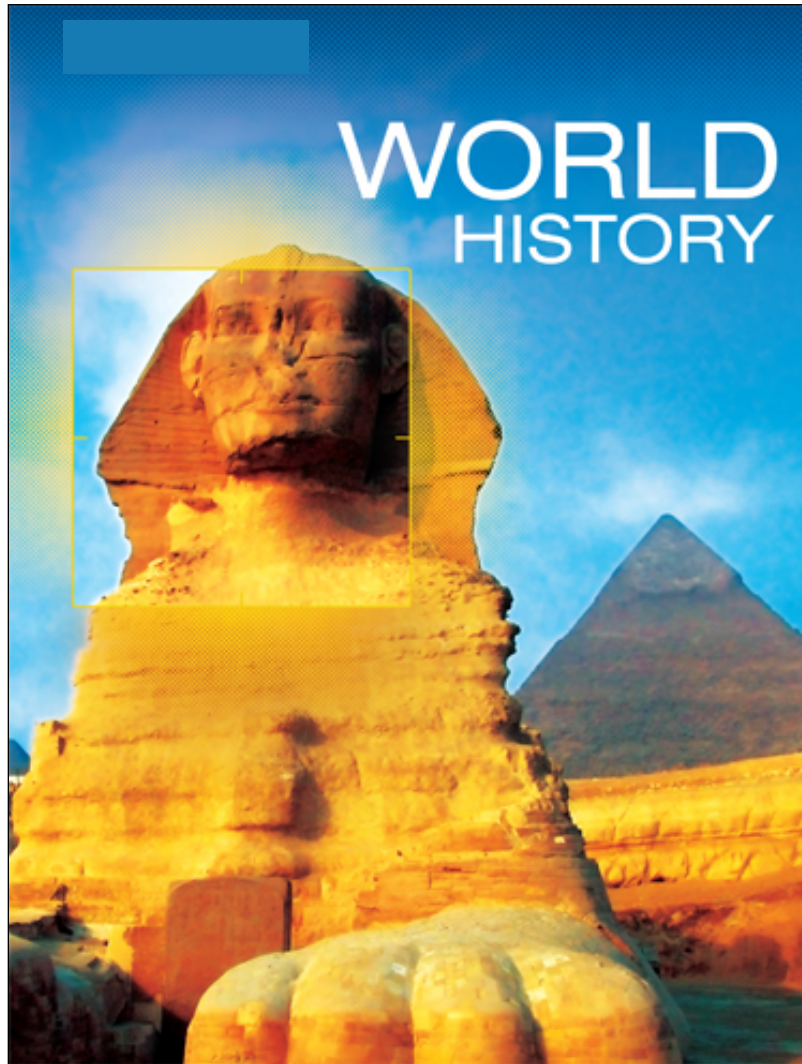


A Correlation of



Survey Edition

to the

**South Carolina Social Studies
College- and Career-Ready Standards
Modern World History
Grade 10**

A Correlation of World History to the South Carolina Social Studies College- and Career-Ready Standards Modern World History

Introduction

This document demonstrates how *Savvas World History* meets the South Carolina Social Studies College- and Career-Ready Standards for Modern World History.

The *World History* 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 *Savvas World History* 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 Savvas’ Realize™ Platform

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Deconstructed Skills	
CO: Comparison- Utilize similarities and differences among historical developments over time, place, and culture to create a comparative analysis. To demonstrate their ability to use the skill of comparison, students should:	
CO.a identify the characteristics of historical events over time, place, and culture.	<p>SE: Topic 7 Assessment, #1, #6, #8, 251–252 Assessment #1, 356 Assessment #3, 405 Topic 12 Assessment #5, 490 Topic 13 Assessment #2, #10, 530–531 Topic 14 Assessment #14, 588 Topic 15 Assessment #7. #8. 641 Topic 16 Assessment #5, #14, #15, 673–674 Assessment #1, 795 Topic 20 Assessment #1, 844 Topic 21 Assessment #5, 905 Compare and Contrast, 962–963</p> <p>TE: Differentiate, 388</p> <p>Digital Resources: Topic 11>Lesson 4>Interactive Chart: Characteristics of French and English Colonies Topic 16>Lesson 2>Synthesize: Defining Characteristics</p>

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<p>CO.b categorize historical events according to similarities and differences.</p>	<p>SE: Compare and Contrast, 2 Compare and Contrast, 392 Assessment #5, 396 Assessment #3, 410 Assessment #1, 416 Assessment #2, 434 Topic 12 Assessment #18, #19, 492 Compare and Contrast, 595 Topic 15 Assessment #8, 641 Contrast, 655 Assessment #4, 672 Assessment #2, 755 Assessment #5, 828 Categorize, 960-961</p> <p>TE: Differentiate, 449 Compare and Contrast, 784</p>
<p>CO.c construct conclusions about historical events.</p>	<p>SE: Assessment #2, #3, 297 Assessment #3, 389 Assessment #4, 434 Assessment #2, 519 Assessment #2, 529 Draw Conclusions, 578 Assessment #5, 651 Assessment #2, 673 Assessment #3, 820 Assessment #4, 843 Draw Conclusions, 967-968</p>

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<p>CE: Causation- Analyze and compare significant events, including the related causes and effects that affect historical continuity and change. To demonstrate their ability to use the skill of causation, students should:</p>	
<p>CE.a recognize the elements of continuity and change.</p>	<p>SE: Topic 8 Assessment #3, #11, 303-304 Analyze Information, 480 Assessment #3, 512 Summarize, 623 Topic 21 Assessment #18, #20, 907</p>
<p>CE.b identify significant events in history.</p>	<p>SE: Topic 7 Assessment #7, #21, #22, 251-253 Topic 14 Assessment #11, 587 Topic 17 Assessment #5, #11, 731-733 Topic 18 Assessment #7, 769 Assessment #1, 836</p> <p>TE: Differentiate, 438</p>
<p>CE.c understand the implications of cause and effect in relation to continuity and change.</p>	<p>SE: Analyze Charts, 242 Topic 8 Assessment #2, #5, #7, #8, #15, #16, 303-304 Assessment #1, 389 Topic 10 Assessment #4, #5, 422 Assessment #2, 503 Topic 13 Assessment #6, #9, #14, 530-532 Assessment #3, 640 Topic 18 Assessment #4, #8, #11, 769-770 Assessment #3, 795 Assessment #3, 843 Analyze Cause and Effect, 961-962</p>

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<p>CE.d explore the relationship of cause and effect in creating significant events in history.</p>	<p>SE: Topic 7 Assessment #2, #7, #17, #22, 251–253 Assessment #2, 356 Assessment #2, 373 Assessment #3, 481 Assessment #3, #4, 503 Topic 15 Assessment #3, #10, 641–642 Assessment #1, #2, #3, #4, #5, 651 Assessment #1, #2, #5, 672 Identify Cause and Effect, 822 Analyze Cause and Effect, 961–962</p> <p>TE: Active Classroom, 556</p> <p>Digital Resources: Topic 15>Lesson 5>Synthesize: The Decline of the Qing Dynasty</p>
<p>CE.e compare the significance of turning points related to causality.</p>	<p>SE: Topic 8 Assessment #5, 303 Assessment #2, #3, 519 Topic 13 Assessment #5, #6, 530 Assessment #4, 651 Topic 18 Assessment #11, 770</p> <p>TE: Active Classroom, 221 Active Classroom, 351 Active Classroom, 445 Differentiate, 654</p>

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P: Periodization- Summarize and analyze methods historians use to categorize historical developments and major turning points in order to create historical periodization. To demonstrate their ability to think in terms of periodization, students should:	
P.a define and understand the characteristics of an era.	<p>SE: Assessment #1, 356 Topic 12 Assessment #2, #5, 490 Assessment #1, 503</p> <p>TE: Active Classroom, 586</p> <p>Digital Resources: Topic 15>Lesson 6>Interactive Gallery: The Meiji Restoration, 1868–1912 Topic 15>Synthesize: The Age of Imperialism</p>
P.b describe the methods by which historians categorize turning point into eras.	<p>Digital Resources: Social Studies Core Concepts>History Core Concepts>Measuring Time</p>
P.c summarize major turning points and developments according to historical eras and themes.	<p>SE: Assessment #2, #4, 13 Topic 8 Assessment #15, 304 Summarize, 593 Assessment #5, 640 Assessment #4, 651 Topic 19 Assessment #8, #16, 807–808</p> <p>TE: Discuss, 504 Active Classroom, 573</p> <p>Digital Resources: Topic 18>Lesson 4>Interactive Chart: European Turning Points in World War II – Causes and Effects</p>

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<p>CX: Context- Analyze how historical events produce themes that create context by which we understand historical developments. To demonstrate their ability to use context, students should:</p>	
<p>CX.a distinguish events based on time and place.</p>	<p>SE: Assessment #1, 416 Topic 12 Assessment #19, 492 Assessment #4, 672 Topic 18 Assessment #15, 770 Assessment #3, 790 Assessment #4, 820</p> <p>TE: Compare, 600</p>
<p>CX.b identify patterns between various developments over time.</p>	<p>SE: Topic 7 Assessment, #21, 253 Assessment #1, 405 Topic 13 Assessment #15, 532 Assessment #1, 828 Assessment #2, 893 Assessment #1, 933</p> <p>TE: Identify Steps in a Process, 508 Active Classroom, 642</p>
<p>CX.c connect the relationship between identified historical themes and developments.</p>	<p>SE: Assessment #4, 356 Assessment #5, 410 Assessment #5, 512 Topic 14 Assessment #1, #2, #3, #4, #5, #6, 587 Assessment #3, 904</p> <p>TE: Differentiate, 568 Identify Cause and Effect, 581 Differentiate, 648</p>

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<p>CC: Continuities and Changes- Examine significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes. To demonstrate their ability to understand continuities and changes, students should:</p>	
CC.a define continuity and change.	<p>For opportunities to address this standard, see</p> <p>SE: Did Rome Fall, 171 Impact on North Africa, 264 Other Social Reforms, 266 Impact of the Rebellion, 611-612 Social Reform in India, 864-865</p>
CC.b identify patterns of continuity and change.	<p>SE: Topic 7 Assessment, #18, 253 Assessment #4, 410 Assessment #3, 512 Identify Cause and Effect, 633 Topic 16 Assessment #6, 673 Summarize, 853 Assessment #3, 854 Topic 21 Assessment, #1, 905</p> <p>TE: Discuss, 504 Active Classroom, 639</p> <p>Digital Resources: Topic 12>Lesson 2>Synthesize: Mini DBQ</p>
CC.c cite evidence of continuities and catalysts for changes within a period.	<p>SE: Topic 7 Assessment, #16, #17, 252–253 Assessment #3, #5, 367 Assessment #5, 503 Topic 15 Assessment #12, #16, 642 Assessment #2, 651 Assessment #5, 836 Assessment #5, 843</p> <p>TE: Differentiate, 392</p>

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CC.d construct an argument that supports a catalyst of change for a significant event.	<p>SE: Topic 10 Assessment #2, 379 Topic 11 Assessment #2, 422 Topic 14 Assessment #1, 578 Assessment #2, 651 Assessment #5, 672 Topic 17 Assessment #5, #6, #11, 731-732 Assessment #1, #3, 933</p> <p>TE: Topic Inquiry: Civic Discussion: The Irish Potato Famine, 496-497</p> <p>Digital Resources: Topic 13>Lesson 1>Synthesize: Causes of the Industrial Revolution Topic 14>Civic Discussion: The Irish Potato Famine</p>
<p>E: Evidence- Identify, interpret, and utilize different forms of evidence, including primary and secondary To demonstrate their ability to use evidence in the study of history, students should:</p>	
E.a use historical thinking skills to weigh primary sources and identify point of view, including the effect of the author’s position, group affiliation, or specific beliefs	<p>SE: Assessment #2, 941 Assessment #3, 946 Assessment #1, 950 Assessment #3, 953 Interpret Sources, 968 Analyze Primary and Secondary Sources, 978-979 Identify Bias, 980-981</p> <p>Digital Resources: 21st Century Skills Tutorial>Analyze Primary and Secondary Sources: Video</p>

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E.b discern similarities and differences among multiple points of view.	<p>SE: Assessment #1, 790 Assessment #3, 952 Compare Viewpoints, 979–980</p> <p>TE: Differentiate, 423 Discuss, 534</p> <p>Digital Resources: Topic 14>Lesson 3>Synthesize: The Price of Nationalism Topic 15>Lesson 1>Synthesize: Different Opinions</p>
E.c organize multiple points of view to construct a historical argument.	<p>TE: Topic Inquiry: Civic Discussion: The Battle of Tours, 232–233 Topic Inquiry: Civic Discussion: Genghis Khan, 284–285 Topic Inquiry: Document-Based Question: What was the Impact of the Columbian Exchange?, 362–363 Topic Inquiry: Document-Based Question: What Rights Should Everyone Have?, 404–405 Topic Inquiry: Civic Discussion: Lenin and Stalin, 634–635</p> <p>Digital Resources: Topic 8>Civic Discussion: The Battle of Tours Topic 9>Civic Discussion: Genghis Khan Topic 11>Document-Based Question: Columbian Exchange Topic 12>Document-Based Question: What Rights Should Everyone Have? Topic 17>Civic Discussion: Lenin and Stalin</p>

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Content Standards	
<p>Emergence of the Modern World: Standard 1: Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.</p> <p>Enduring Understanding: The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.</p> <p>The student will:</p>	
<p>MWH.1.CO Compare and contrast the major political, social, and belief systems and their spatial distribution in the early modern world. <i>This indicator was developed to encourage inquiry into the mosaic of the modern world between 1300 and 1500 focusing on the foundational understanding of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism as well as highlight the development of early kingdoms, empires, and nation states..</i></p>	<p>SE:</p> <p>Analyze Maps, 193 Analyze Maps, 219 Analyze Maps, 225 Analyze Maps, 229 Crisis in the Church, 240–241 Analyze Maps, 241 Analyze Maps, 246–247 Diverse Cultural Influences, 247 Migrations Increase Diversity, 248–249 Early Kingdoms of Eastern Europe, 249–250 Topic 7 Assessment #3, #4, #11, 251–252 Assessment #2, 291 Analyze Maps, 309 Hindu-Muslim Differences, 310 The Choson Dynasty, 330–331 Topic 9 Assessment #12, #16, 347 Analyze Maps, 352</p> <p>Digital Resources:</p> <p>Topic 7>Lesson 5>Synthesize: Different Paths Develop Different Governments Topic 7>Lesson 8>Interactive Map: Jewish Migrations and Expulsions, 500–1650 Topic 9>Lesson 1>Flipped Video: Cultures Interact Topic 10>Lesson 1>Interactive Map: Renaissance Italy's City-States</p>

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<p>MWH.1.CE Examine the causes and effects of the events surrounding the Renaissance on the rise of Europe. <i>This indicator was developed to encourage inquiry into the causes and effects of the Black Death, the influence of the Catholic Church, and the Renaissance during the time period, and their implications on the development of the modern world.</i></p>	<p>SE: The Black Death Spreads Across Europe, 238–240 Crisis in the Church, 240–241 The Renaissance Begins in Italy, 352–353 Assessment #2, #5, 356 Northern Renaissance Humanists and Writers, 358–360 The Printing Revolution, 360 Assessment #1, #2, #5, 367 Topic 10 Assessment #2, #4, #7, #8, #12, 379</p> <p>TE: Differentiate, 220 Topic Inquiry: Project-Based Learning: Create a Hall of Fame Website, 328–329</p> <p>Digital Resources: Topic 7>Lesson 7>Start Up: The Black Death Approaches; Flipped Video: The Black Death Topic 10>Project-Based Learning>Build a Hall of Fame Website Topic 10>Lesson 1>Interactive Map: Renaissance Italy's City-States Topic 10>Lesson 2>Flipped Video: The Printing Revolution</p>

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<p>MWH.1.P Summarize the motivations of worldwide exploration and the influence of exploration on world civilizations. <i>This indicator was developed to encourage inquiry into the interactions between the European countries, pre-Columbian societies, the world-wide enslavement of native peoples, as well as individual Asian societies focusing on trade, exploration, and the emergence of an imperial world.</i></p>	<p>SE: The Great Fleets of Zheng He, 326 Assessment #4, #5, 327 Causes of European Exploration, 384–385 Portugal Explores the Seas, 385–386 Columbus Searches for a Route to Asia, 386–388 Assessment #1, #3, 389 The African Slave Trade Expands, 411–412 Topic 11 Assessment #2, #3, #4, 422</p> <p>TE: Topic Inquiry: Document-Based Question: What was the Impact of the Columbian Exchange?, 362–363</p> <p>Digital Resources: Topic 11>Document-Based Question: Columbian Exchange Topic 11>Lesson 1>Start Up: The Search for Spices; Flipped Video: Europeans Explore the Seas</p>
<p>MWH.1.CX Contextualize the Indian Ocean as the center of global exchanges within the historically significant Eastern Hemisphere trade networks. <i>This indicator was developed to encourage inquiry into how the emergence of the Indian Ocean trade route, the Silk Road, and the power shifts between different groups happened as a result of economies, politics, population, resources, and technology.</i></p>	<p>SE: Great Zimbabwe, 296–297 Economic Revival, 324–325 Topic 9 Assessment, #1, #3, #9, 346 European Trade with Asia, 384 Beyond Africa: Reaching India, 386</p> <p>TE: Differentiate, 275</p> <p>Digital Resources: Topic 8>Lesson 7>Synthesize: Kingdoms and Trading States of East Africa Topic 11>Lesson 1>Synthesize: The Wealth of Asia Topic 11>Lesson 2> Interactive Map: Trade Among Europe, Africa, and Asia</p>

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<p>MWH.1.CC Analyze continuities and changes within the rise and expansion of the Ottoman Empire and its implications on the world. <i>This indicator was developed to encourage inquiry into the changes that are facilitated through shifts in economic systems, the strength of government, access to technology, and the strength of leaders in the Ottoman Empire. Further inquiry into the continuities and changes of the emergence, expansion, and significance of the Ottoman Empire, pre-Columbian societies, Asian societies, and Africa in the world during the period is also encouraged.</i></p>	<p>SE: Growth of the Ottoman Empire, 276–277 Ottoman Society, 277–279 Analyze Maps, 279 Assessment #2, #4, #5, 280 Topic 8 Assessment #15, #16</p> <p>TE: Differentiate, 256</p> <p>Digital Resources: Topic 8>Lesson 4>Start Up: Constantinople Falls; Flipped Video: Ottoman Culture; Interactive Illustration: Ottoman Empire Under Suleiman; Interactive Map: Growth of the Ottoman and Safavid Empires</p>
<p>MWH.1.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of global exchanges.</p>	<p>SE: Topic 8 Assessment #1, 303 <i>Travels</i>, Ibn Battuta, 940–941 <i>The Destruction of the Indies</i>, Bartolomé de Las Casas, 941</p> <p>TE: Topic Inquiry: Document-Based Question: What was the Impact of the Columbian Exchange?, 362–363</p> <p>Digital Resources: Topic 9>Lesson 3>Start Up: Warriors on Horseback Topic 11>Document-Based Question: Columbian Exchange Topic 11>Lesson 1>Synthesize: The Wealth of Asia Topic 11>Lesson 6>Start Up: Uniting Distant Parts of the World</p>

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<p>Commerce, Innovation, and Expansion: Standard 2: Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.</p> <p>Enduring Understanding: Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world. The student will:</p>	
<p>MWH.2.CO Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies.</p> <p><i>This indicator was developed to encourage inquiry into political philosophies including monarchies, constitutional governments, autocracies, and democracies, and their impact on global affairs during the age of commerce, expansion, and innovation.</i></p>	<p>SE: Ruling with Absolute Power, 426–427 Royal Power Expands in France, 430–431 Louis XIV, an Absolute Monarch, 431–433 Assessment #1, #4, 434 Peter the Great Modernizes Russia, 438–440 Five Great European Powers, 443 Stuart Monarchs Clash with Parliament, 445–446 England's Constitutional Government Evolves, 450–451 Hobbes and Locke on the Role of Government, 453 The Enlightened Despots, 458–459 Assessment #4, #5, 459 The United States Constitution, 463–465 Reforms of the National Assembly, 473 <i>Democracy in America</i>, Alexis de Tocqueville, 949–950</p> <p>TE: Differentiate, 412 Differentiate, 416</p> <p>Digital Resources: Topic 12>Lesson 1>Flipped Video: An Absolute Monarch; Graphic Organizer: Techniques of Absolutism Topic 12>Lesson 3>Synthesize: Steps Toward Liberty</p>

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<p>MWH.2.CE Summarize how major world revolutions created new global affairs and interactions.</p> <p><i>This indicator was developed to encourage inquiry into the causes of the new American democratic political institutions of the 18th century and their subsequent impact on the various political revolutions and institutions throughout the western hemisphere during the 19th century.</i></p>	<p>SE: Compare and Contrast, 2 Hobbes and Locke on the Role of Government, 453 The <i>Philosophes</i>, 454–455 Discontent in the Colonies, 462–463 The American Revolution, 463 The United States Constitution, 463–465 Assessment #4, 465 Radicals Gain Strength, 475–476 The Revolution Transforms France, 479–480 Topic 12 Assessment #6, #7, #8, #9, #15, #16, #18, #21, 491–493 <i>The Spirit of Laws</i>, Baron de Montesquieu, 943–944</p> <p>TE: Identify Supporting Details, 509</p>
<p>MWH.2.P Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period 1765–1815.</p> <p><i>This indicator was developed to encourage inquiry into the European Enlightenment, and how the ideas of the Enlightenment led to the British, American, French, Haitian, and Latin American Revolutions.</i></p>	<p>SE: The United States Constitution, 463–465 Assessment #4, #5, 465 The Tennis Court Oath, 469–470 The National Assembly, 471–472 Reforms of the National Assembly, 473 Analyze Charts, 479 The Revolution Transforms France, 479–480 Topic 12 Assessment #15, #16, #17, #18, #19, #21, 492–493 Latin America Ripe for Revolution, 545–546 Haiti Fights for Freedom, 546–547 Revolts in Mexico and Central America, 547–548 Bolivar Fights for Independence, 548 Topic 14 Assessment #2, #3, 587 Assessment #1, #3, 933 <i>Two Treatises of Government</i>, John Locke, 942–943 Declaration of the Rights of Man and the Citizen, 948–949</p>

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<p>Continued: MWH.2.P Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period 1765–1815.</p>	<p>Continued: TE: Identify Supporting Details, 509 Differentiate, 509 Digital Resources: Topic 14>Lesson 2>Start Up: An Oath of Freedom; Flipped Video: Case Study in Independence</p>
<p>MWH.2.CX Contextualize the impact of the Scientific Revolution and Enlightenment in expanding global interactions in commerce and innovations. <i>This indicator was developed to encourage inquiry into the revolutionary events, scientific and political innovators, and the philosophies surrounding the Scientific Revolution, the Enlightenment, and the Protestant Reformation in Europe.</i></p>	<p>SE: Luther's Reforms Gain Support, 364–365 Calvinist Ideas Spread, 366 Assessment #1, 367 Changing Views of the Universe, 374–375 A New Scientific Method, 375–376 Breakthroughs in Medicine, Chemistry, 376–378 Assessment #1, #5, 378 Topic 10 Assessment #13, #14, #15, 380 Improved Technology, 385 Scientific Revolution Leads to the Enlightenment, 452–453 New Economic Ideas, 456 Assessment #1, #3, 459 The United States Constitution, 463–465 Topic 12 Assessment #3, #11, #20, 491–493 TE: Topic Inquiry: Project-Based Learning: Create a Hall of Fame Website, 328–329 Digital Resources: Topic 10>Project-Based Learning>Build a Hall of Fame Website Topic 10>Lesson 2>Flipped Video: The Printing Revolution</p>

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<p>MWH.2.CC Examine the continuities and changes in the development of world trade networks and colonialism. <i>This indicator was developed to encourage inquiry into Atlantic exploration, colonialism, trade networks among African kingdoms and the increasing interaction between Asian countries due to trade.</i></p>	<p>SE: Portuguese Footholds in Africa, 386 European Expansion in Africa, 389 Portugal Builds an Empire in Asia, 390–391 Rise of the Dutch and the Spanish, 391–392 Europeans Trade in Mughal India, 392–393 Ming China and Europe, 393–394 The Qing Limit Foreign Traders, 394–395 Assessment #1, #2, #3, #4, 396 First Encounters, 397–398 Cortés Conquers the Aztecs, 398–399 The Incan Empire and Beyond, 400–401 Governing the Spanish Empire, 401–403 Society and Culture in Spanish America, 403–404 The Impact of Spanish Colonization, 404–405 New France, 406–407 The 13 English Colonies, 407–409 A Power Struggle Begins, 409–410 The Atlantic Slave Trade, 413–414 Impact of the Slave Trade, 414–416 The Columbian Exchange, 417–418 Topic 11 Assessment #1, #3, #4, #5, #6, #7, #6, #9, #10, #11, 12, #13, #14, #15, 422–423 Britain Becomes a Global Power, 460–461</p> <p>TE: Active Classroom, 374 Differentiate, 398</p> <p>Digital Resources: Topic 11>Lesson 2> Interactive Map: Trade Among Europe, Africa, and Asia Topic 11>Lesson 6>Flipped Video: A Global Transformation</p>

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<p>MWH.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on global interactions.</p>	<p>SE: <i>The Destruction of the Indies</i>, Bartolomé de Las Casas, 941 <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano, 945–946 <i>Democracy in America</i>, Alexis de Tocqueville, 949–950</p> <p>TE: Topic Inquiry: Document-Based Question: What was the Impact of the Columbian Exchange?, 362–363</p> <p>Digital Resources: Topic 11>Document-Based Question: Columbian Exchange Topic 11>Lesson 4>Start Up: Competing for a Continent Topic 11>Lesson 6>Start Up: Uniting Distant Parts of the World</p>

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<p>Nationalism and Industrialization: Standard 3: Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.</p> <p>Enduring Understanding: The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war. The student will:</p>	
<p>MWH.3.CO Compare the significant turning points in the development of nationalism and their implications on the world.</p> <p><i>This indicator was developed to encourage inquiry into imperialism, World War I and the development of nationalism on the world.</i></p>	<p>SE: Liberalism and Nationalism Spur Revolts, 537–538 Rebellions in Eastern Europe, 538–539 Revolution Spreads Across Europe, 542–543 Moving Towards a Unified Germany, 550–551 Bismarck Becomes the Architect of German Unity, 551–552 First Steps to Italian Unity, 557–558 The Struggle for Italy, 558–559 Nationalism Endangers Old Empires, 579–280 The Dual Monarchy, 580 The Ottoman Empire Declines, 581 Assessment #1, #2, #5, 586 Topic 14 Assessment #4, #6, 587 Motivations for the New Imperialism, 592–593 The Ottoman Empire Declines, 606–607 Assessment #2, 609 The Growth of Indian Nationalism, 613–614 Japan Builds an Empire, 623–624 Topic 15 Assessment #1, #2, #3, #5, #7, #11, 641–642 Major Causes of World War I, 647–649 Assessment #2, 651 Topic 16 Assessment #1, #3, 673</p> <p>TE: Active Classroom, 519</p> <p>Digital Resources: Topic 14>Lesson 1>Interactive Map: Revolutionary Uprisings, 1830–1848 Synthesize: "Central Shaft of the Mine"</p>

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<p>MWH.3.CE Analyze industrialization as a catalyst for new immigration and migration patterns. <i>This indicator was developed to encourage inquiry into the causes and effects of immigration and forced migration throughout the world.</i></p>	<p>SE: Industry Causes Urban Growth, 504–505 City Life Changes, 517–518 Topic 13 Assessment #14, 532 Economic Progress, 560 Impact of the Slave Trade, 600 Europeans in Australia, 629–630</p> <p>TE: Active Classroom, 527</p> <p>Digital Resources: Topic 14>Lesson 5>Interactive Gallery: Famine Changes Ireland</p>
<p>MWH.3.P Summarize the installation of new governments during the Meiji Restoration, Russian Revolution, and Chinese Revolution. <i>This indicator is intended to encourage inquiry into revolution and the challenges faced by the Chinese, Russian, and Meiji following the adoption of new government systems.</i></p>	<p>SE: The Fall of the Qing Dynasty, 618–619 The Opening of Japan, 621–622 Transformation During the Meiji Period, 623 Causes of the February Revolution, 667–668 The October Revolution Brings the Bolsheviks to Power, 669–670 The Communist Soviet Union Emerges, 671–672 Topic 16 Assessment #13, #14, 674</p> <p>Digital Resources: Topic 15>Lesson 5>Flipped Video: The Collapse of the Qing Dynasty Topic 15>Lesson 6>Flipped Video: The Meiji Restoration; Interactive Gallery: The Meiji Restoration, 1868–1912 Synthesize: The Meiji Restoration Topic 16>Lesson 4>Flipped Video: Lenin and the Bolsheviks; Interactive Chart: 1917: Revolutions in Russia</p>

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<p>MWH.3.CX Contextualize industrialization within the various cultural and political changes occurring during the 19th century. <i>This indicator was developed to encourage inquiry into how industrialization in Great Britain, the United States, and Germany between the Napoleonic Wars and World War I gave context for changes that occurred during the period.</i></p>	<p>SE: New Ways of Working Change Life, 496–497 A Revolution in Transportation, 501–502 Social, Economic, and Political Changes, 503 Assessment #1, #5, 503 Laissez-Faire Economics, 508–509 Socialist Thought Emerges, 510–511 Marx and the Origins of Communism, 511–512 Assessment #3, #5, 512 The Rise of Big Business, 515–516 The New Social Order, 520–521 The Struggle for Women's Rights, 521–522 The Rise of Public Education, 522–523 Artists Represent Real Life, 527–528 Assessment #1, #2, #3, #4, 529 Topic 13 Assessment #1, #6, #12, 530–531 Germany Becomes an Industrial Giant, 553 Economic Growth and Reform, 577–578 Topic 14 Assessment #1, #14, #15, #16, 587–588 Western Imperialism Spreads Rapidly, 593–594 Effects of Imperialism, 596–597 Assessment #1, #4, 597 Topic 15 Assessment #3, #5, #12, #13, #14, #15, #16, 641–642</p> <p>Digital Resources: Topic 14>Lesson 5>Flipped Video: Reforming for Democracy; Interactive Timeline: Britain Reformed</p>

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<p>MWH.3.CC Analyze continuities and changes in the quality of life in Europe resulting from industrialization.</p> <p><i>This indicator was developed to encourage inquiry into the continuities and changes in the quality of life of various industrial countries, including changes caused by technology, the creation of new sports and leisure activities, and urbanization and work-life.</i></p>	<p>SE: New Ways of Working Change Life, 496–497 Assessment #1, 503 The Rise of New Social Classes, 505–506 Benefits of the Industrial Revolution, 507–508 Assessment #1, #3, 512 Better Medicine, Nutrition, Health, 516–517 Analyze Graphs, 517 City Life Changes, 517–518 The Working Class Wins New Rights, 518–519 Assessment #3, #4, #5, 519 The New Social Order, 520–521 The Rise of Public Education, 522–523 The Role of Religion, 524–525 Topic 13 Assessment #8, #9, #17, 530–532 Social Welfare, 555 Economic and Social Reforms, 564–565 Victories for the Working Class, 565–566 The Beginnings of Industrialization, 584–585 #1, #15, #16, 587–588</p> <p>TE: Active Classroom, 468</p> <p>Digital Resources: Topic 13>Lesson 1>Start Up: Compare Life Before and After Industrialization</p>
<p>MWH.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives related to the development of nationalism and industrialization.</p>	<p>SE: Topic 14 Assessment #8, 587</p> <p>Digital Resources: Topic 13>Lesson 2>Interactive Gallery: Life of the Working Class Topic 13>Lesson 3>Synthesize: Birth of the Industrial City Topic 14>Lesson 1>Start Up: An Oath of Freedom Topic 14>Lesson 4>Start Up: Stirrings of Nationalism Topic 14>Lesson 8>Start Up: Outside Influences</p>

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<p>World Power Struggle: Standard 4: Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950. Enduring Understanding: Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change. The student will:</p>	
<p>MWH.4.CO Explain the motives for and effects of European countries in the Age of Imperialism. <i>This indicator was developed to encourage inquiry into the demand for natural resources in order to fuel industrialization, the rise of nationalism, and the increasing economic and political competition between countries. The indicator was also developed to promote inquiry into how countries competed for lands to imperialize in order to fulfill their economic needs.</i></p>	<p>SE: Motivations for the New Imperialism, 592–593 The Effects of Imperialism, 596–597 European Nations Scramble for Colonies, 601–602 European Imperialism in Persia, 608–609 The British East India Company, 610–612, India Under British Rule, 612 European Imperialism in South Asia, 626–628, Strategic Holdings in the Pacific Islands, 628–629 Topic 15 Assessment #3, #4, #5, #6, #7, #8, #9, #12, #13, #14, #15, #16, 641–642 Topic 16 Assessment #1, #2, 673</p> <p>TE: Classify, 591</p> <p>Digital Resources: Topic 15>Lesson 1>Interactive Map: The New Imperialism Topic 15>Lesson 2>Flipped Video: The Berlin Conference; Interactive Map: Effects of Imperialism on African Regions; Interactive Map: European Imperialism in Africa Topic 15>Synthesize: The Age of Imperialism</p>

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<p>MWH.4.CE Analyze the significant causes of World War I and how the Treaty of Versailles attempted to resolve future global conflicts. <i>This indicator is intended to encourage inquiry into the significant causes of World War I and the impacts of the Treaty of Versailles, including its failure to prevent future global conflicts.</i></p>	<p>SE: European Powers Form Alliances, 646–647 Major Causes of World War I, 647–649 The Balkan Powder Keg Explodes, 649 Integrate Information, 649 The Alliance System Leads to War, 650–651 Assessment #1, #2, #3, #4, #5, 651 Making the Peace, 664–665 Effects of the Peace Settlements, 665–666 Assessment #5, 666 Topic 16 Assessment #1, #2, #3, #4, #7, #9, #10, 673–674</p> <p>TE: Active Classroom, 609 Active Classroom, 623</p> <p>Digital Resources: Topic 16>Lesson 1>Flipped Video: Alliances Draw Europe into War; Interactive Chart: Alliances and World War I; Synthesize: Causes of World War I Topic 16>Lesson 3>Interactive Map: Effects of World War I on European Boundaries; Synthesize: The Treaty of Versailles</p>
<p>MWH.4.P Summarize the significant technological innovations that led to the realignment of global powers. <i>This indicator is intended to encourage inquiry into how the development of industrialization and wartime technologies led to the realignment of global powers.</i></p>	<p>SE: Modern Military Technology, 654–655 Assessment #2, 657 Topic 16 Assessment #8, 673 End of the War in the Pacific, 764–765 Topic 18 Assessment #2, #14, 769–770</p> <p>TE: Active Classroom, 615</p> <p>Digital Resources: Topic 16>Lesson 2>Interactive Gallery: Military Technology in World War I</p>

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<p>MWH.4.CX Contextualize World War II and the Holocaust within local and global economic, political, and social developments from 1919–1950.</p> <p><i>This indicator is intended to encourage inquiry into the relationship between World War II and interwar foreign policies, global business cycles, the rise of totalitarian regimes, and postwar alliances. This indicator was also developed to promote inquiry into the relationship between the Holocaust as state-sponsored systematic persecution and interwar totalitarianism, nationalism, economic turmoil, and World War II.</i></p>	<p>SE: Conflicting Forces in Japan, 698–699 The Ultrnationalist Reaction, 700–701 Militarists Gain Power, 701 Assessment #1, 701 Postwar Politics in the West, 706–708 International Relations, 708–709 The Great Depression, 709–711 Western Democracies React to the Depression, 711–712 The Rise of Mussolini, 713–714 Mussolini's Totalitarian Rule, 714–715 Characteristics of Fascism, 715–716 Soviet Foreign Policy, 723–724 The Weimar Republic, 725–726 Hitler Leads the Nazi Party, 726–727 The Third Reich, 727–729 Assessment #3, #4, 730 Topic 17 Assessment #5, #8, #11, #12, #13, #16, 731–733 A Pattern of Aggression, 738–740 German Aggression Continues, 741–742 World War II Begins, 743 The Nazi Campaign Against the Jews, 750–752 The Allies Respond to the Holocaust, 753–755 Assessment #1, #2, #5, 755 Aftermath of the War, 765–766 The United Nations is Formed, 767 Topic 18 Assessment #1, #5, #8, #9, #10, #16, 769–770</p> <p>TE: Topic Inquiry: Civic Discussion: Lenin and Stalin, 634–635, Differentiate, 661 Active Classroom, 685 Synthesize, 711</p> <p>Digital Resources: Topic 17>Civic Discussion: Lenin and Stalin</p>

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<p>Continued: MWH.4.CX Contextualize World War II and the Holocaust within local and global economic, political, and social developments from 1919–1950.</p>	<p>Continued: Topic 17>Lesson 4>Interactive Gallery: Revival of Japanese Glory; Synthesize: Nationalism in China and Japan Topic 17>Lesson 5>Interactive Gallery: League of Nations Fails to Stop Aggression; Synthesize: Worldwide Economic Crisis Topic 17>Lesson 6>Flipped Video: The Nature of Fascism; Interactive Gallery: The Makings of an Italian Totalitarian State Topic 17>Lesson 7>Flipped Video: Propaganda and Terror in the Soviet Union Topic 17>Lesson 8>Flipped Video: Hitler's Rise to Power Topic 18>Lesson 1>Interactive Cartoon: Hitler's March to European Domination; Synthesize: Aggression Leads to War Topic 18>Lesson 3>Interactive Gallery: Remembering the Holocaust; Synthesize: Speaking Up</p>
<p>MWH.4.CC Analyze significant political and economic developments as catalysts for changing the global power structures. <i>This indicator was developed to encourage inquiry into how new political ideas, events, leaders, and movements set the stage for a shift in power structures after World War II.</i></p>	<p>SE: The United Nations is Formed, 767 Topic 18 Assessment #4, #15, 769–770 Wartime Alliance Breaks Apart, 774–775 Soviet Aggression Grows, 775–777 Two Opposing Sides in Europe, 777</p> <p>TE: Recognize Cause and Effect, 719</p>

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<p>MWH.4.E Utilize a variety of primary and secondary sources to analyze multiple perspectives during the Age of Imperialism and among countries in world conflicts.</p>	<p>SE: <i>Hind Swaraj</i>, Mohandas Gandhi, 951 <i>The Fourteen Points</i>, Woodrow Wilson, 951–952 <i>The Diary of a Young Girl</i>, Anne Frank, 952–953 Charter of the United Nations, 953–955</p> <p>TE: Topic Inquiry: Document-Based Question: What was the Impact of Imperialism on India?, 550–551 Differentiate, 615</p> <p>Digital Resources: Topic 15>Document-Based Question: What was the Impact of Imperialism on India? Topic 15>Lesson 1>Synthesize: Different Opinions Topic 15>Lesson 2>Start Up: Resisting Imperialism Topic 16>Lesson 2>Start Up: In Flanders Fields Topic 18>Lesson 2>Start Up: Axis Powers Advance</p>

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<p>Integration: Standard 5: Demonstrate an understanding of the Modern Age from 1933 to present day.</p> <p>Enduring Understanding: The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights. The student will:</p>	
<p>5.CO Compare the cultural, economic, and political implications of the Cold War. <i>This indicator was developed to encourage inquiry into the roots of democratic and communist ideals and how their influence spread through the modern world after the end of World War II.</i></p>	<p>SE: The Cold War Around the World, 779–780 The Soviet Union During the Cold War, 780–781 The United States in the Cold War, 781–782 Japan and the Cold War, 789 The Chinese Communist Victory, 791–792 China and the Cold War, 793–794 The Two Koreas, 794–795 The Road to War in Southeast Asia, 796–797 The United States Enters the War, 797–798 Assessment #5, 800 The Soviet Union Declines, 801–802 The Soviet Union Collapses, 802–803 Eastern Europe Transformed, 803–805 Communism Declines Around the World, 805–806 The Post-Cold War World, 806 Topic 19 Assessment, #2, #3, #4, #7, #8, #13, #14, #16, 807–808 South Asia in the Cold War, 817</p> <p>TE: Topic Inquiry: Civic Discussion: The Cold War, 728–729 Further Instruction, 735, Active Classroom, 752</p> <p>Digital Resources: Topic 19>Civic Discussion: The Cold War Topic 19>Lesson 1>Interactive Gallery: Cold War Technologies; Synthesize: Actions and Consequences of the Cold War Topic 19>Lesson 3>Interactive Gallery: Communism in China; Interactive Map: The Korean War</p>

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<p>Continued: 5.CO Compare the cultural, economic, and political implications of the Cold War.</p>	<p>Continued: Topic 19>Lesson 4>Start Up: Fighting Communism in Vietnam; Interactive Timeline: Vietnam, 1945–1965 – From Independence Struggle to Cold War Battleground</p>
<p>MWH.5.CE Analyze significant developments resulting from post-war decolonization in Asia and Africa in the creation of the new countries during the period 1945–1975. <i>This indicator was developed to encourage inquiry into how the effects of decolonization and the subsequent rebuilding of the once colonized world changed the landscape of economic, geographic, political, and social affairs.</i></p>	<p>SE: Independence and Partition in South Asia, 812–814 Challenges to Modern India, 814–815 Pakistan and Bangladesh Separate, 815–817 South Asia in the Cold War, 817 Independent Nations in South Asia, 817–818 Struggle for Democracy in the Philippines, 819–820 The New Nations of Africa, 821–822 A Variety of New Governments, 822–823 Case Studies: Five African Nations, 824–826 New Nations in the Middle East, 831–834 Topic 20 Assessment, #1, #2, #7, #13, 844–846</p> <p>TE: Active Classroom, 770 Active Classroom 777</p> <p>Digital Resources: Topic 20>Lesson 2>Flipped Video: Different Paths to Independence; Interactive Map: Imperialism and Independence in Africa Topic 20>Lesson 3> Interactive Chart: Birth of Israel; Synthesize: The Changing Middle East</p>

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<p>MWH.5.P Summarize the interconnections between the United States and the world community through major cultural, economic, and political changes.</p> <p><i>This indicator was developed to encourage inquiry into how various international organizations were created and impacted the world through their work and the interconnectedness between the fall of communism, the emergence of democracies, and the new threats to security from rogue groups.</i></p>	<p>SE: New Alliances, 776 U.S.–Latin American Relations, 870–871 New Challenges for the United States, 876 Global Organizations and Trade Agreements, 883–884 The Threat of New Weapons, 894–895 The U.S. Response to Terrorism, 897–899 Topic 21 Assessment #3, #6, #15, 905–906 Charter of the United Nations, 953–955</p> <p>Digital Resources: Topic 21>Lesson 6>Flipped Video: Global Trade Organizations and Treaties; Interactive Gallery: Aspects of Globalization</p>

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<p>MWH.5.CX Examine the Holocaust and its aftermath in providing the context for subsequent developments in international efforts to recognize and protect human rights. <i>This indicator was intended to encourage inquiry into the human experience by examining the nature of oppression, civil war, and genocide. This indicator also supports inquiry into the struggle for civil rights and international efforts to protect human rights in the modern world.</i></p>	<p>SE: The Allies Respond to the Holocaust, 753–755 Assessment #5, 755 Aftermath of the War, 765–766 The United Nations is Formed, 767 The United States Responds to New Challenges, 785–786 Rebellion and Civil War in Sudan, 827–828 Topic 20 Assessment, #4, 844 Human Rights Abuses, 862–863 Human Rights, 889–891 Assessment #3, #4, 893 Assessment #1, 955 Universal Declaration of Human Rights, 955–956 <i>Freedom from Fear,</i> Aung San Suu Kyi, 957–958</p> <p>TE: Differentiate, 741 Topic Inquiry: Document-Based Question: How Should Nations Respond to Genocide?, 764–765 Differentiate, 826</p> <p>Digital Resources: Topic 20>Document-Based Question: How Should Nations Respond to Genocide? Topic 21>Lesson 3>Interactive Gallery: Protests in Tiananmen Square Topic 21>Lesson 7>Flipped Video: Protecting Human Rights</p>

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<p>MWH.5.CC Contextualize the major economic, geographical, political, religious, and social factors and their impact on nations during the period 1989–present.</p> <p><i>This indicator was developed to encourage inquiry through three separate lenses: the core countries lens, the semi-periphery countries lens, and the periphery countries lens. This allows for the discovery of how major economic, geographic, political, religious, and social factors come together to create the modern world.</i></p>	<p>SE: Militants in Pakistan, 816 Ethnic Conflicts and Natural Disasters, 819 Democracies Emerge, 823 Ethnic Conflicts and Genocide, 826–828 The Arab Spring and its Impact, 832–833 Islam and the Modern World, 835–836 The Difficult Road to Peace, 838–840 Topic 20 Assessment #15, #16, 846 African Nations Face Economic Choices, 857–858 Continuing Challenges to Development, 858–860 Reforms Bring Growth and Challenges, 862–863 India Builds a Modern Economy, 863–864 Social Reform in India, 864–865 A New Europe, 873–875 Shifts in Global Power, 875–876 The Former Soviet Republics, 876–877 War in Yugoslavia, 877–879 A New Role for Asia, 879–880 Assessment #1, #2, #3, #4, #5, 880 Global Interdependence, 881–883 Global Organizations and Trade Agreements, 883–884 Benefits and Costs of Globalization, 884–885 Global Challenges, 886–888 Human Rights, 889–891 Development and the Environment, 891–893 The Threat of New Weapons, 894–895 The Growing Threat of Terrorism, 895–897 The Computer Revolution, 902 Topic 21 Assessment #2, #3, #7, #11, #14, #18, #19, 905–907</p> <p>TE: Compare and Contrast, 784 Active Classroom, 791</p>

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<p>Continued: MWH.5.CC Contextualize the major economic, geographical, political, religious, and social factors and their impact on nations during the period 1989–present.</p>	<p>Continued: Topic Inquiry: Document-Based Question: How Do Developed and Developing Countries Differ?, 796–797 Active Classroom, 808 Differentiate, 818</p> <p>Digital Resources: Topic 21>Document-Based Question: Comparing Developed and Developing Countries Topic 21>Lesson 1>Interactive Map: Global Population Growth; Synthesize: The Risks and Benefits of Global Development Topic 21>Lesson 2>Interactive Timeline: The Struggle Against Apartheid; Interactive Gallery: Environmental Challenges in Africa Topic 21>Lesson 4>Flipped Video: Argentina Moves Toward Democracy Topic 21>Lesson 5>Interactive Map: Evolution of the European Union; Interactive Timeline: War in Bosnia Topic 21>Lesson 7>Flipped Video: Protecting Human Rights</p>

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Modern World History**

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<p>MWH.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of international events.</p>	<p>SE: Universal Declaration of Human Rights, 955–956 <i>Autobiography</i>, Kwame Nkrumah, 956 <i>"Tear Down This Wall,"</i> Ronald Reagan, 956–957 <i>"Freedom from Fear,"</i> Aung San Suu Kyi, 957–958 <i>"Glory and Hope,"</i> Nelson Mandela, 958–959</p> <p>TE: Topic Inquiry: Civic Discussion: The Cold War, 728–729 Topic Inquiry: Document-Based Question: How Should Nations Respond to Genocide?, 764–765</p> <p>Digital Resources: Topic 19>Civic Discussion: The Cold War Topic 20>Document-Based Question: How Should Nations Respond to Genocide?</p>

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SE = Student Edition

TE = Teacher's Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.