

World History and Civilization

Indiana's Academic Standards

Social Studies



Adopted by the
Indiana State
Board of Education
2001





Dear Student,

The world is changing quickly. For you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before. These days, “ready for college” and “ready for work” essentially mean the same thing: “ready for life.”

To be competitive in today’s economy and earn enough to support a family, you will need to continue your education beyond high school. Getting in shape academically is the single most important thing you can do to prepare for a successful future.

Your future starts with Indiana’s academic standards. This booklet clearly spells out what you should know and be able to do in World History and Civilization. Examples are given to help you understand what is required to meet the standards. **Please review this guide with your teachers and share it with your parents and family.**

To be ready for tomorrow, get in top academic shape today. Use this guide year round to check your progress.

Dear Parent,

Education is the building block of every student’s future. To ensure all students have every opportunity to succeed, Indiana adopted world-class academic standards in English/language arts, mathematics, science, and social studies and an assessment system to measure student progress. These standards clearly outline what students should know and be able to do in each subject, at each grade level. Teachers are dedicated to helping all students meet these expectations.

Moreover, these standards are the cornerstone of the state’s new “P-16 Plan for Improving Student Achievement.” Indiana’s P-16 Plan provides a comprehensive blueprint for what we must do to support students every step of the way – from their earliest years through post-high school education. To be competitive in today’s economy and earn enough to support a family, all students need to keep learning after high school – at a two- or four-year college, in an apprenticeship program, or in the military.

How can you help your student meet these challenges? Learning does not take place only in the classroom. Students spend far more time at home than they do in school. How they spend their time can make a real difference.

Nothing will have a bigger impact on your student’s success than your involvement in his or her education. On the next page is a list of 12 things you can do to help ensure your student has the best education possible – from preschool to post-high school opportunities. We hope you use this guide as a tool to help your child succeed today and in the future.

Sincerely,

Governor Joseph E. Kernan

Dr. Suellen Reed,
Superintendent of Public Instruction

Stan Jones,
Commissioner for Higher Education

12 things parents can do to help students succeed



1. **Promote education beyond high school.** To keep our families, communities, and economy strong, all students need to keep learning after high school: at a two- or four-year college, in an apprenticeship program, or through military training. Make sure your child knows you expect him or her to continue learning after high school and help develop a plan for the future.
2. **Build relationships with your teenager's teachers.** Find out what each teacher expects of your child and make sure teachers know you expect your child to continue learning after high school. Learn how you can help your child prepare to meet these expectations.
3. **Read.** Reading is the foundation for all learning. Encourage your child to read to you or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows. Reading is one of the most important contributions you can make to your child's education.
4. **Practice writing at home.** Letters, journal entries, e-mail messages, and grocery lists are all writing opportunities. Show that writing is an effective form of communication and that you write for a variety of purposes.
5. **Make math part of everyday life.** Paying bills, cooking, gardening, and even playing sports are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.
6. **Ask your teenager to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with their answer, and why they chose one answer over another.
7. **Expect that homework will be done.** Keep track of homework assignments and regularly look at your teenager's completed work. Some teachers give parents a number to call for a recorded message of that day's homework; others put the assignments on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific assignments, stay informed about what your child is working on so that you can help at home. And make sure to stay on top of college admissions application and financial aid deadlines.
8. **Use the community as a classroom.** Feed your teenager's curiosity about the world 365 days a year. Take your son or daughter to museums, local government buildings, state parks, and workplaces. Encourage him or her to volunteer in a field or area of interest in order to show how learning connects to the real world. These activities will reinforce what is learned in the classroom and may help your student decide what to do with his or her future.
9. **Encourage group study.** Open your home to your teenager's friends for informal study sessions. Promote outside formal study groups through church, school organizations, or other groups. Study groups will be especially important as your child becomes older and more independent. The study habits learned in high school will carry over into college and beyond.
10. **Spend time at school.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. Even so, "once in awhile" is better than "never."
11. **Start a college savings plan as soon as possible,** and contribute as much as you can each month or year. Investigate Indiana's 529 College Savings Plan and other investment vehicles. Complete the Free Application for Federal Student Aid (FAFSA) and talk with your teen about scholarship and financial aid forms available at school and on the Internet.
12. **Promote high standards for all.** To ensure the academic success of our children, everyone must work toward the same goal. Discuss academic expectations with parents and other people in your community. Use your school and employee newsletters, athletic associations, booster clubs, a PTA or PTO meeting, or just a casual conversation to explain why academic standards are important and what they mean to you and your family. Share your tips for helping your own son or daughter succeed in school and encourage others to share their suggestions as well.

Remember: *You are the most important influence on your child. Indiana's academic standards give you an important tool to ensure your child gets the best education possible.*



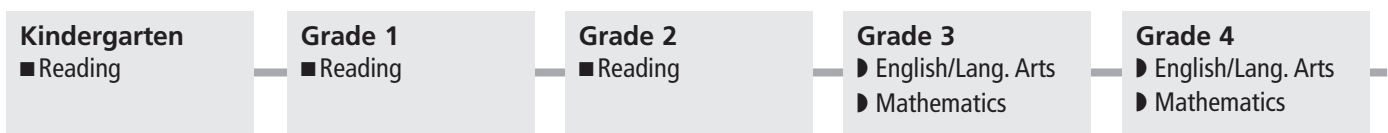
Measuring Student Learning

Children develop at different rates. Some take longer and need more help to learn certain skills. Assessments, like ISTEP+, help teachers and parents understand how students are progressing and assist in identifying academic areas where students may need additional attention.

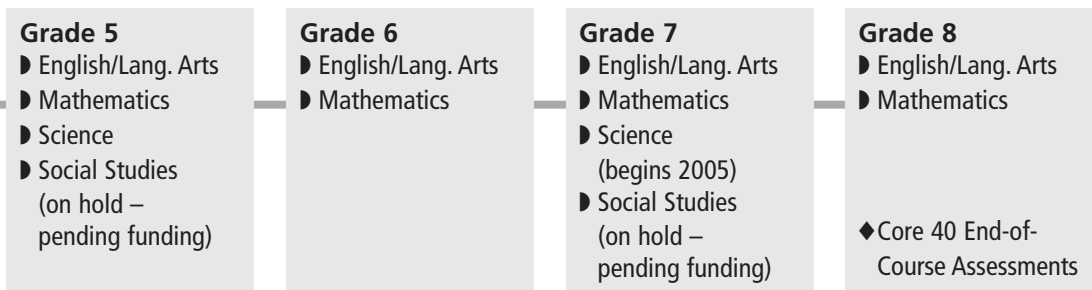
Assessments also provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state’s academic standards and reporting progress to parents and the public. Students in designated grades take ISTEP+ in the fall of each school year – with the assessment based on what the child should have learned during the previous year.

Indiana’s Reading Assessments are a series of informal classroom assessments available to Indiana teachers in Kindergarten through Grade 2. The assessments are optional and teachers may tailor the assessments to meet their students’ needs.

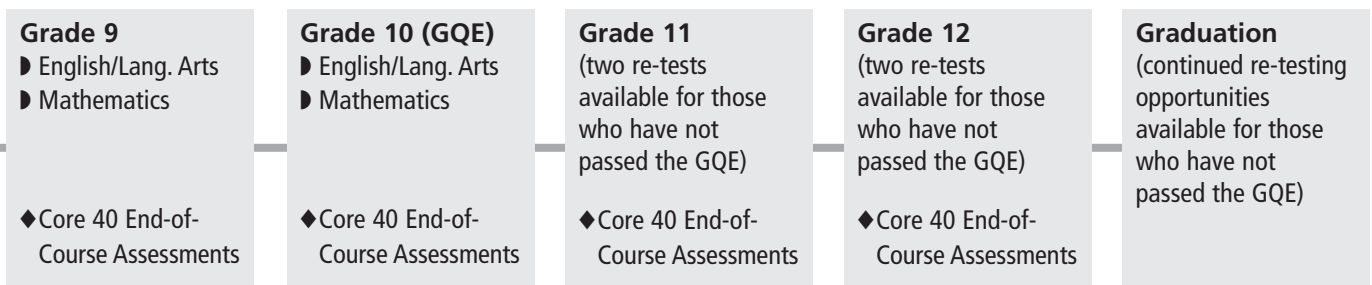
Core 40 End-of-Course Assessments are given at the end of specific high school classes and are a cumulative assessment of what students should have learned during that course. End-of-Course Assessments also provide a means to ensure the quality and rigor of high school courses across the state. Currently, Core 40 End-of-Course Assessments are in place for Algebra I and English/Language Arts 11. Additional End-of-Course Assessments will be phased in over the next few years.



What’s the Goal? By Grade 4, have students moved beyond learning to read toward “reading to learn” other subjects? Can each student write a short, organized essay? Can each student use math skills to solve everyday, real-world problems?



What’s the Goal? By Grades 7 and 8, have students developed strong enough study habits in English and math skills to be ready for high school?



What’s the Goal? Can students read well enough to pass a driver’s exam, understand an appliance manual, or compare two opposing newspaper editorials? Could students write an effective job application letter? By testing skills like these in Grade 10, teachers know whether – and in which skill area – students need more attention before it’s time to graduate. By Grade 12, have students developed the academic foundation necessary to succeed in college and the workforce?

▶ Indicates mandatory ISTEP+ testing	■ Indicates voluntary Reading Assessments	◆ Indicates Core 40 End-of-Course Assessments
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For more information, visit www.doe.state.in.us/standards/assessments.html or call 1-888-54-ISTEP (1-888-544-7837).

World History and Civilization



This two-semester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present.

At the high school level, Indiana’s academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; civics and government; geography; economics; and individuals, society, and culture (psychology, sociology, and anthropology). One of these content areas may be the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. (Supporting content areas are indicated in parentheses.) Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Beginnings of Human Society

Students will examine the lives of the hunting and gathering people of the ancient world during the beginnings of human society.

Standard 2 — Early Civilizations: 4000 to 1000 B.C.E.

Students will examine the characteristics of early civilizations, including those of Egypt, Mesopotamia, the Indus River Valley, and China from 4000 to 1000 B.C.E.

Standard 3 — Classical Civilizations of Greece and Rome: 2000 B.C.E. to 500 C.E.

Students will examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 B.C.E. to 500 C.E.

Standard 4 — Major Civilizations, States, and Empires in Asia, Africa, and the Americas: 1000 B.C.E. to 1500 C.E.

Students will trace the development of major civilizations, states, and empires in different regions of Asia, Africa, and the Americas from 1000 B.C.E. to 1500 C.E.

Standard 5 — Medieval Europe and the Rise of Western Civilization: 500 to 1500

Students will examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1500.



Standard 6 — The Renaissance and Reformation in Europe and the Development of Western Civilization: 1250 to 1650

Students will examine the antecedents, events, outcomes, and legacies for Western Civilization of the Renaissance and Reformation from 1250 to 1650.

Standard 7 — Worldwide Exploration, Conquest, and Colonization: 1450 to 1750

Students will examine the causes, events, and consequences of European worldwide exploration, conquest, and colonization from 1450 to 1750.

Standard 8 — Scientific, Political, and Industrial Revolutions: 1500 to 1900

Students will examine the causes, events, and global consequences of the scientific, political, and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.

Standard 9 — Global Imperialism: 1750 to 1900

Students will examine the origins, major events, and consequences of worldwide imperialism from 1750 to 1900.

Standard 10 — An Era of Global Conflicts, Challenges, Controversies, and Changes: 1900 to the Present

Students will analyze and explain twentieth-century trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.

Standard 11 — Historical Research

Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources and presenting their findings with documentation.



Standard 1

Beginnings of Human Society

Students will examine the lives of the hunting and gathering people of the ancient world during the beginnings of human society.

- WH.1.1 Trace the approximate chronology and territorial range of early human communities, and analyze the processes that led to their development. (Geography; Individuals, Society, and Culture)
- WH.1.2 Analyze and compare how peoples of West Africa, Europe, Southeast Asia, East Asia, and the Americas domesticated food plants and developed agricultural communities in response to local needs and conditions. (Geography)
- WH.1.3 Describe types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement, and cultural development.
- WH.1.4 Describe social, cultural, and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists.

Example: Catal Hayuk and Jericho. (Geography; Individuals, Society, and Culture)

Standard 2

Early Civilizations: 4000 to 1000 B.C.E.

Students will examine the characteristics of early civilizations, including those of Egypt, Mesopotamia, the Indus River Valley, and China, from 4000 to 1000 B.C.E.

- WH.2.1 Explain the criteria that have been used to define the idea of civilization and the key differences between civilizations and other forms of social organization. (Individuals, Society, and Culture)
- WH.2.2 Compare causes and conditions by which civilizations developed in Egypt, Southwest Asia and the Eastern Mediterranean region, India, and China, and explain why the emergence of these civilizations was a decisive transformation in human history. (Geography; Individuals, Society, and Culture)
- WH.2.3 Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems, including analysis of the importance of Judaism. (Individuals, Society, and Culture)
- WH.2.4 Construct a timeline of main events on the origin and early development of civilizations in Mesopotamia, Egypt, the Indus River Valley, and China.
- WH.2.5 Use multiple sources of evidence to explain relationships in early civilizations, including those in Egypt or China, between the development of state authority and the growth of aristocratic power, taxation systems, and institutions of coerced labor, including slavery. (Economics; Civics and Government)



Classical Civilizations of Greece and Rome: 2000 B.C.E. to 500 C.E.

Students will examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 B.C.E. to 500 C.E.

Greek Civilization

- WH.3.1 Trace the origins of Cretan civilization and its impact on later civilizations on the Greek mainland.
- WH.3.2 Describe the institutions and traditions of the Greek city-based republics, their influence on the lives of citizens and other residents, and their impact on the development of democratic and republican forms of government. (Civics and Government)
- WH.3.3 Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture, and the arts and their impact on various peoples and places in subsequent periods of world history. (Individuals, Society, and Culture)
- WH.3.4 Analyze the major events of the wars between Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and consequences of the wars for Greek civilization.
- WH.3.5 Compare and contrast the daily life, social hierarchy, culture, and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War. (Geography; Civics and Government; Individuals, Society, and Culture)
- WH.3.6 Describe the rise of Alexander the Great to power, the development and demise of his empire, and his legacy.

Roman Civilization

- WH.3.7 Trace the origins of the Etruscan civilization and its impact upon Roman civilization, as well as the influences of the Greeks upon the Romans. (Individuals, Society, and Culture)
- WH.3.8 Describe Roman Republican government and society, and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire. (History; Civics and Government; Individuals, Society, and Culture)
- WH.3.9 Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history. (Individuals, Society, and Culture)
- WH.3.10 Explain the origins of Christianity, including the lives and teachings of Jesus and Paul and the relationships of early Christians with officials of the Roman Empire. (Individuals, Society, and Culture)
- WH.3.11 Analyze the causes, conditions, and consequences of the spread of Christianity throughout the Roman Empire, including the policies of Emperor Constantine the Great. (Individuals, Society, and Culture)
- WH.3.12 Explain the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.



Standard 4

Major Civilizations, States, and Empires in Asia, Africa, and the Americas: 1000 B.C.E. to 1500 C.E.

Students will trace the development of major civilizations, states, and empires in different regions of Asia, Africa, and the Americas from 1000 B.C.E. to 1500 C.E.

Asia

- WH.4.1 Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the “golden period” of the Gupta Empire, and the reign of Emperor Ashoka. (Civics and Government)
- WH.4.2 Use various primary and secondary sources to examine, interpret, and compare the main ideas of Hinduism and Buddhism, and explain their influence on civilization in India. (Individuals, Society, and Culture)
- WH.4.3 Explain how Buddhism spread and influenced peoples and their cultures in Ceylon, Central Asia, and East Asia. (Individuals, Society, and Culture)
- WH.4.4 Trace the development and major achievements of Chinese civilization during various key dynasties, such as the Zhou, Qin, Han, Tang, and Song. (Civics and Government; Individuals, Society, and Culture)
- WH.4.5 Describe the life of Confucius; compare the fundamental teachings of Confucianism and Taoism; and explain the influence of these ideas on Chinese civilization. (Individuals, Society, and Culture)
- WH.4.6 Describe the origins and development of Japanese society and the imperial state in Japan. (Civics and Government; Individuals, Society, and Culture)
- WH.4.7 Describe the life of Muhammad, fundamental teachings of Islam, and connections of Islam to Judaism and Christianity. (Individuals, Society, and Culture)
- WH.4.8 Trace the extent and consequences of Islam’s spread in Asia and the Mediterranean region, including North Africa and Europe’s Iberian Peninsula. (Individuals, Society, and Culture)
- WH.4.9 Explain how the community of Muslims (believers in Islam) became divided into Sunnis and Shi’ites and the long-term consequences of this division. (Individuals, Society, and Culture)
- WH.4.10 Describe and explain the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of Chinggis Khan in the context of Mongol society and his impact on Eurasian history.



Sub-Saharan Africa

- WH.4.11 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and the development of Ethiopia.
- WH.4.12 Describe the rise and fall of the ancient kingdom of Ghana and how it became Africa's first large empire.
- WH.4.13 Describe the rise, development, and decline of Mali and Songhai.
- WH.4.14 Explain the origins and development of the slave trade in Africa and its connections to Arabic peoples of North Africa and Southwest Asia and to Western European peoples. (Individuals, Society, and Culture)

The Pre-Columbian Americas

- WH.4.15 Describe the origins and importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas. (Geography; Individuals, Society, and Culture)
- WH.4.16 Compare and contrast the Maya, Aztec, and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces, and imperial expansion.

Standard 5

Medieval Europe and the Rise of Western Civilization: 500 to 1500

Students will examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1500.

- WH.5.1 Describe the impact on Western Europe of the collapse of the Roman Empire.
- WH.5.2 Describe the importance of Christian monasteries and convents as centers of education, political power, economic productivity, and commercial life, and describe their roles in spreading the Christian religion and civilization throughout Western and Central Europe. (Individuals, Society, and Culture)
- WH.5.3 Explain how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples. (Individuals, Society, and Culture)
- WH.5.4 Describe the rise and achievements of Charlemagne and the Empire of the Franks and explain how the idea of Christendom influenced the development of cultural unity in Europe. (Individuals, Society, and Culture)
- WH.5.5 Define feudalism and the manorial system, and explain their impact upon European civilization. (Economics; Civics and Government; Individuals, Society, and Culture)
- WH.5.6 Describe the technological improvements in agriculture and the growth of towns, guilds, and banking during the Middle Ages. (Economics)
- WH.5.7 Analyze and compare the success of the Latin and Greek churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe. (Individuals, Society, and Culture)



- WH.5.8 Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity. (Individuals, Society, and Culture)
- WH.5.9 Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe. (Civics and Government; Individuals, Society, and Culture)
- WH.5.10 Describe the rise, achievements, decline and demise of the Byzantine Empire, the relationships of Byzantine and Western Civilizations, the conquest of Constantinople by the Turks in 1453, and the impact on European peoples of the Turkish (Ottoman) Empire. (Civics and Government; Individuals, Society, and Culture)
- WH.5.11 Interpret maps and timelines depicting major events in medieval Europe, which were related to the rise of Western Civilization. (History; Geography)

Standard 6

The Renaissance and Reformation in Europe and the Development of Western Civilization: 1250 to 1650

Students will examine the antecedents, events, outcomes, and legacies for Western Civilization of the Renaissance and Reformation from 1250 to 1650.

- WH.6.1 Trace the origins and developments of the Renaissance in the Italian peninsula. Explain its diffusion throughout Western Europe and its impact on peoples and places associated with Western Civilization.
- WH.6.2 Describe the main themes and achievements of the Renaissance, including its impact on science, technology, and the arts. (Individuals, Society, and Culture)
 - Example: Recognize and explain the importance of the artists of the southern and northern Renaissance, such as Michelangelo, Leonardo da Vinci, Brueghel.
- WH.6.3 Analyze the social and cultural impact of the invention of the printing press upon the Renaissance and the Protestant Reformation. (Individuals, Society, and Culture)
- WH.6.4 Analyze the discontent of Christian reformers with the Roman Catholic Church of the sixteenth century, which led to the Protestant Reformation. (Individuals, Society, and Culture)
- WH.6.5 Trace the spread of Protestantism across Europe and the reactions of the Catholic Church, and explain the influence of the Reformation on the development of Western civilization. (Individuals, Society, and Culture)
- WH.6.6 Explain the importance of various Protestant reformers, including Martin Luther, John Calvin, and Ulrich Zwingli. (Individuals, Society, and Culture)
- WH.6.7 Trace the origins and development of the Church of England. (Civics and Government; Individuals, Society, and Culture)
- WH.6.8 Explain the purposes, policies, and importance of the Catholic Reformation (the Church's response to the Protestant Reformation) and its consequences, including the Council of Trent. (Individuals, Society, and Culture)



- WH.6.9 Explain the importance of various Catholic reformers, including Ignatius Loyola, Carlo Borromeo, and Francis de Sales. (Individuals, Society, and Culture)
- WH.6.10 Explain the causes, events, and consequences of wars associated with the Reformation, which culminated with the Thirty Years War, 1618 to 1648. (Economics; Civics and Government; Individuals, Society, and Culture)

Standard 7

Worldwide Exploration, Conquest, and Colonization: 1450 to 1750

Students will examine the causes, events, and consequences of European worldwide exploration, conquest, and colonization from 1450 to 1750.

- WH.7.1 Explain the causes and conditions of worldwide voyages of exploration and discovery by expeditions from Portugal, Spain, France, England, and the Netherlands.
- WH.7.2 Explain the origins, developments, main events, and consequences of European overseas expansion through conquest and colonization.
- WH.7.3 Explain the origins, developments, and consequences of the transatlantic slave trade between Africa and the Americas. (Economics; Geography; Individuals, Society, and Culture)
- WH.7.4 Explain the encounters between Europeans and peoples of sub-Saharan Africa, Asia, and the Americas and the consequences for the various peoples involved in these global interactions. (Economics; Geography; Individuals, Society, and Culture)
- WH.7.5 Describe the worldwide exchange of flora, fauna, and pathogens brought about by transoceanic voyages of exploration and the consequences for the various peoples involved in these encounters. (Economics; Individuals, Society, and Culture)
- WH.7.6 Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to European voyages of exploration, conquest, and colonization. (Economics; Individuals, Society, and Culture)
- WH.7.7 Construct and interpret timelines about main events of the European voyages of exploration and discovery and encounters of the Spanish with the Aztec and Inca civilizations.
- WH.7.8 Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas from 1450 to 1750. (Economics; Individuals, Society, and Culture)



Standard 8

Scientific, Political, and Industrial Revolutions: 1500 to 1900

Students will examine the causes, events, and global consequences of the scientific, political, and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.

- WH.8.1 Explain the modern scientific method, which exemplified the Scientific Revolution, and distinguish modern science from science in preceding periods of world history. (Individuals, Society, and Culture)
- WH.8.2 Describe new theories of the universe and the natural world, which were associated with the Scientific Revolution. (Individuals, Society, and Culture)
- WH.8.3 Analyze the impact of science upon technology, government, economy, and society in Europe, and explain the global importance of the Scientific Revolution. (Economics; Civics and Government; Individuals, Society, and Culture)
- WH.8.4 Trace the origins and consequences of the English Civil War on the government and society of England, and explain the significance of the Glorious Revolution of 1688 for the development of popular government and liberty in England and its colonies in North America. (Economics; Civics and Government; Individuals, Society, and Culture)
- WH.8.5 Explain the concept of “the Enlightenment” in European history and describe its impact upon political thought and government in Europe, North America, and other regions of the world. (Economics; Civics and Government)
- WH.8.6 Compare and contrast the causes and events of the American and French Revolutions of the late eighteenth century and their consequences for the growth of liberty, equality, and democracy in Europe, North America, and other parts of the world. (Civics and Government; Individuals, Society, and Culture)
- WH.8.7 Describe the causes, events, and outcomes of the Latin American independence movements of the nineteenth century. (Civics and Government; Individuals, Society, and Culture)
- WH.8.8 Describe the causes and conditions of the Industrial Revolution in England, Europe, and the United States, and explain the global consequences. (Economics; Individuals, Society, and Culture)
- WH.8.9 Explain the rise of socialism and communism in the context of the political and industrial revolutions. (Civics and Government; Individuals, Society, and Culture)
- WH.8.10 Analyze and evaluate the influence of Christianity, Enlightenment-era philosophy, and democratic revolutions and ideas in abolishing the slave trade, in emancipating slaves in the Americas, and in achieving social reforms in various regions of the world. (Individuals, Society, and Culture)



Standard 9

Global Imperialism: 1750 to 1900

Students will examine the origins, major events, and consequences of worldwide imperialism from 1750 to 1900.

- WH.9.1 Discuss the rise of nation-states and nationalism in Europe, North America, and Asia. (Civics and Government; Individuals, Society, and Culture)
- WH.9.2 Define and explain the causes, main events, and global consequences of nineteenth-century imperialism.
- WH.9.3 Analyze the causes and consequences of the partition of Africa by European imperialists. (Civics and Government; Individuals, Society, and Culture)
- WH.9.4 Analyze the causes and consequences of domination in China by European powers. (Civics and Government; Individuals, Society, and Culture)
- WH.9.5 Analyze the causes and consequences of British and French imperialism in India. (Civics and Government; Individuals, Society, and Culture)
- WH.9.6 Analyze the causes and consequences of Russian imperialism on central Asia and Siberia. (Civics and Government; Individuals, Society, and Culture)
- WH.9.7 Explain the impact of imperialism upon indigenous peoples and cultures in Africa and Asia with particular emphasis on Japanese responses to challenges by Western imperial powers, which influenced Japan to become an industrial, military, and imperial power.
- WH.9.8 Use a variety of information resources to describe advances in transportation, weapons technology, and industrial development in Europe during the nineteenth century. Describe the relationship of these factors to the success of imperial expansion. (Economics; Civics and Government; Individuals, Society, and Culture)

Standard 10

An Era of Global Conflicts, Challenges, Controversies, and Changes: 1900 to the Present

Students will analyze and explain twentieth-century trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.

- WH.10.1 Trace and explain the antecedents, causes, major events, and global consequences of World War I.
- WH.10.2 Explain causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the success of the Bolsheviks (Communists) in their establishment of the Soviet Union (the Union of Soviet Socialist Republics). (Economics; Civics and Government; Individuals, Society, and Culture)
- WH.10.3 Compare the totalitarian ideologies, institutions, and leaders of the Soviet Union and Nazi Germany. Describe acts of oppression, including extermination by the Nazis and Soviet Communists against particular inhabitants within their countries, and acts of aggression against other countries during the 1930s by the Soviet Union and Nazi Germany. (Civics and Government; Individuals, Society, and Culture)



- WH.10.4 Trace and explain the antecedents, causes, major events, and global consequences of World War II, including the Holocaust. (Civics and Government; Individuals, Society, and Culture)
- WH.10.5 Explain the origins and purposes of the United Nations in the context of World War I and World War II.
- WH.10.6 Trace and explain the antecedents, causes, major events, and global consequences of the Cold War. (Civics and Government; Individuals, Society, and Culture)
- WH.10.7 Explain the decline and demise of the Soviet Union and the political and economic changes in former communist countries of Central and Eastern Europe. (Economics)
- WH.10.8 Analyze and explain why some African and Asian countries achieved independence peacefully through legal means and others as a consequence of armed struggles or wars. (Civics and Government; Individuals, Society, and Culture)
- WH.10.9 Explain the origins of the modern state of Israel, the reactions of Arabic peoples and states, and the conflicts between Israel and other states in its region. (Civics and Government; Individuals, Society, and Culture)
- WH.10.10 Define “post-industrial society,” and use this concept to differentiate global economic and global technological development during the latter half of the twentieth century from that of the period 1800 to 1950.
- WH.10.11 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa. (Individuals, Society, and Culture)
- WH.10.12 Analyze and evaluate the global expansion of liberty and democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe, and Latin America.

Standard 11

Historical Research

Students will conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources, and presenting their findings with documentation.

- WH.11.1 Locate and analyze primary and secondary sources presenting differing perspectives on events and issues of the past.
- Example:** Primary and secondary sources should include a balance of electronic and print sources, such as autobiographies, diaries, maps, photographs, letters, newspapers, and government documents.
- WH.11.2 Locate and use sources found at local and state libraries, archival collections, museums, historic sites, and electronic sites.



NOTES

Lined writing area for notes.

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Questions?

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