

**SANTA ROSA CITY SCHOOLS  
CONTENT AND PERFORMANCE STANDARDS  
WORLD HISTORY**

***Development of Western Political Thought:***

**CONCEPTS ADDRESSED: Judeo-Christian Ideology and History, development of Democratic ideals, Rule of Law, Illegitimacy of Tyranny**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>10.1 The student will relate the moral and ethical principles that led to the development of Western political thought.</b></p> <p>10.1.1 The student will identify Greco-Roman rules of law; reason and faith; concept of the individual.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Recreating the Trial of Socrates.</li> <li>▪ Role-playing trial simulations involving the 12 Tables of Rome.</li> <li>▪ Creating a collage or abstract drawing/painting that represents the core beliefs of Judaism and/or Christianity.</li> </ul>
<p><b>Important to Know and Do</b></p>	
<p>10.1.2 The student will identify the influence of Judeo-Christian principles on western philosophy.</p>	
<p><b>Worth Being Familiar With</b></p>	

***Consequences of Revolution:***

**CONCEPTS ADDRESSED: Liberty, equality, natural rights, social contract, revolution**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>10.2 The student will compare and contrast the influential revolutions such as the French Revolution, the American Revolution and their consequences.</b></p> <p>10.2.5 The student will examine the birth of nationalism.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Charting the similarities and differences between various philosophers and how they provided the philosophical frameworks for the various revolutionary documents.</li> <li>▪ Viewing the movie, <i>A Tale of Two</i></li> </ul>

<b>Important to Know and Do</b>	<p><i>Cities</i>, and writing a written response.</p> <ul style="list-style-type: none"> <li>▪ Participating in a simulation of the developments of the Estates General in 1787.</li> <li>▪ Creating a storybook of the French Revolution.</li> <li>▪ Writing an essay identifying the major reasons for the rise of Napoleon.</li> </ul>
10.2.1 The student will identify various influential philosophers such as John Locke, Jean Jacques Rousseau, Voltaire, etc., who had a significant impact during the Enlightenment.	
10.2.2 The student will identify the principles of the significant revolutionary documents such as the Magna Carta, the Declaration of the Rights of Man and Citizen, English Bill of Rights and/or the Declaration of Independence.	
10.2.3 The student will examine the causes of the French Revolution including the influence of the American Revolution and the rule of the absolute monarchy.	
10.2.4 The student will examine the sequence of events during the French Revolution that enabled the rise of Napoleon.	
<b>Worth Being Familiar With</b>	

***Industrialization:***

**CONCEPTS ADDRESSED: Development of capitalism, industrialization, rural to urban migration, division of labor, urbanization, unionization, socialism, communism, social reform**

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<b>10.3 The student will identify and analyze the effects of the Industrial Revolution.</b>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Writing an essay identifying England's reasons for industrializing first.</li> <li>▪ Creating charts mapping the rural to urban migration and change in population patterns.</li> <li>▪ Completing a research paper on Marxism and its worldwide impact.</li> <li>▪ Writing a research paper in which students identify and analyze countries with alternative economic systems to capitalism such as Russia and Denmark.</li> <li>▪ Creating a portfolio identifying key Romantic artists.</li> </ul>
<b>Important to Know and Do</b>	
10.3.1 The student will explain why England was the first to industrialize.	
10.3.2 The student will analyze and evaluate the rapid social, economic, and cultural change that occurred because of mechanization and developments in technology.	
10.3.3 The student will analyze the emergence of capitalism as a dominant economic pattern and identify the critical responses to it such as unionization, Utopianism, Socialism, Communism, and Romanticism.	
<b>Worth Being Familiar With</b>	

**Imperialism:**

**CONCEPTS ADDRESSED: Social Darwinism, Imperialism**

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<p><b>10.4 The student will analyze patterns of Imperialism and its impact on both the colonies and the colonial in at least two the following countries: Africa, South East, Asia, China, India, Latin America and the Philippines.</b></p> <p>10.4.4 The student will examine and evaluate the independence movements in the selected regions and ideologies that fueled them.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"><li>▪ Creating a map that charts the colonies and their major raw material outputs. (e.g., rice, cotton, iron)</li><li>▪ Creating a world map depicting the location of 19<sup>th</sup> century colonial empires.</li><li>▪ Writing a series of newspaper articles that document the impact of colonial rule in India.</li><li>▪ Writing an essay comparing the ideologies of Fidel Castro and Mohandas Gandhi and their approaches to independence.</li></ul>
<b>Important to Know and Do</b>	
<p>10.4.1 The student will examine and evaluate imperialist motivation such as the need for land and labor to fuel industrial production, missionary impulse, Social Darwinism, Nationalist advancement and security reasons.</p> <p>10.4.2 The student will identify the geographical location of nineteenth century colonial empires.</p> <p>10.4.3 The student will examine and evaluate the short and long term impact of colonialism on the two selected regions.</p>	
<b>Worth Being Familiar With</b>	

**World War I:**

**CONCEPTS ADDRESSED: Balance of Power, Imperialism, isolationism, alliances, militarism, propaganda:**

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<p><b>10.5 The student will analyze the causes and course of the First World War in terms of the arguments for entering into war presented by the major European powers, the political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, propaganda and nationalism in mobilizing civilian population in support of total war.</b></p> <p>10.5.1 The student will examine and evaluate the multiple causes of World War I.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"><li>▪ Writing an essay proving that the political, economic and ethnic conditions of the 19<sup>th</sup> and early 20<sup>th</sup> century Europe made World War I inevitable.</li></ul>

<b>Important to Know and Do</b>	<ul style="list-style-type: none"> <li>▪ Analyzing examples of World War I propaganda for evidence of nationalism, imperialism, industrial competition and ethnic rivalry and then making an original propaganda poster.</li> <li>▪ Playing a game of twister and relating the experience to the entangling alliances that led to World War I.</li> <li>▪ Giving speeches from the perspective of the major European nations explaining why World War I was not their fault.</li> </ul>
10.5.2 The student will identify the manner in which nations prepared for and escalated conflict.	
<b>Worth Being Familiar With</b>	

*World War I*

**CONCEPTS ADDRESSED: Disarmament**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>10.6 The student will analyze the effects of W.W. I in terms of the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles, and Woodrow Wilson's fourteen points.</b></p> <p>10.6.2 The student will make a case for how and why the Treaty of Versailles exasperated rather than alleviated world tensions.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Researching the varying viewpoints of peace and writing a peace treaty of their own identifying the possible outcomes.</li> <li>▪ Comparing maps of the pre-World War I world with that of post-World War I world.</li> <li>▪ Researching art, literature, philosophy and music of the "lost generation" and summarizing how these artistic forms resulted from World War I.</li> </ul>
<b>Important to Know and Do</b>	
10.6.1 The student will give examples of how the experiences of World War I resulted in political, economic, cultural and social change.	
<b>Worth Being Familiar With</b>	

***Rise of Totalitarianism:***

**CONCEPTS ADDRESSED:** Economic, polarization, totalitarianism, authoritarianism, fascism, dictatorship, indoctrination, police state, centralization, collectivization, command economy

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>10.7 The student will analyze the rise of the totalitarian governments to fill the political and economic void left by the end of World War I.</b></p> <p>10.7.1 The student will explain how economic polarization caused political polarization.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Writing an essay identifying the multiple causes of the Russian Revolution.</li> <li>▪ Charting the major political parties of Germany's Weimar democracy, what made their platforms appealing and to whom.</li> <li>▪ Charting the rise in aggression and human costs of totalitarian regimes in Germany, Italy and the Soviet Union noting their common and dissimilar traits.</li> <li>▪ Writing an essay proving that economic polarization is a cause of political polarization.</li> </ul>
Important to Know and Do	
Worth Being Familiar With	

***World War II:***

**CONCEPTS ADDRESSED:** Isolationism, appeasement, partitions

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>10.8.1 The student will understand that political, military and diplomatic leadership led to the progression of World War II and subsequent geographic resolutions.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Reading selections of biographies and speeches of Winston Churchill, Franklin Delano Roosevelt, Adolf Hitler, Emperor Hirohito, Benito Mussolini, Joseph Stalin, Dwight D. Eisenhower and Douglas MacArthur.</li> <li>▪ Identifying and mapping the major turning points of the war and the principal theatres of conflict.</li> </ul>
Important to Know and Do	
<p>10.8 The student will analyze the causes and consequences of the Second World War.</p>	
Worth Being Familiar With	

***The Holocaust:***

**CONCEPTS ADDRESSED: Genocide, social Darwinism, indoctrination, racism, anti-Semitism;**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
	Students may demonstrate these performance standards by:
<p style="text-align: center;"><b>Important to Know and Do</b></p>	<ul style="list-style-type: none"> <li>▪ Viewing <i>Shindler's List</i> and writing a review of the film's authenticity to events of the Holocaust.</li> </ul>
<p><b>10.8 The student will analyze the Nazi policy of pursuing racial purity, its transformation in to the Final Solution and the Holocaust.</b></p>	<ul style="list-style-type: none"> <li>▪ Researching the history of anti-Semitism in Europe.</li> </ul>
<p>10.9.1 The student will explain the conditions which allowed a systematic genocide to occur.</p>	<ul style="list-style-type: none"> <li>▪ Identifying the strategies employed by the Nazi Party to intimidate and indoctrinate German civilians.</li> </ul>
<p style="text-align: center;"><b>Worth Being Familiar With</b></p>	<ul style="list-style-type: none"> <li>▪ Participating in the recreation of the Nuremberg Trials.</li> </ul>

***Post World War II:***

**CONCEPTS ADDRESSED: Developing/dominant world, cold war, nuclear proliferation, command economy, political instability**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p>10.10.4 The student will identify and analyze challenges to the Soviet Union and its eventual collapse.</p>	Students may demonstrate these performance standards by:
<p>10.10.6 The student will analyze and examine the political and economic upheavals in modern Chinese history.</p>	<ul style="list-style-type: none"> <li>▪ Creating a graphic describing the "domino effect."</li> <li>▪ Writing a research paper comparing the buildup of nuclear weapons in the Soviet Union involvement in the overthrow the democratically elected Socialist president Salvador Allende.</li> <li>▪ Charting the private investment holdings of Western countries in developing nations.</li> </ul>

<b>Important to Know and Do</b>	<ul style="list-style-type: none"> <li>▪ Conducting a mock UN and the United States.</li> <li>▪ Formally debating the U.S. conference and debating a global issue such as solutions to overpopulation or environmental controls from their country's perspective.</li> <li>▪ Creating a piece of propaganda for the Stalinist regime.</li> <li>▪ Completing a country report on a former republic of the USSR.</li> <li>▪ Conducting a mock UN conference and debating a global issue such as solutions to overpopulation or environmental controls.</li> </ul>
<p><b>10.9 The student will analyze, interpret and evaluate the international developments in the post World War II world.</b></p> <p>10.10.1 The student will identify the economic, political, and militaristic polarization caused by the war including Soviet control over Eastern European countries and competition for influence in such places as Egypt, the Congo, Vietnam and Chile.</p> <p>10.10.2 The student will analyze and evaluate the American policy of supplying economic and military aid to prevent the spread of communism and the resulting economic and political competition in developing countries.</p> <p>10.10.3 The student will examine the role and efficacy of multi-national organizations such as the United Nations, the Warsaw Pact, NATO and the Organization of American States.</p> <p>10.10.5 The student will examine how the forces of nationalism developed in the Middle East and helped shape the State of Israel.</p>	
<b>Worth Being Familiar With</b>	

***The Contemporary World:***

**CONCEPTS ADDRESSED: Global infrastructure:**

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<b>Important to Know and Do</b>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Writing an editorial describing the loss of cultural identity with the introduction of Western television in indigenous peoples such as the Bedouin.</li> </ul>
<p><b>10.10 The student will analyze the integration of countries into the world economy, and the informational, technological and communications revolutions such as television, satellites, and computers.</b></p> <p>10.11.1 The student will analyze the effects of globalization on native cultures and social values.</p>	
<b>Worth Being Familiar With</b>	

**World History Skill Emphasis:**

<b>Enduring Understandings</b>	<b>Teacher Notes</b>
⇒ Critical thinking ⇒ Historical Critiquing ⇒ Analyzing Cause and Effect Relationships	
<b>Important to Know and Do</b>	
⇒ Textual Analysis	
<b>Worth Being Familiar With</b>	
⇒ Interdisciplinary Connections	

**World History Concept Emphasis:**

<b>Enduring Understandings</b>	<b>Teacher Notes:</b>
⇒ Imperialism	
<b>Important to Know and Do</b>	
⇒ Social contract ⇒ Democratic ideals ⇒ Revolution ⇒ Social Reform ⇒ Isolationism	
<b>Worth Being Familiar With</b>	