|--|
| 8.2.2          | <p><b>Independence, Decolonization, and Democratization Movements</b> – 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. <i>(National Geography Standards 13 and 17, pp. 210 and 219)</i></p> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Description

This unit will discuss the contemporary world.

### Essential Content and Skills

The learner will:

- Evaluate chronological thinking.
- Synthesize and evaluate historical sources.
- Evaluate historical interpretation of events.
- Synthesize historical research.
- Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
- Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
- Evaluate how continuity and change throughout history has affected belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
- Evaluate how conflict and cooperation among social groups and organizations affected world history from 1450 to Present in Africa, Americas, Asia and Europe.

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### Unit 4 Michigan State Content Expectations

#### Unit 4 Lesson 1: Japan's Economic Rise

| State Standard | Description   |
|----------------|---|
| CG3            | <p><b>Patterns of Global Interactions</b></p> <p><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i></p> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <p><i>(National Geography Standards 6 and 11, pp. 195 and 206)</i></p> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 2: China In Revolution

| State Standard | Description   |
|----------------|---|
| CG3            | <p><b>Patterns of Global Interactions</b></p> <p><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i></p> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <p><i>(National Geography Standards 6 and 11, pp. 195 and 206)</i></p> |

### Unit 4 Lesson 3: A Divided Korea

| State Standard | Description   |
|----------------|---|
| CG3            | <p><b>Patterns of Global Interactions</b></p> <p><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i></p> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <p><i>(National Geography Standards 6 and 11, pp. 195 and 206)</i></p> |

### Unit 4 Lesson 4: Southeast Asia

| State Standard | Description   |
|----------------|---|
| CG3            | <p><b>Patterns of Global Interactions</b></p> <p><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i></p> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <p><i>(National Geography Standards 6 and 11, pp. 195 and 206)</i></p> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 5: South Asia

| State Standard | Description   |
|----------------|---|
| CG3            | <p><b>Patterns of Global Interactions</b></p> <p><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i></p> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <p><i>(National Geography Standards 6 and 11, pp. 195 and 206)</i></p> |

### Unit 4 Lesson 6: Nationalism in Latin America

| State Standard | Description   |
|----------------|---|
| CG3            | <p><b>Patterns of Global Interactions</b></p> <p><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i></p> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <p><i>(National Geography Standards 6 and 11, pp. 195 and 206)</i></p> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 7: Latin American Challenges

| State Standard | Description   |
|----------------|---|
| CG3            | <b>Patterns of Global Interactions</b><br><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <i>(National Geography Standards 6 and 11, pp. 195 and 206)</i> |
| CG4            | <b>Conflict, Cooperation, and Security</b><br><i>Analyze the causes and challenges of continuing and new conflicts by describing</i> <ul style="list-style-type: none"><li>• tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)</li><li>• causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)</li><li>• local and global attempts at peacekeeping, security, democratization, and administering international justice and humanrights</li><li>• the type of warfare used in these conflicts, including terrorism, private militias, and new technologies</li></ul> <i>(National Geography Standards 10 and 13, pp. 203 and 210)</i>             |

### Unit 4 Lesson 8: Mexico and the Caribbean

| State Standard | Description   |
|----------------|---|
| CG3            | <b>Patterns of Global Interactions</b><br><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <i>(National Geography Standards 6 and 11, pp. 195 and 206)</i> |

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 9: Central America

| State Standard | Description   |
|----------------|---|
| CG3            | <p><b>Patterns of Global Interactions</b></p> <p><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i></p> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <p><i>(National Geography Standards 6 and 11, pp. 195 and 206)</i></p> |

### Unit 4 Lesson 10: South America

| State Standard | Description   |
|----------------|---|
| CG3            | <p><b>Patterns of Global Interactions</b></p> <p><i>Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing</i></p> <ul style="list-style-type: none"><li>• economic interdependence of the world's countries and world trade patterns</li><li>• the exchanges of scientific, technological, and medical innovations</li><li>• cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns</li><li>• comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition</li><li>• distribution of wealth and resources and efforts to narrow the inequitable distribution of resources</li></ul> <p><i>(National Geography Standards 6 and 11, pp. 195 and 206)</i></p> |