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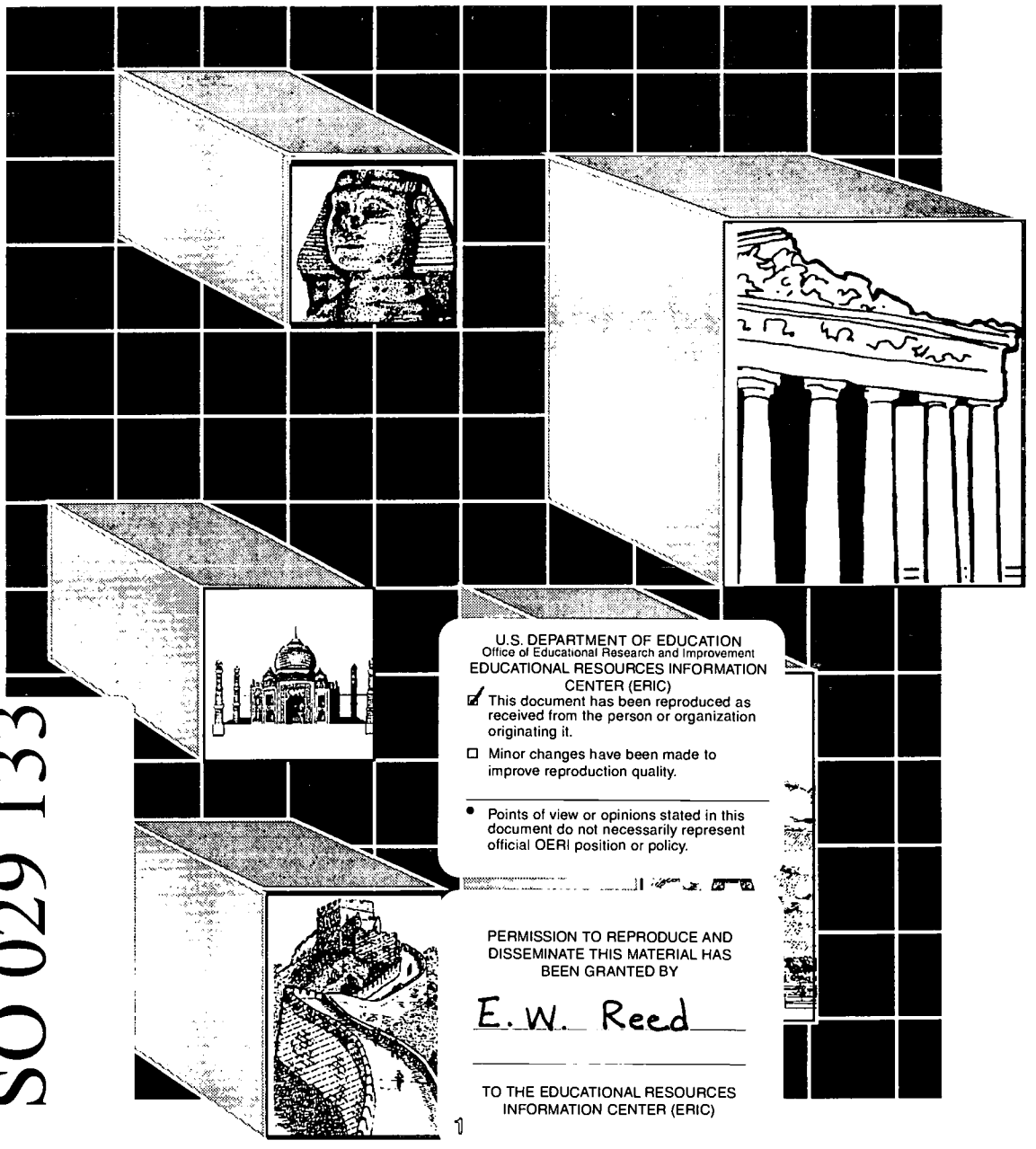
ABSTRACT

This booklet is designed to help teachers at all grade levels put the recommendations of "Building a History Curriculum" into practice. The volume offers suggestions and guidelines for curriculum development in world history. The guide is divided into two parts. Part 1, "Introduction," offers: (1) "Guidelines for Planning History Instruction in Schools: Aims and Approaches"; (2) "The Basic Principles of Selection Arise from the Reasons to Study History"; (3) "Using Principles of Selection"; and (4) "Curricular Frameworks for Effective History Education K-12." Part 2, "Building a World History Curriculum," contains: (1) "World History: What Is It and Why Study It?"; (2) "Central Strands and Significant Questions to be Carried Throughout Courses and Across Grades"; (3) "Major Eras and Topics in the Chronological Narrative of World History"; (4) "Some Details of World History: People, Events, Ideas, Institutions, and Creative Works to Begin Bringing the Story of the World to Life"; (5) "Suggested Books for Teachers of World History"; and (6) "Preparing Teachers to Implement This Guide." (EH)

Building a World History Curriculum



National Council for History Education

Building a World History Curriculum

A Guide to Using Themes and Selecting Content

The Building A History Curriculum Series:

Guides for Implementing the History Curriculum Recommended by the Bradley Commission on History in Schools

Prepared by the National Council for History Education

Acknowledgments

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Contents

Other booklets in this series:

Building a United States History Curriculum (1997)

Building a History Curriculum (Third printing 1995)

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I. Guidelines for Planning History Instruction in Schools: Aims and Approaches

How can our school district organize its history curriculum as a coherent sequence of courses, Kindergarten through high school?

How shall I put my own course together? How can I select what is most important for me to teach?

Questions like these pour in to the National Council for History Education. In the face of so many sets of "standards"—the national history standards and their revised versions, the standards and curricular frameworks written by states, the standards embedded in best-selling textbooks—how are teachers and curriculum teams to select the most vital content, and how is content to be apportioned across the grades of elementary, middle, and secondary schools? The following guidelines are both specific and flexible, to help teachers and school districts answer these questions in their own ways.

The National Council for History Education (NCHE) is the successor organization to the Bradley Commission on History in Schools. In 1988, the Commission's report, **Building a History Curriculum: Guidelines for Teaching History in Schools**, marked a turning-point in the national debate over the quantity and quality of history that should be taught in every school, and to all students. In effect, the report presented the first set of national content standards for history instruction, K-12. The distinguished teachers and historians on the Commission suggested the basic themes, narratives, topics, and questions essential to the study of United States history, of Western civilization, and of World history. And they added the "habits of the mind" that such study would develop in the young.

The National Council for History Education believes that those essentials, questions, and ways of critical thought are more important now than ever. But something more than mere repetition is necessary. Many teachers and school officials, having decided to use the original **Guidelines**, have asked the Council's help to implement them. Our case-by-case response can no longer meet the demand. Thus this "second generation" of guidelines builds upon and extends our work and that of the Bradley Commission.

Our object is to help teachers at all grade levels to put the recommendations of **Building a History Curriculum** into practice. Under the ever-present constraints of time, how can history courses be both engaging and substantive? What should be selected for emphasis? When is less really more? When is more needed to teach what is most vital, and when is more too much? Questions to us have multiplied since national history standards were published by UCLA's National Center for History in the Schools, and comparable sets of national standards appeared for civics, geography, and social studies.

Our booklets—created by experienced classroom teachers, leading scholars, and learning specialists—offer an NCHE response to the urgent questions of teachers and of curriculum committees at local, district, and state levels. And because the education and professional development of teachers, in both subject matter and methods, must be at the very center of school improvement, these booklets will also inform all of those in American colleges and universities, in local school districts, and in state departments of education who are responsible for teacher preparation.

We do not prescribe any "one best way" to teach history. Instead, we present a range of options from which schools and teachers may choose for themselves. Furthermore, each option can easily be refined and adapted to local circumstances. And beyond these booklets, the National Council for History Education always stands ready to work directly with teachers, schools, districts, and states as they pursue their own ways to improve the quality, and pleasures, of history instruction.

II. The Basic Principles of Selection Arise from the Reasons to Study History

No one can raise the quality of historical instruction, or find pleasure in it, without selecting from the endless store of facts, dates, events, ideas, and personalities that confront both teacher and student. Some must be chosen and most left out. How to decide? What is important enough to deserve the label "essential core"? No two scholars, no two teachers, and no two students will agree on a common list. In this regard, we are all our own historians. But if we are to teach and learn, or even talk with each other, we need to find a common ground on which to meet. The first step in seeking common principles of selection is to ask why we study history, why young people need to acquire historical sophistication.

A. To Prepare the Citizen and to Cultivate the Person

The most common answer to why is the same as it was in the minds of the Republic's 18th century founders: to nourish the social and political intelligence—and thus the power—of the citizen. Without historical perspective, we cannot know who we are, why we think the way we do, or how we got here. A century ago, the Committee of Ten proclaimed that all students, whether or not they were bound for college, needed several years to study the American past and that of the rest of the world. Knowing history, they said, prepared people to exert a "salutary influence" upon the nation's affairs because it best promoted "the invaluable mental power which we call the judgment."

For Americans at the turn of the 21st century, this is answer enough to serve as a first principle of selection. Making democracy work is the most demanding of the political arts because it requires that the people understand their society's choices and are able to judge their leaders. As we select what to teach and what to leave out, we must ask an unavoidable question: *What are the most vital things people need to know about past politics, economics, culture, and social life in order to practice the profession of citizen?* As demanding as civic education is, the study of history has an even more basic role: to cultivate the spirit and furnish the mind of the individual for self-knowledge and self-respect. This private work—which history shares with the humanities—is fundamental to preparing the public citizen. Only people who know themselves, their moment in history, and their share in the human condition, are able to govern themselves and a free society with wisdom and courage. And, in turn, only in a free society can people pursue lives of dignity, moral choice, and personal fulfillment. Another unavoidable principle of selection arises: *What lives, works, and ideas from the past best nourish the individual mind and spirit?*

The interwoven public and private purposes of studying history can help us to select compelling episodes, personalities, and ideas from the never-ending choices before us. These booklets explore several ways to look at the problems of choice that are special to each of the three major fields: United States history, Western civilization, and World history. But first, we consider below other general principles of selection that hold true for any time or place, because they are rooted in the purposes of historical study itself.

B. To Explore Vital Unifying Themes and Narratives of Human Experience

Another principle of selection, then, is to choose particulars that most dramatically illustrate universal historical themes. That they may "comprehend the forces for change and continuity that have shaped—and will continue to shape—human life," the Bradley Commission said, students should pursue overarching themes and narratives out of the entire human past across the globe. These appear in full on pages ten and eleven of **Building a History Curriculum:**

Civilization, cultural diffusion, and innovation—the evolution of human skills and the understanding of nature and people; the cultural flowering of major civilizations in the arts, literature, and thought.

Human interaction with the environment—the relationship between geography and technology and the effects of each on economic, social, and political developments. The choices made possible, or limited, by climate, resources, and location, and the consequences of such choices.

Values, beliefs, political ideas, and institutions— the basic principles of influential religions, philosophies and ideologies. The interplay among ideas, moral values, and leadership, especially in the evolution of democratic institutions. The tensions between freedom and security, liberty and equality, diversity and commonality in human affairs.

Conflict and cooperation —the causes of war and the approaches to peace, and the human consequences of both. The relations between domestic affairs and foreign policy. Choices made between international conflict and cooperation, isolation and interdependence.

Comparative history of major developments—the forces for revolution, reaction, and reform across time. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and central government, economic expansion and penury, growth of cities and their characteristics.

Patterns of social and political interaction—change and continuity of class, ethnic, racial, and gender structure and relations. Migration, immigration, forces for social mobility and immobility. The conditions and aspirations of common people, and those of elites, and their effects upon political power and institutions.

C. To Develop Historical Habits of the Mind

The Bradley Commission emphatically declared that because "thoughtful judgment" was the principal aim of historical study, courses should be designed—that is, topics and questions should be selected—to take students well beyond the formal skills of critical thinking, and to help them develop what it called "History's Habits of the Mind." The insights, perspectives, and understandings meant by that now commonly-used term are to be found on page nine of the Bradley report:

- understand the significance of the past to their own lives, both private and public, and to their society.
- distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.
- perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
- acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
- understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
- prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.
- grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
- appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as cures for present ills.
- recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.
- understand the relationship between geography and history as a matrix of time and place, and as context for events.
- read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

To nurture such habits, the Commission concluded that narrative history must illuminate continuing themes and significant questions "including but reaching beyond" empirical facts, providing the larger context for factual detail. Students need to know *why* it is important to remember certain things and to get their facts straight. "So what?" is a worthy question that requires an answer. To respond, teachers need to select those particulars that most vividly illustrate the larger questions they are pursuing, and the "habits of the mind" they seek to develop—*and leave out other, less evocative, particulars and exercises.*

The above habits of critical thought also offer ways of devising student activities, and prompts for discussion and writing. Mental habits are by nature reflective, so journals, short essays, small-group and whole-class discussions, and Socratic seminars are enriched when explicitly related to one or more such habits. By phrasing questions to students in the language of the habits themselves, teachers guard against tendencies to slip into merely formal, abstract "critical thinking" untethered to historical reality. A steady stream of assignments to promote historical thinking will be necessary across the grades from Kindergarten to grade 12 if such thinking is to become "habitual."

D. To Integrate History, the Social Sciences, and the Humanities

Careful selection of material—what stays in and what is left out—is important to every classroom. An added principle of selection emerges when we consider that the study of history is indispensable to an ordered view of the natural sciences, the social sciences, and the humanities. In this sense, history is the generative subject, through which students gain understanding of, and respect for, human accomplishments in all fields of endeavor and creativity. Thus, another natural question arises: *From the mountains of historical data, which episodes, personalities, ideas, and creations would most effectively serve this integration of knowledge?*

Of the other academic subjects, geography is by nature the constant companion of historical studies; it is hardly possible to grasp the one without the other. History and civics have had a traditional and necessary relation in every world civilization from the beginning. Beyond these two—which are taught together with history in nearly every other advanced society—are other subjects essential to a liberal education. For examples, what particulars of economic history and geography would most memorably teach the central theories of economics? What social or ethnic or family history would best help students master the insights of sociology and anthropology? What political, military, or diplomatic history would dramatize the concepts of political science? What aspects of cultural, religious, and intellectual history would best nourish student understanding of the arts, literature, and philosophy? And, in turn, what works of art, literature, and thought would help light the student's path through the historical narrative?

III. Using Principles of Selection

Each of the three broad fields of history—United States history, Western civilization, and World history—has a number of central strands, significant questions, and major topics particular to itself. An ordered, chronological treatment of these is indispensable if students are to see civilizations in the long perspective, and to grasp the changes and continuities that have characterized them. In Part Two of each guidelines booklet, we present these essentials under two headings: "Central Strands and Significant Questions to Be Carried throughout Courses and across the Grades" and "Major Eras and Topics within the Chronological Narrative of World History." In most cases, these are not matters of choice to select or reject. Too vital to leave out, they represent the core of historical study in each of the three fields.

The responsibility for deciding *how* to teach the core of each field, however, rests with local schools and teachers. From the vast array of historical material available from each era and place, which details should be selected to teach the vital core most effectively? Our guidelines cannot fully answer that question; it would require several volumes to do so, even if someone were to claim the necessary authority. However, in the closing section of each guidelines booklet, we do offer our own examples of "Some Details of History," suggesting certain personalities, episodes, turning-points, ideas, institutions, and creative works that give life to essential historical strands, questions, and topics in ways that are engaging and historically significant.

Schools and teachers will find other sources from which to choose detail: from the better textbooks, from historical and general encyclopedia, from monographs and biographies suggested in the brief bibliographies we include in Part Two. But whichever source is consulted, two fundamental principles of selection should be applied. First, whatever detail is chosen should directly serve the purposes of historical study outlined above—and more effectively than other choices would have. Second, they should directly relate to the central strands, questions, and topics of the field of history being offered, as these are presented in Part Two of each guidelines booklet.

IV. Curricular Frameworks For Effective History Education K-12

The Bradley Commission recommended a history curriculum featuring history-centered social studies in the elementary grades and four years in formal study of United States history, Western civilization, and World history in the middle and upper secondary grades:

The Commission regards such time as indispensable to convey the three kinds of historical reality all citizens need to confront: American history to tell us who we are and who we are becoming; the history of Western civilization to reveal our democratic political heritage and its vicissitudes; world history to acquaint us with the nations and people with whom we share a common global destiny.

A. Planning a Usable Curriculum

All that has been said so far may seem to demand yet another overlong parade of one-thing-after-another, just as impossible for teachers to manage as bloated textbooks or overloaded curriculum frameworks, or lists of "outcomes" handed down from authorities remote from the classroom. But this need not be so. NCHE members have found that a constant focus on the purposes of historical study and on sensible principles of selection allow them to design curricula and courses that engage children and adolescents in sound learning—and at the same time actually widen the leeway for teachers to exercise their own imaginations. All this, *provided* their school districts allow them certain conditions:

- curriculum-planning is carried out for all grades, K-12, at the same time, with the involvement of all teachers concerned.
- it is done by a continuous collaboration of equals—teachers, scholars, and learning specialists—educating each other along the way.
- the curricular time assigned for historical studies resembles that recommended by the Bradley Commission, that is, four years for history courses among the six years spanning grades seven through twelve, and history-centered social studies in grades K-6.
- planners are given the considerable time and resources it requires to craft an ordered sequence of studies knit together by a number of continuing themes and questions.

B. Alternative Course Patterns, K-12

The Bradley report offered three examples of workable patterns for history-centered social studies in grades K-6 and four examples of history course sequences for grades 7-12. But because many states and localities already offer year-long courses in United States history in the 5th grade, and some form of World history, geography, and cultures in the 6th, it seemed more helpful for us now to offer K-4 patterns in a separate booklet and to present the grades 5-12 alternatives here.

Each of the following patterns is one example of a workable sequence of history courses. Each assumes an age-appropriate treatment of topics from the era covered in the given grade. Section IV of Part Two (the "detail" of history) offers a wide choice of specifics under each era. From it, selection should be made in collaboration with teachers who are responsible for related courses in earlier and later grades, to guard against the unneeded repetitions common in American schools, where teachers work in isolation from each other to a degree unknown in most other countries.

1. The Early Grades

For Grades 5 and 6, the suggested patterns were as follows:

Elementary Pattern A

Grade	Course
K-4	History-centered Social Studies
5	National History and Geography: Exploration to 1865
6	World History and Geography: The Growth of Civilization

In this pattern, the 5th grade U. S. history is not a survey, but ends with the Civil War. It could begin with Ice Age Migrations, or early Native American groups, or

first European explorations and encounters, and incorporate age-appropriate versions of each era. It could be modified to end prior to the Civil War, allowing the war and Reconstruction to be taught together later, as many scholars recommend. In the K-12 sequence, it could be followed by an 8th grade course from the early 19th century to 1900, leaving the 20th century to 11th grade.

The 6th grade course on World history and Geography could go to c. 1500, with fairly brief treatment of each major world civilization, closing with Islam, medieval Europe, and pre-Columbian America. Or it could end at various earlier points, to allow more time for depth, and linkages with the arts and literature. Later middle school courses in World history could pick up where it left off, though probably not without substantive review of the earlier eras.

Elementary Pattern B

Grade	Course
K-4	History-centered Social Studies
5	United States History and Geography: Making a New Nation
6	World History and Geography: Ancient Civilizations

In this pattern, the 5th grade U. S. history courses stresses the very earliest periods, to about 1800. It may form part of a three-year sequence, to be followed by an 8th grade course from 1800 to 1900 or 1914, again leaving the 20th century to 11th grade. In such a sequence, the intervening years make it necessary to reserve time in the 8th and 11th grade courses for considerable review of earlier periods.

Here the 6th grade World history course would focus on the ancient world, from human origins through the fall of the Han and Roman empires. For obvious reasons, this course and the following middle and high school courses in World history should be designed collaboratively by teachers from the three levels.

Elementary Pattern C

Grade	Course
K-4	History-centered Social Studies
5	Biographies and Documents in American History
6	Biographies and Documents in World History

This pattern offers a wide choice of periods, persons, and institutions to be presented. It would work best in curriculum frameworks that begin chronological, narrative history only in the 7th grade or above. Again, in both the American and World history courses, it would be to the benefit of all concerned if the choices of biographies and documents were made in collaboration with teachers of the middle and high school courses in each field.

A fourth pattern, added here to reflect wide current practice, is

Grade 5: United States History and Geography: A Survey

Grade 6: World History and Geography to c. 1500

This pattern requires a dash through all of U. S. history in a single year. This is an outdated, often ineffective, approach we do not recommend at any grade level. If a survey is unavoidable, selected themes and topics should be few enough to be taught engagingly. There is even more urgent need in this case for close coordination with teachers in the upper grades to ensure needed reviews at those levels, and coverage of vital themes and topics left aside in the 5th grade. American curriculum committees ought to be aware that almost no country in the world attempts to teach its own history in only one year, at any level of schooling.

Note: a fifth pattern is emerging in the early grades of some states, in which two consecutive years of U.S. history are taught, divided chronologically.

2. Starting Important Questions Early

In each of the patterns above, major continuing historical strands and questions can well be introduced in the 5th and 6th grade courses, if not earlier in the K-4 study of historical figures, myths, legends, stories, biography, and literature. Young children are perfectly capable of posing questions about different spheres of human life, and finding answers in their studies of the past.

What have different peoples believed about right and wrong, about fairness and injustice, about honor and shame? In what different ways have they defined heroism, and how have ideas of the heroic changed over time? How have different people and times defined what is beautiful in the arts, in architecture and decoration, or in dress and behavior? What changes in technology and economics have helped people and which have hurt? Which have done both, and why?

Such questions already preoccupy a great many young children. The 5th grade is not too soon to introduce the forward and backward steps in the evolution of democracy. What ideas and conditions have advanced the worldwide struggle for peace, justice, and liberty? Which have slowed or opposed it? What people, famous and not so famous, have struggled to broaden political democracy and equal rights for Americans?

As suggested earlier, the same can be said for early development of historical "Habits of the Mind." For example, teachers can hardly avoid asking 5th grade children—in shorter words, perhaps—to "grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations" as they study the American Revolution. Or to "recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill." Indeed, good and bad characters have already filled their first nursery rhymes and picture books. And before 5th grade, myths, legends, biographies, and stories have helped them "acquire at one and the same time a comprehension of diverse cultures and of shared humanity." Themes, questions, and habits of thought will be developed with increasing nuance and sophistication as the grades proceed, but the very young already find many of them compelling, precisely because they are in fact significant for us at all ages. We find many of the same insights in Aesop that we later find in Confucius and Aristotle, Shakespeare, Austen, and Camus.

3. Middle and High School

For Grades 7 through 12, the suggested course patterns in the Bradley report were as follows:

Middle/High School Pattern A

Grade	Course
7	Regional and neighborhood history and geography
8	U.S. history and geography
9	History of Western civilization
10	World history and geography
11	U.S. history and geography
12	American government; social studies elective

For American history, this is a familiar pattern, in which it is taught at both the 8th and 11th grades, with American government as a 12th grade capstone course. Too often, the 8th and 11th grade courses are both surveys from the Ice Age to yesterday, depriving the teacher of the time to allow active learning and studies in depth on selected ideas, events, personalities, and institutions. Much better to divide United States history between the two grades, breaking at 1860, or 1877, or even 1900 (timing of the break would depend upon when the 8th grade course begins, which in turn might depend upon the content of the 5th grade course that students would have taken).

In Pattern A, the Western civilization course in the 9th grade should probably reach no later than 1800. The 10th grade World history and Geography course stressing global development since 1500 and coming up to the present, would provide a background for the American experience in the modern world to be studied in the 11th grade, and for 12th grade courses dealing with international relations and the new global economy.

Middle/High School Pattern B

Grade	Course
7	Social studies elective; local history
8	U. S. history and geography
9	World and Western history to 1789
10	World and Western history since 1789
11	U. S. history and geography
12	American government; social studies elective

For U. S. history, this is the same as Pattern A, with the same (much recommended) choice available to divide its study into chronological segments. The integrated 9th and 10th grade courses in World and Western history offer a chance, as in Pattern A, to build a coordinated four-year historical study plan. Although the 1780s is too early to split the U. S. history courses, and the 1870s is too late to split the World and Western courses, a good deal of fruitful coordination is still possible. An alternative pattern could reverse the order of the 8th and 9th grade courses, providing a global setting for the first half of the American history course, with the added advantage of bringing the two U. S. history courses a year closer together.

Middle/High School Pattern C

Grade	Course
7	World history and geography to 1789
8	U.S. history and geography to 1914
9	Social studies electives
10	World history, culture, and geography since 1789
11	U.S. history and geography, 20th century
12	American government; social studies elective

This pattern provides a year of Social Studies electives between the two combinations of World and U. S. history. Once again, the dates of course divisions could be altered to allow more timely examination of developments in World history that are significant to the American experience, particularly the evolution of constitutionalism since the Middle Ages, the creation and decline of empires, early capitalism, technology and warfare, patterns of colonization, and the nature of intellectual, social, economic and political revolutions.

Dividing the U. S. history courses at 1914 would work better in the chronologically ordered three-year sequence of 5th, 8th, and 11th grade courses (as in the California History/Social Sciences Framework). Otherwise, it would overburden an 8th grade course that would have begun with European explorations and encounters.

Middle/High School Pattern D

Grade	Course
7	Social studies electives; local history
8	History of European civilization
9	History of non-European civilizations
10	U. S. history and geography to 1865
11	U. S. history and geography since 1865
12	American government; social studies elective

This pattern departs from the familiar, to allow a much closer two-year sequence of U. S. History in back-to-back 10th and 11th grade courses, preceded by a two-year sequence of European and other world civilizations. As drop-out rates continue to decline, there is less and less need to make sure that American history is "covered" in the 8th grade. This new pattern of contiguous U. S. courses in high school is winning favor in many localities, and deserves serious consideration.

C. K-12 Collaboration As Imperative

All the above should make it sharply clear that there is no sense whatever in segregating curricular and course planning into different boxes called "elementary," "middle school," and "high school." The National Council for History Education remains deeply concerned over the reluctance of school officials and teachers to abandon separatist habits that almost guarantee waste as well as the numberless discontinuities and repetitions still characteristic of American schools. Designing curriculum frameworks and courses does not have to be burdensome. Separatism makes difficult, and often futile, what should be easy and mutually educational.

Indeed, there are vital pieces of curricular and course design that cannot be devised at all without cross-grade collaboration. One example is crafting those historical strands and questions that, at different levels of sophistication, ought to be carried from the early grades through high school. Another, evident from the patterns suggested above, is the sensible apportionment of major topics across the grades. Yet another is finally to free teachers from the burdens of not knowing what their students have been exposed to in earlier grades or what they will be expected to know in later grades. Still other pieces of course design that require collaboration are reflected in most of the twelve "questions and criteria" on teachable courses presented below.

D. Designing Teachable Courses

On the design of courses, the Bradley Commission report suggested a number of significant questions that the collaborative teams of teachers, scholars, and learning specialists should ask themselves as they shape the order, the structure, and the content of individual courses, grade by grade. These questions and criteria are to be found on pages twenty-two and twenty-three of **Building a History Curriculum.**

1. Are the aims of the course and its overall structure readily explainable to students? Is there a good answer to their common question: "What am I supposed to be getting out of this?"

2. Does the course begin with a unit on why study history, and this sort of history in particular? Does it allow time for free-swinging exchange on the blunt question: "So what?"

3. Is the proposed – and promised – course coverage likely to be achieved in the time available? This is especially important for courses purporting to reach the present day, which they so often fail to do, to the disappointment of students and teachers alike.

4. Has the notion that "less is more" been considered, as themes, topics, and questions are selected? The amount of time required to achieve student engagement and genuine comprehension of significant issues will necessitate leaving out much that is "covered" by the usual text.

5. Has the selection of what to teach considered the content of earlier courses, and the likely content of courses still to be taken by the students? Has it considered what students of different backgrounds may be bringing to the course?

6. Does the course include particular topics and materials that explicitly relate its substance to history courses that precede and follow it?

7. If more than one course surveys the same historical eras at different grade levels, are the courses properly designed to avoid repetition, to be markedly different in style and emphases? Has the depth and sophistication of topic treatment been considered?

8. If different historical eras are stressed and taught at different grade levels, are the various courses attentive to needed reviews and continuing, unifying themes and questions?

9. Are there plans to explain to students what is being left out of the course, and why? Again, given the nature of most textbooks, some good explanation will be necessary—and can itself be highly engaging and instructive.

10. Has the selection of what to teach also been made with regard for nourishing the larger perspectives and habits of critical judgment that history helps to teach?

11. Do the selected themes and topics lend themselves to teaching, and using, the relationships between history and biography, history and geography, history and the social sciences, history and the humanities?

12. Has it been decided beforehand, at least tentatively, which topics may be worth extended treatment, perhaps over a week or so, and which may be done more briefly? Which may lend themselves to "active learning" projects? Which could most effectively be taught by use of original sources?

E. Standards for Historical Thinking, for Classroom and Home Work

The story of human experience and its significance for us cannot be comprehended by classroom work alone. Beyond the benefits of imaginative methods for teaching and learning during the school day, teachers need to hold students responsible for using their minds outside of school hours. Studying history requires that they take the time to read, take notes, and reflect upon what they have heard and read, just as they must in the sciences, literature, or philosophy. Without recognizing the necessity and rewards of private study, no one becomes an educated person. Classroom work on study skills and modes of historical thinking should lead naturally to work at home. In particular, writing assignments are the primary way into concentrated learning of history. As in the arts and athletics, one achieves prowess and confidence only by practice and performance.

Regarding the skills and ways of thinking and writing vital for historical study, to be exercised both in and out of school hours, we adapt and summarize below the advice of the National Council for History Standards, in its pages on *Standards in Historical Thinking*, from the United States and World history standards documents published by the National Center for History in the Schools at UCLA:

The study of history rests on knowledge of dates, names, places, events, and ideas. But true historical understanding also requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers; to consult monographs, documents, journals, artifacts, museums, historic sites, works of art and literature; and to do so imaginatively—taking into account the historical context of each and the varied points of view of people living at the time. Historical understanding requires that students have opportunities to make historical arguments of their own—as in essays, debates, or editorials. Significant issues, past and present, challenge them to enter knowledgeably into the historical record and to bring historical perspectives to bear in their analyses.

Such exercises make clear to students why they must read thoughtfully the narratives created by others. They learn to an-

alyze the assumptions—stated and unstated—upon which narratives are constructed and assess the strength of the evidence presented. Along with noting what is included, they look for what authors may leave out—noting the absence, for example, of the voices and experiences of other men and women important to the history of their time. Thus students recognize the interpretative nature of history writing and the need to compare alternative narratives written by historians who have given different weight to political economic, social, religious, intellectual or technological forces behind events and who offer competing interpretations of those events. Students so engaged draw upon the following five related dimensions of historical thought:

1. Chronological Thinking

2. Historical Comprehension

3. Historical Analysis and Interpretation

4. Historical Research Capabilities

5. Historical Issues and Decision-making

These are interactive and mutually supportive. In conducting historical research, students will draw upon all five categories. Teachers will also draw upon each, when appropriate, as they develop their course plans. The items below do not, of course, prescribe any particular teaching sequence to be followed, because these abilities cannot be acquired or practiced in the abstract, in a vacuum. Every one of them must be developed through the study of selected, significant historical substance from the given era or society under study in the normal order of curricular progression.

1. Chronological thinking:
- a) distinguish among past, present, and future time;
- b) measure and calculate calendar time;
- c) interpret data presented in time lines;
- d) create time lines;
- e) locate and order the time(s) of a historical narrative;
- f) explain change and continuity over time.

2. Historical Comprehension:
- a) identify the author or source of the historical document or narrative;
- b) identify the central question(s) the document or narrative addresses;
- c) reconstruct the literal meaning of historical passages;
- d) use historical maps to establish the matrix of time and place;
- e) read narratives imaginatively, in a broad context of human life and works.

3. Historical Analysis and Interpretation:
- a) differentiate between historical fact and historical interpretation;
- b) analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance;
- c) challenge arguments of historical inevitability;
- d) compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions;
- e) from these, consider a range of different perspectives;
- f) examine competing historical narratives and debates among historians;
- g) consider interpretations of history as tentative.

4. Historical Research Capabilities:
- a) formulate historical questions on significant matters;
- b) distinguish between primary and secondary sources, attentive to the authenticity of the former and the reliability of the latter;
- c) collect and interpret statistical data from charts, graphs, tables, and prose;
- d) use advanced reference works including electronic databases. annotated bibliographies, and research guides to find and evaluate information;
- e) identify gaps in available records, draw upon contextual knowledge and perspectives of time and place, and construct a sound historical narrative.

5. Historical Issues and Decision-Making:
- a) identify critical issues and problems in the past and decisions taken on them;
- b) collect evidence of circumstances and forces operating at the time;
- c) recognize the contingency of history, how issues were seen at the time, by those not fully aware of relevant circumstances and forces, and unable to predict the consequences of their decisions;
- d) identify comparable historical situations at other times and places;
- e) examine the various dimensions of a current issue or problem and—citing the perspectives of history—evaluate current options and proposed decisions on it.

Part Two: Building A World History Curriculum

The following sections I, II. and III present our recommendations on central strands particular to World history, and on the significant questions, major eras, and topics for its study across the grades. Section IV follows, with our suggestions for sub-topics and important details through which to develop student understanding of the great strands, key questions, topics, and periods in the history of the world. These sections offer guidelines, not commandments. From them, teachers well-prepared in World history will design their own ways to engage and educate their students.

I. World History: What Is It and Why Study It?

In its report, the Bradley Commission on History in Schools declared that "study of nations and cultures other than our own must be at the heart of the new movement toward global and international studies." Central to its nine recommendations was that schools devote no fewer than four years of history among the six years spanning grades seven through twelve, that such time was indispensable to "convey the historical reality all citizens need to confront," including the history of the world and its peoples.

High school graduates should be acquainted with the major developments in the civilizations of Europe, the Middle East, Africa, Asia, and the Americas, seeing each in its own unique context. They should also recognize at the same time the common problems of all humankind, and the increasing interactions among nations and civilizations that have shaped much of human life on earth. Only by understanding that the world has had many histories—many ways of dealing with the general human condition—can Americans comprehend the global setting in which they and their country must now live and work.

The enormous scope of world history renders it all but unteachable without ways to organize its endless mass of information along lines that students find coherent and memorable. One, the comparative approach, stresses the similarities and contrasts to be drawn across civilizations within given historical eras. The other, which may be called the particular approach, dwells at greater length, often across eras, on the longer, internal story of given civilizations. Each in its own manner must also treat the interactions and cross-civilizational influences that have shaped events, ideas, and institutions in significant ways.

As in United States history and the history of Western civilization, students at the middle and high school levels find it easier to organize data, and to form useful questions, by first differentiating among the several spheres of human activity and history: the scientific/technological, the economic, the social, the cultural, the religious/philosophical, and the political. Soon they are ready to recognize how the spheres overlap, and how each is affected by forces from the others. Once confident in these basics, they can more easily analyze comparisons and contrasts, both across civilizations and across the historical eras.

On balance, the spheres of science, technology, and economics initially lend themselves well, and attract greater student interest, to the approach of cross-civilizational comparisons within given eras. The spheres of culture and thought—the arts, literature, religion, and philosophy—are initially more accessible, and interesting to students, by following their creative evolution within one given civilization over time. The sphere of political ideas, events, and institutions—ideologies, reform, revolution, reaction, war and peace, forms of government and law—calls for both approaches, the analyses and evaluations of the comparative, together with the extended drama of the particular nation or civilization's drive to conquer or survive, its need for internal order, or its search for liberty and justice.

There is, however, no "one best way" to choose among approaches to world history. Each may be used to advantage, according to the pedagogical styles of individual teachers. The one general rule that perhaps applies most urgently to world history is that no single approach should be used to the exclusion of the others. And the one general reminder, again most urgently applicable to world history, is that the role of the individual and the stories of real people not be lost in the great abstractions of sweeping comparisons, contrasts, patterns of interaction, sagas and clashes of civilizations.

II. Central Strands and Significant Questions to Be Carried Throughout Courses and Across the Grades

The immense fabric of World history is not comprehensible unless its numberless specific events, ideas, institutions, and people are interwoven with the great strands and questions that hold its many stories together and make them significant and compelling for students. In its report, the Bradley Commission presented twelve major topics or aspects that children and adolescents should examine, at levels appropriate to their ages. These follow, and after each strand we suggest related questions that historians have posed about World history and that students should ask themselves.

There are, of course, other lasting issues that teachers could ask students to examine. But in no case should such questions lead only to present-minded generalities; each must be thought about in the context of the time and place being studied. Hence, a question students should often hear: "Could people in the future form a true and fair picture of you and your society by applying only their own attitudes and values, and not bothering with yours?"

Strand 1. The evolution and distinctive characteristics of major early Asian, African, and American pre-Columbian societies and cultures.

•In what ways did geography shape the evolution of early Asian, African, and American societies? •What are the main comparisons and contrasts to be drawn among these societies in their economic and social structures? •In systems of law and political control? •In their religions and stories of their societal origins? •What characterized their heroes, their mythical figures?

Strand 2. The connections among civilizations from earliest times, and the gradual growth of global interaction among the world's peoples, speeded and altered by changing means of transport and communication.

•What were the main stages, or eras, in the evolution of global interaction? •What factors were involved in bringing about contacts and interaction? •What was the role of warfare and conquest? •The role of travelers, missionaries, trade, investment, migrations, advancing technologies of transport and communication?

Strand 3. Major landmarks in the human use of the environment from Paleolithic hunters to the latest technologies. The agricultural transformation at the beginning and the industrial transformation in recent centuries.

•How have the applications of science and technology shaped economic systems and, in turn, social structures? •In what ways have they bettered human life and in what ways harmed it? •How have the human consequences of technological advances been affected by forces from religion, ideology, social movements, and political decisions?

Strand 4. The origins, central ideas, and influence of major religious and philosophical traditions, such as Judaism, Christianity, Buddhism, Confucianism, Islam; and of major ideologies and revolutions such as the American, French, Russian, and Chinese.

•What views of human nature and human needs have formed the bases of major world religions, ethical systems, and economic/political ideologies? •What have been their most influential ideas of right and wrong, of honor and shame, of worthy private life, the good society, and human destiny? •How have these ideas shaped laws and constitutions, and moved historical events and turning-points?

Strand 5. Close study of one or two selected non-Western societies, to achieve the interest and power of the good story that narrative provides.

• In the given society, what forces have spurred change and which have worked to maintaian continuity of traditional institutions and mores? •How would the society's own historians tell the story of its trials and triumphs, its treatment of its people and of neighboring peoples, its creativity and contributions to the larger world?

Strand 6. Study of at least one society that can no longer be simply defined as "Western" or "non-Western," such as in South and Central America.

• What sectors and characteristics of the society can be defined as Western or European? Which as non-Western? •To what extent do these differences appear according to class, or race, or ethnicity or language, or native-born vs. foreign-born? •What common grounds have developed over time, in social life, religion, culture. or politics? •What forces, or leaders, have brought unity and which have worked toward division?

Strand 7. Comparative history of selected themes, to demonstrate commonalities and differences not only between European and other societies, but among European and non-European societies themselves.

• In which spheres of human activity and history is commonality more likely to be found? •The economic, the social, the cultural, the political, the religious/philosophical? •What have been leading examples of common values, laws, and institutions among societies of otherwise different characteristics or origins or traditions? •On the other hand, how have societies with similar origins, race, and traditions developed rising differences with each other?

Strand 8. Comparative study of the art, literature, and thought of representative cultures and of the world's major civilizations.

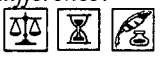
• How have the art, design, architecture, music, and literature of different people revealed their different definitions of beauty, grace and happiness? •How have they spent their leisure time? •How have they educated their children to be cultivated adults? •What have been the effects on their cultural lives of technology, economics, religion, ideology, politics, and of individual genius?

Strand 9. Varying patterns of resistance to, or acceptance and adaptation of, industrialization and its accompanying effects, in representative European and non-European societies.

• How have rural, agricultural, or pastoral peoples sought to resist industrialization at different times, in different parts of the world? •In what cases has industrialization been gradual, adapted to, and integrated with traditional economic life? •In which has it been forced and destructive? •How are the differences to be explained?

Strand 10. The adaptation of both indigenous and foreign political ideas, and practices, in various societies.

•How have societies altered or transformed their indigenous, traditional political ideas, laws, and institutions under the pressure of changes in other spheres of life, such as the economic? •Which societies have been the borrowers of others' political ideas and which have been the exporters of political ideas? •What circumstances could explain the difference?



Strand 11. The interplay of geography and local culture in the responses of major societies to outside forces of all kinds.

•What historical forces explain the very different development of societies whose geographical circumstances are similar? •What part have tradition, religion, culture, social structures, political leadership, or the influence of outstanding individuals played in leading such societies in different directions?

Strand 12. Selected instances of historical success and failure, of amelioration and exploitation, of peace and violence, of wisdom and error, of freedom and tyranny. In sum, a global perspective on a shared humanity and the common human condition.

•What does the comparative history of nations tell us of common human needs, aspirations, and reactions to adversity? If a study of history cannot predict the future, to what extent can it tell us what might be expected under certain circumstances—of crisis, defeat, fear, deprivation, or oppression, or out of power, triumph, confidence, pride, or domination?

III. Major Eras and Topics within the Chronological Narrative of World History

NOTE: The periodization below is adapted, with certain variations and overlappings, from the pattern of historical eras suggested in the 1994 standards document titled ***World History: Exploring Paths to the Present*** *and in the 1992 volume titled* ***Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire****, both produced by the National Center for History at UCLA.*

I. Prehistory to 1000 B. C. Human Origins and Early Civilizations

A.) Early centers of human life
B.) Human migrations across the earth
C.) The Neolithic Revolution
D.) River valley civilizations
E.) The first urban societies
F.) Early civilizations in Africa and on the Mediterranean
G.) Early civilizations in India and China

II. 1000 B.C. to 700 A.D. Classical Civilizations of the Ancient World

A.) The development of major world religions and ethical traditions
B.) The Greek political legacy: city-states of Athens and Sparta
C.) The civilization of ancient Greece
D.) Encounters and exchanges in the age of Alexander the Great
E.) The Roman Republic and Empire
F.) Classical civilization in India; Hinduism, Buddhism
G.) Classical civilization in China; Confucianism, Taoism
H.) The spread of Christianity

III. 500 A.D. to 1450 World Expansion of Agrarian and Commercial Civilizations

A.) The Byzantine Empire: institutions and legacy
B.) The origins and spread of Islam
C.) Invasions and the early European middle ages
D.) Feudalism and manorialism in Europe
E.) Japan's Classical Age
F.) The Middle Empire in China
G.) The Mongol Empire and medieval Russia
H.) The high middle ages in Western Europe
I.) Development of European nation-states and politics
J.) Arab presence, city-states, and empires in Africa
K.) Classical India under attack
L.) Pre-Columbian societies and cultures in the Americas

IV. 1400 to 1750 Emergence of a Global Age

A.) Forces for fragmentation and change in late medieval civilization
B.) The Renaissance
C.) The rise and decline of the Ottoman and Moghul Empires
D.) Global encounters
E.) The Reformation and religious conflict
F.) Japan in the early global age
G.) China under foreign and domestic regimes
H) The rise of European colonial empires
I.) Absolute monarchies and constitutional governments

V. 1650 to 1914 The Age of Revolutions

A.) The Scientific Revolution
B.) The Enlightenment in Europe and America
C.) Political revolutions, American and French
D.) Revolutions in the Caribbean and Latin America
E.) The Industrial Revolution and its effects
F.) Cities and urban culture of the 19th century
G.) The search for political democracy and social justice
H.) Western nationalism and imperialism
I.) The rising power of modern Japan
J.) Resistance and revolution in China
K.) Nationalism, resistance, and rebellion in India and Africa
L.) The world before global war: progress and its limits

VI. 1914 to 1945 The Era of Global Wars

A.) Origins, course, and consequences of World War I
B.) The Russian revolutions of 1917 and aftermath
C.) After-effects of war and colonialism, West and East
D.) The Great Depression; global economic failure
E.) Rise of militarism and totalitarian states in West and East
F.) Origins and responsibilities for World War II
G.) World War II: its course and human costs

VII. The World from 1945 to the Present

A.) Origins of the Cold War
B.) Postwar reconstruction and reform in Europe and Asia
C.) The United Nations
D.) New nations replace colonial empires
E.) The Cold War in Europe, Asia, and Latin America
F.) Collapse of the Soviet Empire and the "New World Order"
G.) Persistence of nationalism, militarism, civil war
H.) World prospects for political democracy and social justice
I.) New boundaries and problems in science, technology, economics, and culture

Beginning To Weave A History

	Strand 1. The evolution & distinctive characteristics of early Asian, African, and American pre-Columbian societies	Strand 2. The connections among civilizations from earliest times.	Strand 3. Major landmarks in the human use of the environment.	Strand 4. The origins, ideas, & influence of religious and philosophical traditions.	Strand 5. Close study of one or two non-Western societies.	Strand 6. Study of a society no longer defined as "Western" or "non-Western."
I. Prehistory to 1000 B. C. Human Origins and Early Civilizations						
ex. Early centers of human life	●	●	●		●	
ex. The Neolithic Revolution	●	●	●			
ex. The first urban societies	●	●	●	●		
ex. Early Civilizations in India and China	●	●	●	●	●	
II. 1000 B.C. to 700 A.D. Classical Civilizations of the Ancient World						
ex. The Greek political legacy: city-states of Athens and Sparta	●	●		●		
ex. Classical civilization in India; Hinduism, Buddhism	●	●		●	●	
ex. Classical civilization in China; Confucianism, Taoism	●	●	●	●	●	
ex. The Spread of Christianity		●		●		
III. 500 A.D. to 1450 World Expansion of Agrarian and Commercial Civilizations						
ex. The Origins and Spread of Islam	●	●		●		
ex. Feudalism and manorialism in Europe	●	●	●	●		●
ex. The Middle Empire in China	●	●	●		●	
ex. The Mongol Empire and medieval Russia	●	●	●	●	●	
ex. Arab presence, city-states, and empires in Africa	●	●	●	●	●	
IV. 1400 to 1750 Emergence of a Global Age						
ex. The Renaissance		●	●	●		
ex. The rise and decline of the Ottoman and Moghul Empires	●	●		●	●	
ex. Japan in the Early Global Age	●	●	●			●
ex. China under foreign and domestic regimes	●	●			●	
ex. The rise of European colonial empires	●	●	●	●	●	●

Strand 7. Comparative history of themes, demonstrating commonalities and differences.	Strand 8. Comparative study of the art, literature, and thought.	Strand 9. Varying patterns of resistance/ acceptance/ adaptation of industrialization.	Strand 10. Adaptation of indigenous & foreign political ideas/ practices, in societies.	Strand 11. The interplay of geography and local culture.	Strand 12. Instances of historical success/ failure, peace/ violence, wisdom/error, freedom/ tyranny.	
						I. Prehistory to 1000 B. C. Human Origins and Early Civilizations
●	●			●		ex. Early centers of human life
				●	●	ex. The Neolithic Revolution
●	●		●	●	●	ex. The first urban societies
●	●		●	●	●	ex. Early Civilizations in India and China
						II. 1000 B.C. to 700 A.D. Classical Civilizations of the Ancient World
●	●		●		●	ex. The Greek political legacy: city-states of Athens and Sparta
●	●		●		●	ex. Classical civilization in India; Hinduism, Buddhism
●	●		●	●	●	ex. Classical civilization in China; Confucianism, Taoism
●	●		●	●	●	ex. The Spread of Christianity
						III. 500 A.D. to 1450 World Expansion of Agrarian and Commercial Civilizations
●	●				●	ex. The Origins and Spread of Islam
●			●	●	●	ex. Feudalism and manorialism in Europe
●	●	●	●	●	●	ex. The Middle Empire in China
●		●	●	●	●	ex. The Mongol Empire and medieval Russia
	●		●	●	●	ex. Arab presence, city-states, and empires in Africa
						IV. 1400 to 1750 Emergence of a Global Age
●	●		●		●	ex. The Renaissance
●	●		●	●	●	ex. The rise and decline of the Ottoman and Moghul Empires
●	●	●	●	●	●	ex. Japan in the Early Global Age
●	●	●	●	●	●	ex. China under foreign and domestic regimes
●		●	●	●	●	ex. The rise of European colonial empires

	Strand 2. The connections among civilizations from earliest times. 	Strand 3. Major landmarks in the human use of the environment. 	Strand 4. The origins, ideas, & influence of religious and philosophical traditions. 	Strand 5. Close study of one or two non-Western societies. 	Strand 6. Study of a society no longer defined as "Western" or "non-Western." 
V. 1650 to 1914 The Age of Revolutions					
ex. Revolutions in the Caribbean and Latin America	●		●		●
ex. The Industrial Revolution and its effects	●	●	●		
ex. Rising Power of Modern Japan	●	●	●		●
ex. Resistance and Revolution in China	●			●	
ex. Nationalism, resistance, and rebellion in India and Africa	●			●	
VI. 1914 to 1945 The Era of Global Wars					
ex. Origins, course, and consequences o f World War I	●		●		
ex. The Russian Revolutions of 1917 and aftermath	●			●	
ex. After-effects of war and colonialism, West and East	●		●	●	
ex. The Great Depression; global economic failure		●			●
ex. Rise of militarism and totalitarian states in West and East	●		●	●	●
ex. World War II: its course and human costs	●	●	●		
VII. The World from 1945 to the Present					
ex. Origins of the Cold War	●		●		
ex. Postwar reconstruction and reform in Europe and Asia	●			●	●
ex. New nations replace colonial empires	●			●	●
ex. Cold War in Europe, Asia, and Latin America	●	●	●	●	●
ex. Collapse of the Soviet Empire and the "New World Order"	●		●	●	
ex.Persistence of nationalism, militarism, civil war	●	●	●	●	●
ex.World prospects for political democracy and social justice	●	●	●	●	●
ex.New boundaries and problems in science, technology, economics, and culture	●	●	●		

Strand 7. Comparative history of themes, demonstrating commonalities and differences. 	Strand 8. Comparative study of the art, literature, and thought. 	Strand 9. Varying patterns of resistance/ acceptance/ adaptation of industrialization. 	Strand 10. Adaptation of indigenous & foreign political ideas/ practices, in societies. 	Strand 11. The interplay of geography and local culture. 	Strand 12. Instances of historical success/ failure, peace/ violence, wisdom/error, freedom/ tyranny. 	
						V. 1650 to 1914 The Age of Revolutions
●		●	●	●	●	ex. Revolutions in the Caribbean and Latin America
●	●	●	●	●	●	ex. The Industrial Revolution and its effects
●	●	●	●	●	●	ex. Rising Power of Modern Japan
●	●		●		●	ex. Resistance and Revolution in China
●			●		●	ex. Nationalism, resistance, and rebellion in India and Africa
						VI. 1914 to 1945 The Era of Global Wars
●		●	●	●	●	ex. Origins, course, and consequences o f World War I
●	●	●	●		●	ex. The Russian Revolutions of 1917 and aftermath
●	●	●	●	●	●	ex. After-effects of war and colonialism, West and East
●	●	●	●	●	●	ex. The Great Depression; global economic failure
●	●	●	●		●	ex. Rise of militarism and totalitarian states in West and East
●		●	●		●	ex. World War II: its course and human costs
						VII. The World from 1945 to the Present
●			●		●	ex. Origins of the Cold War
●		●	●	●	●	ex. Postwar reconstruction and reform in Europe and Asia
●	●	●	●	●	●	ex. New nations replace colonial empires
●			●	●	●	ex. Cold War in Europe, Asia, and Latin America
●	●	●	●		●	ex. Collapse of the Soviet Empire and the "New World Order"
●			●	●	●	ex.Persistence of nationalism, militarism, civil war
●	●	●	●	●	●	ex.World prospects for political democracy and social justice
●	●	●	●	●	●	ex.New boundaries and problems in science, technology, economics, and culture

IV. Some Details of World History:

People, Events, Ideas, Institutions, and Creative Works to Begin Bringing the Story of the World to Life

As noted above, it will usually be the responsibility of the state or school district to assign the teaching of major essential topics in World history to particular grades in the K-12 sequence, to insure adequate coverage and to avoid gaps and repetitions. But it will be up to individual schools and teachers to select the details through which to teach the essential topics listed in Section III.

The essence of historical study, and its educative power, is in the gripping stories of human experience it has to tell. In World history, many of the most memorable works and personalities (from cave paintings and Cleopatra through to Magellan and space travel) will have been introduced in the earliest grades, K-4. Here we necessarily repeat some of these, for their more sophisticated treatment in the upper elementary, middle, and high school grades. But the details that follow are not meant to be exhaustive or to suggest everything of importance from which teachers may wish to choose. We assume that teachers, and students too, have other sources from which to mine engaging details of World history.

A Note on Textbooks:

At this point, a word about textbooks is in order. The National Council for History Education strongly recommends that a well-balanced, well-written survey be part of every student's materials for history courses from the 5th grade onward. It is by now a commonplace that teaching directly and exclusively from a textbook is insufficient. Other sources are indispensable. But it is equally clear—though not yet a commonplace—that an engaging chronological narrative history book provides students with a framework within which to place the particular questions, topics, episodes, and personalities that teachers choose to stress. It serves as a detailed timeline to carry with them. It guards against the disorientation and loss of continuity that can arise from over-use of "post-holing" and unconnected lesson units. It allows students to roam at will in history's long and complicated story and to discover for themselves other matters they can decide to explore in depth. In sum, a high quality survey textbook can help students maintain perspective and also help them exercise their intellectual freedom.

In this final section, then, we do not try to "cover" the details of World history already available in good textbooks or biographies. Instead, we present our own selection of issues, events, and turning-points, of people who made a difference, of ideas and institutions, and of creative works, each of which we believe to be significant and at the same time engaging for students. From them, teachers will make their own selections.

I. Prehistory to 1000 B.C. Human Origins and Early Civilizations

A) Early centers of human life
- Archeologists and the beginnings of "history"
- African origins; work of the Leakeys and others
- Fishing, hunting and gathering
- Lascaux to Stonehenge

B) Human migrations across the earth
- Geography, climate, flora and fauna
- Motives for moving elsewhere; the great treks
- The Bering bridge from Asia to North America

C) The Neolithic Revolution
- Tools of the New Stone Age
- Geography and choices of work; from roving to settled life
- Localized fishing, hunting, and gathering; herders and farmers

I. Prehistory to 1000 B.C. Human Origins and Early Civilizations [continued]

D) River valley civilizations
- The importance of geography: water, climate, location
- Tigris-Euphrates rivers; the Fertile Crescent
- The Nile river and its delta
- The Indus river
- The Yellow river

E) The first urban societies
- Origins of literacy and its significance
- Economic and military functions for cities
- New forms of religion, law, gender relations, and culture
- Sumer; cuneiform writing; Epic of Gilgamesh; ziggurats
- Babylonia; Code of Hammurabi; Enuma Elish

F) Early civilizations in Africa and on the Mediterranean
- Egyptian politics and religion: the pharoahs; Hatshepsut, Tut, Amenhotep
- Egyptian culture: hieroglyphics; arts; temples; pyramids
- The kingdom of Kush; iron tools; alphabet; trade system
- Minoan economy, law and religion; Knossos; Great Mother Goddess

G) Early civilizations in India and China
- Harappa and Mohenjo-Daro, urban culture in ancient India
- Aryan invasion and the coming of Hinduism
- Social structure: significance of the caste system
- Urban culture in Ancient China: Anyang and the Shang Dynasty; law
- China's culture: Chinese pictograph writing; the calendar
- China's economy: wheat, millet, rice as staple crops

II. 1000 B.C. to 700 A.D. Classical Civilizations of the Ancient World

A) The development of major world religions and ethical traditions
- Monotheism: Judaism, Abraham, Moses, the Commandments
- The Hebrew prophets: Amos, Jeremiah, Isaiah
- Hinduism; Buddhism; Siddhartha, Nirvana
- Confucianism and Taoism
- Christianity: Jesus; the Gospels; Sermon on the Mount
- Islam: Mohammed, the Koran, Mecca and Medina
- Comparisons and contrasts of central religious and ethical principles

B) The Greek political legacy: city-states of Athens and Sparta
- Definition of citizenship; contrasting views of the good citizen
- Strengths and limits of Athenian democracy
- The Persian and Peloponnesian wars; Pericles' Funeral Oration
- The Athenian empire and its decline
- The Greek historical tradition; Herodotus, Thucydides
- The human consequences of politics; Socrates; his trial

II. 1000 B.C. to 700 A.D. Classical Civilizations of the Ancient World (continued)

C) The civilization of ancient Greece
- Philosophical inquiry; science and reason; Pythagoras
- The "Classical" balance in arts and architecture; the Parthenon
- Ideas on human life and society: Plato and Aristotle
- Women in Greek society and literature
- Homer's Iliad, Odyssey, the heroic ethic; poetry: Sappho
- Theatre: Sophocles, Euripides, Aristophanes; social and moral commentary

D) Encounters and exchanges in the age of Alexander the Great
- Macedon vs. divided Greek city-states
- The geography and military nature of Alexander's empire
- Persian traditions and influences in the Hellenistic Age
- Alexandria: center of Hellenistic and Jewish culture; the great libraries
- Science and medicine; Euclid, Archimedes, Hippocrates
- Philosophical currents: Epicureans, Stoics, and Cynics
- Religious diversity; Jews, Greeks, Eastern and mystery religions

E) The Roman Republic and Empire
- The republican constitution; Senate, separation of powers
- Imperialism and war; Hannibal, Scipio
- The fall of the Republic and rise of dictators
- Imperial Rome; geography and peoples; Pax Romana
- Roman law, architecture, engineering; legacies to Europe
- Women in Roman society; familial and political roles; Julia; Livia
- The fall of Rome: internal problems; economic, social, military, political
- The fall of Rome: exterior forces; provincial disorder, loss of trade and revenue, tribal migrations and attacks; historians' debates on causes

F) Classical civilization in India; Hinduism, Buddhism
- Hinduism: karma, reincarnation, Brahmans
- Arts and letters: sculpture and design; epic literature; *Ramayana*
- Development of Buddhism as reform of Hinduism; Emperor Ashoka
- Buddhism's expansion to Southeast Asia, China, Korea, Japan
- Mauryan and Gupta Empires; Buddhism reabsorbed into Hinduism
- Women and the family under the Gupta caste system
- Nomadic invasions introduce centuries of turmoil

G) Classical civilization in China; Confucianism, Taoism
- Politics: Chi'n Dynasty; weapons, military unification; the first Great Wall
- Two shaping traditions: teachings of Confucius and Lao-tse
- Centrality of the family; Mandate of Heaven
- Zhou and Han Dynasties: Confucianism; establishment of ongoing civil service
- Paintings, crafts and trades; paper; the Silk Road across Asia to Rome
- Comparison of fall of Rome, Gupta India, and Han China

H) The spread of Christianity
- Sources and teachings from Judaism
- Preachers and organizers: Sts. Peter and Paul, St. Augustine
- Early Christian communities; egalitarianism
- The martyrs: St. Stephen, St. Cecilia
- Effects of Christianity on Roman society
- From persecution to official religion; Emperor Constantine
- Church doctrine; the Nicene creed

III. 500 A.D. to 1450 World Expansion of Agrarian and Commercial Civilizations

A) The Byzantine Empire: institutions and legacy
- Emperors: Constantine; Justinian
- Constantinople and centralized government; Code of Justinian
- The shift of the Empire to the East
- Preservation of heritage of antiquity
- Art and architecture: Hagia Sophia; mosaics; icons
- Establishment of Eastern Orthodox Church; conversion of the Slavs
- Weaknesses; ultimate fall of Constantinople to Turks

B) The origins and spread of Islam
- Relations to Judaism and Christianity; the five duties of Islam
- Place of women in Islamic religion and society
- Islamic expansion: caliphs; Harun al-Rashid; religious toleration and its limits
- Islamic arts and letters; expansion of Arabic, Persian, later Turkish
- Science, mathematics and medicine
- Preservation and transmittal of ancient Greek and Indian works

C) Invasions and early European middle ages
- German invasions: Huns; Franks; Angles; Saxons; Visigoths
- Early medieval church: St. Martin of Tours; St. Patrick; Sts. Cyril and Methodius, "Apostles of the Slavs"
- Monasticism: St. Basil, St. Benedict, St. Hilda of Whitby
- Muslim invasions; battle of Tours (732)
- Charlemagne; Carolingian Empire and Renaissance
- Viking and Magyar invasions; Norman Conquest (1066)

D) Feudalism and manorialism in Europe
- Early medieval agricultural inventions: deeper plough, mill, crop rotation
- Manorialism: self-sufficient units of production; the manorial contract between lord and serf
- Feudalism: the feudal contract between lord and vassal; the fief
- The code of chivalry; knighthood and its obligations
- Parallel, sometimes conflicting, systems of justice: secular and ecclesiastical
- European feudalism compared with that of Japan

E) Japan's Classical Age
- China's influence on Japan; Buddhism, Confucianism, writing, law, the arts
- Development of feudalism; compare with the European system
- The code of bushido; obligations of the *samurai*
- Unification under the Kamakura; the "divine wind"; Mongol invasion fails
- Shinto, native Japanese religion; coexists with Buddhism, Confucianism
- Japanese art, architecture, drama, literature; Noh plays, Lady Murasaki

F) The Middle Empire in China
- Unbroken continuity of civilization; contrast with West after fall of Rome
- The great dynasties: Sui, T'ang, Sung; economic, technological changes
- Golden Age of art & culture; painting, porcelain, poetry; Li Po, Tu Fu
- Rise of trade, domestic and foreign; earliest "modern" market economy
- Mongol invasion, Kublai Khan, Marco Polo, importance of geography
- Founding of the Ming dynasty

III. 500 A.D. to 1450 World Expansion of Agrarian and Commercial Civilizations [continued]

G) The Mongol Empire and medieval Russia
- Kiev; Conversion to Orthodox Christianity
- Geography and peoples of Central Asia
- Mongol conquest ("Tartar Yoke")
- Russia; tenuous, often hostile, relations with Western Europe
- Muscovy: Ivan the Great, Moscow as the third Rome
- Early trans-continental trade system

H) The high middle ages in Western Europe
- Growth of trade and towns
- The three estates: clergy, nobles, commoners
- The Church, cathedrals; Gothic art and architecture
- Schools, universities; philosophy, St. Thomas Aquinas
- The Crusades; reconquest of Muslim Spain
- Popular religion; cult of the Virgin, mystery plays
- Persecutions; heretics, Jews, and Gypsies

I) Development of European nation states and politics
- France: kingship, the Estates, Parlements; Louis IX, Eleanor of Aquitaine
- England: William the Conqueror, Magna Carta, Model Parliament
- The Holy Roman Empire; Frederick Barbarossa
- Struggles between church and state; Henry II and Becket

J) Arab presence; city-states and empires in Africa
- Muslim institution of slave trade
- West Africa; Ghana as first empire; role of divine kingship; griot
- Economic factors: trans-Saharan camel trade; gold, salt, and slaves
- Spread of Islamic religion in Africa
- The empires of Mali and Songhai; Mansa Musa; Timbuktu
- The rise and development of Christianity in Ethiopia; art and architecture
- Great Zimbabwe; Bantu settlement and languages; Swahili

K) Classical India under attack
- Successive invasions: Hun, Arab, Turk, Mongol
- Muslim destruction of Buddhist and Hindu centers of worship
- The "Delhi Sultanate" of Muslim rulers imposes political unity
- Islam established in what will become Pakistan and Bangladesh; Hinduism survives elsewhere
- Tamerlane's raid on India (1398); political chaos

L) Pre-Columbian societies and cultures in the Americas
- The Olmec society; maize, calendar, glyphic writing
- The Mayan civilization; art, architecture; astronomy, calendar
- The Aztec empire; grandeur, public works, slavery and human sacrifice
- The Inca empire; Machu Picchu; architecture, textiles
- The North Americans; geographical and cultural contrasts
- Comparisons with other contemporaneous societies and cultures, e.g., in Europe, China, Africa

IV. 1400 to 1750 Emergence of a Global Age

A) Forces for fragmentation and change in late medieval civilization
- Social and political establishment weakened by Crusades and 100 Years War
- The Black Death; decimation of population; deprivation and despair
- Overall expansion of agricultural productivity and surpluses
- Rise of middle class and burghers; pivotal role of women in economic life
- European topography; trade routes, Hanseatic league
- Mediterranean centers of trade; Italy, Portugal

B) The Renaissance
- Commercial prosperity of Italian peninsula
- Contributions of Islamic science and culture
- Politics, city-states; Florence, Venice; patronage; Medicis; papacy
- Arts and literature; da Vinci, Michelangelo, Dante
- Politics and history; Machiavelli
- Inventions; Gutenberg, printing press, seafaring advances
- Christian Humanism; Erasmus, Thomas More
- The Elizabethan Renaissance; Shakespeare

C) The rise and decline of the Ottoman and Moghul Empires
- The capture of Constantinople (1453)
- Bureaucratic structure of Ottoman Empire: sultan, bureaucracy, Janissaries
- Arts and letters under Suleiman the Magnificent
- Stagnation and decline of the Ottoman Empire
- The great Moghul rulers: Babur, Akbar and Arangzeb
- Development of Sikh religion
- Art and architecture in the Moghul Empire

D) Global encounters
- Commercial Revolution and early capitalism
- The geography and technology of the global explorers
- The Columbian exchange; plants, animals, technology, disease
- The expulsion of Jews and Muslims from Spain
- First encounters among Africans, Americans, and Europeans in the Western hemisphere
- The search for gold and silver; Price Revolution

E) The Reformation and religious conflict
- Worsening struggles between religious and secular authorities
- Precursors of the Reformation: Wyclif, Hus
- The reformers and those around them: Luther, Calvin, the Anabaptists
- Catholic reform; Loyola, Teresa of Avila
- The English Reformation; Henry VIII, Elizabeth I
- The Wars of religion; Montaigne, religious toleration; superstition, witches
- Popular religion; place of women and the family

F) Japan in the early global age
- After feudal disorder, Japan reunified under Tokugawa Shogunate
- Hostility to Western influences; Japanese Christians persecuted
- Trade and travel cut; ban on seagoing vessels; single port open to the Dutch alone
- Rising internal production in agriculture and commerce
- Continued development of Japanese art and literature; kabuki theatre

IV. 1400 to 1750 Emergence of a Global Age [continued]

G) China under foreign and domestic regimes
- Great Ming naval expeditions and expansion of trade across Indian Ocean
- Chinese turn inward; restriction of expeditions, trade, and merchants
- Flourishing of Chinese arts
- Conquest of Ming by Ch'ing or Manchu dynasty in 17th century; survives until 1911
- The Manchu leader, Nurhachi, establishes dynasty accepted as legitimately Chinese
- Arrival and effects of Europeans
- Traditional Chinese civilization under challenge; European influences

H) The rise of European colonial empires
- Mercantilism in theory and practice
- Portugal; African trading posts
- Spain in the Americas; conquistadores; Montezuma, Cortes, Pizarro, Atahualpa
- The Spanish church; Bartholomeo de las Casas, Sepulveda; the Jesuits in Paraguay; Sor Juana; missions
- England; the Atlantic colonies' diverse origins and motivations
- Holland; East India and West India Companies
- France; explorers, fur traders, and missionaries
- The Atlantic slave trade; American demands for slave labor; the "middle passage" between two captivities

I) Absolute monarchies and constitutional governments
- New forms of state centralization: Philip II, Gustavus Adolphus, Louis XIV
- Russia and Prussia; the "Greats:" Peter, Catherine, Frederick
- England: the Stuarts vs. Parliament; the English Revolution
- Civil War; Execution of Charles I; radical sects; Oliver Cromwell
- "Glorious Revolution" of 1688-89; continued oppression of Ireland
- The Dutch Republic; the Provinces vs. the House of Orange
- Political connections between England, Holland, and America

V. The Age of Revolutions: 1650 to 1914

A) The Scientific Revolution
- Prior advances in theory: Copernicus, Bacon, Galileo, Descartes
- Isaac Newton; the universe seen as balanced, harmonious, and predictable
- Technological advances: microscope, telescope
- Patronage of science: royal societies in England, France
- Effect on the Enlightenment: new faiths in science, laws of nature, reason, harmony, progress

B) The Enlightenment in Europe and America
- Political and economic ideas as outgrowth of the Scientific Revolution: Hobbes, Locke, Beccaria, Smith
- Philosophy and the Philosophes; Voltaire, Rousseau; the *salon* and roles of women
- Neo-classicism in music, art, and architecture; invention of opera
- Negative impact on older, traditional faiths and religions
- New religious currents: Deists, Quakers, Methodists; the Great Awakening

V. The Age of Revolutions: 1650 to 1914 (continued)

C) Political revolutions, American and French
- Revolution in America; "the shot heard 'round the world"
- American philosophers and founders: Franklin, Paine, Washington, Adams, Jefferson, Madison
- Revolution in France: causes and outcomes; Bastille, Olympe de Gouges, Robespierre, Terror, Thermidor
- Lasting world-wide effects of revolutions; expectations of liberty and equality
- Origins of feminist theory; Mary Wollstonecraft's *Vindication of the Rights of Women*
- Napoleon's Empire and wars; Waterloo; the Vienna Settlement of 1815
- Napoleon: the first modern-style dictator?

D) Revolutions in the Caribbean and Latin America
- Haitian revolution; Toussaint L'Ouverture; Napoleon sells Louisiana
- Colombia and Venezuela; Simon Bolivar, 'The Liberator"
- Argentina and Chile; San Martin and O'Higgins
- Mexico; Hidalgo and Morelos, martyrs to independence
- Abiding power of church, landlords, caudillos, racial and social inequality
- 19th century urbanization, agrarian shift to export crops
- Democratic reform in Argentina and Chile
- Social strife; the Mexican Revolution; Madero, Zapata

E) The Industrial Revolution and its effects
- Preconditions in England and Western Europe; the enclosure movement
- Technological advances and inventors; James Watt, steam; factory and mine machinery, machine tools, canals, roads, and railroads
- Changes in work and life; factories, mines, cities; conditions worsen for many, improve for others
- Class changes; new upper middle class of industrialists, bankers, merchants, new factory working masses
- Resistance to industrialization and its effects; craftsmen, landed gentry, Luddites, Romantics
- Women and the family; source of labor, conditions of work
- Ideologies, classes, and social movements: Liberalism, Socialism, Marx, Engels, and Marxism; Chartists; labor unions; social democracy
- Early factory production in Japan, China, India

F) Cities and urban culture of the 19th Century
- The new factory city: Manchester, Lowell; the new metropolis: New York, Chicago, Buenos Aires, Tokyo
- Old capitals change: London; the rebuilding of Paris; Constantinople; Peking
- Toward public health and modernization: water, sewers, lights, parks, police
- Social classes and contrasting conditions of life: housing, education, recreation
- Leadership of women in social services; Florence Nightingale, Jane Addams
- Sources of Romanticism and Realism; Wordsworth, Goethe, Delacroix, Dickens, Eliot, Daumier, Zola
- Impressionism and Cubism; Monet, Cassatt, Renoir, Cézanne, Picasso

V. The Age of Revolutions: 1650 to 1914 [continued]

G) The search for political democracy and social justice
- Europe-wide revolutions of 1848; classes, ideologies in conflict
- United States: slavery, Civil War, emancipation
- Russia; emancipation of serfs, with access to land; Slavophiles v. Westernizers
- Russian radicalism; People's Will, Sofia Perovskaia
- Irish famine, Russian pogroms, poverty in Southern and Eastern Europe press millions to emigrate to the United States and Canada
- Male suffrage common by 1900; workers' legislation: Germany, England, Scandinavia—in contrast to France, Italy, Russia, and the United States
- The struggle for women's suffrage; United States: E. Cady Stanton, Susan Anthony; England; the Pankhursts; New Zealand; Japan

H) Western nationalism and imperialism
- Unification of Italy; Mazzini, Garibaldi, and Cavour
- Unification of Germany; Bismarck and the policy of "Blood and Iron"
- Economic roots of imperialism: resources, markets, investment, cheap labor
- Imperialist ideology: nationalism, Social Darwinism, racism
- European colonialism and rivalries in Africa, Asia, the Middle East
- United States imperialism; Philippines, Cuba, Central America; United Fruit; Panama Canal

I) The rising power of modern Japan
- Commodore Perry "opens" Japan
- Literary and artistic exchanges between Japan and Europe
- The Meiji era; from feudalism to industrialism
- New army and constitution based on German imperial models
- The urbanization of Japan; government-business corporatism
- Russo-Japanese War; the first Asian victory over a European power
- The Japanese Emperor as the nation's integrating figure

J) Resistance and revolution in China
- Defeat and humiliation in the Opium War
- The Taiping Rebellion; egalitarian, anti-Manchu, anti-foriegn
- Defeat and discredit in Sino-Japanese War, 1894-95
- The Boxer Rebellion; anti-Christian, anti-foreign
- Sun Yat-sen; national unity, democracy, economic security
- 1911 Nationalist revolution ends the dynasty; fails to unite China

K) Nationalism, resistance, and rebellion in India and Africa
- The Sepoy Rebellion; India put under direct British imperial control
- British-educated Indian leaders form the Nationalist movement
- Malinke warriors lead 20-year resistance against the French in West Africa
- The Ashanti and Zulu wars against the British; the Mahdi in Sudan
- Ethiopians defeat Italian invaders in 1896, remain independent; Menelek II

L) The world before global war: progress and its limits
- Progress in science, medicine: the Curies, Einstein, Lister, Pasteur, Walter Reed, Florence Nightingale; anesthetics, antiseptics
- In technology: bicycles, telephone, trolleys, autos, aircraft, radio; Bell, Benz, the Wright brothers, Edison, Marconi
- In living standards: diet, clothing, public schools, recreation

V. The Age of Revolutions: 1650 to 1914 [continued]

- In peace efforts: Hague Tribunal; new Olympics; Bertha von Suttner
- Optimism; Enlightenment faith in reason still dominant; continuing importance of religious practice and tradition
- The darker side: abiding destitution; disease; terror and assassinations; Armenian genocide
- Darker visions in the letters and arts: Dostoyevsky, Chekhov, Ibsen; Nietzsche, Freud; Kokoschka, Munch

VI. 1914 to 1945 The Era of Global Wars

A) Origins, course, and consequences of World War I
- Long-range causes; geography, ethnicity, alliances, arms races, economic and colonial rivalries, national aims in conflict
- Balkan politics; Sarajevo, assassination of Franz Ferdinand, the Black Hand
- Military plans and their failures; stalemate and slaughter
- The effects of geography and new technologies of war
- Memoirs, novels, poetry: Owen, Graves, Martin du Gard,Vera Brittain, Remarque
- Total war; change and trauma on the home front
- Demography of the war and postwar generations

B) The Russian revolutions of 1917 and aftermath
- Revolution of 1905; Duma, Cadets
- Effects of World War I and misgovernment
- Spring revolution; moderates; social democrats; Kerensky
- Bolshevik revolution of October, Russian Marxism; Alexandra Kollontai; Lenin promises "bread, peace, land", freedom to Baltic states
- January 1918: crushing of elected assembly; armed dictatorship of communist party; Kronstadt rebellion; emergence of terror

C) After-effects of war and colonialism, West and East
- The Paris Conference and Treaty of Versailles; conflicts and compromises
- Woodrow Wilson's 14 Points; the struggle for the League of Nations
- New nations in Eastern and Central Europe; disputed boundaries
- Germany's burden of defeat; weakness of the Weimar Republic and its effect on Europe
- Colonial rebellions and turmoil; Middle East, North Africa, South Africa
- Indian nationalism; the Congress party, Gandhi, the Muslim party
- China and the Far East; Kuomintang; Chiang Kai-shek; Indo-China; Ho Chi Minh

D) The Great Depression: global economic failure
- War's effects and other causes
- Worldwide impact; U.S. Crash of 1929 deepens the crisis
- Mass unemployment; social dislocation; family breakdown
- Varied responses of democracies; British retrenchment; American New Deal; French Popular Front
- Depression-era arts, literature; Kollwitz, Shahn, Lange, Orwell, Steinbeck; popular culture; radio, movies, sports, dance
- Effects in Latin America; populism and nationalism; effects on Japan, China, India

VI. 1914 to 1945 The Era of Global Wars [continued]

E) Rise of militarism and totalitarian states in West and East
- Italy: fascism in theory and practice; "march on Rome," the drive for empire; Ethiopia
- Germany: inflation, depression weaken Weimar; Hitler and the Nazis: theory, tactics, takeover, terror, murder; anti-Semitic persecution
- Soviet Union: rise of Stalin; collectivization of agriculture, forced industry, purges and terror, Gulags
- Japan: autocracy, militarism, aggression; Manchuria, Rape of Nanking

F) Origins and responsibilities for World War II
- Aggressions unanswered: failure of the League of Nations; Manchuria, Ethiopia, Spanish Civil War, Picasso's *Guernica*
- Passivity of the liberal democracies: German advances unimpeded: the Anschluss; Munich Crisis, dismay at Hitler-Stalin pact
- The turning-points: Poland and Pearl Harbor
- Aims of Axis leaders: world conquest, exploitation
- The Allies: Churchill and Roosevelt; the Atlantic Charter

G) World War II: its course and human costs
- Advantages and disadvantages of each side; science, technology, and human choices for their use: radar, rocketry, the atom
- The phase of Axis victories, from Poland to Philippines, Japanese control Asia; Germans control Europe
- Life in Nazi Europe; forced labor camps, deportation of Jews; resistance movements in France, Denmark, Holland, Balkans; in Germany, officers' plot and "White Rose"
- Turning points: battles of Britain, the Atlantic, El Alamein, Stalingrad, Leningrad, the Normandy invasion
- Victory in the Pacific: Midway, the island campaigns, atom bombing of Hiroshima and Nagasaki
- Beyond total war: Warsaw ghetto, the Holocaust; Nuremberg trials

VII. The World from 1945 to the Present

A) Origins of the Cold War
- Yalta and Potsdam conferences reflect end-of-war zones of military occupation in Europe; Soviets back Communist parties in their zones
- Communist threats to Greece and Turkey; Truman Doctrine
- The "Iron Curtain": Soviet-supported regimes installed in Central and Eastern Europe; mass Communist parties in Italy and France
- Defeat of fascism makes international Communism the worldwide alternative to liberal democracy; competition for allies and supporters

B) Postwar reconstruction and reform in Europe and Asia
- American post-WWI policies reversed: Marshall Plan, NATO alliance, and military preparedness
- Economic recovery and political stability of Western Europe; steps to European union; Monnet, Adenauer, de Gaulle
- Reconstruction and democratization of Japan
- Struggles for democracy: Philippines, Korea, India
- Civil wars in China, Indonesia, Burma, Algeria

VII. The World from 1945 to the Present (continued)

C) The United Nations
- The League of Nations revised; American leadership
- The Charter; Cold War divides the great powers in the Security Council
- Universal Declaration of Human Rights; role of Eleanor Roosevelt
- International agencies; promises and limits; economic and humanitarian achievements; peacekeeping efforts lost and won

D) New nations replace colonial empires
- War and defeats dissolve European authority in Africa and Asia
- Leaders and conditions in the new nations; India, Pakistan, Indonesia; independence won by European colonies in Africa
- The Chinese Communist Revolution: Mao Zedong and Maoism/ Marxism; effects on Korea, Indo-China, Taiwan
- New states and conflict in the Middle East: Israel and Arab powers
- The Cuban Revolution and Central American conflicts

E) The Cold War in Europe, Asia, and Latin America
- Rising threat of annihilation by nuclear missiles
- European power struggles: Czech coup, Berlin airlift and Wall, Polish and Hungarian revolts
- The Korean War; intervention of Communist China
- The Cuban missile crisis; Kennedy and Khrushchev
- The Vietnam War; massive American effort; defeat and withdrawal

F) Collapse of the Soviet Empire and the "New World Order"
- External and internal pressures on the Soviet empire; economic failures; demands for national and human rights
- Resistance and new leaders in East Europe: Poland, Walesa and the unions; Czechoslovakia, Havel
- Gorbachev, glasnost; reunification of Germany
- Russia's struggle for democracy and economic recovery

G) Persistence of nationalism, militarism, civil war
- New attacks on order and peace; internal conflict; nationalist and ethnic enmity
- New forms and uses of terrorism
- Continuation of race for modern weapons; nuclear, chemical, biological
- The Middle East; religion, oil, dictatorships; the Gulf War
- Balkan wars, ethnic cleansing
- Civil war and genocide in Rwanda

H) World prospects for political democracy and social justice
- Economic, demographic, environmental challenges; supranational economic powers; population explosions; depletion of resources
- Expansion of women's rights and roles; de Beauvoir, Friedan; near-universal suffrage; Golda Meir, Indira Gandhi
- Contrasting politics: South Africa; de Klerk, Mandela; China; militarism, persecution of dissent, prison labor
- Worldwide revival of religious fundamentalism; Iranian revolution
- Democratic gains and continuing struggles; Eastern Europe, South Asia, Russia, Central and South America

VII. The World from 1945 to the Present [continued]

I) New boundaries and problems in science, technology, economics and culture

- Genetic engineering; uses of DNA; epidemics and responses
- The environment; air, land, waters
- Space exploration; 1969 Moon landing
- Technology and communications; worldwide webs
- Global Americanization of amusements; impact on local cultures of worldwide television, pop music, film
- Cosmopolitan currents of ideas and literature since 1945; Wiesel, Solzhenitsyn, Achebe; Existentialism: Camus, Sartre; Nobel laureates: Pasternak, Neruda, Soyinka, Milosz, Brodsky, Gordimer, Walcott, Kenzaburo Oe
- New patterns of global economic power; limits on national autonomy
- Challenges to liberal education; the information flood; specialization, obstacles to individual autonomy

V. Suggested Books for Teachers of World History

In our search for recommendations on further readings for teachers, and also for engaged students and parents, we asked our NCHE advisory panel of teachers and historians to be mindful of three criteria: good scholarship, good writing, and availability. To that end, we have included examples of recent scholarship, but also of older classics and interpretations, of readable surveys and textbooks, and of sound popular histories and biographies. Most of these titles are available in local or university libraries and bookstores, and a good number are recently published, or republished, in paperback. We are grateful for the recommendations we received from many scholarly colleagues, those in school classrooms and those in universities. None of us would claim that the following list is comprehensive or nicely-balanced across historical eras or civilizations. These are "favorite" books.

For further explorations into recent scholarship on particular times, places, and issues, readers should consult the American Historical Association's *Guide to Historical Literature*, Third Edition, 2 Vols. (New York: Oxford University Press, 1995), whose General Editor is NCHE Trustee Mary Beth Norton. In most cases, the date cited below is that of the latest edition or republication.

General Surveys or Comprehensive Histories:

William H. McNeill, *A History of the Human Community to 1500* (1987)
" " " *The Rise of the West* (1991)
Peter N. Stearns, *World History: Patterns of Change and Continuity* (1987)
John Keegan, *The History of Warfare* (1993)
Philip D. Curtin, *Cross-Cultural Trade in World History* (1984)
Philip D. Curtin et.al., *African History* (1995)
John Iliffe, *Africa: The History of a Continent* (1995)
Bernard Lewis, *The Middle East: A Brief History of the Last 2000 Years* (1995)
Albert Hourani, *History of the Arab Peoples* (1991)
John Bright, *A History of Israel* (1972)
A. L. Basham, *The Wonder That Was India* (1963)
Stanley Wolpert, *A New History of India* (1991)
Barbara Jelavich, *History of the Balkans* (1983)
Nicholas V. Riasanovsky, *A History of Russia* (1984)
E. Garrison Walter, *The Other Europe: Eastern Europe to 1945* (1987)
John King Fairbank, *China: A New History* (1992)
J.K Fairbank and Edwin O. Rieschauer, *China: Tradition and Transformation* (1989)
G.B. Sansom, *The Western World and Japan* (1950) (1977)
E.O. Reischauer and Albert M. Craig, *Japan: Tradition and Transformation* (1989)
M. Osborne, *Southeast Asia: An Illustrated History* (1988)
Owen Chadwick, *History of Christianity* (1995)
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VI. Preparing Teachers To Implement This Guide

Schools and districts that decide to implement the kind of history curriculum outlined in this booklet, or in the others in this series (**Building A History Curriculum** and **Building A United States History Curriculum**), will want to take care that teachers have opportunities for professional development in history. Lawyers, doctors, and scientists must continually stay abreast of their professions. In the same way, a history teacher's education does not end upon graduation from college. History taught as has been suggested in these booklets requires that teachers do historical reading and research, that they know current educational techniques for helping their students learn history, and that they have collegial contact and relationships with historians at the college/university level.

Providing professional development that is at once content-rich and pedagogically innovative is a challenge and a responsibility. NCHE has developed an intensive, 3-day, professional development program that can help history teachers implement some of the curriculum changes suggested in this series of booklets. Called *The History Colloquium*, the program is led by a 3-person team consisting of an academic historian, a master classroom teacher, and a specialist from a college of education or historical society. Together with the local participants, the team custom-tailors a program to deal with specific topics or problems. Presented within the district, the *Colloquium* eliminates travel costs for teachers and gives them contact with top scholarship and effective models in a convenient, flexible format.

After conducting many colloquia, NCHE leaders collected their experience in an 88-page volume **The History Colloquium Manual: Energizing Professional Development for History Teachers.** It is a step-by-step guide to planning and conducting a colloquium. From philosophy to forms, from schedules to handouts, it's all there; everything you would need to know to hold a successful colloquium. Administrators can use the manual to develop a colloquium program in their own building or district. The History Colloquium Manual can be ordered from the NCHE Office by sending a check for $14 (includes postage and handling) to 26915 Westwood Rd., Suite B-2, Westlake, OH 44145.

NCHE Can Conduct Your Colloquium

For districts that do not have the time or expertise to organize a Colloquium, NCHE can do it for them. NCHE will recruit a 3-person team of scholars especially to meet the local objectives. They will custom design a program that will help teachers to: use primary sources, combine history and literature, teach history in the elementary grades, or develop K-12 history curriculum; to name only a few of the topics previous colloquia have covered.

Among the hundreds of teachers and school districts who have benefitted from NCHE customized staff development programs are:

Anchorage, AK	Bourne, MA
Merced, CA	Middletown, RI
statewide, MI	Akron, OH
Cheltenham Twp., PA	statewide, HI
Cincinnati, OH	Topsham, ME

If you are interested in having NCHE conduct a colloquium for you, contact **Elaine W. Reed** at NCHE (440-835-1776) to discuss schedules and fees.

NCHE Speakers' Bureau

NCHE can help your organization find historians, master classroom teachers, or history curriculum specialists to address your meeting. We can help you find a team or an individual speaker, from your area or nationally, for a single speech or a workshop, on a variety of topics.

To arrange for a speaker contact: **Elaine W. Reed** at NCHE.

ph: 440-835-1776

FAX: 440-835-1295

email: nche19@mail.idt.net

Who Should Read This Booklet

If you've read the Bradley Commission's **Building A History Curriculum: Guidelines for Teaching History In Schools** and are ready to put its broad principles into specific practice in World History, this booklet will guide you along the way. Teachers and schools must ultimately make their own decisions on what to put in and what to leave out of a World History course, but this booklet provides history educators with principles of selection and suggestions for episodes to use as they make their choices.

This booklet, **Building A World History Curriculum**, will be useful to:

- history educators who are interested in using major topics and themes, including continuing questions across the grades, to build a World history curriculum.
- teachers of history who are organizing their courses and classrooms in the wake of the national standards movement and amidst the state standards and state curriculum reform projects.
- curriculum-makers who seek solid guidance in the construction of courses and curricula, based on top scholarship and proven models of effective pedagogy in history education.
- school and district curriculum coordinators who want a broad range of choices as they help put together specific courses.
- world history teachers and others interested in professional development through recommended background reading.
- college and university historians responsible for the historical education of teachers.
- school department chairs of history, social studies, and humanities who want to explain to school boards, school administrators, and parents their reasons for teaching world history, and why it requires time and resources.

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