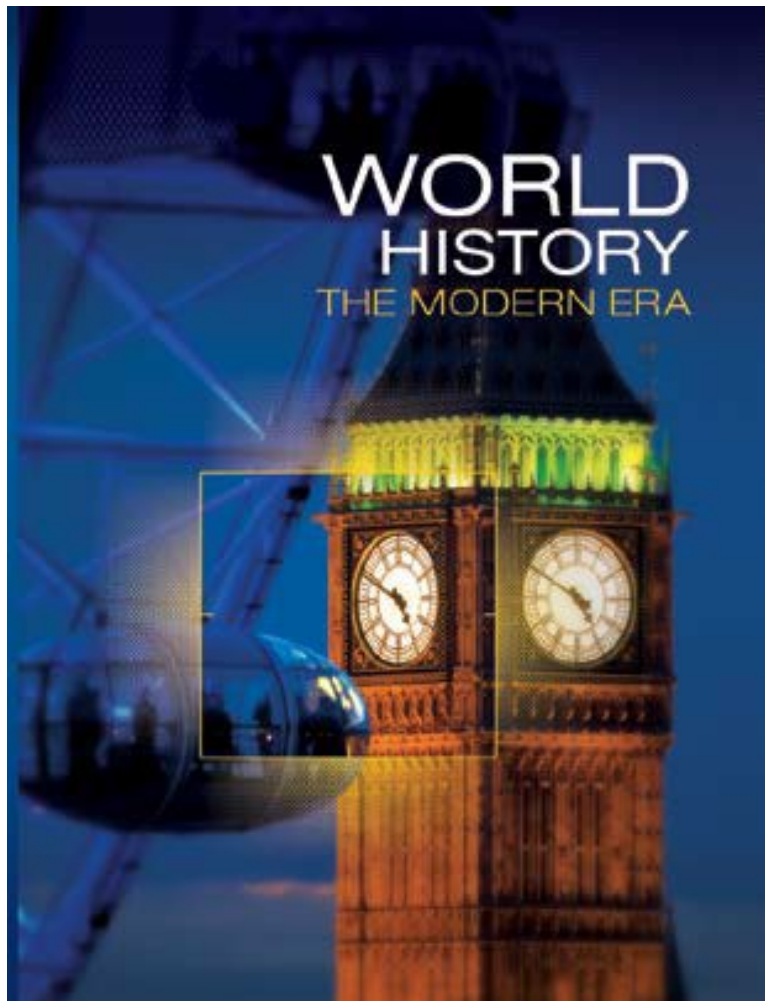


**A Correlation of**  
**World History**  
**The Modern Era**



to the

**Michigan Standards for Social Studies 2019**  
**High School World History and Geography**

# A Correlation of World History: The Modern Era to the Michigan Standards for Social Studies 2019, High School World History and Geography

## Introduction

This document demonstrates how *Pearson World History: The Modern Era* meets the Michigan Standards for Social Studies 2019, High School World History and Geography. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

*World History: The Modern Era* program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The *Pearson World History: The Modern Era* program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

## Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBC Learn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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<b>Arc of Inquiry</b>	
<b>1 Developing Questions and Planning Inquiries</b> Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.	
1.1 explain how a question reflects an enduring issue in the field.	<p><b>SE:</b> Essential Question, 72, 106, 366, 398, 570; Topic 1 Assessment #16, 104; Topic 2 Assessment #16, 147; Topic 7 Assessment #17, 396; Topic 8 Assessment #23, 456; Topic 12 Assessment #21, 629</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 1: Questions That Reflect Enduring Issues</p>
1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	<p><b>TE:</b> Step 4: Demonstrate, 173, 311, 405</p> <p><b>Digital Resources:</b> Topic 5: Nationalism and the Spread of Democracy (1790–1914)&gt; Civic Discussion: The Irish Potato Famine&gt;Demonstrate; Topic 8: The World Between the Wars (1910–1939)&gt; Civic Discussion: Lenin and Stalin&gt;Demonstrate; Topic 10: The Cold War Era (1945–1991)&gt;Civic Discussion: The Cold War&gt;Demonstrate</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 2: Experts and Supporting Evidence; MI Activity WH 11: Exploring the Interpretation of a Source by Experts</p>

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<p align="center"><b>Michigan Standards for Social Studies High School World History and Geography</b></p>	<p align="center"><b>World History The Modern Era</b></p>
<p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p><b>TE:</b> Step 4: Demonstrate, 173, 311, 405</p> <p><b>Digital Resources:</b></p> <p>Topic 5: Nationalism and the Spread of Democracy (1790–1914)&gt; Civic Discussion: The Irish Potato Famine&gt;Demonstrate</p> <p>Topic 8: The World Between the Wars (1910–1939)&gt;Civic Discussion: Lenin and Stalin&gt;Demonstrate;</p> <p>Topic 10: The Cold War Era (1945–1991)&gt;Civic Discussion: The Cold War&gt;Demonstrate</p> <p>Celebrating Your State&gt;Michigan&gt;MI Activity WH 2: Experts and Supporting Evidence; MI Activity WH 11: Exploring the Interpretation of a Source by Experts</p>
<p>1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p>	<p><b>TE:</b> Step 1: Connect, 38, 138, 226, 280, 372</p> <p><b>Digital Resources:</b></p> <p>Topic 1: The Renaissance and Reformation (1300–1650)&gt; Project-Based Learning: Build a Hall of Fame Website&gt;Connect;</p> <p>Topic 4: The Industrial Revolution (1750–1914)&gt; Document-Based Question: Who Should Control Economic Decisions?&gt;Connect;</p> <p>Topic 6: The Age of Imperialism (1800–1914)&gt; Document-Based Question: What was the Impact of Imperialism on India?&gt;Connect;</p> <p>Topic 7: World War I and the Russian Revolution (1914–1924)&gt; Project-Based Learning: Create a Video Docudrama on the Impact of War&gt;Connect;</p> <p>Topic 9: World War II (1930–1945) Project-Based Learning: Create a Tribute to World War II Participants&gt;Connect</p>

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<p><b>2 Applying Disciplinary Concepts and Tools</b> The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.</p>	<p>Dimension 2 is addressed in the Foundation standards which are correlated below.</p>
<p><b>3 Evaluating Sources and Using Evidence</b> Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.</p>	
<p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p><b>SE:</b> Analyze Primary and Secondary Sources, 694-695</p> <p><b>TE:</b> Step 2: Investigate, 38, 80, 138, 404</p> <p><b>Digital Resources:</b> Topic 2: New Global Connections (1415–1796)&gt; Document-Based Question: Columbian Exchange&gt;Investigate Topic 3: Absolutism and Revolution (1550–1850)&gt; Document-Based Question: What Rights Should Everyone Have? &gt;Investigate Topic 4: The Industrial Revolution (1750–1914)&gt; Document-Based Question: Who Should Control Economic Decisions? &gt;Investigate Topic 10: The Cold War Era (1945–1991)&gt;Civic Discussion: The Cold War&gt;Investigate Celebrating Your State&gt;Michigan&gt;MI Activity WH 2: Experts and Supporting Evidence</p>
<p>3.2 evaluate the credibility of a source by examining how experts value the source.</p>	<p><b>SE:</b> Analyze Primary and Secondary Sources, 694-695</p>

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	<p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 4: Evaluating Credibility of Sources</p>
<p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p><b>SE:</b> Compare Viewpoints, 695-696</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 5: Detect and Respond to Inconsistencies</p>
<p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p><b>SE:</b> Consider and Counter Opposing Arguments, 698</p> <p><b>TE:</b> Step 4: Demonstrate, 39, 139, 405</p> <p><b>Digital Resources:</b> Topic 2: New Global Connections (1415–1796)&gt; Document-Based Question: Columbian Exchange&gt; Demonstrate; Topic 4: The Industrial Revolution (1750–1914)&gt; Document-Based Question: Who Should Control Economic Decisions? &gt; Demonstrate; Topic 10: The Cold War Era (1945–1991)&gt;Civic Discussion: The Cold War&gt; Demonstrate Celebrating Your State&gt;Michigan&gt;MI Activity WH 6: The Strengths and Limitations of Claims; MI Activity WH 7: Strengths and Weaknesses of Explanations</p>
<p><b>4 Communicating Conclusions and Taking Informed Action</b></p>	

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<b>Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.</b>	
4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	<p><b>SE:</b> Consider and Counter Opposing Arguments, 698</p> <p><b>TE:</b> Topic Inquiry: Civic Discussion, 172-173, 404-405; Topic Inquiry: Document-Based Question, 38-39, 80-81, 138-139</p> <p><b>Digital Resources:</b>  Topic 2: New Global Connections (1415–1796)&gt; Document-Based Question: Columbian Exchange;  Topic 3: Absolutism and Revolution (1550–1850)&gt; Document-Based Question: What Rights Should Everyone Have?;  Topic 4: The Industrial Revolution (1750–1914)&gt; Document-Based Question: Who Should Control Economic Decisions?;  Topic 5: Nationalism and the Spread of Democracy (1790–1914)&gt; Civic Discussion: The Irish Potato Famine;  Topic 10: The Cold War Era (1945–1991)&gt;Civic Discussion: The Cold War</p>
4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	<p><b>SE:</b> Topic 2 Assessment #5, 6, 10, 12, 14, and 15, 146-147; Topic 9 Assessment #1, 6, 8, 10, and 16, 491-492; Topic 12 Assessment #4, 6, 13, 14, and 19, 627-628</p>
4.3 present adaptations of arguments and explanations that feature evocative ideas and	<p><b>SE:</b> Topic 3 Assessment #23</p>



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<p>perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p><b>TE:</b> Step 3: Synthesize, 5, 281, 373 Step 4: Demonstrate, 373</p> <p><b>Digital Resources:</b> Topic 1: The Renaissance and Reformation (1300–1650)&gt; Project-Based Learning: Build a Hall of Fame Website&gt;Plan Your Website; Topic 7: World War I and the Russian Revolution (1914–1924)&gt; Project-Based Learning: Create a Video Docudrama on the Impact of War, Synthesize and Demonstrate Topic 9: World War II (1930–1945)&gt; Project-Based Learning: Create a Tribute to World War II Participants, Synthesize; Demonstrate Celebrating Your State&gt;Michigan&gt;MI Activity WH 6: The Strengths and Limitations of Claims; MI Activity WH 7: Strengths and Weaknesses of Explanations</p>
<p>4.4 critique the use of claims and evidence in arguments for credibility.</p>	<p><b>SE:</b> Evaluate Existing Arguments, 697-698</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 4: Evaluating Credibility of Sources</p>
<p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p>	<p>For related content, please see: <b>SE:</b> Topic 1 Assessment #4, 8, 10, 11, and 12, 103; Topic 10 Assessment #1, 9, 10, and 14, 529-530</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 4: Evaluating Credibility of Sources</p>
<p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of</p>	<p><b>SE:</b> Challenges to Development, 572-573; Assessment #2, 576; Continuing Challenges to</p>

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such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	<p>Development, 580-581; Assessment #4, 582; India Builds a Modern Economy, 585-586; Assessment #5, 587, Assessment #1 and 4, 594; Assessment #3, 607; Social Reform in India, 864-865; Poverty Challenges Latin America, 588-589; The Long Road to Democracy in Argentina, 593-594; International Organizations, 605-606; Topic 12 Assessment #6, 8, 12, and 19, 627-628</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 472-473</p> <p><b>Digital Resources:</b> Topic 12: The World Today (1980–Present)&gt; Document-Based Question: Comparing Developed and Developing Countries Celebrating Your State&gt;Michigan&gt;MI Activity WH 9: Addressing Problems Over Time and Place</p>
4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	<p><b>SE:</b> Being an Informed Citizen, 703; Political Participation, 704; Voting, 988-989/704-705</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 10: Assessing Options for Action</p>
4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	<p><b>SE:</b> Make Decisions, 702-703; Being and Informed Citizen, 703; Political Participation, 704; Voting, 704-705</p>
<b>Process and Skills</b>	
<b>P1 Reading and Communication - Read and Communicate Effectively</b>	

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P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.	<b>SE:</b> 208; Analyze Information, 432, 462; Analyze Charts, 262, 270, 604; Analyze Political Cartoons, 278, 279; Analyze Data and Models, 685-686; Read Charts, Graphs, and Tables, 686-687
P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.	<b>SE:</b> Assessment #2, 674  <b>TE:</b> Step 2: Investigate, 172, 310, 404  <b>Digital Resources:</b> Topic 5: Nationalism and the Spread of Democracy (1790–1914)> Civic Discussion: The Irish Potato Famine> Investigate; Topic 8: The World Between the Wars (1910–1939)> Civic Discussion: Lenin and Stalin> Investigate; Topic 10: The Cold War Era (1945–1991)>Civic Discussion: The Cold War> Investigate
P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.	<b>SE:</b> Evaluate Existing Arguments, 697-698; Consider and Counter Opposing Arguments, 698; Participation in a Discussion or Debate, 699  <b>TE:</b> Step 4: Demonstrate, 173, 311, 405  <b>Digital Resources:</b> Topic 5: Nationalism and the Spread of Democracy (1790–1914)> Civic Discussion: The Irish Potato Famine> Demonstrate: Topic 8: The World Between the Wars (1910–1939)> Civic Discussion: Lenin and Stalin> Demonstrate: Topic 10: The Cold War Era (1945–1991)>Civic Discussion: The Cold War> Demonstrate Celebrating Your State>Michigan>MI Activity WH 11: Exploring the Interpretation of a Source by Experts

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P1.4 Express social science ideas clearly in written, spoken, and graphic forms.	<b>SE:</b> Topic 2 Assessment #16, 147; Topic 3 Assessment #25, 217; Topic 5 Assessment #17, 312; Topic 10 Assessment #17, 530
P1.5 Construct and present an argument supported with evidence.	<b>TE:</b> Step 3: 81, 139, 172; Step 4: Demonstrate, 81, 139, 172  <b>Digital Resources:</b> Topic 3: Absolutism and Revolution (1550–1850)> Document-Based Question: What Rights Should Everyone Have? >Synthesize and Demonstrate; Topic 4: The Industrial Revolution (1750–1914)> Topic 5: Nationalism and the Spread of Democracy (1790–1914)> Civic Discussion: The Irish Potato Famine>Synthesize and Demonstrate; Document-Based Question: Who Should Control Economic Decisions? >Synthesize and Demonstrate
<b>P2 Inquiry, Research, and Analysis</b>	
P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.	<b>TE:</b> Step 1: Connect, 4, 38, 372; Step 3: Synthesize, 81, 173, 311  <b>Digital Resources:</b> Topic 2: New Global Connections (1415–1796)> Document-Based Question: Columbian Exchange>Connect; Topic 3: Absolutism and Revolution (1550–1850)> Document-Based Question: What Rights Should Everyone Have?>Synthesize; Topic 5: Nationalism and the Spread of Democracy (1790–1914)> Civic Discussion: The Irish Potato Famine>Synthesize Topic 8: The World Between the Wars (1910–1939)>Civic Discussion: Lenin and Stalin>Synthesize; Topic 9: World War II (1930–1945)> Project-Based Learning: Create a Tribute to World War II Participants>Connect Celebrating Your State>Michigan>MI Activity WH 3: Writing and Using Supporting Questions

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P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.	<p><b>SE:</b> Interpret Sources, 684; Analyze Data and Models, 685-686; Read Charts, Graphs, and Tables, 686-687; Analyze Primary and Secondary Sources, 694-695</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 12: Evaluating Data for Credibility</p>
P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.	<p><b>SE:</b> Interpret Sources, 684; Analyze Primary and Secondary Sources, 694-695</p>
P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.	<p><b>SE:</b> Topic 1 Assessment #16, 104; Topic 4 Assessment #17, 312; Topic 8 Assessment #23, 456; Topic 9 Assessment #17, 492; Topic 11 Assessment #17, 568; Topic 12 Assessment #21, 629</p> <p><b>TE:</b> Step 2: Investigate, 172, 310</p> <p><b>Continued:</b> <b>Digital Resources:</b> Topic 5: Nationalism and the Spread of Democracy (1790–1914)&gt; Civic Discussion: The Irish Potato Famine&gt;Investigate; Topic 8: The World Between the Wars (1910–1939)&gt; Civic Discussion: Lenin and Stalin&gt;Investigate;</p>

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<b>P3 Public Discourse and Decision Making</b>	
<p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p>	<p><b>SE:</b> Evaluate Existing Arguments, 697-698; Consider and Counter Opposing Arguments, 698; Being an Informed Citizen, 703</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 472-473</p> <p><b>Digital Resources:</b>  Topic 12: The World Today (1980–Present)&gt;  Document-Based Question: Comparing Developed and Developing Countries  Celebrating Your State&gt;Michigan&gt; MI Activity WH 8: Critiquing Explanations and Alternative Explanations; MI Activity WH 13: Analyze Public Policy Issues; MI Activity WH 15: Constructing and Refining Public Policy Claims</p>
<p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p>	<p><b>SE:</b> Consider and Counter Opposing Arguments, 698; Participate in a Discussion or Debate, 699; Being an Informed Citizen, 703</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 472-473</p> <p><b>Digital Resources:</b>  Topic 12: The World Today (1980–Present)&gt;  Document-Based Question: Comparing Developed and Developing Countries</p>

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<p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p>	<p><b>SE:</b> Consider and Counter Opposing Arguments, 698; Being an Informed Citizen, 703</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 472-473</p> <p><b>Digital Resources:</b> Topic 12: The World Today (1980–Present)&gt; Document-Based Question: Comparing Developed and Developing Countries Celebrating Your State&gt;Michigan&gt; MI Activity WH 13: Analyze Public Policy Issues; MI Activity WH 15: Constructing and Refining Public Policy Claims</p>
<p>P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.</p>	<p>For related content, please see:</p> <p><b>SE:</b> Identify Bias, 696-697; Evaluate Existing Arguments, 697-698; Consider and Counter Opposing Arguments, 698</p> <p><b>TE:</b> Topic Inquiry: Document-Based Question, 472-473</p> <p><b>Digital Resources:</b> Topic 12: The World Today (1980–Present)&gt; Document-Based Question: Comparing Developed and Developing Countries Celebrating Your State&gt;Michigan&gt;MI Activity WH 4: Evaluating Credibility of Sources; MI Activity WH 16: Critiquing Argument</p>
<p><b>P4 Civic Participation</b></p>	

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P4.1 Act within the rule of law and hold others to the same standard.	<b>SE:</b> Serving on a Jury, 705-706
P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.	<b>SE:</b> Being an Informed Citizen, 987; Political Participation, 988; Voting, 704-705  <b>Digital Resources:</b> Celebrating Your State>Michigan>MI Activity WH 10: Assessing Options for Action; MI Activity WH 13: Analyze Public Policy Issues; MI Activity WH 17: Planning Activities to Advance Public Policy
P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.	<b>SE:</b> Being an Informed Citizen, 703; Political Participation, 704; Voting, 704-705  <b>Digital Resources:</b> Celebrating Your State>Michigan>MI Activity WH 13: Analyze Public Policy Issues; MI Activity WH 17: Planning Activities to Advance Public Policy
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<p><b>How do world historians make sense of a global past? Why are geography and spatial reasoning important for understanding world history? These foundational expectations help students answer such questions, and introduce them to the tools they will need to study world history. Individually and collaboratively, students can engage in planned inquiries.</b></p>	
<p><b>F1 World Historical and Geographical Inquiry and Literacy Practices</b></p>	
<p><b>F1.a Explain and use disciplinary processes and tools from world history. These processes and tools include but are not limited to:</b></p>	
F1.a.1 framing questions to guide inquiry.	<p><b>TE:</b> Step 1: Connect, 4, 80, 226, 440</p> <p><b>Digital Resources:</b>  Topic 1: The Renaissance and Reformation (1300–1650)&gt; Project-Based Learning: Build a Hall of Fame Website&gt;Connect;  Topic 3: Absolutism and Revolution (1550–1850)&gt; Document-Based Question: What Rights Should Everyone Have? &gt;Connect;  Topic 6: The Age of Imperialism (1800–1914)&gt; Document-Based Question: What was the Impact of Imperialism on India? &gt;Connect;  Topic 11: New Nations Emerge (1945–Present)&gt;Document-Based Question: How Should Nations Respond to Genocide? &gt;Connect</p>
F1.a.2 determining historical significance.	<p><b>SE:</b> Topic 1 Assessment #4, and 11-12, 379; Topic 9 Assessment #8 and 15, 491-492</p>
F1.a.3 applying concepts of change over time, continuity, and multiple causes and consequences.	<p><b>SE:</b>; Topic 6 Assessment #3 and 4, 364; Topic 9 Assessment #1 and 15, 491-492; Topic 12 Assessment #15 and 19, 628-629</p>
F1.a.4 contextualizing evidence and historical phenomena under study.	<p><b>SE:</b> Topic 4 Assessment #1, 254; Topic 5 Assessment #6 and 16, 312</p>
F1.a.5 explaining and applying different periodization schemes.	<p><b>SE:</b> World War I and the Russian Revolution (1914-1924), 366-367; The World Between the Wars (1910-1939), 398-399; World War II (1930-</p>

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	1945), 458-459; The Cold War Era (1945-1991), 494-495
F1.a.6 using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).	<b>SE:</b> Topic 2 Assessment #14, 147; Topic 3 Assessment #12, 215
F1.a.7 recognizing that perspectives are shaped by different experiences across time and space.	<b>SE:</b> Assessment #1-3, 674; Interpret Sources, 684; Analyze Primary and Secondary Sources, 694-695; Compare Viewpoints, 695-696
F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).	<b>SE:</b> Assessment #1, 658; #1 and 2, 662
F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.	<b>SE:</b> Analyze Maps, 76, 267; Analyze Information, 432; Topic 10 Assessment #1, 529; Analyze Charts, 564
F1.a.10 using spatial reasoning to evaluate the role of human-environment interactions in history.	<b>SE:</b> Topic 9 Assessment #14, 492
F1.a.11 comparing and contrasting physical, political, economic, and cultural characteristics across time and space.	<b>SE:</b> Assessment #5, 504; Assessment #3, 512;
<p><b>4 WHG Era 4 - Expanding and Intensified Hemispheric Interactions, 300 to 1500 CE</b></p> <p><b>How do religion and philosophy shape the development of societies? How does trade affect culture? Prior to the great global convergence, how did the worldviews of people in Afro-Eurasia compare with the worldviews of people in the Americas? These Era 4 expectations help students answer such questions, and provide a context for the emergence of the first global</b></p>	

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age in Era 5. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.	
<b>4.1 Global or Cross-Temporal Expectations</b> <b>Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some powerful empires.</b>	
<p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>Examples may include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; conflict and cooperation between Muslims, Christians, and Jews in medieval Spain; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia.</p>	<p><b>SE:</b></p> <p>The Origins of Christianity, 35-36  The Crusades, 43-44  Impact of the Crusades, 44  Reconquista in Spain, 44  The Meeting of Islam and Hinduism, 62-63  Review Topic Assessment #4 and 12, 70-71</p>
<p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p> <p>Examples may include but are not limited to: trans-Saharan trading in gold and salt; intensification of trade around the Indian Ocean; increasing trade and the growth of towns and cities in western Europe; the spread of the plague and significance of its consequences; networks of exchange in North, Central, and South America.</p>	<p><b>SE:</b></p> <p>Trade and the Growth of Cities, 43  Kingdoms of West Africa, 58-59  Trading States of East Africa, 59-60  Flourishing Trade and Culture, 65  Chinese fleets Explore the Seas, 65-66  Review Topic Assessment #16, 71</p> <p><b>Digital Resources:</b></p> <p>Celebrating Your State&gt;Michigan&gt;MI Activity WH 18: Compare and Contrast Trade Systems</p>
<b>4.2 Interregional or Comparative Expectations</b> <b>Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.</b>	

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<p>4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.</p> <p>Examples may include but are not limited to: investigating geographic extent of Muslim empires; the artistic, scientific, technological, and economic features that developed in Muslim society through cultural interactions and exchanges; diverse religious traditions of Islam; the cultural, political, and economic influence of Dar al-Islam in Afro-Eurasia; the caliphate as both a religious and political institution.</p>	<p><b>SE:</b> The Origins of Islam, 52-53 A Muslim Empire, 53-54 The Achievements of Muslim Civilization, 54-55</p>
<p>4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.</p> <p>Examples may include but are not limited to: investigating geographic patterns of Mongol conquest and expansion; characteristics and consequences of the Pax Mongolica; revival of long-distance trading networks between China and the Mediterranean world.</p>	<p><b>SE:</b> Byzantine and Mongol Influence, 49 The Mongol Empire and Ming China</p>
<p>4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.</p> <p>Examples may include but are not limited to: case studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region.</p>	<p><b>SE:</b> Civilizations of Middle American, 22-23 The World of the Incas, 23-24 The Peoples of North American, 24-25</p>
<p><b>5 WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries</b></p> <p><b>What happens when separate “worlds” converge? Did the world become a better place to live because of the global convergence? Why did some societies emerge with more power, and others with less? In Era 5, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.</b></p>	

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<p><b>5.1 Global or Cross-Temporal Expectations</b>  <b>Analyze the global impact of and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.</b></p>	
<p>5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.</p> <p>Examples may include but are not limited to: investigating the influence of mercantilism and capitalism; the role of sugar and silver in the global economy; movement of people, commodities, and ideas across the Atlantic basin; rising nationalism, militarism, and absolutism; emergence of European maritime power in Asia and land control in the Americas.</p>	<p><b>SE:</b> The Search for a Route to the Pacific, 112-113; Assessment #1, 113; Regulation of Trade, 126; The Impact of Spanish Colonization, 128-129; The 13 English Colonies, 131-132; The Atlantic Slave Trade, 137-138; The Columbian Exchange, 141-142; A Commercial Revolution, 142-144; Mercantilism, 144-145; Topic 2 Assessment #1-2, 8, and 12-13, 146</p> <p><b>TE:</b> Compare and Contrast, 45; Discuss, 46; Distinguish, 50; Compare, 75; Discuss, 76</p>
<p>5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.</p> <p>Examples may include but are not limited to: investigating the expulsion of Muslims and Jews from Spain; Reformation and expansion of Christianity to the Americas; expansion of Islam to Southeast Asia; Sikhism's contribution to the Punjab area of South Asia; Buddhism's growth in East and Southeast Asia; Taoist and Confucian political influences; cases of religious syncretism (blending of beliefs and traditions); continuity of local, indigenous beliefs throughout the world.</p>	<p><b>SE:</b> John Calvin Challenges the Church, 89-90; The Catholic Reformation, 94-96; Religious Persecution Continues, 96-97; Assessment #1-5, 97; Topic 1 Assessment #11, 103; Missionaries Spread Christianity, 126; Topic 2 Assessment #2, 146-147</p> <p><b>TE:</b> Identify Cause and Effect, 26; Discuss, 29</p>
<p><b>5.2 Interregional or Comparative Expectations</b>  <b>Evaluate the impact of the global convergence on interregional developments and interactions in various contexts.</b></p>	
<p>5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p>	<p><b>SE:</b> First Encounters, 121-122; Cortes Conquers the Aztecs, 122-123; Governing the Spanish Empire, 125-127; Society and Culture in Spanish America, 127-128; The Impact of Spanish</p>

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<p>Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.</p>	<p>Colonization, 128-129; Assessment #1, 129;; Impact of the Slave Trade, 138-140; Assessment #2 and 5, 140; The Columbian Exchange, 141-142; A Commercial Revolution, 142-144; Assessment #1, 145 Topic 2 Assessment #1, 3-4, 6-7, and 15, 146-147  <b>TE:</b> Compare, 57; Discuss, 60; Active Classroom, 70; Identify Main Ideas, 73; Active Classroom, 75</p>
<p>5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.</p>	<p><b>SE:</b> The African Slave Trade Expands, 135-136; The Atlantic Slave Trade 137-138; Horrors of the Middle Passage, 138; Impact of the Slave Trade, 138-140; Assessment #1 and 3, 140; Topic 2 Assessment #12 and 14, 146-147  <b>TE:</b> Identify Steps in a Process, 68; Identify Supporting Details, 69; Active Classroom, 70</p>
<p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.  Examples may include but are not limited to: case studies of political, economic, and cultural transformations in the Ottoman, Mughal, Safavid, Songhai, and Russian Empires, Ming and Qing Dynasties, and/or Tokugawa Shogunate.</p>	<p><b>SE:</b> Assessment #5, 72; Ming China and Europe, 117-118;  The Manchus Conquer China, 118-119; Korea and Japan Choose Isolation, 119-120; Topic 2 Assessment #10, 146-147</p>
<p><b>6 WHG Era 6 – An Age of Global Revolutions, 18th Century-1914</b> <b>What constitutes a “revolution?” What makes people want to change their government? How do political and economic forces shape people’s identities? In Era 6, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.</b></p>	
<p><b>6.1 Global or Cross-Temporal Expectations</b></p>	

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<b>Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political, and economic structures in an era of increasing global trade and consolidations of power.</b>	
6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.	<p><b>SE:</b> The American Revolution, 187; Assessment #4-5, 189; The Old Regime in France, 190-192; The National Assembly, 195-197; Reforms of the National Assembly, 197-198; Assessment #1, 3, 198; Radicals Gain Strength, 199-201; Assessment #3-5, 268; Assessment #2-3, 310 The Monarchy is Abolished, 201-202 The Revolution Transforms France, 203-204; Assessment #1, 3, and 5, 205; Topic 3 Assessment #18-19, and 21, 216-217; Why Did the Industrial Revolution Start in Britain?, 223-224; Industrialization Spreads, 226-227; Assessment #1, 2, and 5, 227; Benefits of the Industrial Revolution, 231-232; Assessment #1-2, #3, and 5, 243; Topic 4 Assessment #6, 9, 12, and 14, 254-256; Revolutions of 1830 and 1848, 263-264; The Revolution of 1848 in France, 265-266; Revolutions Spread Across Europe, 266-268; The Road to Revolution, 309-310; Topic 5 Assessment #1-2, and 5, 311</p> <p><b>TE:</b> Summarize, 122; Active Classroom, 127; Analyze Maps, 146; Analyze Images, 150; Identify Supporting Details, 178; Identify Cause and Effect, 222</p>
6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.	<p><b>SE:</b> New Ways of Working Change Life, 220-221; A New Agricultural Revolution, 221-222; Assessment #1, 227; Industry Causes Urban Growth, 228-229; Better Medicine, Nutrition, and Health, 240-241; Topic 4 Assessment #9, 14, 254-256; Assessment #3, 328; Motivations for the New Imperialism, 316-317; Western Imperialism Spreads Rapidly, 31-318; European Contact</p>

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	<p>Increases, 324-325; European Nations Scramble for Colonies, 325-327; The Strain of Population Growth, 336; Topic 6 Assessment #3, 364</p> <p><b>TE:</b> Analyze Maps, 146; Analyze Images, 150; Predict Consequences, 238</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 22: Analyzing Global Population Change</p>
<p>6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.</p> <p>Examples may include but are not limited to: investigating constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization.</p>	<p><b>SE:</b> Industrialization Spreads, 226-227; Laissez-Faire Economics, 232-233; Socialist Thought Emerges, 234-235; Marx and the Origins of Communism, 235-236; Topic 4 Assessment #1, 4, and 16, 254-256; Liberalism and Nationalism Spur Revolts, 261-262; First Steps to Italian Unity, 281-282; Nationalism Endangers Old Empires, 303-304 The Dual Monarchy, 304; The Ottoman Empire Declines, 305; Assessment #1-2, and 5, 310; Topic 5 Assessment #6, and 15-16, 311-312; Assessment #4, 343; The Growth of Indian Nationalism, 337-338; Assessment #5, 338; The Fall of the Qing Dynasty, 342-343; Topic 6 Assessment #2 and 11, 364-365</p> <p><b>TE:</b> Analyze Charts, 153; Discuss, 189; Draw Conclusions, 191; Draw Inferences, 220; Analyze Information, 252</p>
<p><b>6.2 Interregional or Comparative Expectations</b> <b>Analyze and compare the interregional patterns of nationalism, state building, social and economic reform, and imperialism.</b></p>	
<p>6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region</p>	<p><b>SE:</b> The American Revolution, 187; Comparison with the American Revolution, 204; Topic 3 Assessment #18, 19, and 21, 216-217; Latin America Ripe for Revolution, 269-270; Haiti Fights for Freedom, 270-271; Revolts in Mexico and</p>



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<p>external to Europe from the standpoint of political, economic, and social causes and consequences.</p> <p>Examples may include but are not limited to: case studies of Chinese, Haitian, Mexican and/or other Latin American revolutions; others who fought for a new political order against oppression, like Tacky's War in Jamaica in 1760, the rebellion of Tupac Amaru in 1780, or the Indian Rebellion of 1857.</p>	<p>Central America, 271-272; Discontent Sparks Revolts in South America, 272-273; Topic 5 Assessment #2, 3, and 5, 311</p> <p><b>TE:</b> Compare and Contrast, 121, 122, 128; Identify Supporting Details, 185</p>
<p>6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.</p> <p>Examples may include but are not limited to: case studies of Germany, Italy, Japan.</p>	<p><b>SE:</b> Moving Toward a Unified Germany, 274-275; Bismarck Becomes the Architect of German Unity, 275-276; The Iron Chancellor, 277-279; Assessment #1, #5, 280; Assessment #2 and 4, 284; First Steps to Italian Unity, 281-282; The Struggle for Italy, 282-283; Italy Faces New Challenges, 283-284; Topic 5 Assessment #4 and 6, 311;</p> <p>The Opening of Japan, 345-346; Transformation During the Meiji Period, 346-347; Japan Builds an Empire, 347-348; Assessment #3, 349</p> <p><b>TE:</b> Discuss, 189; Identify Supporting Details, 190; Support a Point of View with Evidence, 195; Analyze Information, 197; Draw Conclusions, 262</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 19: Comparing and Contrasting the Rise of Nation-States</p>
<p>6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.</p> <p>Examples may include but are not limited to: case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women and children;</p>	<p><b>SE:</b> A New Agricultural Revolution, 221-222; Coal, Steam, and the Energy Revolution, 222-223; A Revolution in Transportation, 225-226; Industrialization Spreads, 226-227; Assessment #1-2, and 5, 227; Assessment #3, 349; The Rise of New Social Classes, 229-230; Benefits of the Industrial Revolution, 231-232; Assessment #3 and 5, Assessment 236; The Working Class Wins New Rights, 242-243; Assessment #1-3, #5, 243; Topic 4 Assessment #5, 6, 9, 11-12, 14-15,</p>

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<p>the rise of organized labor movements; the extent and consequences of urbanization.</p>	<p>and 17, 254-256; Germany Becomes an Industrial Giant, 553; Economic Progress, 284; Economic Growth and Reform, 301-302; The Beginnings of Industrialization, 308-309;</p> <p>Topic 5 Assessment #1, 311; Transformation during the Meiji Period, 346-347</p> <p><b>TE:</b> Discuss, 147; Predict Consequences, 151; Make Generalizations, 152; Draw Conclusions, 191; Express Problems Clearly, 215; Identify Cause and Effect, 5222</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 20: Comparing and Contrasting the Causes and Consequences of Industrialization</p>
<p>6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p> <p>Examples may include but are not limited to: case studies of Japan (Meiji Restoration), Qing China, India, Egypt, Ethiopia and/or the Congo; encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia; the connection between imperialism and racism, including the social construction of race.</p> <p><b>Continued:</b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions</p>	<p><b>SE:</b> Motivations for the New Imperialism, 316-317; Western Imperialism Spreads Rapidly, 317-318; The Effects of Imperialism, 320-321; Assessment #1, and 4, 321; European Nations Scramble for Colonies, 325-327; African Resistance, 327-328; Assessment #2 and 3, 328; European Imperialism in Persia, 332-333; Assessment #5, 333; The British East India Company, 334-336; India Under British Rule, 336; The Growth of Indian Nationalism, 337-338; Assessment #3 and 5, 338; European Imperialism in Southeast Asia, 350-352; Imperialist Rivalry, 353; U.S. Intervention in Latin America, 360; Topic 6 Assessment #3, 4, 9, and 14, 364-365</p> <p><b>Continued:</b> <b>TE:</b> Summarize, 231, 232; Generate Explanations, 232; Predict Consequences, 240; Cite Evidence, 246 Summarize, 249;</p>
<p><b>7 WHG Era 7 – Global Crisis and Achievement, 1900-Present</b></p> <p><b>Why was the 20th century so violent? Did an accelerating pace of technological and scientific innovations improve people’s lives? How does increasing global interaction affect individuals? In Era 7, students can investigate questions such as these through both global and</b></p>	

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interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.	
<b>7.1 Global or Cross-Temporal Expectations</b> <b>Analyze the impact of changes in global balances of military, political, economic, and technological power throughout the 20th century and to the present.</b>	
7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.	<p><b>SE:</b> The Great War Ends, 384-385; Making the Peace, 386-387; Effects of the Peace Settlements, 387-388; Assessment #4-5, 388, The October Revolution Brings the Bolsheviks to Power, 391-392; Assessment #4, 394; Topic 7 Assessment #15, 396; Nationalism and Conflict in the Middle East, 410-411; Stalin Builds a Command Economy, 439-441; The Third Reich, 449-451; Assessment #2, 452; Topic 8 Assessment #1, #16, 453-454; Germany Invades Poland, 465; Jewish Resistance, 474-475; The United Nations is Formed, 489; Topic 9 Assessment #15, 492; Eastern Europe Transformed, 525-527; Assessment #2-5, 528; Topic 10 Assessment #10, 530; Pakistan and Bangladesh Separate, 537-539; Assessment #2, 542; Topic 11 Assessment #7, 567</p> <p><b>TE:</b> Analyze Information, 400, 435; Active Classroom, 446; Generalize, 452; Compare and Contrast, 454; Summarize, 460</p>
7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.	<p><b>SE:</b> A New Kind of War, 374-376; Modern Military Technology, 376-377; Assessment #2, 379; Women Contribute to the War Effort, 381-382; The Human Toll, 385; Assessment #1, 388; Topic 7 Assessment #6 and 8, 395; Hitler’s Ideological Manifesto, 449; Topic 8 Assessment #16, 455; Germany’s “Lightning War”, 466; The Attack on Pearl Harbor, 471; Assessment #2, 471; The Nazi Campaign Against the Jews, 452-454; A Commitment to Total War, 478-479; End of the</p>

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	<p>War in the Pacific, 486-487; Topic 9 Assessment #2 and 13-14, 491; The Nuclear Arms Race, 500-501; Topic 10 Assessment #14, 530; Assessment #1, 621</p> <p><b>TE:</b> Active Classroom, 291; Compare and Contrast, 291; Discuss, 293; Generate Explanations, 293; Draw Inferences, 366</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 21: How Warfare Has Changed</p>
<p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.</p>	<p><b>SE:</b> Armenian Genocide, 331; Topic 6 Assessment #11, 365; Deportation and Mass Murder of Armenians, 378-379; Assessment #4, 379; Topic 7 Assessment #11, 396; The Nazi Campaign Against the Jews, 472-474; Jewish Resistance, 474-475; The Allies Respond to the Holocaust, 475-477; Assessment #1-2, and 5, 477; Topic 9 Assessment #9, 492; Politically Motivated Mass Murder in Cambodia, 522; Ethnic Conflict and Genocide, 548-550; Assessment #4, 550; Topic 11 Assessment #4-5, 566; Civil War in Bosnia, 600; Topic 12 Assessment #17, 629</p> <p><b>TE:</b> Differentiate: Challenge/Gifted, 616; Further Instruction, 713; Synthesize, 713; Cite Evidence, 778; Differentiate: Extra Support, 826</p>
<p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p>	<p><b>SE:</b> Advances in Transportation and Communication, 238-239; Better Medicine, Nutrition, and Health, 240-241; Assessment #1 and 3, 243; Topic 4 Assessment #11, 255; Modern Military Technology, 376-377; Assessment #2, 379; Topic 7 Assessment #8, 395; Scientific Discoveries, 426; Assessment #2, 434; Topic 8 Assessment #3, 453; End of the War in the Pacific, 486-487; Topic 9 Assessment #14, 492; The Threat of New Weapons, 616-617; Assessment #1, 621; The Computer Revolution,</p>

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	<p>624; Assessment #5, 626; Topic 12 Assessment #3, 627</p> <p><b>TE:</b> Further Instruction, 157-158; Differentiate: On Level, 291; Compare and Contrast, 291; Discuss, 524; Make Predictions, 525; Make Generalizations, 526; Discuss, 527</p>
<p><b>7.2 Interregional or Comparative Expectations</b> <b>Assess the interregional causes and consequences of the global wars, revolutions, and independence movements during this era.</b></p>	
<p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p> <p>Examples may include but are not limited to: investigating effects of nationalism, industrialization, disputes over territory, systems of alliances, imperialism, the role of colonial peoples and militarism, total war ideology and the Armenian Genocide; distinctive characteristics and impacts of the war on the soldiers and people at home, including the use of propaganda; consequences of the mandate system, reparations, and national self-determination around the globe.</p>	<p><b>SE:</b> Major Causes of World War I, 369-371; The Balkan Power Keg Explodes, 371; The Alliance System Leads to War, 372-373; Assessment #1-5, 374; A New Kind of War, 374-376; Modern Military Technology, 374-376; A Global Conflict, 376-377; Governments Direct Total War, 378-380; Assessment #2 and 5, 379; The Great War Ends, 384-385; Making the Peace, 386-387; Effects of the Peace Settlements, 387-388; Assessment #1, 3, and 5, 388; World War I Intensifies Discontent, 388; Assessment #2, 394; Topic 7 Assessment #1-3, and 12, 395-396</p> <p><b>TE:</b> Active Classroom, 285; Analyze Information, 285; Connect, 286; Identify Cause and Effect, 287; Analyze Data, 298; Draw Inferences, 299</p>
<p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>Examples may include but are not limited to: case studies of the economic depression on different regions, nations, and the globe; case studies of the rise of fascism and the spread of communism</p>	<p><b>SE:</b> Economic and Social Reforms, 401-403; Nationalism Spreads in Latin America, 403-405; Assessment #1 and 3, 405; Assessment #2, 690; A Rising Tide of African Nationalism, 405-406; Modernization of Turkey and Prussia, 408-410; Nationalism and Conflict in the Middle East, 410-411; Gandhi Takes a Stand, 413-414; Assessment #4, 694; Nationalists and Communists, 418-420; Assessment #1, 423; The Great Depression, 431-433; Assessment #4-5, 434; The Rise of Mussolini, 435-436; Characteristics of Fascism, 437-438; Assessment</p>

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<p>in Europe and Asia; comparing and contrasting the rise of nationalism in China, Turkey, and India.</p>	<p>#2 and 5, 438; Hitler Leads the Nazi Party, 448-449; The Third Reich, 449-451; Assessment #2, 452; Topic 8 Assessment #5-8, 11, 16, and 19, 453-456</p> <p><b>TE:</b> Differentiate: Extra Support, 317; Identify Cause and Effect, 323; Identify Main Ideas, 331; Make Generalizations, 339; Identify Cause and Effect, 347; Summarize, 352</p>
<p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p> <p>Examples may include but are not limited to: investigating the role of aggression and conflict appeasement that led to war in Europe and Asia; the development and enactment of Hitler’s “Final Solution” policy and the Holocaust, major turning points and unique characteristics of the war; spatial and political impact of the Allied negotiations on the nations of Eastern Europe and throughout the world; immediate consequences of the war’s end, including the devastation, effects on population, dawn of the atomic age, and the occupation of Germany and Japan.</p>	<p><b>SE:</b> A Pattern of Aggression, 460-462; German Aggression Continues, 463-464; World War II Begins, 465; Assessment #4, 465; Axis Domination of Europe, 466-469; Nazis Attack the Soviet Union, 469-470; U.S. Involvement in the War, 470-471; The Nazi Campaign Against the Jews, Assessment #2 and 5, 749; 472-474; The Allies Respond to the Holocaust, 475-477; Assessment #2, 477; A Commitment to Total War, 478-479; Progress on Three Fronts, 479-481; A Second Front in Europe, 481-483; Assessment #2-3, and 5, 483; End of the War in Europe, 484-4185; End of the War in the Pacific, 486-487; Aftermath of the War, 487-488; The United Nations is Formed, 489; Assessment #2 and 4, 490; Topic 9 Assessment #1, 4, 7,-8, 11, and 15, 491-492</p> <p><b>TE:</b> Summarize, 379; Draw Conclusions, 384; Recognize Cause and Effect, 395; Draw Comparisons, 400; Synthesize, 400</p>
<p>7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.</p> <p>Examples may include but are not limited to: investigating economic, political, and military origins of the Cold War; arms race and space race; comparing and contrasting conflicts in Asia, Africa, and Central America; the significance of</p>	<p><b>SE:</b> Wartime Alliance Breaks Apart, 496-497; Soviet Aggression Grows, 497-498; Two Opposing Sides in Europe, 499; The Nuclear Arms Race, 500-501; The Cold War Around the World, 501-502 The Soviet Union During the Cold War, 502-503; The United States in the Cold War, 503-504; Assessment #1, 504; Japan is Transformed, 510-511; Assessment #3, 512; China and the Cold War, 515-516; The Two Koreas, 516-517; Assessment #2, 517; The United States Enters the War, 519-520; Assessment #2, 522; The Soviet Union Declines,</p>

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<p>the Cold War as a 20th century event, including transitions from bipolar to multipolar center(s) of power.</p>	<p>523-524; The Soviet Union Collapses, 524-525; Eastern Europe Transformed, 525-527; Topic 10 Assessment #2-3, and 16, 529-530</p> <p><b>TE:</b> Quick Instruction, 423; Generate Explanations, 430; Hypothesize, 436</p>
<p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p> <p>Examples may include but are not limited to: case studies of the Russian Revolution, Mexican Revolution, and/or Iranian Revolution; legacy of imperialism in Africa, Southeast Asia, and Latin America; importance of the massive resistance and non-violent philosophy of Mahatma Gandhi; independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia; the development of the State of Israel; conflicts such as Arab-Israeli disputes, Palestine, the Suez Crisis, and Sunni-Shi'a conflicts.</p>	<p><b>SE:</b> The Mexican Revolution, 400-401; Economic and Social Reforms, 401-403; Assessment #2, 404;; Africans Protest Colonial Rule, 406-407; A Rising Tide of African Nationalism, 407-408; Modernization of Turkey and Prussia, 408-410; Nationalism and Conflict in the Middle East, 410-411; Assessment #2, 412; Gandhi's Philosophy of Civil Disobedience, 415; Gandhi Takes a Stand, 415-416; Assessment #1, 694; Topic 8 Assessment #9 and 17, 454-456; The New Nations of Africa, 543-544; The Founding of Israel, 552-553; Assessment #3, 558; Israel and Palestine, 559-560; Assessment #1, 565 Topic 11 Assessment #1, 3, and 16, 566-568</p> <p><b>TE:</b> Identify Cause and Effect, 323, 235; Identify Main Ideas, 325; Differentiate: Extra Support, 328; Generalize, 452; Express Problems Clearly, 459</p>
<p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community's responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p> <p>Examples may include but are not limited to: investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia.</p>	<p><b>SE:</b> Armenian Genocide, 331; Topic 6 Assessment #11, 365; Deportation and Mass Murder of Armenians, 378-379; Assessment #4, 379; Topic 7 Assessment #11, 396; The Nazi Campaign Against the Jews, 472-474; Jewish Resistance, 474-475; The Allies Respond to the Holocaust, 475-477; Assessment #1-2, and 5, 477; Topic 9 Assessment #9, 492; Politically Motivated Mass Murder in Cambodia, 522; Ethnic Conflict and Genocide, 826-828; Assessment #4, 550; Topic 11 Assessment #4-5, 566; Civil War in Bosnia, 878; Topic 12 Assessment #17, 629</p>

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	<b>TE:</b> Differentiate: Challenge/Gifted, 292; Further Instruction, 389; Synthesize, 389; Cite Evidence, 454; Differentiate: Extra Support, 502
<b>CG Contemporary Global Issues</b>	
<b>How have world historical events, patterns, and forces shaped contemporary global issues? To what extent are contemporary global issues a continuation of world historical trends? Students can investigate questions such as these, and/or pose their own questions about contemporary global issues, focusing on themes like population, resources, global interactions, and conflict, cooperation and security. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.</b>	
<b>CG1 Population</b>	
<b>CG1.a Explain the causes and consequences of contemporary population changes by analyzing the:</b>	
CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).	<p><b>SE:</b> Analyze Charts, 573; Populations Skyrocket, 574; Assessment #3, 576; China’s One-Child Policy, 585; Impact of Rapid Population Growth, 586; Assessment #5, 587; Population Growth Contributes to Poverty, 589; Topic 12 Assessment #1, 627</p> <p><b>TE:</b> Differentiate: Extra Support, 478; Summarize, 478; Identify Central Issues, 479</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 22: Analyzing Global Population Change</p>
CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).	<p><b>SE:</b> Analyze Charts, 572; Rapid Growth of Cities, 576; Effects of Urbanization, 5280; Analyze Data, 850; Assessment #5, 582; Rapid Industrialization, 584; Population Growth Contributes to Poverty, 589; People Search for a Better Life, 610; Assessment #2, 615; Topic 12 Assessment #2, 627</p> <p><b>TE:</b> Compare and Contrast, 484; Draw Inferences, 512; Differentiate: Challenge/Gifted, 513</p>



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	<p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 23: Gender Distribution and Its Consequences</p>
CG1.a.3 relationship of the population changes to global interactions, and their impact on different regions of the world.	<p>For related content, please see: <b>SE:</b> Benefits and Costs of Globalization, 606-607; Assessment #1, 607; People Search for a Better Life, 610; Assessment #2, 615; Topic 12 Assessment #2 627</p> <p><b>TE:</b> Draw Inferences, 512; Differentiate: Challenge/Gifted, 513</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 24: Consequences of Population Change in Different Regions</p>
<b>CG2 Resources</b>	
<b>CG2.a Explain changes in the use, distribution, and importance of natural resources (including land, water, energy, food; and renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating:</b>	
CG2.a.1 changes in spatial distribution and use of natural resources.	<p><b>SE:</b> Environmental Concerns, 580-581; Drought and Desertification, 581; Assessment #4, 582; Promoting Industry and Agriculture, 588-589; Assessment #1, 594; Development and the Environment, 611-613 Assessment #5, 615;</p> <p><b>TE:</b> Quick Instruction, 484</p>

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CG2.a.2 the differences in ways societies have been using and distributing natural resources.	<b>SE:</b> Hunger and Famine, 610; Changes to Deserts and Forests, 614
CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.	<b>SE:</b> Environmental Concerns, 580-581; Drought and Desertification, 581; Assessment #4, 582; Promoting Industry and Agriculture, 588-589; Assessment #1, 594; Hunger and Famine, 610; Development and the Environment, 613-615; Assessment #5, 615; Topic 12 Assessment #2, and 11, 627-628  <b>TE:</b> Quick Instruction, 484; Identify Cause and Effect, 514
CG2.a.4 major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.	<b>SE:</b> Global Interdependence, 881-883; Global Organizations and Trade Agreements, 605-606; Assessment #3 and 5, 607; Topic 12 Assessment #3, 905  <b>TE:</b> Compare Points of View, 507; Discuss, 507; Compare and Contrast, 507
CG2.a.5 the impact of humans on the global environment.	<b>SE:</b> Development and the Environment, 613-165; Assessment #5, 615  <b>TE:</b> Identify Cause and Effect, 514
<b>CG3 Patterns of Global Interactions</b>	
<b>CG3.a Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:</b>	
CG3.a.1 economic interdependence of the world's countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.	<b>SE:</b> Economic Dependence, 574-575; Child Labor, 575; Global Interdependence, 603-605; Global Organizations and Trade Agreements, 605-606; Assessment #1-3, 607; Topic 12 Assessment #3, 627  <b>TE:</b> Differentiate: Extra Support, 506; Differentiate: Challenge/Gifted, 513

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	<p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 26: Human Trafficking</p>
CG3.a.2 the exchanges of scientific, technological, and medical innovations.	<p><b>SE:</b> Space Exploration, 622-623; The Computer Revolution, 624; Breakthroughs in Medicine and Biotechnology, 624-626; Assessment #1-3, 626; Topic 12 Assessment #4, 627</p> <p><b>TE:</b> Make Predictions, 525; Make Generalizations, 526; Express Problems Clearly, 526; Discuss, 527; Identify Cause and Effect, 527</p>
CG3.a.3 cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas.	<p><b>SE:</b> Benefits and Costs of Globalization, 606-607; Topic 12 Assessment #2, 627</p> <p><b>TE:</b> Synthesize, 509</p>
CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.	<p><b>SE:</b> Working Towards Development, 572-574; Challenges to Development, 574-575; Rapid Growth of Cities, 576; Assessment #2, 576; African Nations Face Economic Choices, 579-580; Effects of Urbanization, 580; Rapid Industrialization, 584; Developing a Market Economy, 585-586; Social Reform in India, 586-587; Assessment #4, 587; Promoting Industry and Agriculture, 588-589; Analyze Data, 605</p> <p><b>TE:</b> Identify Steps in a Process, 483; Cite Evidence, 490</p>

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CG3.a.5 distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.	<p><b>SE:</b> Moving Towards Modernization, 573-574; Economic Models, 579; Cooperation Furthers Development, 579-580; Analyze Data, 605; Benefits, 607-608; Assessment #1-3, 607; Topic 12 Assessment #3, 627</p> <p><b>TE:</b> Quick Instruction, 483; Identify Central Issues, 507; Support Ideas with Evidence, 508</p>
<b>CG4 Conflict, Cooperation, and Security</b>	
<b>CG4.a Analyze the causes and challenges of continuing and new conflicts by describing:</b>	
CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	<p><b>SE:</b> The Struggle for Equality in South Africa, 577-578; Assessment #2, 582; A Reunited Germany, 595; The Former Soviet Republics, 598-599; War in Yugoslavia, 599-600; Assessment #3, 602; The Growing Threat of Terrorism, 617-619; Assessment #2, 621; Topic 12 Assessment #14, 17, and 20, 628-629</p> <p><b>TE:</b> Analyze Graphs, 483; Identify Central Issues, 502; Analyze Interactions, 502</p>
CG4.a.2 causes of and responses to ethnic cleansing/genocide/mass killing.	<p><b>SE:</b> Civil War in Bosnia, 600; War in Kosovo, 601; Identify Cause and Effect, 601; Assessment #3, 602; Threats to Indigenous Peoples, 613; Topic 12 Assessment #17, 629</p> <p><b>TE:</b> Identify Central Issues, 502; Analyze Interactions, 502</p>
CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.	<p><b>SE:</b> Majority Rule is Established, 578; Assessment #2, 582; Human Rights Abuses, 584-585; Movement Toward Democracy, 591; U.S.-Latin American Relations, 592; The Long Road to Democracy in Argentina, 593-594; Assessment #2, 594; Conflict in Northern Ireland, 596-597; Human Rights, 611-612; Assessment #4, 615; The Nuclear Nonproliferation Treaty, 616-617; New Security Measures Introduced, 620; Assessment #2, 621; Topic 12 Assessment #6, 18, and 20, 627-629</p>

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	<b>TE:</b> Interactive Gallery: Argentina’s Long Road to Democracy, 496; Evaluate Impact, 514; Support a Point of View with Evidence, 518
CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.	<p><b>SE:</b> Resistance Against Apartheid, 578; Protest in Tiananmen Square, 584; Dictatorships and Civil War, 590-591; The Military Takes Control, 593; Assessment #4, 594; Conflict in Northern Ireland, 596-597; War in Yugoslavia, 599-601; The Growing Threat of Terrorism, 617-619; The U.S. Response to Terrorism, 619-621; Assessment #1, 621; Topic 12 Assessment #19, 629</p> <p><b>TE:</b> Active Classroom, 519; Further Instruction, 519; Compare and Contrast, 520</p> <p><b>Digital Resources:</b> Celebrating Your State&gt;Michigan&gt;MI Activity WH 21: How Warfare Has Changed; MI Activity WH 27: Private Militias</p>

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