

**Standard 7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.**

**7-1.1** Use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770. (G, H, P)

**Taxonomy Level:** A 2 Understand/Factual Knowledge

**Previous/future knowledge:**

In 3<sup>rd</sup> grade, students used maps to identify the sea and land routes of explorers of South Carolina (3-2.3).

In 4<sup>th</sup> grade, students used maps to identify the routes of various sea and land expeditions to the New World and matched these to the territories claimed by different nations – including the Spanish dominance in South America and the French, Dutch, and English exploration in North America (4-1.3).

In 6<sup>th</sup> grade, students used a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration (6-6.1).

In 7<sup>th</sup> grade, students will compare how European nations exercised political and economic influence differently in the Americas (7-1.3). Students will also summarize the characteristics of European colonial power and explain its effects on the society and culture of African nations (7-1.4). Students will summarize the characteristics of European colonial powers in Asia and their effects on the society and culture of Asia, including global trade patterns (7-1.5).

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

**It is essential for students to be able to identify** on maps the overseas exploration and settlement patterns of European nations in the 17<sup>th</sup> and 18<sup>th</sup> centuries. It's important for students to be able to identify the major European nations involved in international expansion and the areas/regions in which each expanded. Students should be able to utilize maps to identify the key exploration, trade, and settlement routes including the significant bodies of water or land passages on which travel occurred.

**It is not essential for students to know** the later settlements/expansion associated with imperialism of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Although Standard 7-1 calls for an emphasis on the 17<sup>th</sup> and 18<sup>th</sup> centuries that should not discourage students from identifying European expansion from as early as the 15<sup>th</sup> century in this indicator.

**Assessment guidelines:** The objective of this indicator is to **identify** European expansion into the Americas, Africa, Asia, and Oceania. There should be a strong focus on maps, the ability of students to **interpret** maps, and **identify** the expansion of European nations

in these regions. The primary focus of assessment is to **locate** and **utilize** information on maps concerning this expansion. It would also be acceptable to for students to **hypothesize** about future events and trends in these regions based upon **interpreting** these maps, including the geographic and relational information therein.

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Indicator 7-1.1

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**Standard 7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.**

**7-1.2** Explain how technological and scientific advances, including navigational advances and the use of gunpowder, affected various parts of the world politically, socially, and economically and contributed to the power of European nations. (H, G, P, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 4<sup>th</sup> grade, students explained the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation (4-1.1).

Technological and scientific advances as related to the power of European nations in the seventeenth and eighteenth centuries will not be taught in subsequent courses.

**It is essential for students to understand** that much of the political, military, and economic domination of the European nations during the 17<sup>th</sup> and 18<sup>th</sup> century was due to the scientific and technological innovations spearheaded by these nations. Students should recognize that improved mapmaking and navigational advances such as the compass and the astrolabe improved the Europeans' ability to navigate the open waters, thereby allowing them to dominate travel, trade, and naval operations among the continents. Students should also recognize that the European use of gunpowder in building superior weaponry empowered them to conquer and subjugate peoples in foreign lands without having superior numbers (in those lands). It is critical for students to comprehend that as Europeans expanded their reach through these advantages, it allowed them to spread European ideas, beliefs, and models and subsequently dominate the world economically, culturally, and politically. Economically, this dominance centered on the philosophy of mercantilism and the development of economic enterprises to benefit Europe (such as plantation systems). Culturally, European influence was seen in the spread of Christianity (both forced and voluntary), and the adoption of western ideals such as private property. Politically, the subjugated lands generally either came under the direct rule of Europeans (i.e. – viceroalties in Spanish colonies) and/or were colonized, with the colonists establishing European-style governments. The European political systems (which varied by nation) thereby came to dominate, either directly or indirectly, these lands and served as the basis of political systems in these regions.

**It is not essential for students to know** the specific nations involved in the development of these advances.

**Assessment guidelines:** This indicator requires the students to **explain** therefore assessments should focus on causal models. Assessments should require students to

**demonstrate** how technology and science gave the Europeans inherent advantages in international relations and cooperation. It would be appropriate for students to **identify**, **demonstrate**, **illustrate**, and/or **compare** the influence of European nations politically, socially, and/or economically.

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Indicator 7-1.2

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**Standard 7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.**

**7-1.3** Compare how European nations exercised political and economic influence differently in the Americas, including trade-post empires, plantation colonies, and settler colonies. (H, G, P, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 3<sup>rd</sup> grade, students explained the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country” (3-2.1).

In 4<sup>th</sup> grade, students identified the English, Spanish, and French colonies in North America and summarized the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity (4-2.3). They also compared the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles (4-2.4).

In 6<sup>th</sup> grade, students compared the incentives of the various European countries to explore and settle new lands (6-6.2).

In 8<sup>th</sup> grade, students will summarize the history of European settlement in Carolina from the first attempts to settle to the time of South Carolina’s establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony (8-1.3).

In US History, students will summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC-1.1).

**It is essential for students to understand** there were differing colonial structures and purposes among the European colonies established in the Americas. Students should recognize there were various European nations that explored and settled in the New World. Among these nations were the Dutch, English, French, Portuguese, and Spanish. The types of settlements were impacted by the following factors: the nation leading the settlement, the reasons for settlement, the geographic location of the settlements, the time period in which settlement occurred, and the resources that were or were not available. Most early European settlements developed as trade centers emphasizing gold, silver, and spices. Generally the spice trade with the Americas never developed as anticipated, so its impact was minimal. Where gold and silver were discovered, trade became the primary basis of interaction with the area. Also in these areas of mineral wealth European military conquest quickly became the norm. In these instances the native peoples were ruled

directly by Europeans with the political and economic structure dominated by the goal of extracting as much mineral wealth as possible and sending it to Europe. This model primarily developed in the Spanish and Portuguese colonies of South and Central America. Both of these nations also quickly developed plantation systems that depended on native labor (later replaced by imported slave labor from Africa). The plantations evolved in the Caribbean and Amazon basin where sugar cane could be grown and sold as a valuable cash crop. The plantation system was also advanced in the southern English colonies where crops such as tobacco, rice, indigo and some sugar were grown as plantation crops.

While the lure of gold and silver served as the initial and most lucrative motivator for European settlements, other types of settlements soon became more prevalent. These settlements focused on trade and were the basis of the Dutch and French settlements in North America. The French established trading posts with Native Americans along the St. Lawrence, Great Lakes, and Mississippi regions. Fur trade was very prosperous and it allowed the French to establish generally good relations with the Indians. While few French settlements became large cities, the French did build several posts in the area to stake their claim to the New World and from which they came into conflict with the English in future years. The Dutch established a more concentrated settlement along the Hudson River (similar to the English colonial settlements) but, like the French, were more successful in their fur trade dealings with Native Americans. The last type of settlements supported by Europeans was the development of what could be considered true colonial settlements. These colonies were created by transporting large numbers of people to live in an area. The first of these colonies was developed by the English at Jamestown. It was established as a trading settlement, but of necessity, soon developed into a permanent colonial settlement. Soon after Jamestown began to flourish and the Pilgrims came to America to establish a colony based on religious freedom. The intent of the Puritans, from the beginning, was to make the settlements they founded into colonies of permanent habitation. This type of colony soon became the model for English settlements and influenced the movement from Europe to the Americas over the next several centuries.

**It is not essential for students to know** the years of settlement. They do not have to know the names of explorers or leaders who came to the Americas nor the names of specific groups conquered.

**Assessment guidelines:** Because this indicator calls for **comparison**, assessment should focus on **comparing** the types and locations of the various colonies and of the nations who led the colonization efforts. It would be appropriate for assessments to require students to **identify** and **compare** the major attributes of these colonies and to **summarize** why each type developed. Furthermore, assessments could require students to **analyze** and **compare** the impact, longevity, and success of each type of colony.

**Standard 7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.**

**7-1.4** Summarize the characteristics of European colonial power and explain its effects on the society and culture of African nations, including instances of participation in and resistance to the slave trade. (H, G, P, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 3<sup>rd</sup> grade, students explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy (3-2.7).

In 4<sup>th</sup> grade, students summarized the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage (4-2.5). Also in 4<sup>th</sup> grade, students explained how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events (4-2.7).

In 6<sup>th</sup> grade, students illustrated the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explained the effects on the people of these regions (6-6.3).

In 8<sup>th</sup> grade, students will explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade (8-1.4).

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

**It is essential for students to understand** the effect of European interaction with Africa during the 17<sup>th</sup> and 18<sup>th</sup> centuries, especially as it related to the slave trade and the subsequent impact on the society and culture of African nations. Students should be able to detail the structure and pattern of the slave trade and possess a basic understanding of its economic premise. They should have knowledge (geographic and expositional) of the European nations involved in the slave trade, the areas of Africa involved in the slave trade, where slaves were sent, and why. Students should be able to connect the growing need for labor in the New World with the advent and development of the plantation system by the Europeans and understand why African slave labor was seen as the answer to this colonial problem. They should also be aware of the *triangular trade* that was created when ships loaded with sugar from the West Indies traveled to Europe where they picked up furniture, cloth and guns and returned to West Africa to trade these goods for slaves. The ships carrying slaves then traveled to the West Indies and the English

colonies where the slaves were sold. The routes between Europe, Africa, and North America formed a triangle.

Apart from the impact on those who were captured and sold as slaves, students should understand the slave trade had a long term impact on the development of African nations as well. African nations participated in the slave trade for several reasons. First, it was lucrative. More importantly, many nations saw it as a way to weaken rival tribes while strengthening their own. Multiple African tribes saw the removal of large segments of its population, especially the young and healthy which subsequently jeopardized the tribe's future. With this outpouring of human resources many traditional African kingdoms were weakened. While it is believed that approximately 16 million African slaves arrived in the New World, this is only a portion of the number of lives lost to future development in Africa. Estimates vary, but it appears that between 10 and 20 million Africans died in Africa as a result of actions connected to the slave trade. These numbers point to the fact that approximately 20-30 million Africans were direct or indirect victims to the Atlantic slave trade. Economically, many African nations became dependent on the slave trade, creating a "one crop" system that stifled diversification and weakened them economically. This dependence on slave trade also weakened African nations because it created a state of constant warfare between tribes as they sought to capture humans to deliver into slavery. Time, energy, resources, and lives were devoted to this system that could have been used in more productive and beneficial pursuits. Resistance to the slave trade took numerous forms: moving villages, creating defense structures, redeeming (buying back) family members captured, warfare, and mutiny on ships. (The best known example of a mutinous ship associated with United States history is the episode of the *Amistad*.)

**It is not essential for students to know** the names of the African nations that participated in the slave trade nor the number of estimated people taken from various tribes. Students do not need to know the numbers of slaves who went to various regions in the New World.

**Assessment guidelines:** This indicator requires students to **summarize**, therefore students should be expected to **identify** and **explain** the characteristics of European colonialism that contributed to and affected the slave trade. It would be appropriate for students to **categorize** characteristics of nations and **determine the impact** of the slave trade on African nations in regards to these characteristics. Students could be asked to **identify** the greatest area(s) of impact associated with the slave trade.



**Standard 7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.**

**7-1.5** Summarize the characteristics of European colonial power in Asia and their effects on the society and culture of Asia, including global trade patterns and the spread of various religions. (H, G, P, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 6<sup>th</sup> grade, students summarized the course of the Crusades and explained their effects, including their role in spreading Christianity and in introducing Asian and African ideas and products to Europe (6-3.3). Students also used a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration (6-6.1). Students illustrated the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explained the effects on the people of these regions (6-6.3).

In Global Studies, students will explain the rise and growth of Christianity during the classical era; including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics (GS-1.3).

**It is essential for students to possess** a geographic awareness of Europe and Asia during the seventeenth and eighteenth centuries and of the nations/empires on these continents that interacted with one another – interaction prompted primarily through trade and the advent of global European colonization and expansion. It is important for students to have the ability to work with maps in this indicator and to be able to put the European impact on Asia in the context of the growing European influence across the world. Students should be able to recognize similarities and differences of this European influence across the regions. As a region, Asia was distinctly different than the New World and Africa in that it possessed highly advanced, prosperous, relatively modern, and militarily strong civilizations. Because of these characteristics, European dealings with Asia was, more or less, based on an association of “equals”. This equality prompted Europe and Asia to largely engage in mutually beneficial trade relationships. To facilitate this relationship, European nations were allowed to establish a trade “presence” in Asia which was largely based in port cities and along the coastal regions. During most of the 17<sup>th</sup> and 18<sup>th</sup> centuries there was no significant European colonization in Asia comparable to that which existed in the New World. However, the establishment and acceptance of European presence in these port cities would serve Europe in the 19<sup>th</sup> and 20<sup>th</sup> centuries as it expanded its influence and instituted a true colonial presence in Asia. Students should understand that while Europe did not initially engage in the colonization methods utilized in the New World, it still had a profound impact on the society and culture of these civilizations that did. The most important outcome of this relationship was the opening of

Asian markets and society to European influence. For centuries Asian civilizations had largely developed in isolation from one another and from the European world. With the opening and eventual expansion of trade relationships this tradition of isolation began to break down and the introduction of European ideas transpired. This growing interaction led to a change in Asian economies which became more dependent on European trade and markets. Among other things this trade created a more prosperous merchant class in Asian societies that was closely aligned with Europeans. Furthermore, since European culture was based largely on Christian teachings there was significant exposure to these teachings. The colonization efforts and the established presence of Christian missionaries would not have an extensive impact on Asia until the 19<sup>th</sup> and 20<sup>th</sup> centuries.

**It is not essential for students to know** the names of the explorers, traders, or leaders of either Europe or Asia during this era. While students should be able to recognize the general trade patterns and the establishment of a European presence in Asia, it is not essential that they be able to identify all the cities and locations engaged in trade.

**Assessment guidelines:** This indicator requires students to be able to **summarize** so assessments should focus on the general traits of the European impact in Asia. It would be appropriate to use maps to **describe** and **explain** trade patterns and the basis of European and Asian interaction. It would be suitable for assessments to **compare** European impact in Asia with its influence in the New World (7-1.3) and Africa (7-1.4) and to **identify** and/or **describe** the critical characteristics of this influence.

**Standard 7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.**

**7-1.6** Explain the emergence of capitalism, including the significance of mercantilism, a developing market economy, an expanding international trade, and the rise of the middle class. (E, H, P)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 2<sup>nd</sup> grade, students identified the relationships between trade and resources both within and among communities, including natural, human, and capital resources (2-5.4).

In 3<sup>rd</sup> grade, students explained the role of African Americans in the developing plantation economy (3.2.7).

In 4<sup>th</sup> grade, students explained the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade (4-1.1). Students also identified the English, Spanish, and French colonies in North America and summarized the motivations for the settlement of these colonies, including freedom of worship and economic opportunity (4-2.3). Students compared the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles (4-2.4). Students also summarized the types of goods – rice, indigo, sugar, tobacco, and rum, for example – that were exchanged among the West Indies, Europe, and the Americas (4-2.5).

In 6<sup>th</sup> grade, students used a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration (6-6.1). Students compared the incentives of the various European countries to explore and settle new lands (6-6.2).

In 7<sup>th</sup> grade, students will explain the causes and course of the Industrial Revolution in Europe, Japan, and the United States, including the reasons that England was the first nation to industrialize, the impact of the growth of population and the rural-to-urban migration, the changes in the organization of work and labor, and the development of socialism (7-3.4).

In Global Studies, students will analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the Crusades, and the increasing interregional trade (GS-2.6). Students will also explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

**It is essential for students to understand** the economic changes taking place in Europe during the 17<sup>th</sup> and 18<sup>th</sup> centuries as Europe continued to move away from a feudal economic system and towards a capitalistic system. Under the feudal system the economy was largely driven through land ownership and the development of self-sufficient manors which controlled resources. Trade did take place, but it was primarily small-scale and was not a dynamic force in feudal economics. The continued growth of trade, especially international trade, during the 15<sup>th</sup>-17<sup>th</sup> centuries led to an emerging capitalist economy in Europe.

**Capitalism** is an economic system based upon the private ownership of resources and production that is driven to make a profit. During the 17<sup>th</sup> and 18<sup>th</sup> centuries, changing economic activities began to alter the economic structure of Europe and lent itself to the establishment of capitalism. With the growth of international trade that resulted from improved navigational techniques, the “discovery” and colonization of the New World, and a growing merchant class, the economy became more complex and moved beyond the simple feudal system based on land ownership. In response to these changes, European nations began to develop the system of **mercantilism**. Under mercantilism, governments sought to control and regulate trade (thus it was not a pure capitalistic system) so as to create a favorable balance of trade – i.e. the value of their exports would be greater than the value of their imports. By establishing a favorable trade balance, nations could then build their supplies of gold and silver and thereby build wealth. Colonies were a critical component of mercantilist practice because they provided raw materials and resources as cheap imports and a market for finished products. While the governments sought to regulate trade and foster national wealth, the instrument through which trade operated was private ownership. Merchants and ship owners took the risks and enjoyed the profits of the growing international trade. These merchants and businessmen formed the backbone of a growing middle class in the towns and cities of Europe and contributed to a growing market within Europe. With new wealth, this middle class contributed to the emerging market economy in Europe. (A market economy is a system in which individual buyers and sellers interact in the marketplace to exchange goods and services). The development of these factors – mercantilism, international trade, rise of the middle class, developing market economy – combined with advancing technology and democratic/republican movements was critical in the creation and advancement of capitalism.

**It is not essential for students to know** the specific trade patterns or products undertaken by each of the European nations, although students should have a general idea of these patterns and markets. It also is not necessary for students to understand the details of how mercantilism operated and resulted in the build-up of gold and silver.

**Assessment guidelines:** The indicator requires students to be able to **explain** so appropriate assessments would require students to show the **causal relationship** between these factors and the emergence of capitalism. It would be suitable for students to **compare** the impact of each factor and **defend** which one(s) was most important. It would also be appropriate to have students **compare** the basics of the feudal economic system and capitalism and **identify/describe** aspects of feudalism that were not capitalistic.

**Standard 7-2 The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries.**

**7-2.1** Summarize the essential characteristics of the limited government in England following the Glorious Revolution and the unlimited governments in France and Russia, including some of the restraints placed upon a limited government's power and how authoritarian and totalitarian systems are considered unlimited governments. (P, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the characteristics of the limited government in England following the Glorious Revolution, about the unlimited governments in France and Russia, or about how authoritarian and totalitarian systems are considered unlimited governments.

In Global Studies, students will learn about the effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries, including the emergence of a strong monarchical form of government and the changes in the governments of England and France as they compare with one another (GS-3.2).

**It is essential for students to understand** the basic difference between a limited and unlimited government. In a **limited government** there are restraints placed upon the power and authority of government, whereas in an unlimited government there is virtually no ability to limit the actions of the government thereby reducing the ability to prevent it from being authoritarian or tyrannical in nature. In an **unlimited government**, individual rights and freedoms are curbed and citizens are expected to display total obedience to the government. Authoritarian and totalitarian systems would then be classified as unlimited governments since both have no real restrictions to control their actions against citizens and citizens have no recourse against the government. There are, however, many ways to restrain the power of government and create a structure that is limited in nature. The most common and successful methods include constitutionalism (incorporating the principle of rule of law), democracy (granting people authority in the functioning of government), and separation of powers (distributing the legislative, executive, and judicial powers to several government bodies rather than allowing the concentration of these powers into one body or person). After the Glorious Revolution, several measures were taken in England that would be classified as actions promoting a limited government. These measures included a continuing move toward Parliamentary supremacy and the protection of individual rights with the establishment of the English Bill of Rights.

France and Russia are two nations that continued to operate under and develop an unlimited government during this time. Both created an absolutist system that concentrated power in the hands of the monarch. Rights and freedoms were severely

limited and the few which did exist could be cast aside through the actions of the monarch. Three common ways that France and Russia displayed unlimited authority were in raising taxes, in dissolving the legislative body, and in using the military to enforce its policies.

**It is not essential for students to know all** the rulers of these nations during this time. Students should be exposed to rulers such as William and Mary, Louis XIV, and Peter the Great, as exemplars, but it is not necessary for them to know other examples by name. They should also be able to apply these concepts to authoritarian rule later in history.

**Assessment guidelines:** This indicator calls on students to **summarize** so appropriate assessments would have students **detail** key characteristics of limited and unlimited governments. It would be suitable for students to **classify** actions of the governments as being limited/unlimited and defend this classification. Assessments could also call on students to **provide examples** governmental limitation or absolutism. It would be appropriate to have students **defend** which limitation(s) is most likely to restrict tyranny. They should also be able to apply these concepts to authoritarian rule later in history.

**Standard 7-2 The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries.**

**7-2.2** Summarize the ideas of the Enlightenment that influenced democratic thought and social institutions throughout the world, including the political philosophies of John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu. (P, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught the ideas of the Enlightenment and the political philosophies of John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu.

In Global Studies, students will explain the ways that Enlightenment ideas spread through Europe and their effect on European society, and the political and cultural influence of thinkers such as John Locke, Voltaire, Jean-Jacques Rousseau and Baron de Montesquieu (GS-3.4).

**It is essential for students to understand** that the Enlightenment was seen as an intellectual movement of the 17<sup>th</sup> and 18<sup>th</sup> centuries which sought to apply “reason” to the human condition and thereby better understand and improve that condition. Politics - its structure, purpose, and execution - was one of the areas where “enlightened” philosophy was applied. To understand the political philosophy of the era, it is important for students to grasp the basic concepts behind the state of nature philosophy and the social contract theory. The *state of nature* was a positive condition of human existence that preceded social and political organization and was used by philosophers to explain the process by which political organization occurred. The *social contract theory* was the idea that government was created as an agreement (contract) between social groups as a way of structuring themselves in a mutually beneficial manner. These two components are an important part of the “template” used by philosophers during the Enlightenment to examine and classify government. It should be understood that philosophers could and did apply these ideas in different ways.

**John Locke** (English) is considered one of the great political philosophers of the Enlightenment. Influenced by the Glorious Revolution, Locke saw the state of nature as a good place and the social contract as a voluntary agreement to enhance life. According to Locke, government was to protect the rights of people and if it didn’t then the people had the right to abolish (break the contract) the government and create a new one. Locke’s writings had a strong influence on American patriots like Thomas Jefferson and the Declaration of Independence.

**Jean-Jacques Rousseau** (French) had a similar belief about the state of nature but he differed on the role of government. Since Rousseau saw society as the corrupting influence on people, it was the role of government to protect the “general will” of the people. As such, it was the government’s duty to implement policies deemed beneficial for the general populace. American colonists largely rejected Rousseau, but his writings would later provide part of the foundation for totalitarian governments.

**Baron de Montesquieu's** (French) greatest contribution came in governmental organization by promoting the ideas of separation of powers and checks and balances. Montesquieu greatly admired the English system of unlimited government from which he garnered these concepts. These concepts did not originate with him, but he was largely responsible for popularizing them and the influence of his ideas is readily apparent in the U.S. Constitution.

**It is not essential for students to know** the titles of the political writings of these philosophers.

**Assessment guidelines:** Assessments should require students to have a **general understanding** of Enlightenment ideas about government and of these philosophers. It would be appropriate to have students **compare** the ideas and influence of each philosopher. Students could be asked to **defend** which ideas of the various philosophers are most important or influential.



**Standard 7-2 The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries.**

**7-2.3** Outline the role and purposes of a constitution, including such functions as defining a relationship between a people and their government, describing the organization of government and the characteristics of shared powers, and protecting individual rights and promoting the common good. (P, H)

**Taxonomy Level:** A 2 Understand/Factual Knowledge

**Previous/future knowledge:**

In fourth grade, students compared the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in the national congress (4-4.1). Students also classified the three branches of government established by the United States Constitution and gave examples of the checks and balances that the Constitution provides among the branches (4-4.2). Students explained the role of the Bill of Rights, including how the Constitution serves to guarantee the rights of the individual and protect the common good (4-4.3).

In sixth grade, students explained the development of English government and legal practices, including the principles of the Magna Carta and its contribution to the development of representative government in England (6-3.2).

In Global Studies, students will explain the influence of Athenian government and philosophy on other civilizations, including the importance of Plato's Republic and the concepts of participatory government, citizenship, freedom, and justice (GS-1.1).

In US History, students will analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters (USHC-2.5).

In US Government, students will analyze alternative forms of representation and the extent to which they serve the purposes of constitutional government (USG-1.6).

**It is essential for students to know** that constitutions can be a single written document (U.S.) or a collection of traditions, precedents, legal rulings and documents that together comprise what is known as an unwritten constitution (U.K.). A constitution is the "law" which establishes the structure and operation of government and details the relationship of the people to their government. Constitutions are critical because they provide the government legitimacy in ruling. While they can, and do, address many issues, constitutions generally have provisions pertaining to several key components: they provide the framework for the operation of the legislative, executive, and judicial

branches; establish the relationship between the national government and the regional/provincial governments; they define the relationship of government to the citizens and the rights of citizens. Constitutions are often classified as either “positive” or “negative”. A “positive” constitution centers on the roles and responsibilities that a government is to perform, for example, provide universal education for all citizens. A “negative” constitution focuses on the limitations placed upon the government. (The U.S. has a “negative” constitution). As previously stated, a constitution can be written or unwritten – both are legitimate frameworks of government. Not all constitutions are legitimate however. It is possible for a government to have a written constitution, but to not follow the principles or guidelines set forth in it (The former Soviet Union is an example of this). The United States had the first written constitution and helped set the foundation for what national constitutions generally address followed by the French soon after (see 7-3.2). Many of the ideas and principles of the U.S. Constitution were based upon the traditions and heritage of the unwritten English constitution. The tradition of a government being responsive to the will of the people first occurred when King John signed the Magna Carta (Great Charter), acknowledging that the king was no longer above the law. Students should also be familiar with commonalities between different governmental systems (offices, branches of government, roles of officials and types of government). Their understanding should also include types of governments and the means through which government officials acquire power.

**It is not essential for students to know** the sections or portion of any national constitution.

**Assessment guidelines:** It would be appropriate for assessments to have students **identify** and **describe** parts of a constitution (case study) as they pertain to governmental function. Suitable assessment could entail students **defending** which basic function of a constitution is most important. Students could **compare** “positive” and “negative” constitutions and defend which type of better. Assessments could call on students to **evaluate** government actions in various nations and determine if those nations have legitimate constitutional governments.

**Standard 7-3 The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.**

**7-3.1** Summarize the achievements and contributions of the scientific revolution, including its roots, the development of the scientific method, and the interaction between scientific thought and traditional religious beliefs. (H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the scientific revolution, the development of the scientific method and the interaction between scientific thought and traditional religious beliefs. However, this indicator builds upon student knowledge of traditional religious beliefs (the Roman Catholic Church) acquired as part of their studies in sixth grade (6-3.4 and 6-5.6).

In Global Studies, students will summarize the origins and contributions of the scientific revolution (GS-3.3). Students will also explain the ways that Enlightenment ideas spread through Europe and their effect on European society, including the connection between the Enlightenment and the scientific revolution (GS-3.4).

**It is essential for students to know that the Scientific Revolution** was born out of the advancements made in the areas of science and math in the late 1500s and early 1600s. Following the age of exploration, new truths and new research challenged previous thought processes and studies. As evidence mounted, scientists began to question ancient theories and the orthodox teachings of the Roman Catholic Church. Ptolemy's theory of planetary motion (the geocentric theory) and church teachings were brought into question by Copernicus's heliocentric theory. Other major achievements included the contributions of Galileo and Newton. Galileo offered support for the heliocentric theory with his laws of motion and his observation of space with use of the telescope. Newton's laws of gravity furthered the laws of motion and continued the challenge of old theories.

The **scientific method** was a major contribution of this time period. This was the logical procedure for testing theories that included beginning with a question, forming a hypothesis that is then tested through experimentation, and finally analyzing data to reach a conclusion. Frances Bacon and Rene Descartes used experimentation and reason to contribute to this process.

A significant conflict arose between **scientific thought and traditional religious beliefs** during this time (6-3.4 and 6-5.6). The theories and books that were published also led to significant conflict with the church. The Bible, as interpreted by the Roman Catholic Church, served as authority for society prior to the rise of science. The teachings of the church, which were based on faith and revelation, felt significant challenge from science, which offered empirical evidence for its theories. With the publication of these new theories, the teachings of the Bible and the church were called into question. This was a

challenge to faith by reason. For the church, political, social, and economic authority was on the line. Scientists like Galileo were called to recant their teachings and reaffirm the teachings of the church or face excommunication.

**It is not essential for students to know:**

It is not necessary to discuss the contributions of every scientist of this time period, such as Brahe, Kepler, or Edward Jenner, or to have specific knowledge of the works of the scientists, such as Copernicus's *On the Revolutions of the Heavenly Bodies* or Galileo's *Starry Messenger*. Instead, it is more helpful to focus on the broad concepts and major contributions of the time. In that same vein, while there were many contributions made to scientific instruments and medicine during this period, these can be briefly mentioned, for broader understanding but too much time should not be spent in this area.

**Assessment guidelines:** The objective of this indicator is to **summarize** the achievements and contributions of the scientific revolution; therefore the focus should be on **identifying** the roots and the development of the scientific method. Appropriate assessments will also require students to **explain** the interaction and conflicts between scientific thought and traditional religious beliefs or compare different intellectual, social and political "revolutions" in terms of their fields of achievements, similarities and differences.

**Standard 7-3 The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.**

**7-3.2** Explain the causes, key ideas, and effects of the French Revolution, including the influence of ideas from the American Revolution and the Enlightenment and ways that the Revolution changed social conditions in France and the rest of Europe. (P, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In Global Studies, students will compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them (GS-4.4).

In US History, students will explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC-2.2).

**It is essential for students to know:**

The French Revolution was inspired by the Enlightenment (7-2.2) and the American Revolution (7-2.3). **The Enlightenment** presented new beliefs about authority and the role of the individual in government. John Locke presented ideas of natural rights of life, liberty, and property, and he declared that it is the purpose of governments to protect these rights. Furthermore, he stated that if a government fails to protect these rights, it is the right of the people to overthrow the government. **The American Revolution** drew upon Locke's beliefs in the Declaration of Independence. The ideals and success of the American Revolution served as a model for the French.

The French Revolution was caused, in part, by the social imbalance of the Old Regime. Under this system, France was divided into three social classes: the First, Second, and Third Estates. The First Estate was the Roman Catholic clergy, who owned 15% of the land and were 1% of the population. The Second Estate, the nobility, was 2% of the population and owned up to 25% of the land. The rest of the population, the Third Estate; which included lawyers, craftsmen, merchants and peasants paid the majority of the taxes on the remainder while being underrepresented in government. The French Revolution also was caused by King Louis XVI, who was a weak and extravagant leader in a time of crisis. He incurred great debts caused by war (including the French alliance in the American Revolution) and his own spending. His people were already highly taxed, and banks refused to loan him any more money. This required him to call together the Estates-General., the French legislative body.

After the calling of the Estates-General, the Third Estate insisted on a new power structure that would allow one-man, one-vote, guaranteeing them greater representation in the Estates-General. When their request was denied, they seceded and formed the National Assembly, symbolizing an end to absolute monarchy and the start of representative government in France. When shut out of the proceedings of the Estates General a few days later, they gathered on the king's tennis

courts to write a new constitution for the government, called the Tennis Court Oath. Shortly thereafter, on July 14, 1789, a mob of peasants stormed the Bastille, a prison and armory. Riots broke out across the countryside, symbolizing the full onset of the French Revolution. In 1791, a constitutional monarchy was established, significantly weakening the power of the king and granting power to the people in the form of the Legislative Assembly.

The revolution became increasingly radical in nature. In late 1791, the Constitution was set aside, the king imprisoned, and the legislature took over in the form of the National Convention. The Convention declared France a republic based on universal male suffrage. The Convention initiated a military draft to raise an army to protect the revolution from the armies of other European monarchs and instituted the guillotine as a way of protecting the revolution from “enemies” within France. Many of the Convention were members of the Jacobins, a radical revolutionary group. From this group, Maximilien Robespierre increasingly gained power until he became the leader of the Committee of Public Safety in mid-1793. Robespierre gained power as a dictator and began the Reign of Terror in France (an example of failure to obey a country’s constitution and unlimited government 7-2.3) guillotining 25,000-40,000 “enemies of the Revolution”, including the king and queen. Determining that Robespierre was too radical (and fearing for their own lives), members of the National Convention executed Robespierre in July of 1794.

After the execution of Robespierre, the revolution took a more conservative turn. From 1795-1799, France was ruled by five moderate men known as the Directory. During this time, Napoleon Bonaparte was making a name for himself in the French army. When the Directory lost favor in France in 1799, Bonaparte staged a coup d’etat and took the title of First Consul.

As ruler of a country that had been unstable for nearly ten years, Napoleon established a national banking system, set up an efficient taxation system, and ended government corruption. He restored the position of the Catholic Church in France, gaining the favor of the people and of the Pope. He also wrote a uniform system of laws known as the Napoleonic Code. In 1804, with the support of the people, Napoleon crowned himself emperor (again, unlimited government and ignored constitution 7-2.3). Napoleon began his quest for a European empire, and by 1812, he controlled most of Europe. Beginning in 1812, Napoleon made three mistakes that led to his downfall: the blockade of Britain (called the Continental System); the Peninsular War; and the invasion of Russia. In 1814, Napoleon surrendered his throne and was exiled to Elba. He escaped from Elba in 1815, gathered his allies, and in the Hundred Days, waged his final attempt at power. Napoleon’s final defeat came at Waterloo, after which he was exiled to St. Helena.

The immediate effects of the French Revolution were the overturning of **the social and political structures within France**. The monarch was replaced with various forms of rule, and the Old Regime was ended. Napoleon came to power and brought France to the height of power while warring with other European nations. However, the Congress of Vienna reestablished the balance of power following his exile in 1815. Long-term effects of the French Revolution included a conservative turn to leadership across Europe as the Congress of Vienna reinstated monarchs to the thrones in countries Napoleon had defeated in an effort to reestablish the balance of power in Europe. As a result of Napoleon’s conquest of Europe, nationalist sentiments were ignited. Enlightenment ideals spread across Europe and throughout the world in

the 1800s, contributing to the growth of nationalism, which in turn caused various revolutions across Europe and Latin America.

**Major issues that contributed to the French Revolution** were the struggles between conservative, moderate, and radical philosophies. Students should understand the basic meaning of these terms as used during the French Revolution. Conservatives originally held power and desired to retain the monarchical form of government. Moderates and radicals embraced Enlightenment ideals and, at various times during the revolution, led the government in their beliefs in “Liberty, Equality, Fraternity”, which became the rallying cry for the masses. Additionally, women joined the fight for equal rights, but to no avail. Early in the revolution, the suppression of the church in favor of the state was thought to embody Enlightenment ideals. In many ways, this move only served to alienate the peasants who had originally supported the reforms of the government. Napoleon wisely reversed this trend during this reign.

**It is not essential for students to know:**

It is not necessary for students to know specific details about the American Revolution beyond the influence of the Enlightenment. Additionally, in-depth biographical information about Marie Antoinette is not necessary. Although there are many details to the descriptions of each of the governments leading France between 1789 and 1815, a brief description of each will suffice in order for students to be able to grasp the necessity for the changes. Napoleon Bonaparte himself is a fascinating study, but it is not necessary to know specific battles not essential to this indicator (beyond the ones leading to his defeat) or the other aspects of his rise, regime and fall.

**Assessment guidelines:**

The objective of this indicator is to **explain** the causes, key ideas, and effects of the French Revolution; therefore the focus should be on **identifying** ideas from the American Revolution and the Enlightenment that influenced the Revolution. Students should also be able to **describe** ways that the Revolution changed social conditions in France and the rest of Europe.

**Standard 7-3 The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.**

**7-3.3** Compare the development of Latin American independence movements, including the Haitian revolution, the role of Simon Bolivar in different independence movements, and the role of Father Miguel Hidalgo in the Mexican Revolution of 1810. (P, H, G)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the development of Latin American independence movements, including the Haitian revolution, the role of Simon Bolivar and Father Miguel Hidalgo in the Mexican Revolution in 1810.

In Global Studies, students will compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them (GS-4.3).

In US History students will explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC-2.2).

**It is essential for students to know:**

The **Latin American independence movements** were inspired by the Enlightenment (7-2.2) and the American and French Revolutions (7-3.2). The ideas of liberty and equality inspired independence from colonial domination in this society driven by social structure.

Similar to the French Revolution, social class struggles and discontent played a large role in Latin American independence movements. The *peninsulares*, despite constituting the smallest percentage of the population, occupied the highest political positions in society as the wealthy Spanish-born citizens. The creoles were Spaniards born in Latin America who could not hold political office but could be army officers. Together, these two classes possessed the wealth, power, and land in Latin America. Beneath them in the social hierarchy were the mestizos (a mixture of European and Indian ancestry), mulattos (a mixture of European and African ancestry), and the slave class.

In **Haiti**, the western third of the island of Hispaniola, the revolution was inspired by the American Revolution in particular. This French colony, which was known as Saint-Dominigue (Fr) or Santo Domingo (Sp) prior to its independence, had a large slave population, most of whom were treated brutally and lived in poor conditions. In 1791, a group of 100,000 slaves revolted, and Toussaint L'Ouverture soon became their leader. By 1801, L'Ouverture had gained control of the island and freed all the enslaved Africans. In 1802, France sent troops to deal with the situation and remove L'Ouverture from power. L'Ouverture was sent to France, where he died in a French prison in 1803, but the French were unsuccessful in quelling the rebellion. In 1804, Haiti declared its independence, thus making this the only successful slave revolt in history.



Throughout the rest of Latin America, creoles led the majority of the independence movements, having been educated in Europe and exposed to Enlightenment and revolutionary ideals. Upset by Napoleon Bonaparte's decision to make his brother, Joseph, the king of Spain, the creoles of Latin America used Locke's ideas of consent of the governed to justify rebellion against Spain.

**Simón Bolívar**, a creole general, led the independence movements throughout South America beginning in his home country of Venezuela in 1811. Bolívar then moved into Colombia and Ecuador, where he met José de San Martín, who had recently freed Chile. Together, the two men combined forces under Bolívar's command to liberate Peru. Bolívar's dream to unite the Spanish colonies of South America into a single country, known as Gran Colombia, was a reality for a short time as Venezuela, Colombia, Panama, and Ecuador were temporarily united. But political issues soon separated the countries once again into their own independent states.

In Mexico, the independence movement was led by the mestizos. **Padre Miguel y Costilla Hidalgo (Father Miguel Hidalgo)**, inspired by Enlightenment ideals, called for rebellion, and a crowd marched toward Mexico City. However, they were defeated in 1811 by the upper classes, who feared losing their power to the lower classes. Another attempt at revolt four years later also failed. Mexican independence finally was attained in 1821 when Mexican creoles, fearing the loss of their power, declared independence from Spain with Agustín de Iturbide as their emperor. In 1823, the nations of Central America (Nicaragua, Guatemala, Honduras, El Salvador, and Costa Rica) declared their independence from Mexico.

**It is not essential for students to know:**

While it is necessary to know the class system in Latin America and a general overview of where independence movements occurred and why, it is not necessary for students to know specific battles fought in each of these independence movements. Additionally, although it might be helpful to mention other people involved in these independence movements (others who assisted in starting or finishing the movements), this is not essential information.

**Assessment guidelines:** This indicator requires students to **compare** the development of Latin American independence movements, including the Haitian revolution. Appropriate assessments will require students to **identify** the various revolutions, the leaders of these revolutions, e.g. Simon Bolivar and Father Miguel Hidalgo, and the reasons for the revolutions. Students should also be expected to know the results of the different independence movements.

**Standard 7-3 The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.**

**7-3.4** Explain the causes and course of the Industrial Revolution in Europe, Japan, and the United States, including the reasons that England was the first nation to industrialize, the impact of the growth of population and the rural-to-urban migration, the changes in the organization of work and labor, and the development of socialism. (E, H, G)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the Industrial Revolution in Europe or Japan. They have not been taught why England was the first nation to industrialize or about the development of socialism.

In 3<sup>rd</sup> grade, students explained the impact and causes of emigration from South Carolina and internal migration from the rural areas to the cities (3-5.4).

In 5<sup>th</sup> grade, students explained the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the growth of cities and the shift from an agrarian to an industrial economy (5-3.3).

In 8<sup>th</sup> grade, students will summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century (8-5.3). Students will also compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas (8-5.4).

In Global Studies, students will compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them (GS-4.3). Students will also explain the causes and effects of political, social, and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization for different countries (GS-4.4).

In US History, students will summarize the factors that influenced economic growth of the United States and its emergence as an industrial power (USHC-5.2). Students will also explain the transformation of America from an agrarian to an industrial economy (USHC-5.3) and explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farms to cities (USHC-5.5).

**It is essential for students to know:**

The Industrial Revolution began in Great Britain following the Agricultural Revolution and the early advancements in technology and machinery, especially machinery related to the textile industry (7-3.5). The enclosure movement, crop rotation, and advanced agricultural technology

increased agricultural yields, which led to increased population and forced small farmers to become tenant farmers or move to the cities. **Great Britain had the factors of production needed for industrialization**, including natural resources, rivers and harbors, experienced entrepreneurs, rising population, political stability, increasing world trade, and economic prosperity and progress.

Following its start in Great Britain, the Industrial Revolution spread to the United States and those countries of continental Europe in which factors of production were available. In the United States, industrialization was focused mainly in the Northeastern region, and early industry focused on the textile mills, as it had in Britain. Samuel Slater memorized the plans for the machinery (as it was forbidden to take such information out of Great Britain) and built the first water-power textile mill in America in Pawtucket, Rhode Island. His “Rhode Island plan” hired entire New England families and created new company towns. Lowell, Massachusetts became another model town of mechanization. In the “Lowell method” young, single women were the primary workers in factories. In **continental Europe**, the spread of industrialization was slowed by the Napoleonic wars. Belgium followed the British lead and became the first to industrialize in 1799. Beginning around 1835, Germany embraced industrialization, building factories and railroads that eventually fed its military power. Many other European countries began to specialize in various industrial products, including silk and cotton products. But even as others in Europe industrialized and drastically changed their environment, France remained highly reliant upon an agricultural economy, not wanting to deal with the social and economic issues that accompanied industrialization. In Japan, industrialization began as a response to growing imperialistic threats against the nation. The Meiji era, begun in 1867, brought the beginnings of modernization and industrialization that resulted in a competitive industrial country by the early 1900s.

**Urbanization**, the movement of people to cities, was a product of the industrial system. With the invention of machines, spinning and weaving previously done by individuals in the home were moved to factories. These factories were built in existing cities or established towns near water sources, and created a radically different lifestyle because hired individuals were assigned specific tasks, leading to the division of labor. Individuals could earn more in factories than on farms, leading to a large **rural-to-urban migration**. Many European cities at least doubled in population during this period of history. The living conditions in cities were unregulated, leading to poor housing conditions, inadequate police protection, and unsanitary conditions. The middle and upper classes typically moved to nicer homes in the suburbs, which was a tangible reflection of the growing class divisions. Workers spent long hours in the factories, often fourteen hours a day, six days a week. The working conditions were dangerous and often resulted in injury, but there was no recourse for such injuries.

Laissez-faire capitalism was the foundation of the Industrial Revolution, as this was the economic system in which all factors of production were privately owned and there was no government interference. But capitalism, based on laws of competition, supply and demand, and self-interest, also allowed for great disparity in wealth. Supporters of capitalism opposed the creation of minimum wage laws and better working conditions, believing that it would upset the free-market system and weaken the production of wealth. The working class was increasingly oppressed by the middle and upper classes. This led to a rising support of **socialism**, because of

the belief that such a system would provide for the greater welfare of the masses of working class people and allow the government to plan the economy in order to promote equality and end poverty. Socialism at that time offered workers more protection than capitalism did, and it also promised that it would better distribute wealth according to need. Karl Marx and Friedrich Engels, writing in *The Communist Manifesto*, proposed a radical socialism, stating that society was dividing into warring classes. It was proposed that the proletariat (the “have-nots”, or the workers), who were oppressed in their current conditions, would overthrow the bourgeoisie (the “haves”, or the owners) and create a “dictatorship of the proletariat.” Although this proletariat revolution did not occur during the Industrial Revolution, Marx provided the fuel for future reforms and revolutions.

In addition to the rise of socialism, labor unions and reform laws came about in the 1800s as a means to correct the disparities between social classes. Unions negotiated for better working conditions, higher pay, and shorter hours, and they would strike if demands were not met. These unions were restricted at first, but over time achieved nominal success. In the 1830s, the British Parliament began regulating mine and factory conditions for women and children, bringing much needed reform.

While individual gaps in wealth were problematic at this time, a global wealth gap also was occurring. As industrialized nations gained power over non-industrialized nations, these industrial powers began looking to exploit the weaker nations for resources and markets. Thus, imperialism was born out of the industrial era.

**It is not essential for students to know:**

It is not essential for students to know about every invention of the Agricultural or Industrial Revolutions. The focus should be on the trends and goals of this time, so a basic overview will be sufficient. Similarly, it is not essential to know the names of all manufacturers associated with the Industrial Revolution or the specialized products of every industrialized nation. While some might find it helpful to choose a mill city to focus on in order to paint a picture of industrial life (such as conditions, hours worked, organization, etc.), none of these cities are essential for study. Although the United States is important to highlight in terms of the spread of the Industrial Revolution, this is not essential overall in terms of a global focus. Additionally, it is not necessary to know every reform law passed during this time, but instead, focus should be on the general changes made by these acts.

**Assessment guidelines:** The objective of this indicator is to **explain** the causes and course of the Industrial Revolution in Europe, Japan, and the United States. Students should also be able to **identify** the reasons that England was the first nation to industrialize, **describe** the impact of the growth of population and the rural-to-urban migration, **identify** the changes in the organization of work and labor, and **describe** the development of socialism.

**Standard 7-3 The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.**

**7-3.5** Explain the impact of the new technology that emerged during the Industrial Revolution, including the changes that promoted the industrialization of textile production in England and the impact of interchangeable parts and mass production. (E, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the textile production in England and the impact of interchangeable parts and mass production.

In 3<sup>rd</sup> grade, students summarized development in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry (3-5.1).

In 5<sup>th</sup> grade, students explained how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation (5-3.1).

In 8<sup>th</sup> grade, students will summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including the growth of the textile industry in the Upcountry (8-5.3).

In Global Studies, student will explain the causes and effects of political, social, and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization for different countries (GS-4.4).

In US History, students will summarize the factors that influenced economic growth of the United States and its emergence as an industrial power (USHC-5.2). Students will also explain the transformation of America from an agrarian to an industrial economy (USHC-5.3) and explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farms to cities (USHC-5.5).

**It is essential for students to know:**

The modernization of **textile technology** revolutionized industrialization. The cotton gin significantly increased cotton production following its invention in 1793. The flying shuttle advanced textile production by doubling the amount of weaving a worker could do in one day, and this machine was soon joined by the more advanced spinning jenny, which allowed one spinner to spin eight threads at a time. At first operated by hand, these machines were soon powered by the water frame. In 1779, the spinning mule was invented as a combination of the spinning jenny and water frame, and the mule produced a stronger product than its predecessors. In 1787, the water-powered power loom increased the speed of weaving yet again.

As reliance on large, expensive machines increased, factories were built to house the machines, rather than the “cottage industries” of handwork previously done at home in earlier times. Due to the increasing demand for waterpower to drive machines, factories were built near rivers or streams.

**Transportation improved** as the textile industry progressed. James Watt developed an efficient steam engine that was soon used to power steamboats and locomotives, leading to the building of canals and railways for trade and transportation. The railroad boom created new jobs for railroad workers and miners were needed to obtain coal to power these new engines. With less expensive means of trade and transport of goods, industries developed and trade over longer distances grew and travel for humans was easier as well.

Through the development of **interchangeable parts**, where many identical parts were produced rather than the previous process of creating unique items by hand, it became possible to mass-produce and repair many goods with the aid of machines and refined them by hand. However, this development was ongoing throughout the 19<sup>th</sup> century as instruments for precise measurement, standardization, and business processes were likewise being developed and refined. **Mass production** allowed goods to be produced for a cheaper price, making them more accessible to an increasing portion of the population.

With the development of the factory system came the division of labor, which led to increased worker productivity and increased output of manufactured goods. Unfortunately, this division of labor also made clear the division between the worker and owner classes.

**It is not essential for students to know:**

The dates for each invention are not an essential concept. Additionally, specific knowledge of each inventor or invention is not necessary. Focus, instead, should remain on the overall impact that the inventions had on the industry.

**Assessment guidelines:** The primary objective of this indicator is to **explain** the impact of the new technology that emerged during the Industrial Revolution. Therefore, the focus of assessment should be to **identify** changes that promoted the industrialization of textile production in England and **infer** the impact of interchangeable parts and mass production.

**Standard 7-3 The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.**

**7-3.6** Compare the emergence of nationalist movements across Europe in the nineteenth century, including the unification of Italy, the unification of Germany, and Napoleon's role in the spreading of nationalism. (H, P, G)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about nationalist movements across Europe, including the unification of Italy, the unification of Germany and Napoleon's role in the spreading of nationalism.

In Global Studies, students will explain the causes and effects of political, social, and economic transformation in Europe in the nineteenth century, including the significance of nationalism (GS-4.4).

**It is essential for students to know:**

Following Napoleon's defeat in 1815, the Congress of Vienna reestablished the balance of power to Europe, restored the monarchs removed by Napoleon, and suppressed the democratic movement encouraged by the French Revolution. Despite these moves to return conservatives to power, the **ideals of liberty, equality, and fraternity** had spread, feeding the nationalist movements of the 1830s and 1840s.

**Nationalism** is the belief that one's greatest loyalty is to a shared culture (including aspects of common history, language, religion, and nationality) rather than to a leader or border. The two main aspects of nationalists movements in the 1800s were: unification, peoples of common culture from different states were joined together, and separation, groups splintered off from their current government to form one that was more representative of their own interests. Liberals and radicals led the nationalist movements to create nation-states across Europe after 1815.

Nationalist movements across Europe began in the Balkans with the Greeks, who rebelled against the Ottoman Empire beginning in 1821. Supported by Britain, France, and Russia, Greece became an independent nation in 1830. Within the next few years, despite the arrangements of the Congress of Vienna, revolutions occurred in Belgium, Italy, and Russia, though most were crushed by the mid-1830s.

Led by the liberals, revolutions erupted across Europe in 1848. Most were suppressed by conservative groups by 1849, with the exception of the French uprisings. In France, Charles X had attempted to establish an absolute monarchy in France in 1830 with no success. He was replaced by Louis-Philippe, who ruled until 1848 when he lost favor with the people and was overthrown in favor of a republic. Upon establishment of this republic, the radicals were divided

as to what reforms should occur next. This uncertainty allowed the moderates to take control, elect a president and establish a parliamentary system. Louis-Napoleon (Bonaparte's nephew) was elected president. Four years later, Louis-Napoleon took the title of Emperor Napoleon III, taking advantage of the political instability of the country. During his reign, he stabilized and industrialized France.

**In Italy**, Count Camillo di Cavour led the unification of the Northern Italian states. The kingdom of Piedmont-Sardinia was the largest and most powerful of the Italian states, and with its liberal constitution, unification under this state appealed to many Italians of neighboring northern states. With French assistance, Cavour won the Austrian-occupied land of northern Italy. At the same time, Giuseppe Garibaldi, leader of the Red Shirts, captured Sicily in the south. Cavour convinced Garibaldi to unite the two sections, in 1860 allowing King Victor Emmanuel II to lead the united Italy with Rome as its capital. Soon thereafter, Venetia and the Papal States were added as well.

The German Confederation was composed of thirty-nine loosely joined states, of which Austria and Prussia were the largest and most powerful. Prussia had a mainly Germanic population, a powerful army, and a liberal constitution, thus giving this state the advantage in the creation of a unified German state. In Prussia, Wilhelm I was in power, supported by the conservative Junkers. Wilhelm appointed Otto von Bismarck, a Junker, as his prime minister. Bismarck took full control of the country, ruling under a policy known as *realpolitik*, meaning "the politics of reality," a style of power politics that leaves no room for idealism. Stating that the decisions of the day would be decided not by speeches but rather by blood and iron, Bismarck practiced his *realpolitik* theory and embarked on a campaign of German unification. There were three wars of German unification from 1864 to 1871 with Denmark, Austria, and France respectively. In the first, Austria and Prussia formed an alliance to take land from Denmark. Soon thereafter, Bismarck purposefully created border conflicts with Austria to provoke them into declaring war on Prussia, a war known as the Seven Weeks War. In the final move for unification, Bismarck created an outside threat in an attempt to win the support of the remaining German states. After Bismarck changed the wording of the Ems Telegram to make it appear that Wilhelm I had insulted the French ambassador to Prussia, and published this doctored version to media, the French were provoked to declare war, just as Bismarck had hoped. After the defeat of Napoleon III in the Franco-Prussian War, German unification was complete.

**It is not essential for students to know:**

It is not essential for students to know every country involved in the revolutions of 1848. A visual presentation would suffice to give an image that the revolts were, in fact, quite widespread. Likewise, students do not need to know specific battles or leaders (other than those mentioned above) of the unification movements.

**Assessment guidelines:** The objective of this indicator is to **compare** the emergence of nationalist movements across Europe in the nineteenth century. Students should be able to **explain** how and why the unification of Italy, the unification of Germany, and Napoleon's role in the spreading of nationalism contributed to the nationalist movements.



**Standard 7-4 The student will demonstrate a n understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.**

**7-4.1** Summarize the economic origins of European imperialism, including the conflicts among European nations as they competed for raw materials and markets and for the establishment of colonies in Africa, Asia, and Oceania. (H, E, G)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the economic origins of European imperialism, including the conflicts among European nations as they competed for raw materials and markets and for the establishment of colonies in Africa, Asia, and Oceania.

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2). Students will explain the causes and effects of political, social, and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization for different countries, and the effects of democratization (GS-4.4). Students will also compare the political actions of European, Asian, and African nations in the era of imperial expansion (GS-4.5).

**It is essential for students to know:**

Industrialization was the primary **economic origin of imperialism**, because a wealth gap was created between industrialized and non-industrialized nations. Industrialized nations sought both raw materials from these less developed countries and new markets for finished products. Europe, the United States, and Japan were key imperial powers, while countries in Asia and Africa were the most sought-after areas to colonize.

Supporting the economic drives for imperialism were political and social forces. The race for colonies created a competition among European powers. Nationalist sentiment was stirred, and each country also sought to hold the most competitive posts around the world. Additionally, the belief in Western superiority, driven by Social Darwinism, justified imperial conquests. Rudyard Kipling's "The White Man's Burden" became an anthem for imperialism, stating that it was the duty of the Western powers to take their superior culture to the lesser nations, despite the resistance they may encounter.

**In Africa**, early exploration was hampered by disease and geographic barriers. But in the 1860s, David Livingstone traveled into central Africa as a missionary. After receiving no word from him for many years, American reporter Henry Stanley set out to find Livingstone and explore Africa, sparking an interest in the continent. This exploration and increasing interest led to a treaty whereby Belgium gained the Congo. The Congo rubber plantations were a site of brutal exploitation until Leopold II was removed from power in 1908. Soon after Belgium claimed a section of Africa, other nations of Europe scrambled to do the same. The Berlin Conference of 1884-85 set forth the rules for the division of Africa. Fourteen European nations met, with no

African representation, to divide the continent with little regard to ethnic or linguistic boundaries. With Europe's advanced technology, primarily weaponry and steamships, and the cultural disunity of Africa, the African nations were easily dominated. Only Liberia and Ethiopia remained unimperialized by 1914. Despite the European agreement to peaceful division, conflicts still arose. For example, in South Africa, the Dutch, British, and Africans fought for land and resources (7-4.4).

**In Asia**, India became the "jewel of the crown" for Britain (7-4.4) after the British East India Company set up trading posts along the Indian coast. Initially regulated by the Mughal Dynasty, the British gained influence in India as the Mughals collapsed. As India increased in profitability to Britain, others sought to tap into its resources. The Great Game was fought as Russia tried to expand control into British-controlled territory in Asia. Much of the fight was centered in Afghanistan; this "war" was only ended by WWI. Elsewhere in Southeast Asia and **Oceania**, European powers fought for control of the agricultural benefits and strategic locations offered by lands of Southeast Asia. The Dutch, British, and French were the primary stakeholders, seeking trading posts and cash crops.

**It is not essential for students to know:**

It is not essential for students to know every land colonized during the period of imperialism, or which land went specifically to whom. It would be helpful to focus on the trends seen and why certain areas were desirable over others (the political, economic, and social gains).

**Assessment guidelines:**

The objective of this indicator is to **summarize** the economic origins of European Imperialism including the conflicts that developed over raw materials and markets; therefore, the primary focus of assessment should be to **generalize** the parts of Imperialism. However, appropriate assessments should also require students to **identify** how the industrial revolution impacted this imperialistic venture; **illustrate** parts of Industrial Revolution using words, pictures, or diagrams; or **classify** by sequencing how the desire for raw materials and markets made countries fight fervently to gain more and more control of the world. Students may also **illustrate** how imperialism impacted the buildup of world tensions that led to WWI.

**Standard 7-4 The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.**

**7-4.2** Use a map to illustrate the geographic extent of European imperialism in various regions, including Africa, Asia, the Middle East, South America, Australia, New Zealand, Siberia, and Canada. (G, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been asked to use a map to illustrate the geographic extent of European imperialism in various regions.

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

**It is essential for students to know:**

When using maps, one should focus again on political, social, and economic reasons why countries were drawn to the lands they claimed (7-4.1). While creating or viewing maps, one should ask if the political reason for imperialism was competitive ports and military bases and the economic reason was trade, why would certain regions be more desirable?

Students should begin by viewing a map of imperialism in **Africa** prior to the Berlin Conference, followed by a map of Africa after the Berlin Conference (circa 1914). It would be helpful for students to compare these maps to a map of tribal ethnic boundaries in Africa prior to imperialism, leading to a discussion of motives for division, problems caused by the division (this can also be used later for discussions of decolonization and African instability) and reasons why Liberia and Ethiopia remained unimperialized.

A map illustrating the holdings of France, Germany, Great Britain, the Netherlands, and the United States (perhaps even Japan, if applicable to the map) after 1900 would be very useful for a similar study of Asia. A world map of the British empire in 1900 would illustrate why “the sun never set on the British empire,” including Canada, areas of South America, the Middle East, Australia, New Zealand, Asia, and Africa.

**It is not essential for students to know:**

It is not essential for students to memorize which countries were dominated by which countries, beyond the large involvements used in other discussions, such as India and South Africa.

**Assessment guidelines:**

The objective of this indicator is to use a map to **illustrate** the geographic extent of European Imperialism, therefore the primary focus of assessment should be to apply a procedure to the tool that would be needed to help the students be comfortable with **creating, reading and interpreting** a map of the Colonial World during the 1700 and 1800’s and to make projections about Imperialism. However, appropriate assessments should also require students to utilize mental maps or historical atlases that

require them to get comfortable with those maps; **interpret** the key and understand the implications of the growth of such empires in the world.

*Effective January 2009*

Indicator 7-4.2

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**Standard 7-4 The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.**

**7-4.3** Explain the causes and effects of the Spanish-American War and its reflection of the United States' interest in imperial expansion, including this nation's acquisition of the Philippines, Puerto Rico, and Guam; its temporary occupation of Cuba; and its rise as a world power. (G, H)

**Taxonomy Level:** B 2 Understand /Conceptual Knowledge Explain

**Previous/future knowledge:**

In 5<sup>th</sup> grade, students summarized actions by the United States that contributed to the rise of the nation as a world power, including the annexation of new territory following the Spanish-American War (5-3.6).

In US History, students will analyze the development of American expansionism (USHC-6.1) and explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain (USHC-6.2).

**It is essential for students to know:**

In 1823, President James Monroe issued the Monroe Doctrine, which stated that the Americas were off limits to further European colonization. A test of the Monroe Doctrine came with Cuba's fight for independence from Spain. Cuba declared independence from Spain in 1868, and fought unsuccessfully for ten years to gain emancipation. In 1895, Jose Marti launched the second attempt for independence. During the 1890s, the US gained economic interests in Cuba. The **Spanish-American War** was caused in 1898 when the U.S. assisted Cuba in their fight for independence, claiming the Monroe Doctrine as justification for involvement.

The US sent the *USS Maine* into Havana Harbor to protect its national interests. The explosion of the *USS Maine*, which the Americans attributed to a Spanish mine, led to the American declaration of war against Spain. This declaration of war delighted the American newspapers, which were scrambling for the most sensational and competitive headlines, a style known as yellow journalism. The Spanish-American War lasted four months, with the US first attacking the Philippine Islands (another Spanish possession), resulting in a two-front (two ocean) war. Following the war, the US gained the Philippines, Guam, and Puerto Rico as territories. Rather than recognizing Cuban independence, the US placed a military government in Cuba and exerted control over the country's affairs, leading to resentment on the part of Cubans. Guantanamo Bay in Cuba was leased by the US in order to establish a major naval base on the island. Filipinos did not receive independence either.

The effect of the Spanish-American War was an increase in US imperialistic desires. In 1904, President Roosevelt issued the Roosevelt Corollary to the Monroe Doctrine, declaring the US as an international police power in the Western Hemisphere with justification to intervene in Latin America. In an expression of the growing political and economic power of the US, President Roosevelt sent the U.S. Navy, known as the Great White Fleet, on a world tour. Soon thereafter,

the U.S. intervened in the affairs of other nations, encouraging a Panamanian revolution against Colombia in exchange for the right to build the Panama Canal. The U.S. intervened increasingly in the affairs of Latin American countries, leading to an economic imperialism that established US supremacy in the Western Hemisphere.

**It is not essential for students to know:**

Specific details of the battles of the Spanish-American War are not necessary. The battle for independence in the Philippines and the construction of the Panama Canal, although fascinating to many, are not essential for student knowledge of this indicator.

**Assessment guidelines:**

The objective of this indicator is to *explain* the causes and effects of the Spanish American War; therefore, the primary focus of assessment should be to verbalize and **construct cause-and-effect models** of the war. However, appropriate assessments should also require students to **recall** and explain how guerilla warfare, yellow journalism and competition for trade were significant causes of this war and that the effects of the war helped make the US a world power as it gained more territories.

*Effective January 2009*

Indicator 7-4.3

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**Standard 7-4 The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.**

**7-4.4** Compare differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth centuries, including the Zulu War, the Sepoy Rebellion, and the Boxer Rebellion. (H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth centuries, including the Zulu War, the Sepoy Rebellion, and the Boxer Rebellion.

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2). Students will also compare the political actions of European, Asian, and African nations in the era of imperial expansion, including the response of the Ottoman Empire to European commercial power, the motives and results of Russian expansion, the importance of British power in India, the collapse of Chinese government and society, the reasons for and the effects of Japan's transformation and expansion, and the resistance to imperialism (GS-4.5).

**It is essential for students to know**

South Africa was a hotly contested region throughout the era of imperialism. The Dutch, British, and African people all sought the land and resources of the country. In the early 1800s, Shaka Zulu created a centralized state. His successors, however, were unable to continue his rule as the British exerted an increasing pressure in the area. In the 1880s, the **Zulu War** was fought against the British as the Zulus sought to retain independence. The Zulu nation, lacking the weaponry of the British, was defeated. Further conflict arose in South Africa with the Boer War. The Boers (also known as Afrikaners), who were originally Dutch settlers, migrated to the north into Transvaal and the Orange Free State as the British took over the Cape Colony and established new policies for land and slave use. As gold was found in Boer territory, the British (and other foreigners) moved in to the Boer region. War began in 1899 and ended in 1902 with Boer defeat, causing Boer territories to become part of British South Africa.

The British East India Company dominated India after the decline of the Mughal Empire (7.4-1). To maintain control of British interests in India, the company hired Indian soldiers known as sepoy to protect their trading interests, which were extensive at this time. India was the "jewel of the crown" in the British Empire, as it supplied raw materials to Britain's industries and was viewed as a potential market for the finished products. As Britain increasingly exerted its influence over India, the Indians became more oppressed and discontented in their citizenship. While Britain did build railroads, modern communication systems, and schools in India, they also suppressed the local culture. In 1857, amid rumors that the new gun cartridges were greased with beef and pork fat (the cartridge ends had to be bitten off in order to be used), the Hindu and Muslim Sepoys led a revolt known as the **Sepoy Rebellion** against the British. Following the

uprising, which took a year to suppress, the British government took full control of India. This was a period known as the Raj.

China was self-sufficient in the late eighteenth and early nineteenth centuries. But Britain, determined to open trade with China, found a product that these Chinese citizens willingly bought: opium. China attempted to halt the opium trade, but to no avail. Their defeat in the Opium War signaled the beginning of the increase in foreign influence in China. At the same time, China was undergoing an internal rebellion, the Taiping Rebellion, in an attempt to establish a kingdom in which no one would live in poverty. This rebellion, combined with increasing Western influence, led to increased pressure on the imperial government to reform. The self-strengthening movement was of little success. Taking advantage of the internal struggles; Europe, Japan, and the U.S. increasingly gained economic spheres of influence in this region. In 1899, the U.S. declared equal trading rights with China. As a reaction to the newly declared Open Door Policy and the Chinese government's failure to respond to internal and external issues, the Righteous and Harmonious Fists (renamed by Europeans as the Boxers), a nationalistic organization which used the martial arts to remove foreigners from Chinese soil, led **the Boxer Rebellion** in an effort to rid China of all foreign influence. The Boxers struck out, killing the foreigners and Chinese Christians, before being defeated by multinational forces. The rebellion was a failure, but it did lead to an increasing sense of nationalism and need for reform in China.

**It is not essential for students to know**

Although some foundational details do need to be given regarding each native government, the standard addresses rebellion against foreign imperialist influence, so focus should remain on causes and effects of the conflicts.

**Assessment guidelines:**

The objective of this indicator is to **compare** differing views with regard to colonization and the reactions of people under colonial rule; therefore, the focus of assessment should be to **examine** rebellions in Africa (the Zulu War), India (the Sepoy Rebellion) and China (the Boxer Rebellion). However, appropriate assessments should also require students to **summarize** the causes and effects of these rebellions from the perspectives of the colonizing nations and the nations under colonial rule.



**Standard 7-4 The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.**

**7-4.5** Summarize the significant features and explain the causes of Japan's imperial expansion in East Asia, including the defeat of the Russians in the Russo-Japanese War, the reasons for the expansion in Korea and Manchuria, and the rise of Japan as a world power. (H, G, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught the significant features and causes of Japan's imperial expansion in East Asia, including the defeat of the Russians in the Russo-Japanese War, the reasons for the expansion in Korea and Manchuria, and the rise of Japan as a world power.

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2). Students will also compare the political actions of European, Asian, and African nations in the era of imperial expansion, including the response of the Ottoman Empire to European commercial power, the motives and results of Russian expansion, the importance of British power in India, the collapse of Chinese government and society, the reasons for and the effects of Japan's transformation and expansion, and the resistance to imperialism (GS-4.5).

**It is essential for students to know**

Under the rule of the Tokugawa shoguns, Japan had been isolated from any contact outside the country. Beginning in the mid-1800s, western powers attempted to open trade with Japan. In 1853, US Commodore Matthew Perry forcibly opened trade with Japan through the Treaty of Kanagawa. Soon thereafter, other Western powers also obtained trading rights with Japan. Japanese citizens were angered by the foreign involvement in their country. The shogun stepped down from power, allowing the imperial family to take control of the country and ending the military dictatorships that had controlled Japan since the 12<sup>th</sup> century.

The Meiji Era became a period of modernization for Japan, as the emperor realized that the best response to imperial threats was to become an industrial power. Japan studied Western civilizations and incorporated many similar aspects into its own system. The Japanese developed a constitutional monarchy with an updated constitution, reformed the military, adopted universal public education, and focused on industrialization and communication systems. By 1890, Japan was a modern, competitive country, able to be an imperial power in its own right.

In 1876, Japan forced trade with **Korea**. China had similar trading interests, and in an attempt to prevent conflict, China and Japan pledged not to send their armies into Korea. In 1894, China did send troops into Korea to help quell rebellions occurring there. Japan protested this move and declared war on China. During the course of the Sino-Japanese War, Japan destroyed the Chinese navy, cleared Korea of Chinese occupation, and gained a foothold in Manchuria.

Following the Sino-Japanese War, Russia and Japan were the two strongest powers of East Asia, and both desired control of **Manchuria**. Japan initially offered a compromise, agreeing to recognize Russian rights to Manchuria in exchange for Japanese rights to Korea, but this offer was refused. In 1904, Japan attacked Russia, beginning the Russo-Japanese War. Japan again destroyed much of Russia's naval powers, and also drove Russia out of Korea. The war ended in defeat for Russia in 1905. Following the Russian defeat, Japan made Korea a protectorate, eventually annexing the country and was recognized as a world power. It would continue this course of action well into the 20<sup>th</sup> century in both world wars.

**It is not essential for students to know**

It is not necessary that students know all steps that Japan took to become an imperial power; the focus should remain on the fact that they become an industrialized country rather than remaining weak. Specific details (battles, for example) of the Sino-Japanese War and the Russo-Japanese War are not necessary.

**Assessment guidelines:**

The objective of this indicator is to **summarize** the significant features and explain the causes of Japan's imperial expansion in East Asia; therefore, assessments should require students to **describe** the defeat of the Russians in the Russo-Japanese War, **list** the reasons for Japan's expansion in Korea and Manchuria, and **detail** the rise of Japan as a world power.

*Effective January 2009*

Indicator 7-4.5

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**Standard 7-5 The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.**

**7-5.1** Explain the causes and key events of World War I, including: the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries, the human costs of the mechanization of war, the Russian Revolution, and the entry of the United States into the War. (H, P, G, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 5th grade, students summarize the United States' role and rise to world power prior to and throughout World War I (5-3.6).

In 8th grade, students will study the impact of WWI on South Carolina and also summarize the political, social, and economic changes on South Carolina following the war (8.6-2; 8.6-3).

In Global Studies students will summarize the causes of WWI, including political and economic rivalries, ethnic and ideological conflicts, and nationalism and propaganda. (GS-5.1). Students will also summarize the worldwide changes that took place following World War I, including the significance of the Russian Revolution and the rise of nationalist movement (GS-5.2).

In U.S. History students will outline the causes and course of WWI, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflict (USHC-6.4).

**It is essential for students to know the causes and key events of World War I.** The M.A.I.N. causes of World War I were Militarism, secret Alliances, Imperialism and Nationalism. The driving force was nationalism. 'Nation' refers to a group of people who share a common language, religion, history and traditions. Not all nations had states; many were included in empires. Ethnic and ideological differences led to conflict within these empires. Nationalism also spurred economic and political rivalries among states led European nations to establish a complex system of military alliances. Russia, France and England formed an alliance and Germany, Italy and Austria-Hungary formed a competing alliance. Newly united countries, such as Germany and Italy, along with established empires, were anxious to establish colonies to gain wealth through the acquisition of natural resources and trade. The igniting incident of the "Great War" was the assassination of the Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, in Bosnia by a Serbian nationalist. The resulting confrontation between Austria-Hungary and Serbia quickly involved much of Europe in conflict due to the alliance system

The new technology of the Industrial Revolution saw the development of new weaponry, such as long range artillery, poison gases and gas masks, submarines, tanks, machine guns, airplanes, and flame throwers. These new technologies led to the widespread

degeneration into trench warfare as a battlefield strategy that led to eventual stalemate and pronounced increases in the **human cost of war**.

Prior to WWI, Russians began to express discontent over economic, political, and social issues. Russians were discontented over issues like high taxes, working conditions, and political expression. The devastation from WWI exacerbated the discontent felt by the Russian populace. Czar (Tsar) Nicholas II was unable to manage Russia's ongoing difficulties and his authoritarianism weakened popular support for his power. As a result, in 1917 revolts of the working class led to the **Bolshevik (Russian) revolution**. Czar Nicholas II was overthrown and eventually he and his heirs were executed. The Bolsheviks, led by Lenin, withdrew from the eastern front and abandoned their allies in 1918 and signed a separate peace treaty with Germany.

The United States declared neutrality at the outbreak of the Great War. However, various factors challenged American neutrality and eventually led to the **involvement of the United States** in the Great War. The traditional trading partnership with Great Britain and the blockade of German ports by the British navy severely limited American trade with Germany. American businesses made loans to the Allies in order to continue trade. Public opinion was impacted by America's traditional connection to the British. The German unrestricted use of the submarine affected public opinion against Germany and alienated President Wilson, who was incensed by the loss of innocent lives. The 1915 German U-boat's sinking of the British passenger ship, the *Lusitania*, brought about sharp protests from the President Wilson but did **not** bring the United States into the European war. Instead, Germany pledged to restrict their use of the submarine. Wilson campaigned for reelection in 1916 on the slogan that "he kept us out of war." The interception and publication by the British of Germany's Zimmerman note to Mexico negatively impacted American public opinion. In early 1917, revolution in Russia replaced the monarchy with a republic and President Wilson could now consider allying the United States with a 'democratic' Russia (that soon became communist). The decision of Germany to resume unrestricted submarine warfare in the spring of 1917 and Wilson's desire to broker a just peace prompted Wilson to ask the Congress to declare war on Germany in April of 1917. President Wilson announced his intention to "make the world safe for democracy" and later issued his Fourteen Points. The American Expeditionary Force affected the **course** of the war by deflecting the last push of the Germans on the western front in France and the armistice of November 11, 1918 ended the fighting between the Allies and the Central Powers.

**It is not essential for students to know** the specific dates and strategic details of fighting in World War I or the Russian Revolution. However, it may be helpful for students to understand the general idea that this was a two front war, the Eastern and Western Front, until the Russians dropped out of the war.

**Assessment guidelines:**

The objective of this indicator is to *summarize* the causes and key events of WWI. Therefore, the primary focus of assessment should be to *explain* the significance of militarism, alliances, imperialism, and nationalism and *classify* examples of each. It is

important for students to *interpret* ethnic and ideological conflicts and *infer* the impact of technology on the human costs of the war. Appropriate assessments should also require students to *compare* the Russian Revolution to other revolutions of major *worldwide* impact. Students should also be able to *interpret* and *summarize* the series of events that led to the entry of the United States into the Great War.

*Effective March 2009*

Indicator 7-5.1

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**Standard 7-5 The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.**

**7-5.2** Explain the outcome and effects of World War I, including the conditions and failures of the League of Nations and the Treaty of Versailles and the effects of major treaties on population movement, the international economy, and shifts in borders. (H, P, G, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In fifth grade, students summarized actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I (5-3.6).

In eighth grade, students will explain the impact of World War I on South Carolina (8-6.2).

In Global Studies, students will summarize the worldwide changes that took place following World War I (GS 5-1).

In US History, students will outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations (USHC 6-4).

**It is essential for students to understand** the major effects of WWI relating to diplomatic solutions, geographic/political impact, and economic consequences. Students should recognize the Treaty of Versailles as the major treaty in regards to WWI and be able to describe the vital components of this Treaty. They should understand that President Wilson brought his proposals, known as the Fourteen Points, to the conference at Versailles to correct many of the problems that caused the Great War and to bring about a lasting world peace. Unfortunately, the positive proposals of Wilson and the punitive peace treaty that the Allies subsequently constructed were very different. In its final format the Treaty of Versailles (1919) was structured to punish Germany and included, among its foremost features, the "War Guilt Clause" in which Germany accepts responsibility for starting the war; German reparations; military restrictions such as limiting the army to 100,000 soldiers; no air force; demilitarization of the Rhineland; and German territorial losses (both internally such as Alsace-Lorraine and all overseas possessions). The other significant element of the Treaty dealt with the creation of the League of Nations. The League, the brainchild of President Woodrow Wilson, was an international organization designed to resolve disputes between nations and thereby avoid future wars. Unfortunately the structure and implementation of the Treaty and the League proved inadequate in solving the problems of the international community and, in fact, help contribute to the onset of WWII. Wilson wanted the basis of the Treaty to address various causes of the war such as self-determination and secret alliances, but the major European victors primarily wanted to weaken Germany and maintain, or enhance, their standing in the world. The latter view prevailed and, with the exception of the League of Nations, dominated the Treaty's provisions. This emphasis

on German retribution created a structural foundation which would contribute to economic and political instability in the years to come. Furthermore, Russia, among other nations negotiated different treaties and was denied a seat at the Versailles negotiations. This lack of input undermined the cohesiveness of the victors and contributed to the inability of the Treaty to provide stability and prevent future wars. Another example of the detrimental impact of the Treaty was the economic conditions created by the injurious reparations Germany was required to pay. These reparations, combined with Germany's loss of some of its prime industrial land and resources, made it virtually impossible for Germany to achieve economic stability. While this seemed to support British and French goals, German economic weakness actually hurt trade and production in Western Europe as well. In 1923, France further sabotaged Germany's ability to become economically viable by seizing the Ruhr (Germany's main industrial region). Germany's response was to start printing money that had no economic support, thereby causing hyperinflation and the devaluing of money across the continent.

While seen as the crowning achievement of the Treaty of Versailles by many, the League of Nations proved to be ineffectual in achieving its goal of world peace. At its core, the League was very weak and unstructured nor was it given the components necessary to bring about its lofty goal. For instance, not all major powers were members of the League. The United States chose not to join, while Germany and Russia were not allowed to join (Germany was finally allowed to join in 1926, but withdrew in 1933, while the Soviet Union finally joined in 1934). Japan and Italy, who were charter members, withdrew (in 1933 and 1937, respectively). The League had virtually no authority or influence with these nations thereby limiting its ability to influence international affairs. Another weakness involved the inability of the League to enforce its directives. Primarily the League had to rely upon moral persuasion – a tenuous tool at best. In theory the League could wage war, but would have to use volunteer troops from member nations, an act that was not going to occur readily. A third weakness of the League was that it required unanimous consent for decisions, an almost impossible directive in most situations. Because of these and other weaknesses, the League never became the international forum for solving disputes among nations that it was intended to become.

It is critical for students to recognize the changes in political boundaries in Europe following WWI. Nationalism, one of the causes leading to WWI, was an issue that needed to be addressed as nations emerged from the conflict. In his Fourteen Points, Wilson proposed self-determination as one of the critical components to be used in determining international borders. (This principle would be utilized selectively, however, as it would not be applied to the victorious Allied Powers). The other major principle was to weaken those countries of Central and Eastern Europe that fought with the Central Powers. It is important that students be able to use maps and understand the significant territorial changes in Europe as a result of WWI. The most significant changes included the breakup of the Austro-Hungarian and Ottoman Empires, German territorial losses (including all overseas colonies), the creation of Poland, and Russian territorial losses (initially due to the Treaty of Brest-Litovsk (the separate peace negotiated between Germany and Russia in 1917, though the Soviets did regain some of this territory after the war).

**It is not essential for students to know** Wilson's Fourteen Points or to know all the conditions of the Treaty of Versailles, but they should be familiar with the general differences between the two. It is also not necessary for the students to be able to name all the new nations created after

WWI, but they should be able to cite and identify on a map the key pre/post war differences. Students are not required to know the formal organizational structure of the League of Nations, nor are students required to know the names of the various treaties associated with WWI.

**Assessment guidelines:**

The objective of this indicator is to **explain** the effects and outcomes of WWI, therefore the primary focus of assessment should be in constructing cause and effect models. Emphasis should be placed on the Treaty of Versailles and the League of Nations, their connection to WWI and relationship with one another. It would be appropriate to have students **compare** the purposes and/or impact the key components of the Treaty. It would also be suitable for assessment to **summarize** these components. Appropriate assessments could call on students to **interpret** maps and/or **compare** political boundaries in Europe before and after WWI. It would be appropriate to have students **hypothesize** future conflicts or actions due to territorial changes after the war.



**Standard 7-5 The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.**

**7-5.3** Explain the worldwide depression that took place in the 1930s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain. (E, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In third grade, students explained the effects of the Great Depression and the New Deal on daily life in South Carolina (3-5.5).

In fifth grade, students summarized the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas (5-4.2).

In eighth grade, students will explain the effects of the Great Depression and the lasting impact of the New Deals programs on South Carolina (8-6.5).

In Global Studies, students will explain the impact of the Great Depression and political responses in Germany, Britain, and the United States, including Nazism, Fascism, retrenchment, and the New Deal (GS-5.3).

In US History, students will explain the causes and effects of the stock market crash of 1929 and the Great Depression (USHC-7.4). Students will also compare the first and second New Deals as responses to the economic bust of the Great Depression (USHC-7.5).

**It is essential for students to understand** that the depression of the 1930s, most commonly referred to as the Great Depression, was international in scope and not limited to the American experience with which most students are familiar. The US had emerged from the economic chaos of WWI and the early 1920s as a creditor and financier of European nations and therefore the European economy was integrally linked to that of the US. The European depression began sooner and lasted longer than what occurred in the US, so the economic problems of the US only exacerbated the worldwide situation. Nation-states responded to this economic crisis in myriad ways but one common theme was a nationalist response based upon perceived self-interest. Students should understand there was virtually no coordination among nations in their response to the depression. In fact, the reaction of most nations was to turn inward in addressing this dilemma. The US responded by overwhelmingly electing Franklin D. Roosevelt (FDR) to replace Hebert Hoover in the 1932 presidential election. FDR proposed and Congress approved most of the piecemeal programs that together became known as the New Deal. These policies primarily focused on relief and reform and greatly enhanced the national government's role in the economy and in the lives of individuals. For the first time in American history, direct relief as provided by the government was a significant component of everyday life. In Germany, the depression provided the opportunity for radical groups to participate in the political process (a standard reaction in almost all democratic governments) and saw the rise of the Nazi Party in

Germany. Hitler was able to take advantage of economic anxiety, political discontent, and the parliamentary structure of the German government to become the German Chancellor in 1933. He utilized the economic conditions and the ensuing anxiety to eliminate political opponents,

consolidate political power, and ultimately establish totalitarian control over the government. (The German hatred of the Treaty of Versailles coupled with Hitler's repeated renunciation of the Treaty greatly increased his popularity and advanced his political career). Britain, on the other hand, enacted protectionist policies (policies designed to protect the domestic industries and services from foreign competition) such as dropping the gold standard and increased government ownership and/or management of key industries.

**It is not essential for students to know** the causes of the Great Depression nor of its specific economic impact in each of these nations. Students do not have to know the specific programs or how they were implemented in these nations, including the New Deal. While students do not have to know the myriad causes of the Great Depression it would be useful for students to connect the cost of WWI, the Treaty of Versailles (its economic conditions), and increasingly international economies as reasons for its expansion beyond the US economy.

**Assessment guidelines:**

The objective of this indicator is to **explain** the effects of the world wide depression. The primary focus of assessment should be to construct cause and effect models which allows for the spread of the depression from the US to other nations of the world. Assessments should focus on the political response of nations to the depression and could require students to **summarize** these responses and/or **compare** them. The use of graphs, maps, and/or charts to **interpret** or **illustrate** responses would be suitable.

**Standard 7-5 The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.**

**7-5.4** Summarize aspects of the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union, including: Fascist aggression and the responses of major powers and the rise of Joseph Stalin. (H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In Global Studies, students will compare the ideologies and global effects of totalitarianism, Communism, Fascism, Nazism, and democracy in the twentieth century, including Lenin's adaptation of Marxism in Russia, the rise of Fascism and Nazism in Europe, and the militarism in Japan prior to World War II (GS-5.5).

In US History, students will analyze the United States' decision to enter World War II, including the rise and aggression of totalitarian regimes (USHC-8.1).

**It is essential for students to know** the problems that existed in Germany, Italy, Japan, and the Soviet Union after World War I, which led to the establishment of totalitarian governments in these countries. Fascism became popular in Italy and Germany because people blamed the democratic governments in the two countries for the problems that existed after World War I and during the Great Depression and were consequently willing to try radical, political, and social experiments in the running of their countries. Fascism was the political movement that emphasized an extreme form of nationalism and power to the state. Named for a Roman symbol of power, a bundle of rods tied with an axe called a *fasces*, Fascist governments denied people their individual liberties and were led by authoritarian leaders. The leaders of Fascist governments used various methods to create unity and spirit and consolidate their power. Such methods included special salutes, military steps and emblems; holding rallies and military parades for the public; and instituting elite military groups that utilized absolute power and terror tactics.

Italy was very dissatisfied with the outcome of WWI in the Treaty of Versailles because the country was not rewarded with a large amount of land. Italy's democratic government was blamed for the inflation, unemployment and economic problems that existed in the country after the war. Benito Mussolini was able to capitalize on the political and economic unrest in the country and gain power by founding the Fascist Party in 1919. He organized a group of supporters called the Black Shirts (for the color of their uniforms), who started to attack Communists and Socialists. Mussolini promised to strengthen the economy and was soon able to gain the support of the middle class and industrialists by ending a general strike that paralyzed the country. He seized power in 1922 when his fellow Fascists marched to Rome and told King Emmanuel to make Mussolini the leader of the government. Mussolini was given the title of "*Il Duce*", or The Leader. He set up a Fascist dictatorship and used a secret police and censorship to maintain his power.

Germany was devastated by World War I and furious with the provisions of the Treaty of Versailles, especially the war guilt clause. The high cost of war reparations and the loss of valuable territory coupled with the aftermath of war hastened the onset of the Great Depression which led to political dissatisfaction and the perfect opportunity for a demagogue to step in by promising to restore former glory. Adolf Hitler helped to found a fascist group called the National Social German Workers or the Nazi Party. Like the Italian Fascists, the Nazis used mass rallies, special salutes, and special troops called the Brown Shirts and used the swastika as its symbol. Hitler and his group attempted to overthrow the Weimar Republic in 1923, but failed. Hitler was imprisoned, and wrote *Mein Kampf*, in which he discussed his goals for Germany. He claimed that the Germans, whom he called “Aryans” were the “master race” and blamed others for Germany’s woes. His book discussed his hatred for the Hebrew people, and his desires to regain lost German lands and unite all German-speaking people. The deepening of the Great Depression strengthened support for Hitler and the Nazi Party, which became the largest political party in 1932. Consequently, President Paul von Hindenburg appointed Hitler chancellor. Hitler then gained control of the new government and created a totalitarian state by establishing a secret police called the Gestapo, outlawing all other political parties, imprisoning political opponents utilizing censorship and propaganda, banning unions and controlling the economy. Known as the *Fuhrer*, or leader, Hitler and his government focused on building factories and infrastructure and ignored the stipulations of the Treaty of Versailles, beginning to militarize Germany.

When the Great Depression occurred, Japan was a newly industrialized country still heavily dependent on its export earnings to finance its imports of essential raw materials and fuel. Already suffering from the introduction of artificial silk products, its luxury export sales plummeted during the Depression, causing distrust of the West and its markets. Further compounded by bad harvests in several regions, the Japanese economy reeled and military leaders touted expansionism in the East (Asia) as a solution to address problems of market, shortages of natural resources and farmland deficiencies simultaneously while building on the nationalists feelings that had made the country a world power just prior to the turn of the century. The Japanese first acted on this policy beginning in 1931 with the invasion of Manchuria. The League of Nations could only voice its disapproval of the invasion, and the Japanese responded by withdrawing from the League in 1933. Japan attacked China in 1937, which caused communist and noncommunist forces in China to unite to fight the foreigners.

Italy and Germany also engaged in military aggression, which soon led to World War II. Mussolini attacked Ethiopia in 1935. The League of Nations protested the attack but did nothing to stop the Italians. The League of Nations also failed in preventing Hitler from militarizing his country and then occupying the Rhineland. Germany, Italy, and Japan formed the Axis Alliance in 1936. Germany and Italy also sent troops and weapons to Spain to assist Francisco Franco in winning the Spanish Civil War in 1936. While these events were taking place, the United States chose to be isolationist during the 1930s, passing a series of Neutrality Acts that prohibited the country from loaning money or selling weapons to countries at war, and thus, hopefully, preventing some of the issues that led the US into the Great War. Great Britain and France falsely believed that a policy of appeasement would prevent another world war. This lack of a firm hand against aggression allowed Hitler to annex Austria in 1938, another violation of the Treaty of Versailles. Hitler then demanded the Sudetenland in western Czechoslovakia

and during the Munich Conference of 1938, the British and French agreed to allow Hitler the Sudetenland in return for promises that his demands for additional territory had ended. The policy of appeasement was proven a failure in early 1939 when Hitler invaded Czechoslovakia and Italy invaded Albania soon after. WWII began in September 1939 when Hitler invaded Poland and its British and French allies came to its defense abandoning appeasement.

Joseph Stalin became the leader of the Soviet Union in 1928 after having been the general secretary of the Communist Party. After Lenin's death in 1922, Stalin had worked hard to win support from his fellow Communist members. He exiled Leon Trotsky, his biggest rival, in 1929; created a totalitarian state; and made the country an industrial power. He had a secret police monitor everything said and written; censored all sources of information; and used propaganda to maintain his power. During the Great Purge, Stalin even terrorized members of the Communist Party, whom he thought were a threat to his power. Furthermore, Stalin persecuted religious institutions, primarily the Russian Orthodox Church and had religious leaders killed, forcing religious faith and practice to go underground. As a totalitarian leader, Stalin implemented a command economy, ordering several Five-Year Plans, which focused on heavy industrialization. Industrial production increased dramatically, but there were shortages of light, consumer goods. Stalin also began a policy of *Collectivization* in the country. His government confiscated all farms and combined them into huge government-controlled farms to increase food production. Agricultural production increased by the late 1930s, but many wealthy peasants (kulaks) who protested collectivization, were killed. Stalin, thus improved the economy and education in the Soviet Union, however the people had no political rights.

**It is not essential for students to know** the results of Mussolini's economic policies or the specific details leading up to the Spanish Civil War.

**Assessment Guidelines:**

The objective of this indicator is to *summarize* the aspects of the rise of totalitarian governments in Italy, Germany, Japan, and the Soviet Union. Therefore, it is important for students to *explain* how World War I and the Great Depression led to political and economic problems in Italy and in Germany, which ultimately resulted in the creation of fascist states. Students need to also *explain* how the Great Depression contributed to the establishment of a militaristic government in Japan. Appropriate assessment should also require students to *infer* how the weak response of the League of Nations towards the military aggression displayed by Germany, Italy, and Japan, and the failure of the appeasement policy led the world closer to war. Students should be able to *explain* how Joseph Stalin rose to power and how he created a totalitarian dictatorship.

**Standard 7-5 The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.**

**7-5.5** Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the war and the principal theaters of conflict; the importance of geographic factors; the roles of political leaders; the human costs and impact of the war both on civilizations and on soldiers. (H, G, P, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In fifth grade, students explained the principal events related to the United States' involvement in World War II (5-4.4). Students also explained the effects of increasing worldwide economic interdependence following World War II (5-4.7).

In eighth grade, students will summarize the significant aspects of the economic growth experienced by South Carolina during and following World War II (8-7.1).

In Global Studies, students will explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire, the role of appeasement and isolationism in Europe and the United States; the major turning points of the war and the principal theaters of conflict; the importance of geographic factors during the war; and the political leaders of the time (GS-5.4).

In US History, students will analyze the United States' decision to enter World War II and the United States' movement from a policy of isolationism to international involvement (USHC-8.1). The students will also summarize and illustrate on a time line the major events and leaders of World War II (USHC-8.2) and the impact of World War II and mobilization on the home front (USHC-8.3).

**It is essential for students to know** the major causes, key events, and results of World War II. Discontent over the Treaty of Versailles was an important cause of World War II (See Standard 7-5.4). The military aggression displayed by Germany, Italy, and Japan was a significant cause of World War II. All three countries wanted to establish empires, and little was done by the international community, consumed by their own economic woes to stop them. WWII began in 1939 when Hitler invaded Poland and Great Britain and France abandoned their previous policy of appeasement as it only encouraged the Axis Powers to continue their drives for empire, leading to another world war. World War II had two theaters of fighting: Europe and Asia. The war in the Pacific had already begun with the Japanese invasion of China in 1937. The Germans conducted a *blitzkrieg*, or "lightning war" against Poland and the Soviets, German allies (due to the Soviet Non-Aggression Pact signed in 1939), attacked Poland from the west. Denmark and Norway soon fell to Germany, and France surrendered to the Germans in 1940. Hitler then focused on invading Great Britain. During the Battle of Britain (1940-1941), the German air force repeatedly bombed the country. The British, however, used radar to prepare for attacks and had technology that enabled them to decode German secret messages. The British, under the

leadership of Prime Minister Winston Churchill, refused to surrender, and Hitler had to focus on attacking other areas in Europe. Fighting also occurred in North Africa and in the Balkans. The Germans wanted to control the Suez Canal in order to have access to the oil-rich Middle East. Yugoslavia and Greece fell to the Axis Powers in 1941. Hitler then betrayed his ally, the Soviet Union, and attacked that country in 1941. The Germans were unsuccessful in taking Leningrad or Moscow and 500,000 Germans died during the invasion.

Despite the passage of several Neutrality Acts between 1935 and 1937, President Franklin Roosevelt recognized the necessity of US involvement in the war to prevent the defeat of the Allies.

In 1939, Congress amended its policy to allow the US to sell weapons to the Allies that were paid for with cash and transported (cash and carry policy) the weapons on their own ships, again seeking to eliminate a factor that drew the US into WWI. This, however, was not enough, so in 1941, Congress passed the Lend-Lease Act that allowed Roosevelt to lend or lease weapons and other supplies to countries that were important to the interests of the U.S.

Japan invaded French Indochina in 1941, prompting the US to place an oil embargo on Japan to prevent further aggression. Japan then attacked Pearl Harbor on December 7, 1941, and Congress declared war on Japan the next day. The Japanese moved quickly throughout the Pacific taking over Guam, Wake Island, Hong Kong, the Philippines, the Dutch East Indies, and Burma. The tide began to turn in favor of the United States in 1942. The US defeated Japan in the Battle of Coral Sea, saving Australia from a Japanese invasion. The US defeated Japan in the Battle of Midway, heavily damaging hundreds of Japanese planes and all of the aircraft carriers on the island. After the Battle of Midway, the US began to engage in “island-hopping” past islands heavily secured by Japan taking over islands that were easier to seize in order to get closer to Japan while saving countless American lives. A turning point occurred when the Japanese experienced a devastating loss at the Battle of Guadalcanal, the first offensive against Japan launched by combined allied forces on land, sea and air.

By the end of 1942, the tide was turning in favor of the Allies in the Mediterranean and along the Eastern Front. Allied forces, led by American General Dwight Eisenhower, defeated German General Rommel’s forces in North Africa. The Germans were also on the defensive, a turning point, after they were defeated in the Battle of Stalingrad in February 1943. As the Soviets continued to push the Germans from the east, British and American forces invaded and conquered Sicily in 1943. Allied forces entered Rome in 1944, and Mussolini was killed in 1945 by his own countrymen. The invasion of Normandy, to liberate German-controlled France and northern Europe, began on June 6, 1944, called D-Day, and the Allied forces were able to liberate France by September. Hitler’s final attempt to achieve a victory against Allied forces was at the Battle of the Bulge. Despite breaking through American defenses, the Germans were ultimately pushed back and forced to retreat. Allied troops from both east and west moved into Germany, causing the Germans to surrender (VE Day) on May 7, 1945. The US then moved closer to defeating Japan by victories at Iwo Jima and Okinawa. Citing the need to hasten the war’s end and save lives that would be lost in an invasion of the island country, President Harry Truman ordered the dropping of an atomic bomb on Hiroshima on August 6, 1945 and over

Nagasaki three days later. Six days after the dropping of the second atomic bomb, Japan announced its intention to surrender, formally doing so on September 2, 1945 (VJ Day).

World War II was the most devastating war in history. Fighting cost the lives of millions of soldiers on both sides and sixty million people were killed. The majority of European deaths were civilians, as air bombings there left cities in shambles and the war also destroyed much of the countryside. Many people were homeless and famine and disease spread through the cities. The Holocaust claimed the lives of six million Jews (See Standard 7-5.6). Japan lost two million people. Tokyo was heavily damaged, while Hiroshima and Nagasaki were obliterated.

The Allied home front played an important role in winning the war. Factories produced weapons and supplies for the war, and many women worked in the factories. The Allies used propaganda to help strengthen support for the war and to help conserve materials and resources, since there was a shortage of consumer goods.

Following the end of the war, the United States occupied a demilitarized Japan until 1952. During that time a new constitution was written making Japan a constitutional monarchy. Germany was occupied by Allied forces after the war for several years. Nazi leaders were also charged with war crimes and placed on trial (See Standard 7-5.6).

**It is not essential for students to know** the specific dates of all the important battles of the war.

**Assessment guidelines:** The objective of this indicator is to **explain** the causes, key events, and results of World War II. Students are expected to **analyze** how military aggression and the failure of the appeasement policy led to World War II. It is important for students to **explain** how the war was fought, the turning points of the war, and how it was won or lost by each side. Appropriate assessment should include an **analysis** of the results of the war.



**Standard 7-5 The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.**

**7-5.6** Summarize the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the “Final Solution,” and the war crimes trials at Nuremberg. (H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been formally taught about the Holocaust.

In Global Studies, students will exemplify the lasting impact of World War II, including the legacy of the Holocaust (GS-5.6).

In US History, students will analyze the United States’ decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler (USHC-8.1). Students will also summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials (USHC-8.4).

**It is essential for students to know** how anti-Semitism was part of the Nazi ideology. Religious and cultural differences coupled with suspicion and envy had made the Hebrew people frequent scapegoats during times of crisis throughout the history of Europe. Increased movement by Jews into the mainstream of some European life led to increased prejudice as Jews were often stereotypically seen as more intellectual and successful and less nationalistic than others. Hitler’s anti-Semitism could have stemmed from these or numerous other irrational prejudices, but its existence was used as a rallying point to unite the German people in their quest “first” in economic recovery and “later” for empire, Aryan glory and world domination. Nazis claimed that the German people were a “master race” and used the word “Aryan” to describe them. Hitler claimed that all non-Aryan people were inferior, and he wanted to eliminate people he considered inferior, including those of Jewish ancestry, Poles, Russians, Communists, Gypsies, homosexuals and anyone considered physically or mentally deficient. Hitler and the Nazi Party passed the Nuremberg Laws in 1935, which denied German citizenship to Jews and prevented them from marrying non-Jews. Jews were also ordered to wear the Star of David so they could be immediately recognized in public. On November 9, 1938, Nazi troops attacked Jewish businesses, synagogues, and homes and killed approximately 100 Jews, known as Kristallnacht, or “Night of Broken Glass.” Next, Jews were ordered to move into ghettos, and lived in terrible conditions, but the worst was yet to come. Hitler’s “Final Solution” forced Jews across Europe into concentration camps. Where they died enroute in cattle cars, were exterminated in specially designed showers and crematoriums and brutal experiments or barely survived in work camps. This genocide, called the Holocaust, occurred in every stage of the process, but most camps were located in Germany and Poland. When prisoners arrived at the concentration camps, they were examined by SS doctors. The Nazi soldiers allowed the strong (mainly men) to live in order to serve as laborers while many of the women, elderly, young children, and the disabled were killed soon after arriving at the concentration camps. Over six million Jews were killed during the Holocaust and more than 3 million Jews survived. The Nuremberg Trials, conducted

in 1945-1946, saw twenty-two Nazi leaders charged with “crimes against humanity” for these actions, illustrating to the world that such behavior was indefensible and unacceptable regardless of the circumstances and that each individual bears responsibility for his own actions. An International Military Tribunal, representing 23 countries, conducted the trials and ten of the Nazi leaders were hanged and their bodies were burned at a concentration camp. Support for a Jewish state/homeland (Zionism) increased after the depth of the Holocaust’s atrocities were revealed and the country of Israel was founded in 1948 as a response (See Standard 7-6.3).

**It is not essential for students** to know the names of the Nazi leaders who were tried at Nuremberg or their specific punishments.

**Assessment guidelines:** The objective of this indicator is to **summarize** the Holocaust and how European society and Jewish culture were impacted. Students should be able to **explain** the discriminatory acts the Nazis implemented against the Jews and what happened to the Jews and other people in the concentration camps. Students should also be expected to **explain** what happened to Nazi leaders as a result of the Nuremberg Trials.

**Standard 7-6 The student will demonstrate an understanding of international developments in the post-World War II world, including the impact of the Cold War on the world.**

**7-6.1** Summarize the political and economic transformation of Western and Eastern Europe after World War II, including the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact, and the European Economic Community (EEC).

(H, P, E, G)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the political and economic transformation of Western and Eastern Europe after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact, and the European Economic Community (EEC).

In Global Studies, students will summarize the ideologies and global effects of Communism and democracy, including the effects of totalitarianism and Communism in China and the effects of Communism in Eastern Europe and Soviet Union (GS-6.1).

In US History, students will summarize the origins and course of the Cold War, including the containment policy, and the role of military alliances (USHC-9.2).

In US Government, students will compare the roles of international organizations in world affairs, including the North Atlantic Treaty Organization (NATO) (USG-4.2).

**It is essential for students to know** how Western and Eastern Europe changed politically and economically after World War II. The Soviet Union wanted to spread communism, while the United States wanted to contain the spread of communism and promote democracy. The competing political ideologies of the United States and Soviet Union created a tension between the two countries which led to the Cold War, a war of words and actions that fortunately did not result in direct military action between the two countries. The Cold War had its beginnings in the plans the allied forces made for post-WWII at the Yalta Conference (February 1945). Franklin Roosevelt, Winston Churchill, and Joseph Stalin decided to occupy a conquered Germany and its capital and divide it into four zones controlled by the Americans, British, French, and Russians. After the war's end, the Soviet Union established communist governments and refused to grant elections in Yugoslavia, Romania, Bulgaria, Czechoslovakia, Poland, Albania, and Hungary, areas the Russian army had liberated from German control at the end of the war and never relinquished, making them "satellite" nations of the USSR. These nations were called satellites because they were clustered around the Soviet Union and their political and economic policies orbited within Soviet influence and control. By 1949, the American, British, and French occupation zones in the western part of Germany joined together to form the democratically governed nation of West Germany. East Germany,

the Russian sector, had a communist government. Berlin, the former capital, was likewise partitioned, although it was located deep in East Germany. Because the United States was justifiably concerned about the spread of communism throughout Eastern Europe, President Harry Truman instituted a foreign policy based on the **containment** of communism by giving economic assistance to countries so they would not become communist. Called the Truman Doctrine, the strategy was first utilized to return economic stability and success to the region, thereby preventing communist supporters from offering communism as a viable economic alternative. An infusion of 400 million US dollars in assistance to the two countries proved to be very helpful. Countries in Western Europe also needed economic assistance after the war. The **Marshall Plan** provided the region with 12.5 billion dollars in reconstruction funds from Congress. Therefore the Marshall Plan was instrumental in helping to revive Western Europe after WWII while preventing the spread of communism in the area.

The largest problem of the Cold War was its constant potential to instantaneously turn “hot” in a showdown between the 2 superpowers that had the great probability of using a atomic/nuclear weapons with the capability of world-wide destruction. The first of these “showdowns” occurred in Berlin beginning in 1948. The partitioned German capital city became a political “hot spot” after the Soviets blocked access into West Berlin, the sector of the city occupied by Americans, British, and French, in order to drive Western influences from the city. The three Western Allies responded by airlifting supplies and food to the people of West Berlin for almost 11 months. The Soviets were then forced to lift the blockade. After the experience of the Berlin Blockade and the tension and success of the Berlin Airlift the United States decided it need to protect itself and other democratic nations. In 1949, the United States, Canada, and ten western European nations formed a military alliance called the North Atlantic Treaty Organization (**NATO**). The Soviet Union was threatened by the creation of NATO, and consequently built its own military alliance, the Warsaw Pact, which included Poland, East Germany, Czechoslovakia, Bulgaria, Romania, and Albania. Western European nations also wanted to cooperate with each other economically, so they created the **European Economic Community**, which promoted free trade among them.

**It is not essential for students to know** the specific dates of the Yalta Conference, the Berlin Airlift, the Truman Doctrine or the Marshall Plan, but students should have an understanding of their chronological sequence.

**Assessment guidelines:** Students are expected to **summarize** political and economic changes that occurred after World War II and during the Cold War. Appropriate assessment should require students to **explain** how the United States and the Soviet Union promoted their political ideologies and to **analyze** the impact of the Truman Doctrine, Marshall Plan, NATO, the Warsaw Pact, and the European Economic Community.

**Standard 7-6 The student will demonstrate an understanding of international developments in the post-World War II world, including the impact of the Cold War on the world.**

**7-6.2** Summarize the events of the Cold War, including the Soviet domination of Eastern Europe; the rise of the Communist party in China; the building of the Berlin Wall; the economic and political competition for influence in Vietnam and Korea; the Cuban missile crisis; the revolutionary movements in Africa; the development of new military, nuclear, and space technology; and the threat of nuclear annihilation. (H, P)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In fifth grade, students explained the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War (5-5.4).

In this course (Grade 7) the previous standard (7-6.1) introduced the roots of the Cold War and some of its concepts.

In Global Studies, students will summarize the ideologies and global effects of Communism and democracy, including the effects of totalitarianism and Communism in China and the effects of Communism in Eastern Europe and Soviet Union (GS-6.1). Students will also summarize the worldwide effects of the Cold War, including the competition for power between the United States and the Soviet Union, the changing relationships between the Soviet Union and China, the response by popular culture, and the collapse of the communist states (GS-6.2). Students will also compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America (GS-6.3).

In US History, students will summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and the Cuban missile crisis; the nuclear arms race; the effects of the “Red Scare” and McCarthyism; and the role of military alliances (USHC-9.2). Students will also summarize the key events and effects of the Vietnam War (USHC 9-3).

**It is essential for students to know** how the Soviet Union came to dominate Eastern Europe during the Cold War, splitting Europe into two regions: a democratic Western Europe and a communist Eastern Europe (see 7-6.1). Prime Minister Winston Churchill aptly began the use of the phrase “behind the iron curtain” to describe the area of the continent under communist control.

The difference in living conditions between East and West Berlin and East and West Germany due to the lack of many consumer goods, subsequently led to a much lower standard of living in the communist sectors. This inequity between East and West caused many defections from the East to the West, especially in Berlin. Consequently, the Berlin Wall was built in 1961 by the Communists in East Berlin in order to prevent people from going to West Berlin. The Berlin Wall symbolized the iron curtain that separated the democratic West from the communist East.

World War II also strengthened the power of the Communist party in China. During the war, the noncommunist Nationalists and the Communists were forced to fight the Japanese together, however, both groups were also focused on vying for political power within China. The Communists, led by Mao Zedong (Mao Tse-tung), used guerilla warfare against the Japanese. They were successful in appealing to the Chinese peasants in the villages that they controlled in northern China because they assisted the peasants, teaching them how to read, increasing food production, and limiting the amount of rent that their landlords could charge. The Nationalists, led by Chiang Kai-shek, had a large army and controlled most of southwestern China. The Nationalist army was assisted monetarily by the United States, but, corruption among the Nationalist army officials and severe economic problems contributed to the Nationalists' failure to obtain support from the peasants. After the Japanese surrendered, ending WWII, the civil war in China between the Nationalists and Communists resumed (1946), ending three years later with a Communist victory. The Communists took over China in 1949, renaming it the Peoples Republic of China with Mao Zedong as its leader. Chiang Kai-shek and his fellow Nationalists fled to Taiwan and called their country the Republic of China. The United States refused to recognize the communist government of mainland China and instead recognized the exiled Nationalist Chinese as the official government of all of China until 1972, when the existence of two different governments was acknowledged.

It is important for students to understand how the Korean War was part of the Cold War. After the Japanese were driven out of Korea, the peninsula was divided into two parts at the 38<sup>th</sup> parallel, each backed by a different Cold War leadership: the northern region was communist and the southern region was not. The Korean War began in 1950 as North Korea invaded South Korea with the hope of uniting the peninsula under one communist regime. The United States, led by President Harry Truman, and the United Nations sent troops to support South Korea. The Soviets assisted the North Koreans by giving them money and weapons, and the Communist Chinese soon joined in sending troops to help North Korea, as well. The war quickly reached a costly impasse and the stalemate ended in 1953, when a cease-fire agreement was signed. Korea remained divided at the 38<sup>th</sup> parallel, which was made into a demilitarized zone.

It is also important for students to understand how the Vietnam War was a “hot” extension of the Cold War. The French wanted to reassert their control over Indochina after World War II ended, however, the Vietnamese nationalist movement, led by communist leader Ho Chi Minh, was very strong. The United States gave the French money and weapons to fight the Communists because it was afraid that if one Asian country fell to communism, the rest of the region would also become communist. This

idea, known as the **Domino Theory**, became the basis of U.S. foreign policy. However, Ho Chi Minh and his nationalist Communist forces were able to defeat the French in 1954 and achieve independence. After the French were defeated, Vietnam was split into two regions at the 17<sup>th</sup> parallel: the northern part became communist under the leadership of Ho Chi Minh, and the southern part was established as noncommunist and led by Ngo Dinh Diem. The Diem regime, however, was corrupt. Ho Chi Minh, who was very popular in the north, invaded the south in order to unify Vietnam under communist rule. Focused on preventing a communist-takeover, the United States, beginning in the late 1950s and constantly increasing, sent weapons and advisors to South Vietnam. In the mid 1960s under President Lyndon Johnson, American troops were sent to help the South Vietnamese. Not only did the Americans fight the North Vietnamese, they also fought against the Vietcong, who were communists in South Vietnam. The Communists were very successful in their use of guerilla warfare against the United States. The South Vietnamese government did not have the support of the people, and the United States could not achieve a victory. The United States withdrew, and the Communists took over South Vietnam and unified the country under communist rule in 1975. Cambodia and Laos also became Communist, however, the US fear of all Asian countries falling to communism like dominos did not occur.

The Cuban Missile Crisis (1962) was another significant Cold War event with the potential of evolving into a nuclear showdown. Fidel Castro had become the communist leader of Cuba in 1959. When an American spy plane flew over Cuba and took pictures of Soviet missiles being assembled on the island, President John F. Kennedy feared the Soviets would use them to attack the United States. Kennedy decided to implement a naval blockade around Cuba and told the Soviets that they would have to remove the missiles. After almost two weeks of intense maneuvering and negotiations at the United Nations and between the US and USSR while the world fearfully anticipated nuclear annihilation, both sides made concessions, the missiles were removed, and a direct military confrontation was avoided.

Students should also understand how revolutionary movements occurred in Africa during the Cold War. Nationalist movements increased and strengthened after World War II, and countries fought for their independence. Africans wanted to free themselves from the oppressive colonial rule of the Europeans (7-6.4).

The United States and the Soviet Union also competed for global power through their arms and space races. With the formation of NATO and the Warsaw Pact, both countries strengthened their militaries, increased their armaments, and focused on the buildup of nuclear weapons. Both countries developed hydrogen bombs in the 1950s. The Soviets were the first to launch a satellite (*Sputnik*) into space in 1957. In response to the Soviet lead, the United States strengthened its math and science educational programs and created the National Aeronautics and Space Administration (NASA), soon launching its own satellite into space. The Americans were the first to land on the moon in 1969. Both the arms and space races continued to escalate until the Cold War's end in 1989.

**It is not essential for students to know** details of the battles that took place during the Korean and Vietnam Wars.

**Assessment Guidelines:** Appropriate assessment should require students to **summarize** major events of the Cold War. Students should be able to **explain** how the Soviet Union dominated Eastern Europe, and how the Berlin Wall became the symbol of the Cold War. Students should be able to **explain** how the Communists gained power in China and other parts of East Asia and **analyze** the reasons why the United States and Soviet Union were involved in Korea and Vietnam. Appropriate assessment should include an **analysis** of how the space and arms races were a major part of the Cold War.

*Effective March 2009*

Indicator 7-6.2

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**Standard 7-6 The student will demonstrate an understanding of international developments in the post-World War II world, including the impact of the Cold War on the world.**

**7-6.3** Explain the causes and major features of the political and social change that occurred in the Middle East in the post-World War II period, including the role of nationalism, the creation of the state of Israel, and ongoing conflicts in the region. (H, P, G)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the political and social changes that occurred in the Middle East in the post-World War II period.

In Global Studies, students will compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America (GS-6.3). Students will also summarize the impact of economic and political interdependence on the world, including the influence of terrorist movements on politics in various countries (GS-6.4).

In US History, students will summarize the origins and course of the Cold War, including the conflicts in Korea, Africa, and the Middle East (USHC-9.2). Students will also compare the domestic and foreign policies of the period as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter (USHC-9.5).

**It is essential for students to know** the importance of nationalism in the Middle East. Students should understand the history of the Jews and Palestinians and why both groups claim Palestine. The Zionist movement gained strength in the late 1800s and early 1900s, with many Jews returning to Palestine and calling for a Jewish nation-state. The Balfour Declaration (1917), issued by the British, further increased the tension between the Jews and Palestinians because the British supported the creation of a Jewish state as long as the rights of the Palestinians were protected. With the defeat of the Ottoman Empire in WWI, Palestine became a British mandate. After the Holocaust, support for the Zionist movement became stronger worldwide. The United Nations decided to divide Palestine into a Jewish state and a Palestinian state with Jerusalem as an international city. The Palestinians were very upset with the partition plan since they made up the majority of the population. The country of Israel was created in 1948 and was immediately attacked by the Palestinians. Israel defeated the Palestinians and retained control of their land. The Israelis and the Palestinians fought brief wars over the disputed territory in 1956, 1967, and 1973. With its victory in the first war (1948-1949), the Israelis gained half of the land inhabited by the Palestinians. Egypt acquired the Gaza Strip, and Jordan took over the West Bank.

Arab nationalism was further evident in the Suez Crisis of 1956. Egyptian President Gamal Nasser sent troops to take over the Suez Canal, which had been built by British investors using Egyptian labor. Nasser was upset that the British did not provide him with financial support in the construction of the Aswan Dam and wanted to rid Egypt of foreign influence. Great Britain wanted to retake the canal and convinced Israel to send in troops, while collaborating with the French to provide air support. Egypt was defeated, but the United States and the Soviet Union forced Great Britain, France, and Israel to give up the land they had captured and return the canal to Egypt.

The Palestinian Liberation Organization (PLO) was created in 1964 in order to promote the creation of a Palestinian state. Yasir Arafat became its leader. Guerrilla groups soon began to gain power within the PLO and claimed that they had to use military force in order to create a Palestinian state. In 1967, Nasser and other Arab leaders prepared for war against Israel. Israel, however, made the first move and attacked Egypt, Jordan, Syria, and Iran winning the Sinai Peninsula, the West Bank, Golan Heights, and Jerusalem in the Six Day War. The Yom Kippur War occurred in 1973 when the Arabs attacked Israel. A cease-fire was signed several weeks later. The first major peace agreement in the region, the Camp David Accords, was signed by Egypt and Israel in 1979. Egypt recognized Israel as a country and received the Sinai Peninsula from Israel. Many Arabs, however, were upset with the peace agreement, and a group of Muslim radicals assassinated Egyptian president Anwar Sadat. Palestinians launched the *intifada* in 1987, which consisted of demonstrations and attacks against Israeli troops. In 1993, progress was made with the Oslo Peace Accords. Israel agreed to give the Palestinians self-rule in the West Bank and Gaza Strip, starting with Jericho. However, Israeli Prime Minister Yitzhak Rabin was assassinated by a Jewish extremist and a lasting peace in the area remains elusive to this day.

**It is not essential for students to know** the specific military details of the Arab-Israeli Wars.

**Assessment guidelines:** Appropriate assessment should require students to **explain** the impact of the Zionist movement and the creation of Israel. Students should be able to **analyze** the reasons for the ongoing conflicts in the region.

**Standard 7-6 The student will demonstrate an understanding of international developments in the post-World War II world, including the impact of the Cold War on the world.**

**7-6.4** Compare features of nationalist and independence movements in different regions in the post-World War II period, including Mohandas Gandhi's role in the nonviolence movement for India's independence and the emergence of nationalist movements in African and Asian countries. (H, P)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about nationalist and independence movements in different regions in the post-World War II period, including Mohandas Gandhi and movements in African and Asian countries.

In Global Studies, students will compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America (GS-6.3).

**It is essential for students to know** the role of nationalist movements in Asian and African countries and how independence was achieved in both regions. The nationalist movement in India gained strength after WWI but the conflict between the Hindus and Muslims created an obstacle to independence from the British. The Indian National Congress consisted of mainly Hindus, while the Muslims had their own organization called the Muslim League. The Muslims feared that the Hindus would dominate the new government whenever independence was achieved. As the leader of the independence movement, Mohandas Gandhi, focused on using civil disobedience, or nonviolence. He called for boycotts of British goods and encouraged Indians to make their own clothing rather than buying clothing from the British. The British forced the Indians to buy salt from them exclusively, so Gandhi organized the Salt March, in which the Indians collected saltwater from the sea in order to make their own salt. Gandhi also protested British rule by fasting. Gandhi's nonviolent methods were very effective, as the boycotts hurt the British economically. In 1935 the British gave the Indians self-rule and after WWII ended, the British were ready to give India its independence. The colony was expensive to run, and the British had to recover economically after the war. The British, however, worried about the animosity between the Hindus and Muslims. As a result, the British decided to divide the Indian subcontinent into two states: India would be for the Hindus, and the country of Pakistan would be created for the Muslims. The British gave the two nations independence in 1947, and millions of Hindus and Muslims moved to their new countries. During the migration, violence occurred between the two groups and approximately 1 million people were killed.

The two countries also fought over the region of Kashmir after independence was granted. India controlled the region, but most of its residents were Muslims. The United Nations eventually enforced a cease-fire between the two countries, gave Pakistan 1/3 of Kashmir, and gave India control of the rest of the region. India and Pakistan still argue and disagreement over ownership of Kashmir continues today. The country of Pakistan also had strife from within. The country's government was located in West Pakistan, and the people of East Pakistan felt ignored by West Pakistan. East Pakistan declared independence in 1971, and called itself Bangladesh. A civil war then ensued between Pakistan and Bangladesh. Assisted by India, Bangladesh prevailed.

Countries in Southeast Asia also achieved independence after WWII. The Philippines became independent from the United States, and the British colonies of Sri Lanka, Burma, Malaysia, and Singapore became independent. Indonesia was granted its independence from the Dutch.

It is essential for students to recognize the similarities and differences between the independence movements in Africa and India. In Africa, as well, nationalist movements gained momentum after WWII. Many African colonies wanted to free themselves from European rule and African leaders emerged to lead the independence movements. Ghana was the first African country to receive independence in 1957. Kwame Nkrumah led his people to independence by organizing boycotts and strikes just as Ghandi had done in India. Other nations, however, had to use force in order to gain independence. Algerian independence from the French was violently won. Algerians organized themselves in the Algerian National Liberation Front and fought against hundreds of thousands of French troops who were sent to suppress the nationalists. Algeria prevailed and won independence in 1962. In Kenya, many British settlers were opposed to giving Kenya its independence. Jomo Kenyatta, who was the primary nationalist leader, claimed he had no connection to the Mau Mau, Kenyans who used guerilla warfare tactics to fight the British settlers. The British imprisoned Kenyatta for his lack of criticism of the actions of the Mau Mau. Kenya received independence in 1963, and Kenyatta became its first president. Angola fought to free itself of Portuguese rule. The Congo, on the other hand, is an example of an African country that experienced civil war and social unrest *after* receiving independence as had been the practice under imperialism, colonial rule had exploited the colonies' resources, and the Africans had not been trained to run their own political institutions. Rival ethnicities would not cooperate, and civil wars often erupted, allowing dictatorships to be established, which brought instability to the region.

**It is not essential for students to know** the specific military details of the independence movements in Asia and Africa.

**Assessment guidelines:** Appropriate assessment should require students to **compare** independence movements in Asia, primarily in India, with those in Africa. Students should be able to **infer** the impact of the nationalist movements.

**Standard 7-7 The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.**

**7-7.1** Illustrate on a time line the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including economic failures and the emergence of new leaders. (H, E, P)

**Taxonomy Level:** A 1 Remember/Factual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including economic failures and the emergence of new leaders.

In 5<sup>th</sup> grade, students compared the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states.

In Global Studies, students will summarize the worldwide effects of the Cold War, including the competition for power between the United States and the Soviet Union, the changing relationships between the Soviet Union and China, the response by popular culture, and the collapse of the communist states (GS-6.2).

**It is essential for students to know:**

Erected in 1961, the Berlin Wall became the symbol of a division between communism and capitalism. As the dividing line between East Berlin and West Berlin, the collapse of the Wall in November 1989 reflected the changes happening throughout the Communist East in the late 1980s and early 1990s. These changes were caused, to a great degree, by the near economic collapse of the Soviet economy after years of trying to support the cold war arms race.

The Soviet Union was the primary Communist nation throughout the Cold War (7-6.2). Following Gorbachev's election as leader the USSR in 1982, the Soviet Union moved away from its totalitarian style. Gorbachev encouraged economic and social reforms, including *glasnost* (a policy of openness) and *perestroika* (economic restructuring) that allowed for dissention, more public participation, and greater individual freedom. In 1987, Gorbachev introduced a policy called *democratization*, which was the process of creating a government elected by the people. While granting greater freedom to those within Soviet borders, various nationalist groups began calling for freedom, leading to rising ethnic tensions. In March 1990, Lithuania declared independence from the Soviet Union. Gorbachev ordered an economic blockade of the country in an attempt to force it to rejoin the USSR, but he eventually had to use force in early 1991 when the blockade proved ineffective.

In June 1991, frustrated by the economic difficulties and Lithuanian issues, the people of the USSR turned to Boris Yeltsin as the first directly elected president of the Russian Federation (Gorbachev remained president of the Soviet Union at this time). In August 1991, conservative communists unsuccessfully attempted to overthrow Gorbachev's government and remove him from power. However, following this unsuccessful coup, the Soviet party lost power. By December 1991, all fifteen Soviet republics had declared independence. These fifteen agreed to form the Commonwealth of Independent States (CIS) as a loose federation of former Soviet states. The formation of the CIS was the official end of the Soviet Union, and Gorbachev officially resigned as president of the Soviet Union on December 25, 1991.

As president, Yeltsin adopted a plan known as "shock therapy" which was an abrupt shift to free-market economics. By 1993, the plan led to outrageous inflation rates and hardship. Yeltsin faced further difficulties as Chechnya fought to gain independence from Russia, having declared independence in 1991. A cease-fire was declared in 1996, but war continued even as Vladimir Putin took over as Russian president in 1999.

In Central and Eastern Europe, communist governments also fell out of power in the late 1980s and early 1990s. Students should have a general knowledge why this happened. It is less important that they know all the details about each country, but rather a comparison would be helpful of when and how communism was overturned in each area.

In Poland, the labor union Solidarity opposed communist rule and demanded government recognition of their group. Led by Lech Walesa, Solidarity gained popularity as the government continued to struggle with economic issues. When free elections were held in April 1989, Lech Walesa was elected president. As president, Walesa followed a similar path as Yeltsin of "shock therapy", bringing free-market economics to Poland. Although the economy improved, the people continued to be discontented and chose a former communist as their next president in 1995. Kwasniewski led Poland to become a member of NATO in 1999 and continued the process toward democracy and free-market economics.

In Hungary, the communist party was overthrown in October 1989. By 1994, however, a group of former communists regained control of Hungary's parliament as a socialist party group. At this point, the socialist party and democratic party formed a coalition to rule. In 1999, Hungary joined NATO. In the early 2000s, Hungary suffered economic hardships but remained a market economy.

**It is not essential for students to know:**

It is not essential for students to know all of the leaders of the USSR between Stalin and Gorbachev. They do not need to know the names of all Russian republics. The study of Central and Eastern Europe should be focused on large points of comparison, e.g., the importance of 1989, how are areas similar and different since 1989, rather than detailed discussions of people and events.

**Assessment guidelines:**

The objective of this indicator is to **illustrate** on a time line the events that contributed to the collapse of the Soviet Union and other communist governments in Europe; therefore, assessments should require students to **list** the causes of the collapse, place them in chronological order and **create** a time line of parallel developments in former Soviet controlled states.

*Effective January 2009*

Indicator 7-7.1

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**Standard 7-7 The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.**

**7-7.2** Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet. (H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 5<sup>th</sup> grade students explained how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems (5-6.3).

In U.S. history students will learn about the lasting impact of the scientific and technological developments in America after World War II (USHC-8.5).

**It is essential for students to know:**

Advances in science and technology became especially intense during the Cold War era. In the race for space, the Soviets launched Sputnik in 1957. This was followed by the initiation of a US space program and an increased interest in science and math education that culminated in the first US lunar landing in 1969. Following these two milestones in space exploration, the US and Soviet Union both launched shuttle missions to accomplish various technological and scientific tasks. The International Space Station (ISS) was a joint venture launched in 1998 by sixteen nations to create a working laboratory for experimentation in space.

Other advances occurred in the area of **information, technology, and communication** in the twentieth century. Beginning in the 1950s, the **television** became the primary source by which people throughout the world gain access to up-to-date news and global events. This access has fostered greater empathy and understanding in the general public for events in the United States (such as the Civil Rights Movement) and allowed far-off events (such as the Iraq War) to become a part of everyday life.

Since the launching of the first **satellites**, these instruments have been used to increase worldwide communication. Now events can be broadcast worldwide, linking countries and people around the world. Satellites today can be used for radios, TV access, as well as other aspects of pop culture..

**Computers** once were bulky, room-sized machines that were difficult to use. Now, some are as small as the palm of one's hand and do the work once done by several other machines. Today computers are used by millions of people around the world to run



assembly lines, power modern appliances and assist in business operations. The **Internet** further connected businesses and individuals. The Internet is the connection of computer networks around the world, rising in usage primarily between 1995 and 2002. The Internet allows information to be transferred between individuals over long distances. This is significant because people can now work from home, send information to remote locations, etc. Cell phones now offer access to the Internet, further enhancing remote access. The combination of these technologies has created a global economy further dependent on modern technology (7-7.6).

**It is not essential for students to know**

Students do not need to know specific dates of each invention, specific details of each invention, or specific people associated with the invention of these technologies. However, they do need to have a generalized understanding of the chronology of the development of these inventions and their relationships to each other.

**Assessment guidelines:**

The objective of this indicator is to **explain** the significance and impact of the information, technological, and communications revolutions; therefore assessments should require students to **describe** the role of television, satellites, computers and the Internet. Furthermore, students should be able to **infer** the impact of these inventions on modern society.

**Standard 7-7 The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.**

**7-7.3** Explain the global influences on the environment, including the effects of increases in population, the growth of cities, and efforts by citizens and governments to protect the natural environment. (G)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 3<sup>rd</sup> grade, students explained the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation services, and the lack of electricity and other modern conveniences in rural locations (3-5.4).

In 5<sup>th</sup> grade, students explained how humans change the physical environment of regions and the consequences of such changes, including the use of natural resources and the expansion of transportation systems (5-6.2).

In Global Studies, students will summarize the impact of economic and political interdependence on the world, including efforts to control population growth, economic imbalance and social inequality and efforts to address them (GS-6.4).

**It is essential for students to know:**

The green revolution that began in the 1960s was an attempt to increase food production worldwide through the increased use of fertilizers, pesticides, and new strains of crops. The result was higher yields of crops and lower rates of famine. Increases in agriculture resulted in an increase in population. A downside to this green revolution, however, was the chemicals released into the environment. Additionally, these fertilizers and pesticides, as well as the equipment needed to harvest larger yields of crops, often are too expensive for many farmers.

With the increase in population has come increased **urbanization**. According to the United Nations' *World Urbanization Prospects*, in 1950, it was estimated that approximately 732 million people in the world lived in urban areas. In 2005, this number was estimated to have quadrupled to 3.2 billion. Urbanization often results in problems of increased waste, localized pollution, and increased warming in the cities compared to rural areas.

With increased population and an increasingly global economy (7-7.6) has come a change in the use of the earth's resources, often resulting in pollution and environmental issues. Some land development and farming techniques have led to soil erosion. The change in the use of the land has also changed wildlife habitats, endangering various

species around the world. The continued burning of coal and oil has released carbon dioxide into the atmosphere, leading to air pollution and acid rain. The earth's ozone layer, which protects us against the sun's ultraviolet rays, has been damaged by the release of CFCs (chlorofluorocarbons). Continued loss of ozone could result in increased levels of skin cancer and damage to plant and animal species. Efforts have been made by groups worldwide to curb the emissions of CFCs both by large manufacturers and by small producers. In 1992, many nations of the world signed the Kyoto Protocol, designed to reduce greenhouse gases emitted by each country.

Additionally, with increased publicity in recent years, public knowledge about global warming is increasing. Many communities and schools undertake recycling programs in an effort to reduce waste. Increasingly, some citizens are purchasing products made of recycled materials, opting for reusable bags at grocery stores, or using more energy efficient light bulbs in an effort to make a small impact. (This indicator can be taught in conjunction with indicator 7-7.6 that focuses on the impact of increasing global economic interdependence)

**It is not essential for students to know**

This is a limitless topic at this point in our history and it would be impossible to cover every aspect of international environmental issues and legislation. Focus for the indicator should be on the big picture: what caused the problem, and what is a basic synopsis of where we stand today in attempting to curb the problem? .

**Assessment guidelines:**

The objective of this indicator is to **explain** global influences on the environment; therefore, students should be able to **describe** the effects of increased population, the growth of cities, and efforts by citizens and governments to protect the environment.

**Standard 7-7 The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.**

**7-7.4** Summarize global efforts to advance human rights, including the United Nations' adoption and proclamation of the Universal Declaration of Human Rights, the end of colonialism by European nation-states, and the collapse of the apartheid system. (H, G, P)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about global efforts to advance human rights, including the United Nations' adoption and proclamation of the Universal Declaration of Human Rights, the end of colonialism by European nation-states, and the collapse of the apartheid system.

In Global Studies, students will compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America (GS-6.3). Students will also summarize the impact of economic and political interdependence on the world, including economic imbalance and social inequality and efforts to address them (GS-6.4).

In US History, students will explain the movements for racial and gender equity and civil liberties and the influence of the civil rights movement on other groups seeking ethnic and gender equity (USHC-9.5).

**It is essential for students to know:**

The 1948 **Universal Declaration of Human Rights** set human rights standards for all nations, enumerating specific rights that every human should have. World organizations, such as Amnesty International, have worked to increase global awareness of human rights violations. Increasingly, issues of human rights are difficult to enforce. In a direct response to WWII atrocities such as the Holocaust, the 1948 Universal Declaration of Human Rights defined genocide, yet it is troublesome for worldwide organizations to determine what role they can or should take in mediating in the affairs of a sovereign nation, even one that seems to be in violation of basic human rights.

Following World War II, colonialism by European nation-states became increasingly unpopular. Unfortunately, freedom for the colonized nations often came at a high cost. Africa had been divided without regards for ethnic or linguistic boundaries following the Berlin Conference of 1884-85 (7-4.1). This method of creating borders caused much tension among the newly sovereign peoples as they debated who would control the land.

Those African nations that had been directly ruled typically had the more difficult transitions, often experiencing a series of dictators and civil wars following decolonization, as native groups struggled to regain prestige and power. In some cases, these civil wars led to greater human rights violations in the form of genocides, such as Rwanda in 1994 and in the Sudan more recently. Many nations of Africa did not see a democratic system until the early 2000s (e.g. Kenya, Congo, Ghana.) As Britain was preparing to move out of India, two groups were vying for control of the government: Hindus and Muslims. Both the Indian National Congress and the Muslim League were created to represent the interests of their respective groups and to prevent the opposition from gaining too much control. In 1947, India was granted independence and a partition was created, dividing India into the countries of India (Hindu) and Pakistan (Muslim). A period of great violence followed as nearly ten million people moved to their appropriate countries, with approximately one million dying in the violence that occurred in the process. Mohandas Gandhi, a leader in the Indian independence movement and a supporter of non-violence, also became a victim of the partition, as he was assassinated in 1948 when it was felt he had taken sides. Since 1948, India and Pakistan have experienced continued violence and instability. The region of Kashmir was contested by both countries until a 1949 cease-fire was declared by the UN, but this region continues to be fought over. In 1971, a civil war broke out in Pakistan, eventually resulting in the creation of the country of Bangladesh from what used to be East Pakistan.

South Africa also demonstrated human rights violations with the apartheid system in place throughout much of the twentieth century. South Africa's black majority was constitutionally denied rights beginning in the mid-1930s. In 1948, **apartheid**, the legal segregation of whites and blacks, was instituted. In 1959, homelands for black South Africans were created, forcing the majority of the people to live on a small percentage of selected inferior land. Groups formed in opposition to the policy, such as the African National Congress (ANC), but such groups were illegal. Those who spoke out in opposition of apartheid were imprisoned (ANC leader Nelson Mandela) or killed (Stephen Biko). In 1989, a new president, F.W. DeKlerk was elected. DeKlerk legalized the ANC and released Mandela from prison. Soon after, the South African parliament repealed apartheid laws. In 1994, the first universal elections were held, during which Mandela was elected president, a position he held until 1999.

**It is not essential for students to know:**

Extended study of the wording of the Universal Declaration of Human Rights is not necessary. For the purposes of this indicator, focus should instead be on the basic intent created by the document and the large ripple effects created since that time. While there are many aspects of African decolonization that can be studied, it is not necessary to focus on each country or every detail of the struggles within all countries. Again, focus on patterns or major issues that lead to continued violations of human rights into the twenty-first century.

**Assessment guidelines:**

The objective of this indicator is to **summarize** global efforts to advance human rights; therefore, assessments should require students to **interpret** the United Nations' Universal Declaration of Human Rights, **explain** the end of colonialism by European nation-states, and **describe** the collapse of the apartheid system.

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Indicator 7-7.4

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**Standard 7-7 The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.**

**7-7.5** Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by particular religions. (H, G, P, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 5<sup>th</sup> grade, students summarized the political and social impact of World War II, including changes in women's roles (5-4.5).

In 8<sup>th</sup> grade, students will summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women (8-6.3).

In US History, students will explain the causes and effects of social and cultural changes in postwar America, including the roles of women in American society (USHC-9.1). Students will also explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity (USHC-9.5).

**It is essential for students to know:**

Women throughout the world have gained social, economic, and political rights from the beginning of the twentieth century to the present day. Women played a significant role during World War I by working in factories and making war materials, while men were fighting in the war. Because of their importance on the home front, the women's suffrage movement became stronger and finally achieved a measure of success. After WWI, many countries around the world, including the United States and Great Britain, gave women the right to vote. Turkey, which was led by Mustafa Kemal, gave women the right to vote and allowed them to hold political office. By the 1920s, more women in democratic and industrialized nations were entering new professions, such as journalism and medicine. Women were more active during World War II, serving on the homefront as well as in war theaters in medical and military capacities. This trend, however, was reversed with the end of the war and the return of the troops in the 1950s. The Communist countries such as China and the Soviet Union also provided women with more equality. Both countries encouraged women to work outside of the home, and the Chinese Communist Party also outlawed the practice of footbinding. In the 1960s, the feminist movement gained strength, especially in the United States and women began to demand equality and make inroads in the American workforce. Likewise, these social/political inroads continued to grow on a worldwide basis throughout the 1970s to

the present. There have been many women from various regions who have held top political positions in their countries, such as Indira Gandhi from India, Corazon Aquino from the Philippines, Daw Aung San Suu Kyi from Myanmar, Benazir Bhutto, from Pakistan, and Margaret Thatcher from Great Britain. Even though women have been given more social, economic, and political opportunities, they still face discrimination in employment and salaries. Women in Arab and Muslim lands and in many developing nations around the world have been denied education or have been victims of abuse. The United Nations has sponsored many conferences that focused on women's rights.

**It is not essential for students to know** specific female activists or specific legislation giving women equal rights.

**Assessment guidelines:**

The objective of this indicator is to **compare** opportunities for women in various nations and societies around the world; therefore, assessments should require students to **identify** social, economic, and political opportunities for women in developing and industrialized countries and within societies dominated by particular religions. Furthermore, students should be able to **explain** why opportunities for women vary from country to country and the reasons for the differences. They should also be able to **explain** why most of the gains made are relatively recent when compared to other historical developments.



**Standard 7-7 The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.**

**7-7.6** Explain the impact of increasing global economic interdependence in the late twentieth century and the early twenty-first century, including the significance of global communication, labor demands, and migration; the European Economic Community (EEC) and other trade agreements; and the oil crisis of the 1970s. (E, G, H, P)

**Taxonomy Level:** B2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 5<sup>th</sup> grade, students explained the political alliances and policies that impacted the United States in the latter part of the twentieth century (5-5.5). Students also summarized the changes that have taken place in United States' foreign policy since 1992, including the globalization of trade and the war on terrorism (5-6.5).

In 8<sup>th</sup> grade, students will explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities (8-7.5).

In Global Studies, students will summarize the impact of economic and political interdependence on the world, including efforts to control population growth, economic imbalance and social inequality and efforts to address them, the significance of the world economy for different nations, and the influence of terrorist movements on politics in various countries (GS-6.4).

**It is essential for students to know:**

Students should be able to explain how global communication has expanded and contributed to economic growth worldwide. Global communication has been enhanced because of the miniaturization of the computer. The development of the silicon chip allowed computers to hold millions of microscopic circuits. Industries soon began to use computers and silicon chips to run assembly lines. Computers are used in offices and in homes across the world. The Internet has also strengthened the global communications network, making it easier for people to conduct business, to communicate with each other, and to acquire information. The Internet has enabled people to transmit information electronically to remote places. People can also work from home because of the Internet.

Students should be able to explain how labor demands have been affected due to global economic development. Technological advances in manufacturing have reduced the need for factory workers. However, the advances in global communications have increased the demand for information industries, such as market research, financial services, and

communication services. As a result, the employment opportunities for people who are knowledgeable about information industries have increased. With the globalization of the economy, many manufacturing jobs have left developed nations and have gone to developing nations because of cheap labor.

The migration of people has also significantly increased for many different reasons. Many people leave their countries because of political oppression, droughts, natural disasters, or economic instability. Students should know the term **refugee** - a person who leaves his/her country for personal safety. Many immigrants face hardships, such as living in crowded refugee camps. On the other hand, immigrants provide labor in countries that may have labor shortages in certain industries.

Students should be able to explain how various trade agreements call for free trade, such as the European Economic Community, now known as the European Union, and the North American Free Trade Agreement (NAFTA). The European Union promotes economic cooperation among its members. NAFTA, created in 1994, eliminated tariffs and trade barriers among the United States, Canada, and Mexico.

It is essential for students to understand how the global economy has impacted the use of resources, such as oil. Students should be able to explain how the oil crisis of the 1970s led to political and economic problems. When OPEC (Organization of Petroleum Exporting Countries) decided to place an embargo on oil, many countries experienced severe economic decline. The impact of oil production and distribution continues to significantly affect the global economy as the energy needs of countries such as China and Russia increase. (This indicator can be taught in conjunction with indicator 7-7.3 that focuses on global influences on the environment)

**It is not essential for students to know:**

Students do not need to know all of the countries that make up the European Union. It may be helpful for students to be aware that there are trade agreements in Asia, Latin America, Africa, and the South Pacific, but they do not need to know the names of the regional trade agreements or organizations.

**Assessment guidelines:** The objective of this indicator is to **explain** the impact of economic globalization. Students should be able to **describe** how communication systems have linked the world. It is important for students to **infer** the impact global economic development has had on labor demands. Students should be able to **analyze** reasons for migration and the impact immigrants have on the economy. Appropriate assessment should include an **analysis** of how regional trade agreements have promoted free trade and impacted economic development. Students should also be able to **describe** why the oil embargo caused political and economic turmoil around the world.

**Standard 7-7 The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.**

**7-7.7** Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization. (G, E, P, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In 2<sup>nd</sup> grade, students identified the relationships between trade and resources both within and among communities, including natural, human, and capital resources (2-5.4).

In 3<sup>rd</sup> grade, students explained the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations (3-5.4).

In 5<sup>th</sup> grade, students explained how humans changed the physical environment of regions and the consequences of such changes, including the use of natural resources and the expansion of transportation systems (5-6.2).

In 8<sup>th</sup> grade, student will explain how the increased industrialization and mechanization, the reduction in cotton production, and the emigration of African Americans both resulted from and contributed to agricultural decline in South Carolina (8-7.3). Students will also explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities (8-7.5).

In Global Studies, students will summarize the impact of economic and political interdependence on the world, including efforts to control population growth, economic imbalance and social inequality (GS-6.4).

In US History, students will explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns (USHC-8.5).

**It is essential for students to know:**

Students should know how the environment has been harmed by population growth, urbanization, and industrialization (also discussed in 7-7.3). Population growth and urbanization have led to an increase in land development, which has harmed or eliminated many animal and plant habitats. Some farming techniques also contribute to soil erosion. Hydrocarbon emissions from automobiles and carbon dioxide emissions

from the burning of fossil fuels such as coal and oil for energy have caused air and water pollution, acid rain, damage to the ozone layer, and increased the greenhouse effect.

**It is not essential for students to know**

For this indicator students do not need to know what scientists are doing to help protect the environment. It is not required for the students to know how countries have met to discuss ways to reduce the amount of pollutants emitted into the environment. However, a discussion of what has been done or could be done would be helpful.

**Assessment guidelines:**

The objective of this indicator is to **summarize** dangers to the natural environment; therefore, assessments should require students to **explain** how population growth, urbanization and industrialization have negatively impacted the environment. The Students should be able to use graphs, maps, or charts that show the effects of environmental damage as well as **explain** their causes and **recall** the basic process through which the change occurs.

*Effective January 2009*

Indicator 7-7.7

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