

# World History I (2018)

**Dynamic interactions among regions of the world** WHI.T1.0

- 1 Explain different ways in which societies interact across regions (e.g., trade; cultural, religious, linguistic, and technological exchange and diffusion; migration; exploration; diplomatic alliances; colonization and conquests)** WHI.T1.1

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- 2 Give examples of exchanges of ideas and goods among ancient complex societies to c. 500 CE. Clarification Statement: As a reminder of concepts studied in grades 6 and 7, teachers may choose to highlight topics such as the spread of agricultural practices, the adoption of religions, imperial conquests, or the first phase of trade along the Silk Roads among societies in Asia, Africa, and Europe.** WHI.T1.2

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- 3 Explain how interactions among societies are affected by geographical factors such as the location of bodies of water, mountains, and deserts, climate, the presence or scarcity of natural resources, and human factors such as population size and density, mortality rates, or migration patterns.** WHI.T1.3

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- 4 Demonstrate the ability to analyze primary sources, including texts, maps, diagrams, works of art and architecture** WHI.T1.4

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- 5 Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies** WHI.T1.5
  - a different kinds of maps to show physical features, political boundaries and forms of interaction (e.g., trade routes, invasions, cultural diffusion) WHI.T1.5A
  - b timelines that show simultaneous relationships (e.g., the development of technologies or artistic styles in different parts of the world or the rise, interaction, and collapse of multiple kingdoms or empires) WHI.T1.5B
  - c charts or graphs to convey comparative information (e.g., size of population in different periods and places, value of goods traded between different locations) WHI.T1.5C

**Development and diffusion of religions and systems of belief c. 500 BCE–1200 CE** WHI.T2.0

- 1 Map how the Buddhist, Christian, and Islamic religions spread from their places of origin to other parts of Eurasia and Africa to c. 1400 CE, and explain some of the means by which religions spread** WHI.T2.1

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- 2 Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began.** WHI.T2.2

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**3 Describe the historic commonalities among monotheistic religions (e.g., Zoroastrianism, Judaism, Christianity, Islam) and how they differed from polytheistic religions.** WHI.T2.3

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**4 Describe indigenous religious practices in Africa and explain how these practices survived and shaped African Christian and Islamic religions.** WHI.T2.4

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**5 Locate on a map and analyze relationships between political power, religion, and cultural achievement in one empire that flourished between c.100 and 1000 CE.** WHI.T2.5

- a the Kushan Empire (c. 1st–5th centuries) with its fusion of Greco-Roman and Buddhist culture and imagery in Gandharan sculpture; the Gupta Empire (c. 320–600 CE), uniting multiple kingdoms of North, Central, and Southeast India, religious tolerance for Hinduism, Buddhism and Jainism; highly developed Hindu and Buddhist sculpture and literature WHI.T2.5.A
  - b the early period of the Byzantine Empire (4th–6th century CE), the founding of Constantinople, the adoption of Christianity as an officially sanctioned religion, the building of the Hagia Sophia, and the development of the Code of Justinian WHI.T2.5.B
  - c the Abbasid Caliphate in western Asia and North Africa (750–1258 CE) and the flourishing of Islamic arts, science, and learning WHI.T2.5.C
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**Interactions of kingdoms and empires c. 1000–1500** WHI.T3.0

**1 Explain the concepts of hereditary rule, kingdom, empire, feudal society, and dynasty and explain why these concepts are important in the analysis of political power and governments in different historical periods and in different places.** WHI.T3.1

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**2 Map the geographical extent of one of the following kingdoms or empires; explain its central political, economic, cultural developments and its role in trade, diplomatic alliances, warfare, and exchanges with other parts of the world. (Africa, Asia, America, Europe) WHI.T3.2**

- a the West African empires of ancient Ghana (c. 700–1240 CE), Mali (c.1230–1670 CE), and Songhai (15th–17th centuries CE), the importance of Timbuktu as a center of trade and learning, the gold-salt and slave trade WHI.T3.2A
- b the East African Sub-Saharan kingdoms of Axum (c. 100–940 CE) and the Swahili city states (c. 8th–17th centuries CE) WHI.T3.2B
- c the Song Dynasty in China (960–1279 CE), the development of the concepts of the scholar official, landscape painting and calligraphy, and the merging of Buddhist, Taoist, and Confucian beliefs WHI.T3.2C
- d The Mongol Empire (1206–1368 CE), its role in the Silk Routes, the rule of Genghis Khan and Kublai Khan, contacts with Europeans, and the cultural achievements of the Yuan Dynasty (1221–1368) and early years of the Ming Dynasty (1368–1644) in China WHI.T3.2D
- e The Ottoman Empire from its beginnings in 1299 CE, its capture of the city of Constantinople in 1453, through the reign of Sultan Süleiman I (1566 CE) WHI.T3.2E
- f The Kamakura Shogunate (c. 1185–1333 CE) in Japan, feudal military rule, invasions of the Mongol Empire, restoration of temples destroyed in war, Buddhist sculpture, calligraphy influenced by Zen Buddhism WHI.T3.2F
- g The early period of the Mughal Empire in India (1527–1857 CE) and its development as a major textile, shipbuilding, and firearms manufacturer and exporter and a major center of illustrated manuscripts WHI.T3.2G
- h The Mayan civilization of the Classic period (c. 250–950 CE), cities such as Teotihuacán, Tikal, and Copán, pyramid building, long-distance trade between inland sites and sites near the Gulf of Mexico and the Caribbean WHI.T3.2H
- i The Aztec regional empire (c.1345–1521 CE), the capital of Tenochtitlan, conquests of neighboring states, monumental sculpture WHI.T3.2I
- j The Inca regional empire (c. 13th century–1572 CE), extensive networks of roads, conquests of neighboring states, monumental architecture at sites such as Machu Picchu and Cusco WHI.T3.2J
- k Kingdoms and feudal societies in England, France, Germany, Rome, the Netherlands, Russia, and Spain, including the Holy Roman Empire (c. 5th century–1492 CE) WHI.T3.2K
- l Italian city-states such as Venice, Milan, Florence, and Genoa (c. 800–1500 CE), the development of banking, capitalism, education, patronage of the arts, commerce with the Byzantine and Ottoman Empires and Asia WHI.T3.2L

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**3 Describe the goods and commodities traded east, west, north and south along the Silk Roads connecting Europe, Africa and Asia, including horses, grain, wood, furs, timber, spices, silk, and other luxury goods WHI.TE.3**

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- 4 Explain how travelers' accounts and maps contributed to knowledge about the world.** WHI.T3.4

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  - 5 Explain the widespread practice in Europe, Africa, Asia and the Americas of enslaving captives of war and of buying and selling slaves from the 5th to the 18th centuries CE.** WHI.T3.5

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  - 6 Describe coexistence, tolerance, and trade between Arab and Christian kingdoms in the 8th to early 10th centuries CE.** WHI.T3.6

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  - 7 Explain the consolidation of wealth of the Catholic Church and the power struggles within the church in the 11th century CE, the development of the practices of feudalism, knighthood, and chivalry in Europe, and the emergence of the concept of rights in England.** WHI.T3.7

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  - 8 Evaluate the causes, course, and consequences of the European Crusades in the Mediterranean region in the 11th, 12th, and 13th centuries CE.** WHI.T3.8

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  - 9 Explain the global consequences of diseases, focusing on the Bubonic plague and its spread through the Eurasian and African trade routes several times, in particular the severity of the impact of the disease on mortality rates in Europe, Africa, and Asia in the 15th century CE.** WHI.T3.9
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**Philosophy, the arts,  
science and technology  
c. 1200 to 1700** WHI.T4.0

- 1 Explain how classical learning survived into the medieval world.** WHI.T4.1
  - a the role of Islamic scholars in preserving Greek, Roman, and Arabic texts after the collapse of the Roman Empire and the role of Christian monasteries housing libraries and making manuscript copies of Christian and pagan texts WHI.T4.1A
  - b the development of Islamic and European universities from the 9th to the 13th centuries WHI.T4.1B

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- 2 Explain the global spread and consequences of Chinese inventions and technologies (e.g., gunpowder, the compass, printing, and papermaking).** WHI.T4.2

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- 3 Analyze the Agricultural Revolution (Arab or Green Revolution) in Africa, Europe, and Asia, including the diffusion of plants from Asia and Africa into medieval Spain and the construction of large-scale systems of irrigation (e.g., canals, windmills, and aqueducts).** WHI.T4.3

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- 4 Describe the importance to India's medieval economy of textile technologies (e.g., processes to improve the growing, processing, spinning, weaving, printing, and dyeing of cotton), and the importance of cotton cloth as an export to Africa and Europe** WHI.T4.4

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- 5** Describe the origins and development of the European Renaissance, the emerging concept of humanism, and the influence and accomplishments of key artists, writers, and inventors of the Italian and Northern European Renaissance. Clarification Statement: Students may use the following examples to meet this Standard: Italian Renaissance: Michelangelo Buonarroti, Leonardo da Vinci, Raphael, Niccolò Machiavelli, Filippo Brunelleschi Northern Renaissance: Jan van Eyck, Albrecht Durer, Pieter Bruegel the Elder, Hieronymus Bosch, William Shakespeare, Erasmus, Johannes Gutenberg WHI.T4.5
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- 6** Describe the political and religious origins of the Protestant Reformation and its effects on European society, including the reasons for the growing discontent with the Catholic Church; the main ideas of Martin Luther and John Calvin; the importance of Gutenberg's invention of the printing press and its adoption by others in the spread of Protestantism across Europe, and the formation of the Anglican Church WHI.T4.6
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- 7** Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola. WHI.T4.7
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- 8** Identify the role that the Protestant Reformation and Catholic Counter-Reformation played on shifting political power in Europe, the persecution of religious minorities, and wars among European nations in the 15th and 16th centuries CE. WHI.T4.8
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- 9** Explain the emergence of a wealthy Protestant middle class in the 17th century Northern Europe, its involvement in global trade, and its patronage of the arts and sciences WHI.T4.9
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- 10** Summarize how the scientific method and new technologies such as the telescope and microscope, led to new theories of the universe; describe the accomplishments of at least two figures of the Scientific Revolution (e.g., Nicolaus Copernicus, Galileo Galilei, René Descartes, Johannes Kepler, Robert Hooke, Antoni von Leeuwenhoek, Isaac Newton, Carolus Linnaeus); explain how advances in shipbuilding contributed to European exploration and conquest. WHI.T4.10
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Global exploration, conquest, colonization, c. 1492– 1800 WHI.T5.0

- 1** Describe the expulsion of Jews and Muslims from the Iberian Peninsula after the Treaty of Granada (1492), the rise of Spanish and Portuguese Kingdoms, the Spanish Inquisition, and the Spanish expeditions to conquer and Christianize the Americas and the Philippines, and Portuguese conflicts with Muslim states. WHI.T5.1
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- 2** Explain the motivations for European nations to find a sea route to Asia WHI.T5.2

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**3 Identify the major economic, political, demographic, and social effects of the European colonial period in the Americas and the Caribbean Islands, the so-called “Columbian Exchange” (the transmission of foodstuffs, plants, bacteria, animal species, etc., across the Atlantic for the first time and its environmental and agricultural implications); the impact of Christian missionaries on existing religious and social structures in the Americas, and the expansion of the trans-Atlantic slave trade.** WHI.T5.3

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**4 Map the extent of the Ottoman, Chinese, Portuguese, Dutch, Spanish, and British Empires in the 17th century and research and report on an account of travel, trade or diplomacy of the 17th century.** WHI.T5.4

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**Philosophies of government and society** WHI.T6.0

**1 Identify the origins and the ideals of the European Enlightenment, such as happiness, reason, progress, liberty, and natural rights, and how intellectuals of the movement (e.g., Denis Diderot, Emmanuel Kant, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, Mary Wollstonecraft, Cesare Beccaria, Voltaire, or social satirists such as Molière and William Hogarth) exemplified these ideals in their work and challenged existing political, economic, social, and religious structures** WHI.T6.1

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**2 Explain historical philosophies of government, giving examples from world history:** WHI.T6.2

- a the Chinese doctrine of the Mandate of Heaven, in which a ruler must be worthy of the right to rule WHI.T6.2A
  - b absolute monarchy, in which a monarch holds unlimited power with no checks and balances (e.g., in France of Louis XIV, Spain, Prussia, and Austria) WHI.T6.2B
  - c enlightened absolutism (e.g., in Russia under Czars Peter the Great and Catherine the Great, in which ideas of the Enlightenment temper absolutism) WHI.T6.2C
  - d constitutional monarchy, in which a ruler is limited by a written or unwritten constitution (e.g., English traditions beginning with Magna Carta). WHI.T6.2D
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**3 Explain why England was the exception to the growth of absolutism in Europe.** WHI.T3.3

- a the causes, essential events, and effects of the English Civil War and the Glorious Revolution of 1688 WHI.T3.3A
  - b the English Bill of Rights and its limits on the power of the monarch to act without the consent of Parliament WHI.T3.3B
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**4 Explain the development of constitutional democracy following the American Revolution, the United States Constitution (1787), and the Bill of Rights (1791).** WHI.T3.4

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**Absolute power, political revolutions, and the growth of nation states, c. 1700–1900** WHII.T1.0

- 1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.** WHII.T1.1
  - a the Thirty Years War in central Europe (1618–1648) and the Peace of Westphalia (1648)
  - b the rise of the French monarchy, the policies and influence of Louis XIV (1638–1718), and the design of the Château de Versailles as a symbol of royal power
  - c the growing power of Russian czars, including the attempts at Westernization by Peter the Great (1682–1785), the growth of serfdom, and Russia’s rise as an important force in Eastern Europe and Asia; and the rise of Prussia, Poland, and Sweden in the 17th and 18th centuries

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- 2 Explain the reasons for the Glorious Revolution in England and why England was the main exception to the growth of absolutism in royal power in Europe.** WHII.T1.2

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- 3 Analyze the various political, social, intellectual, and economic causes of the French Revolution (e.g., the influence of Enlightenment philosophy, the development of a middle class, the excesses and growing economic struggles of the French monarchy, the incompetence and corruption of the monarchy and government officials).** WHII.T1.3

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- 4 Summarize the main events of the French Revolution and analyze whether the revolution achieved its desired goals.** WHII.T1.4
  - a the Estates General and the National Assembly WHII.T1.4A
  - b the storming of the Bastille on July 14, 1789 and the Declaration of the Rights of Man and Citizen WHII.T1.4B
  - c the execution of Louis XVI in 1793 WHII.T1.4C
  - d Robespierre and the Reign of Terror (c. 1793–1794) WHII.T1.4D
  - e the rise and fall of Napoleon and the French Empire (1804–1815) WHII.T1.4E
  - f the Congress of Vienna (1814– 1815) WHII.T1.4F

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- 5 Compare the causes, goals, and outcomes of the American Revolution (1776–1787), the French Revolution (1789–1799), and the Haitian Revolution (1791–1804), and analyze the short-term and long-term impact of these revolutions on world history.** WHII.T1.5
  - a the revolutions’ contributions to modern nationalism WHII.T1.5A
  - b the abolition of theocratic absolutism and remaining feudal restrictions and Massachusetts Curriculum Framework for History and Social Science 150 obligations in France WHII.T1.5B
  - c the revolutions’ support for the ideas of popular sovereignty, religious tolerance, and legal equality WHII.T1.5C

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- 6 Analyze the causes and methods of the unification of both Italy and Germany, including the respective roles of Cavour and Bismarck, and the effect that such unification had on the balance of power in 19th century Europe.** WHII.T1.6
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- 7 Identify the major political, social, and economic developments of Central and South American and Mexican history in the 19th century and analyze how these developments were similar to or different from those in Europe during the same time period.** WHII.T1.7
- a the wars for independence that led to the creation of Latin America’s modern nation-states, including the influence and ideas of Simón Bolívar, José de San Martín, and their connections to the Haitian, American, and French Revolutions WHII.T1.7A
  - b economic and social stratification WHII.T1.7B
  - c the role of the Catholic Church WHII.T1.7C
  - d the 19th century wars between Liberals and Conservatives over whether to maintain or destroy the legacies of Spanish colonialism WHII.T1.7D
  - e the Mexican-American War of 1846-1848 and Mexico’s resulting loss of half of its territory to the United States WHII.T1.7E
  - f the growing power of the United States and its economic and political impact on Central America and the Caribbean, especially in the period before the Spanish American War of 1898 WHII.T1.7F
  - g the persistence of slavery in Cuba, Puerto Rico, and Brazil until the end of the 19th century WHII.T1.7G
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**. The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe** WHII.T2.0

- 1 Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions.** WHII.T2.1
- a technological advancements in agricultural practices during the 18th century and Massachusetts Curriculum Framework for History and Social Science 151 their impact on productivity of farms WHII.T2.1A
  - b the presence of coal that could be relatively easily mined in Britain for use in coalfired furnaces and engines WHII.T2.1B
  - c the technological advancements of the textile, energy, and transportation industries in the 18th and 19th centuries WHII.T2.1C
  - d the transatlantic slave trade and its role in supplying Europe with cheap raw materials such as cotton from North American Southern states and products such as sugar from South American and the Caribbean Islands WHII.T2.1D
  - e the expanding markets for manufactured goods in the Americas and Africa, and the decision of China to withdraw from Indian Ocean trade, opening the way for the British East India Company and similar trading companies of other European nations to trade in Southeast Asia WHII.T2.1E
  - f the impact of Adam Smith’s economic theories and the investment of capital by entrepreneurs on the development of new industries WHII.T2.1F

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**2 Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequity in wealth distribution, the environmental impact of industrialization, and the harsh working and living conditions for the urban poor.** WHII.T2.2

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**3 Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies such as feminism, socialism and communism, including ideas and influence of Robert Owen and Karl Marx.** WHII.T2.3

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**4 Explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19th century. Clarification Statement: Students may use** WHII.T2.4

- a the expansion of suffrage for men throughout the 19th century through various popular movements and the emergence of political liberalism, and the movement for women's suffrage WHII.T2.4A
  - b the development of labor laws and social reform laws such as the Factory Act of 1833 and the Mines Act of 1842 WHII.T2.4B
  - c the development of government-provided social welfare programs such as unemployment insurance and old age pensions WHII.T2.4C
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**5 Explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power among nations.** WHII.T2.5

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**The global effects of 19th century imperialism** WHII.T3.0

**1 Locate on a map key locations outside of Europe controlled by the European countries in the 19th century (e.g., India, Canada, Australia, and much of Africa by Britain; the Philippines, western and southwestern parts of North and South America, and the Caribbean Islands by Spain; Cape Verde, Brazil, and parts of India by Portugal; North and West Africa by France; parts of central Africa by Belgium and Germany).** WHII.T3.1

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**2 Describe the causes of 19th century European global imperialism** WHII.T3.2

- a competition among England, Spain, Portugal, France, the Netherlands, and Belgium beginning in the 15th century for economic gain, resources, and strategic advantage WHII.T3.2A
- b the importance of slavery and slave-generated capital to the Industrial Revolution; the role of European traders, merchants, and buyers in making the slave trade profitable in North and South America and the Caribbean Islands  
Clarification Statement: Students should understand that slavery in the Americas was an interconnected system, and that slavery did not just exist in the Southern states of the United States (see United States History 1, standards 20–21). They should learn that the largest number of enslaved African men and women brought to the Americas (an estimated 4.9 million from the 16th to the 19th century) were sold to buyers in Brazil to work on sugar and coffee plantations and in mining. WHII.T3.2B
- c the integration of political, religious, and economic goals in the Spanish and Portuguese empires in the Americas, including the conversion of indigenous peoples by Jesuit and Franciscan missionaries, the spread of Spanish and Portuguese languages and the imposition of European political structures. WHII.T3.2C
- d the writings of 18th and 19th century European race theorists that posited differences among races and the superiority of the “Caucasian race” as scientific fact, including the concept of Social Darwinism, thus justifying European attitudes toward colonialism and slavery WHII.T3.2D

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**3 Analyze the impact of Western imperialism in Asia, Africa, and Latin America. Clarification Statement: In addressing Standard 18, students should gain an overall view of what modern imperialism was and be able to relate that to their knowledge of earlier empires from World History I. WHII.T3.3**

- a India a. the economic and political relationship between India and Britain b. the role of the British East India Company in India c. development of new railway infrastructure in India d. the Indian Rebellion of 1857 e. the rise of Indian nationalism and the influence and ideas of Mahatma Gandhi in the 20th century for an independent India WHII.T3.3A
- b China a. the spheres of influence and extraterritorial rights for European nations b. the role of the British East India Company in controlling the opium trade between India and China and the impact of the opium trade on Chinese society and politics c. the rise of anti-Western and nationalist movements during the 19th century WHII.T3.3B
- c Japan a. the Meiji Restoration and the opening of Japan to the West b. the rapid modernization and industrialization of Japan c. the emergence of a growing Japanese empire in Asia by the early 20th century WHII.T3.3C
- d Africa a. the impact of European direct and indirect control of the existing political structure of African countries b. the exploitation of African people for European economic gain in a variety of industries c. agricultural changes and new patterns of employment d. interactions between India and East Africa e. the effects of assimilation on the people of Africa WHII.T3.3D
- e Latin America a. Spanish control of Cuba and Puerto Rico; Portuguese colonial rule in Brazil b. the drive by the United States to annex Mexico's northern territories, the Dominican Republic, Nicaragua, Cuba, and other Caribbean territories c. the Spanish-American War of 1898 WHII.T3.3E

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**4 Analyze the cultural impact of colonial encounters and trade on people in Western nations, drawing on examples such as WHII.T3.4**

- a Asian furniture, porcelain, and cloth made for export WHII.T3.4A
  - b the introduction of new foods into Europe and the United States WHII.T3.4B
  - c emerging academic fields of archaeology and cultural anthropology WHII.T3.4C
  - d collections of art and artifacts from around the world exhibited in international expositions and museums WHII.T3.4D
  - e the influence of Japanese and African art on European art styles of impressionism and cubism WHII.T3.4E
  - f colonialism portrayed in literature and journalism by writers such as Rudyard Kipling, Edward. D. Morel, Joseph Conrad, Robert Louis Stevenson, and Isak Dinesen (Karen Blixen) WHII.T3.4F
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## The Great Wars, 1914–1945 WHII.T4.0

**1 Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe’s complex alliance systems) WHII.T4.1**

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**2 Evaluate the ways in which World War I was a total war and its impact on the warring countries and beyond WHII.T4.2**

- a the use of industrial weapons and prolonged trench warfare and how they led to massive casualties and loss of life WHII.T4.2A
  - b the expansion of World War I beyond Europe into a global conflict (including the mobilization of Asian and African colonial subjects as troops to support military efforts and the reasoning for and impact of United States involvement; the impact on various nationalities, religious and ethnic groups) WHII.T4.2B
  - c the impact of war on the home front in Europe, including the conscription, war propaganda, rationing, and government control of wartime industries WHII.T4.2C
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**3 Analyze the political, social, economic, and cultural developments following World War I. WHII.T4.3**

- a the vast economic destruction resulting from the war WHII.T4.3A
  - b the emergence of a “Lost Generation” in European countries WHII.T4.3B
  - c the collapse of the Russian, Ottoman, and Austrian Empires WHII.T4.3C
  - d the modernization of Turkey under President Kemal Atatürk WHII.T4.3D
  - e the establishment of European mandates in the Middle East and the creation of modern state boundaries in the region WHII.T4.3E
  - f the Armenian genocide WHII.T4.3F
  - g the proceedings of the Paris Peace Conference and the Treaty of Versailles WHII.T4.3G
  - h the global influenza pandemic of 1918–1920 WHII.T4.3H
  - i the development of modernism in the arts, in the works by composers, visual artists, writers, choreographers, and playwrights such as Igor Stravinsky, Pablo Picasso, Max Ernst, René Magritte, James Joyce, Gertrude Stein, Virginia Woolf, Ruth St. Denis, Martha Graham, Bertolt Brecht, Luigi Pirandello WHII.T4.3I
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**4 Evaluate the negotiation of the Treaty of Versailles and how the treaty did or did not address the various issues caused by World War I WHII.T4.4**

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**5 Analyze the various developments of early 20th century Russian history including the Russian Revolution within the context of World War I, the growing political and social unrest under Czar Nicholas II, the emergence of the Bolshevik movement, the political revolutions of 1917, and the Russian Civil War WHII.T4.5**

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**6 Analyze later developments in Russian history, including the creation of the Union of Soviet Socialist Republics (USSR) in 1922, the New Economic Plan (NEP) and the creation of a Soviet economy, artistic and cultural experimentation, the death of Lenin and the cult of his personality, and the power struggle that resulted in Stalin's leadership** WHII.T4.6

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**7 Identify the various causes and consequences of the global economic collapse of the 1930s and evaluate how governments responded to the effects of the Great Depression.** WHII.T4.7

- a restrictive monetary policies WHII.T4.7A
  - b unemployment and inflation WHII.T4.7B
  - c political instability in weak democracies such as Germany WHII.T4.7C
  - d the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman WHII.T4.7D
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**8 Identify the characteristics of fascism and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Germany, and the Soviet Union during the 1920s and 1930s** WHII.T4.8

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**9 Evaluate the economic, social, and political conditions that allowed the rise of Hitler, Mussolini, and Stalin in their respective countries, and how each dictator repressed dissent and persecuted minorities.** WHII.T4.9

- a Clarification Statements: Students may examine the following examples of conditions leading to the rise of dictators to address this standard: a. the lingering resentment over World War I and the Treaty of Versailles b. the devastation of the Great Depression and the inability of fragile democracies to address those effects c. the rise of anti-Semitism and racist ideologies in Europe during the last decades of 19th and early 20th centuries WHII.T4.9A
- b Students should analyze the following examples of how each dictator repressed dissent and persecuted minorities: a. the arrest and execution of political opponents to Mussolini in Italy b. censorship of the press and propaganda c. the Nazi use of art as propaganda, promoting classicism and disparaging modernism as degenerate d. the great purges under Stalin, the development and maintenance of the gulag system, and its impact on Soviet society e. the policy of forced collectivization in the Soviet Union and the resultant forced famine genocide of the Ukrainian people, known as the Holodomor. f. the Enabling Act, Night of the Long Knives, and Nuremberg Laws in Germany g. the use of paramilitary groups and youth movements WHII.T4.9B

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**10 Analyze the aggression of Germany, Italy, and Japan in the 1930s and early 1940s and the lack of response by the League of Nations and Western democracies.** WHII.T4.10

- a Italy's invasion of Ethiopia (1935) WHII.T4.10A
- b the Spanish Civil War (1936–39) WHII.T4.10B
- c the Japanese invasion of China (1931), the Manchukuo State and the Nanjing Massacre (1937), and the Japanese invasion of the Philippines (1941–42) WHII.T4.10C
- d Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Nazi-Soviet Pact of 1939, the German attack on Poland, and the changing responses of Great Britain and the United States to Hitler's strategies WHII.T4.10D

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**11 Analyze the effects of one of the battles of World War II on the outcome of the war and the countries involved: 1940: the Battles of Britain and Dunkirk; 1941: the attack on Pearl Harbor 1942: the Battles of Midway and, Corregidor 1943: Stalingrad and the Allied invasion of Italy 1944–1945: the invasion of Normandy, D-Day, the Battle of the Bulge, Battle of Berlin, Battle of Bataan and the subsequent Bataan Death March, the Battles of Iwo Jima, Okinawa, Manila and Corregidor** WHII.T4.11

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**12 Identify the goals, leadership, strategies, and post-war plans of the Allied leaders (i.e., Winston Churchill, Franklin D. Roosevelt, Joseph Stalin) and how wartime diplomacy affected the outcome of the war and the emergence of the Cold War.** WHII.T4.12

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**13 Describe the Holocaust, including its roots in Christian anti-Semitism, 19th century ideas about race and nation, and the Nazi dehumanization and planned extermination of the Jews and persecution of LGBT and Gypsy/Roma people.** WHII.T4.13

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**14 Analyze the decision of the United States to drop atomic bombs on Hiroshima and Nagasaki in order to bring the war with Japan to a swift conclusion and its impact on relations with the Soviet Union.** WHII.T4.14

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**15 Evaluate the global political, economic, and social consequences of World War**

**II** WHII.T4.15

- a the physical and economic destruction through the bombing of population centers WHII.T4.15A
- b enormous disruption of societies and the deaths of millions of soldiers, civilians, colonial subjects, political opponents, and ethnic minorities WHII.T4.15B
- c support in Europe for political reform and decolonization WHII.T4.15C
- 15d. the emergence of the U.S. and the Soviet Union as the world's two superpowers WHII.T4.15D
- e the nuclear arms race between the U.S and the Soviet Union WHII.T4.15E
- f the establishment of the United Nations in 1945, the promulgation of the Universal Declaration of Human Rights, the adoption of the Nuremberg Principles to guide the Nuremberg Tribunal of 1945 and the expansion of the Geneva Conventions in 1949 WHII.T4.15F

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**The Cold War Era, 1945–1991** WHII.T5.0

**1 Identify the differences in worldview between the United States and the Union of Soviet Socialist Republics (USSR) and analyze how tensions between the USSR and the West led to the division of Europe** WHII.T5.1

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**2 Analyze the impact of transnational organizations and alliances such as the United Nations (UN), the European Economic Community (EEC), the North Atlantic Treaty Organization (NATO, 1949), the Warsaw Pact (1955), and the non-alignment movement on the developments of the Cold War** WHII.T5.2

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**3 Evaluate the importance of key military and political developments on the outcome of the Cold War. Students may use one the following examples to address this standard.** WHII.T5.3

- a The partition of Germany and the Berlin Crises of 1948 and 1961 WHII.T5.3A
- b The Marshall Plan and the revival of Western Europe’s economy WHII.T5.3B
- c the policy of containment and its relation to the Korean War and the Vietnam War WHII.T5.3C
- d the emergence of the People’s Republic of China as a major power WHII.T5.3D
- e life in the USSR after Stalin’s death in 1953, the rule of Nikita Khrushchev, popular uprisings in Soviet-controlled countries such as the 1956 uprising in Hungary and the “Prague Spring” of 1968 WHII.T5.3E
- f the United States backing for the overthrow of Mossadegh in Iran (1953) and Arbenz in Guatemala (1954), demonstrating the stakes of the Cold War in non-Great Power countries WHII.T5.3F
- g Soviet-U.S. competition in the Middle East and the Soviet War in Afghanistan WHII.T5.3G
- h The Cuban Revolution and the Cuban Missile Crisis WHII.T5.3H
- i the arms race and arms control agreements (including the ABM and SALT treaties) WHII.T5.3I
- j détente and diplomatic efforts between the USSR and the West WHII.T5.3J

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**4 Analyze the major developments in Chinese history during the second half of the 20th century, including the Chinese Civil War and the triumph of the Communist Revolution in China, the rise of Mao Tse-Tung and political, social, and economic upheavals under his leadership, such as the Great Leap Forward and the Cultural Revolution, the Tiananmen Square student protests in Beijing in 1989 and economic reforms under the leadership of Deng Xiaoping.** WHII.T5.4

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**5 Analyze the development and goals of nationalist movements in Africa, Asia, Central and Massachusetts Curriculum Framework for History and Social Science 158 South America, and the Middle East, and evaluate how one of these movements and its leader brought about decolonization and independence in the second half of the 20th century (e.g., Fidel Castro in Cuba, Patrice Lumumba in Congo, Ho Chi Minh in Vietnam, Gamel Abdul Nasser in Egypt, Jawaharlal Nehru in India, Salvador Allende in Chile).** WHII.T5.5

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**6 Explain the defense of and resistance to the official South African government policy of apartheid (legalized racial segregation) between 1948 and 1991, and analyze how opposition by the African National Congress, including resistance leader Nelson Mandela, and international organizations such as the United Nations, contributed to the downfall of apartheid** WHII.T5.6

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**7 Explain the background for the establishment of the modern state of Israel in 1948, and subsequent military and political conflicts** WHII.T5.7

- a the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine WHII.T5.7A
- b anti-Semitism and the Holocaust WHII.T5.7B
- c the United Nations (UN) vote in 1947 to partition the western part of the Palestine Mandate into two independent countries WHII.T5.7C
- d Palestinian loss of land and the creation of refugees by Israeli military action WHII.T5.7D
- e the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries WHII.T5.7E
- f the various wars between Israel and neighboring Arab states since 1947, (e.g., the Six Day War and the Yom Kippur War) WHII.T5.7F
- g the diverse mix of cultures (e.g., Jews, Palestinians, and Arabs of Christian, Jewish, Muslim, and Druze backgrounds) in the region in the late 20th and early 21st centuries WHII.T5.7G
- h attempts to secure peace between Palestinians and Israelis, including the proposal of a two-state solution WHII.T5.7H

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**8 Analyze the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe, including the increasingly costly geopolitical competition with the United States, the growing gap between the economies of Western and Eastern Europe, the impact on people's lives of the weakness of the Soviet economy, the toll of extended military conflict in Afghanistan, and the weakening popular support for communism in the Soviet Union and Eastern Europe.** WHII.T5.8

- a The 1975 Helsinki Accords and the emergence of human rights movements in Eastern Europe WHII.T5.8A
- b The deployment of intermediate range nuclear missiles in Europe and the Reagan Administration's investment in new defense technologies and the expansion of U.S. military forces WHII.T5.8B
- c the Solidarity movement in Poland WHII.T5.8C
- d the Velvet Revolution in Czechoslovakia WHII.T5.8D
- e the rise of nationalist sentiment in the Soviet bloc and USSR WHII.T5.8E
- f the fall of the Berlin Wall WHII.T5.8F
- g Mikhail Gorbachev's leadership and policies of glasnost and perestroika WHII.T5.8G
- h the Russian opposition movement to Boris Yeltsin WHII.T5.8H

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**9 Evaluate the consequences of the breakup of the Soviet Union on the development of market economies, political and social stability, the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations, and analyze how these consequences led to the consolidation of political power in the hands of an oligarchy during the first and second decades of the 21st century** [WHII.T5.9](#)

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**10 Analyze the contributing factors to and the effects of the global surge in economic productivity, the rise in living standards in Western Europe and Japan, such as the long postwar peace between democratic nations, the role of migrant workers in rebuilding postwar nations, and the policies of international economic organizations** [WHII.T5.10](#)

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**11 Evaluate how scientific developments of the 20th century altered understanding of the natural world, changed the lives of the general populace, and led to further scientific research. Students may use one of the following examples to address this standard:** [WHII.T5.11](#)

a Albert Einstein and the theory of relativity [WHII.T5.11A](#)

b Niels Bohr and quantum theory [WHII.T5.11B](#)

c Marie and Pierre Curie and radioactivity [WHII.T5.11C](#)

d Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy [WHII.T5.11D](#)

e Wernher von Braun and space exploration [WHII.T5.11E](#)

f Jonas Salk, the polio vaccine, and other medical breakthroughs [WHII.T5.11F](#)

g Rosalind Franklin, Maurice Wilkins, James Watson and Francis Crick, the discovery of DNA, and the Human Genome Project [WHII.T5.11G](#)

h The development of the first integrated circuit in 1958 [WHII.T5.11H](#)

i The invention of the ARPAnet and its evolution into the Internet [WHII.T5.11I](#)

j Sylvia Earle and oceanography [WHII.T5.11J](#)

k Jane Goodall and the study of primates and ecology [WHII.T5.11K](#)

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**12 Analyze how various social and intellectual movements of the second half of the 20th century changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion (e.g., the modern feminist movement, the LGBTQ rights movement; the environmentalist movement and emergence of Green parties).** [WHII.T5.12](#)

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**The era of globalization  
1991–present** [WHII.T6.0](#)

**1 Analyze reasons for globalization – an international network of economic systems –and explain its consequences for workers in highly developed and less developed countries.** [WHII.T6.1](#)

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**2 Analyze the major forces in the Middle East since 1980, including the rise of Islamic fundamentalism; the bulge in the youth population, rivalry between Saudi Arabia and Iran, struggle for autonomy by the Kurds, the political challenges of the oil-rich Persian Gulf states, the Iranian Revolution of 1978–1979 and the Iran-Iraq War, the Persian Gulf War, the Iraq War, Arab uprisings, the growth of the Islamic State of Iraq and Syria (ISIS).** WHII.T6.2

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**3 Explain the role of populist political movements, their strength in European political parties in the early 21st century** WHII.T6.3

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**4 Analyze the rise in political and economic power of China and its increasingly critical role in global affairs (e.g., North Korea, the World Trade Organization)** WHII.T6.4

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**5 Evaluate the impact of international efforts to address global issues.** WHII.T6.5

- a environmental efforts to slow climate change, preserve wildlife habitat, and increase agricultural production WHII.T6.5A
  - b humanitarian efforts to slow the spread of the Acquired Immunodeficiency Syndrome (AIDS), lower rates of disease and childhood mortality, provide solutions to recurring refugee crises, increase the availability of education for girls and women, and develop local rural economies WHII.T6.5B
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**The politics of difference among people: conflicts, genocide, and terrorism** WHII.T7.0

**1 Distinguish between the concepts of genocide and mass atrocity and analyze the causes of genocide and mass atrocities in the modern world (e.g., conflicts over political power, historical grievances, manipulation of ideas about difference and fear by political forces). Students may use one the following events to address this standard:** WHII.T7.1

- a conflict between Catholics and Protestants in Northern Ireland WHII.T7.1A
- b the Bosnian War and the persecution of ethnic Albanians in Kosovo WHII.T7.1B
- c the Cambodian genocide carried out by the Khmer Rouge WHII.T7.1C
- d the Rwandan Genocide and ethnic conflicts in the Democratic Republic of Congo WHII.T7.1D
- e the Darfur crisis and South Sudan WHII.T7.1E
- f conflict between India and Pakistan in Kashmir WHII.T7.1F
- g ethnic tension in Sri Lanka WHII.T7.1G
- h mass atrocities in Guatemala and Syria WHII.T7.1H
- i conflict between Shi'a and Sunni Muslims WHII.T7.1I
- j the treatment of Rohingya people in Myanmar WHII.T7.1J

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**2 Analyze the events, people and conditions that have given rise to international terrorism Massachusetts Curriculum Framework for History and Social Science 161 including the emergence of the global terror network Al-Qaeda, the Taliban in Afghanistan, and ISIS, and evaluate responses by governments and societies to international terrorist activity** WHII.T7.2