Clear Learning Targets 2019-2020

Aligned with Ohio’s Learning Standards for Social Studies (2018)
Ohio’s Learning Standards (2018) - Clear Learning Targets

Modern World History

**HI.1**

Analyze the credibility of primary and secondary sources.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating source credibility</td>
<td>Tier 2</td>
</tr>
<tr>
<td>Using credible sources in research writing</td>
<td>Tier 3</td>
</tr>
<tr>
<td>analyze</td>
<td>primary source</td>
</tr>
<tr>
<td>evaluate</td>
<td>secondary source</td>
</tr>
<tr>
<td>credibility</td>
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<tr>
<td>bias</td>
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<tr>
<td>stereotype</td>
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</tr>
</tbody>
</table>

**Ultimate Learning Target**

Type: Reasoning

**Broad Learning Target:**
- The student can analyze the credibility of primary and secondary sources.

**Underpinning Knowledge Learning Targets:**
- The student can define and give examples of primary sources.
- The student can define and give examples of secondary sources.
- The student can explain the criteria for determining credibility of sources.

**Underpinning Skills Learning Targets:**
- The student can identify perspectives, bias, and stereotypes in primary and secondary sources.

**Underpinning Reasoning Learning Targets:**
- The student can evaluate the qualifications and reputation of an author.
- The student can compare sources for agreement.
- The student can judge the accuracy and internal consistency of a source.
- The student can evaluate a source based on the circumstances in which the author prepared the source.

**8.HI.1 (Prior Grade Standard)**

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

**11.GO.3 (Future Grade Standard)**

Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.
Content Elaborations, Instructional Strategies and Resources

- The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:
  - qualifications and reputation of the author;
  - agreement with other credible sources;
  - perspective or bias of the author (including stereotypes);
  - accuracy and internal consistency; and
  - circumstances in which the author prepared the source.

- Provide examples of primary and secondary sources related to history content being studied. Have students use a graphic organizer to help them analyze the credibility of the sources. Sources should be in multiple formats and mediums, representing differing perspectives and timeframes.

- Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/.

- To help students analyze primary sources: provide a highlighted document; create a bulleted list of important points; have students work in heterogeneous groups; modify the readability of the document by inserting synonyms for difficult vocabulary; provide two versions of text, one in original language and one in modified language; provide students a typed transcript, often available on history websites; and add captions or labels to clarify meaning of graphics and images.

- History Matters - http://historymatters.gmu.edu/browse/makesense/ - This site provides students with skills to analyze various primary and secondary sources.

- Bridging World History - http://www.learner.org/courses/worldhistory/ - This website for the Annenberg Foundation offers a course on Bridging World History.

Sample Question Stems and Performance Tasks

- Which source has the appropriate qualifications to be considered a credible source of information?

- What bias is reflected in the source below?

- Read the source below. Evaluate the credibility of the source and explain the criteria you used in your evaluation.
|--------------------------|------------------------|----------------------------------------|--------------------------------------|----------------------------------------|
| Type: Skill              | The student can develop a thesis and use evidence to support or refute a position. | The student can define and explain a thesis.  
|                          |                        | The student can identify sources of evidence for historians. | The student can develop a thesis.  
|                          |                        | The student can use evidence to support a thesis.  
|                          |                        | The student can use evidence to refute a thesis.  
|                          |                        | The student can cite sources used to support or refute positions. | The student can distinguish between a list of events and a historical interpretation. |

**Ohio’s Learning Standards (2018) - Clear Learning Targets**

**Modern World History**

**HI.2** Develop a thesis and use evidence to support or refute a position.

**Essential Understanding**
- Supporting or refuting a thesis with evidence

**Extended Understanding**
- Using evidence for a thesis in an extended research project

**Academic Vocabulary**
- thesis
- evidence
- support
- refute

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**8.HI.1 (Prior Grade Standard)**
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

**8.HI.1 (Future Grade Standard)**
N/A
Content Elaborations, Instructional Strategies and Resources

- Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

- The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

- Historians cite their sources and use the results of their research to support or refute contentions made by others.

- Have students develop theses for use in historical papers and debates. In either context, the thesis should be supported with historical evidence and documentation.

- Display numerous artifacts or other primary sources related to a historical event (e.g., Japanese-American internment, immigration, civil rights). Give students the task of selecting and organizing a certain number of the resources to interpret. Have each student develop a thesis to explain the relationship among the selected resources, using information to support their theses.

- Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/.

- Reading Like a Historian: http://sheg.stanford.edu/rlh

Sample Question Stems and Performance Tasks

- Read the statement below. Which thesis does the statement support?

- Read the sources below. Then choose the thesis statements historians could compose based on these sources.

- Using the data provided, support or refute the following thesis: ________________________.

- Using the sources below, construct a thesis about ________ and provide two pieces of evidence that support it.

- Complete the chart below by matching the evidence to a thesis. Move the boxes to the correct spaces on the chart.
# Ohio’s Learning Standards (2018) - Clear Learning Targets

## Modern World History

<table>
<thead>
<tr>
<th>HI.3</th>
<th>Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.</td>
<td>– Analyzing cause and effect relationships</td>
<td>– cause</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Extended Understanding</td>
<td>– effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Evaluate causation and correlation through counterfactual scenarios</td>
<td>– causation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– correlation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– sequence</td>
</tr>
</tbody>
</table>

### Broad Learning Targets:
- The student can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
- The student can analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

### Underpinning Skills Learning Targets:
- The student can place historical events in sequential (chronological) order.

### Underpinning Reasoning Learning Targets:
- The student can analyze the long-term causes of historical events.
- The student can analyze the short-term causes of historical events.
- The student can analyze the short-term effects of historical events.
- The student can analyze the long-term effects of historical events.
- The student can differentiate between causes and correlations in historical events.

## 6.HI.1 (Prior Grade Standard)
Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

## (Future Grade Standard)
N/A
Content Elaborations, Instructional Strategies and Resources

- When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of World War I, an analysis would include the causes and effects of the war.

- An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

- For example, an examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause.

- Have students discuss the cause and effect of the five Ps (power, prestige, protection, profit and principle). For example, students can work in collaborative groups discuss the role of each of the 5Ps in leading up to World War I. Then, have students analyze the effects of each of the Ps on the actions and reactions of the involved countries, leaders and people.

- Help students clarify the difference between cause and effect using the following activities: present students with several historical facts/events and ask them to label causes and effects appropriately. use charts, especially flow charts, when clarifying cause and effect relationships; provide a list of historic events in a jumbled sequence and ask students to explain why the sequence does not make sense.

Sample Question Stems and Performance Tasks

- Explain one development that led to the following historical event __________.

- Read the passage below. Explain a long-term causal relationship between __________ and __________ based on the information provided.

- Complete the chart below by matching causes with effects. Move the boxes to the correct spaces on the chart.

- Creating a timeline to demonstrate the long-term and short-term causes of __________.

- Using the graphing organizer below, group events that relate to one another with their common factors. Move the boxes to the correct spaces.

- Explain two effects of the following development in World History: __________.
Describe the causes and effects of the Scientific Revolution.

**Essential Understanding**
- Impact of the Scientific Revolution

**Extended Understanding**
- Long-term impact of the Scientific Revolution in modern world history

**Academic Vocabulary**
- Tier 2
  - describe
  - impact
  - religious
  - political
  - cultural
- Tier 3
  - Scientific Revolution

**Ultimate Learning Target**
**Type: Knowledge**

**Broad Learning Target:**
- The student can describe the causes and effects of the Scientific Revolution.

**Underpinning Knowledge Learning Targets:**
- The student can explain the shift in perception of truth that began with the Scientific Revolution.
- The student can describe how the Scientific Revolution challenged religious teachings.
- The student can describe how the Scientific Revolution led to the Enlightenment and political revolutions.
- The student can describe how the Scientific Revolution impacted education.
- The student can explain the impact of the scientific method.

7.HI.6 (Prior Grade Standard)
The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.

(Future Grade Standard)
N/A
Content Elaborations, Instructional Strategies and Resources

− The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. It challenged religious teachings on the origins of the universe and explanations for natural phenomena. The Church reacted strongly against the scientists who challenged established beliefs.

− The Scientific Revolution served as the beginning of the challenging of established ideologies, leading to the Enlightenment and eventually the political revolutions that took place in Western Europe and colonies beginning in the late 18th century.

− The Scientific Revolution’s impact on cultural institutions included education. The number of scientific academies and museums grew with the support of monarchs. The Royal Society of London and the French Academy of Science helped establish the credibility of science as a discipline.

− The scientific method paved the way for modern science. New scientific discoveries resulted from this new way of explaining natural phenomena impacting the study of anatomy, astronomy, mathematics, medicine.

− Have students use charts/graphic organizers to show cause-and-effect relationships between the ideas of the Scientific Revolution and changing views of religious, political and cultural institutions after the Scientific Revolution. For example:

<table>
<thead>
<tr>
<th></th>
<th>Before Scientific Revolution</th>
<th>After Scientific Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious beliefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political views</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Question Stems and Performance Tasks

− Which statement shows how the Scientific Revolution changed the perception of truth?

− What is one effect of the Scientific Revolution?

− What political changes resulted from new ways of thinking that began during the Scientific Revolution?

− Complete the graphic organizer by moving the statements below to the correct spaces to show causes and effects of the Scientific Revolution.
### Ohio’s Learning Standards (2018) - Clear Learning Targets
#### Modern World History

**HI.5**

**Ultimate Learning Target Type:** Reasoning

**Ohio’s Learning Standards (2018) - Clear Learning Targets**

<table>
<thead>
<tr>
<th>Explain how religious authority, absolute rule, and mercantilism were challenged by the ideas of the Enlightenment.</th>
<th><strong>Essential Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How Enlightenment ideas challenged the Church, monarchies, and mercantilism</td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td>Long-term impact of the Enlightenment in modern world history</td>
<td><strong>Academic Vocabulary Tier 2</strong></td>
</tr>
<tr>
<td>analyze</td>
<td>absolute rule</td>
</tr>
<tr>
<td>social contract</td>
<td>mercantilism</td>
</tr>
</tbody>
</table>

**Broad Learning Target:**
- The student can explain how religious authority, absolute rule, and mercantilism were challenged by the ideas of the Enlightenment.

**Underpinning Knowledge Learning Targets:**
- The student can discuss the religious teachings that were challenged by the Enlightenment.
- The student can explain the concept of the social contract.
- The student can describe the economic system of mercantilism.

**Underpinning Reasoning Learning Targets:**
- The student can analyze how the Enlightenment challenged religious authority.
- The student can analyze how the Enlightenment challenged absolute rule.
- The student can analyze how the Enlightenment challenged mercantilism.

8.HI.5 (Prior Grade Standard)
The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

10.HI.5 (Future Grade Standard)
The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.
The Enlightenment movement began in Europe and inspired change across the world. Enlightenment thinkers believed in the influence of nature and in human progress. Some suggested that humans were naturally good and by freely exercising reason, would act for the common good. This required freedom from the restraints of the government and the Church. Enlightenment ideas include:

- use of reason;
- education;
- social reforms;
- tabula rasa (blank slate); and
- natural rights (life, liberty, and property).

Enlightenment thinkers believed that natural laws guided social, political and economic systems and institutions and this idea became known as the social contract.

Philosophical thought during the Enlightenment impacted religion, government, and economics in Europe. This was a challenge to many of the Church’s doctrines and an increased focus on earthly as well as spiritual welfare. Challenges to the Church included:

- humanism;
- mercantilism; and
- laissez faire.

There was a shift from forms of government in which power was held by only one or few individuals to forms of government in which many have a say, both directly and indirectly. Enlightenment ideas promoted the belief in a social contract between the governed and their government. These shifts in ideas included:

- limited government;
- absolute rule;
- divine right; and
- separation of powers.

The mercantilist system was challenged due to a growing belief that natural laws could define an economic system including a free-market economy with limited, or laissez faire, government regulation.

Students complete before and after charts, which show the changes in peoples’ relationship with the church, and the shift toward more democratic forms of government and capitalism. For example:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Enlightenment Thinking</th>
<th>Enlightenment Ideas</th>
<th>New Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political rule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic systems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Question Stems and Performance Tasks

- How did Enlightenment thinkers challenge the absolute power of kings?
- How did Enlightenment thinkers challenge religious authority?
- How did Enlightenment ideas change the relationship between citizens and their governments?
- Complete the graphic organizer below to show the influence of Enlightenment thinking on religion, government and economics. Move the boxes to the correct categories on the chart.
<table>
<thead>
<tr>
<th>Ohio’s Learning Standards (2018) - Clear Learning Targets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modern World History</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HI.6</strong> Explain how Enlightenment ideas influenced the American and French Revolutions.</td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− How the Enlightenment led to Revolutions</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Long-term impact of the Enlightenment in modern world history</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>− American Revolution</td>
</tr>
<tr>
<td></td>
<td>− French Revolution</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**
− The student can explain how Enlightenment ideas influenced the American and French Revolutions.

**Underpinning Knowledge Learning Targets:**
− The student can explain the key ideas of the Enlightenment on the relationship of the individual and the government.

**Underpinning Reasoning Learning Targets:**
− The student can connect the ideas of the Enlightenment to the American Revolution.
− The student can connect the ideas of the Enlightenment to the French Revolution.

**8.HI.5 (Prior Grade Standard)**
The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

**10.HI.5 (Future Grade Standard)**
The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.
Content Elaborations, Instructional Strategies and Resources

- The political, economic, and social changes that developed during the Enlightenment Age inspired the American and French Revolutions. Enlightenment writers explored the relationship between governments and the people they governed.

- Leaders of revolutions and wars for independence during this time based their goals for political change upon Enlightenment ideas. These ideas include:
  - freedom;
  - natural rights;
  - self-determination;
  - limited government;
  - consent of the governed; and
  - the common good.

- Have students create a bulleted list of John Locke’s ideas and then highlight the phrases in the Declaration of Independence where John Locke’s ideas can be found. Have students work in groups to research the impact of Enlightenment ideas on the American Revolution, French Revolution and Latin American wars for independence.

- Have students look for evidence to support the influence of Enlightenment ideas on these revolutionary events (e.g., students look for evidence of Enlightenment ideas in the Declaration of Independence or the writings of Simon Bolivar).

Sample Question Stems and Performance Tasks

- How did the Declaration of Independence and the French Declaration of the Rights of Man reflect Enlightenment ideas?

- During the French Revolution, the formation of the National Assembly to act as a check on the king’s power was an application of which Enlightenment idea?

- How did the leaders of the American Revolution and French Revolution draw upon Enlightenment ideas?

- Which ideas below reflect Enlightenment ideas that influenced the American Revolution and French Revolution?
<table>
<thead>
<tr>
<th>HI.7</th>
<th>Compare how the American and French Revolutions influenced Latin American revolutions for independence.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In influence of American and French Revolutions in Latin America</td>
<td>Tier 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended Understanding</td>
<td>Latin American revolutions</td>
<td></td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can compare how the American and French Revolutions influenced Latin American revolutions for independence.

**Underpinning Knowledge Learning Targets:**
- The student can describe the Enlightenment ideas that led to the American Revolution.
- The student can describe the Enlightenment ideas that led to the French Revolution.
- The student can describe the Enlightenment ideas that led to the Latin American revolutions.

**Underpinning Reasoning Learning Targets:**
- The student can connect ideas of the American Revolution to Latin American revolutions.
- The student can connect ideas of the French Revolution to Latin American revolutions.

**8.HI.5 (Prior Grade Standard)**
The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

**10.HI.5 (Future Grade Standard)**
The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.
The political, economic, and social events that inspired the American and French Revolutions also inspired revolutions in Latin America. These ideas and events included:

- freedom;
- natural rights;
- self-determination;
- limited government;
- consent of the governed;
- common good; and
- success of the American and French Revolutions.

However, Latin American revolutions had their own unique causes:

- encomienda;
- míta; and
- chattel slavery.

Have students look for evidence to support the influence of Enlightenment ideas on these revolutionary events (e.g., students look for evidence of Enlightenment ideas in the Declaration of Independence or the writings of Simon Bolivar).

Sample Question Stems and Performance Tasks

- What key ideas inspired the leaders of Latin American revolutions for independence?
- How did the leaders of the American Revolution, French Revolution, and Latin American revolutions draw upon Enlightenment ideas?
- What causes of Latin American revolutions were unique?
### Ohio’s Learning Standards (2018) - Clear Learning Targets

#### Modern World History

<table>
<thead>
<tr>
<th>HI.8</th>
<th><strong>Analyze the social, political and economic effects of industrialization on Western Europe and the world.</strong></th>
</tr>
</thead>
</table>

**Essential Understanding**
- Impact of industrialization

**Extended Understanding**
- Long-term impact of industrialization on modern world history

**Academic Vocabulary**
- Tier 2
  - effects
  - social
  - political
  - economic
- Tier 3
  - industrialization

**Ultimate Learning Target**
- Type: Reasoning

**Broad Learning Target:**
- The student can analyze the social, political and economic effects of industrialization on Western Europe and the world.

**Underpinning Knowledge Learning Targets:**
- The student can cite positive effects of industrialization on daily life in Europe and North America.
- The student can cite negative effects of industrialization on daily life in Europe and North America.

**Underpinning Reasoning Learning Targets:**
- The student can explain how industrialization impacted population growth.
- The student can explain how industrialization impacted urbanization.
- The student can explain how industrialization impacted emigration out of Europe.
- The student can explain how industrialization led to movements for political and social reform in England.
- The student can explain how industrialization expanded the world-market economy.

**8.HI.23 (Prior Grade Standard)**

The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

**10.HI.11 (Future Grade Standard)**

The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
The Industrial Revolution transformed Europe and North America in the late 18th and 19th centuries. It had positive and negative effects on class distinctions, family life and the daily working lives of men, women and children. Population growth and migrations, urbanization and emigration out of Europe were impacted by the move to an industrialized economy. These impacts include:

- migration;
- urbanization;
- emigration;
- industrialization;
- labor unions forming;
- social classes (middle and working class); and
- the economy.

The Industrial Revolution led to movements for political and social reform in England, Western Europe, and the United States. It also expanded the world-market economy.

Distribute event cards (e.g., invention of steam engine, transportation improvements, creation of textile mills) to students, either working in groups or individually. Have students annotate/illustrate two or more effects and identify whether they would be social, political or economic effects.

Use longitudinal data to illustrate urban growth as a social effect of industrialization. Data could include population density, life expectancy, infant mortality or population growth.

Sample Question Stems and Performance Tasks

- What effect of industrialization is shown in the images below?
- Explain two positive and two negative effects of the Industrial Revolution in the 18th and 19th centuries.
- How did the Industrial Revolution impact working conditions for women and children?
- Read the primary source excerpts below. Which effects of industrialization are described in these sources. Select all the correct answers.
- Which statement correctly describes one impact of the Industrial Revolution?
Ohio’s Learning Standards (2018) - Clear Learning Targets
Modern World History

<table>
<thead>
<tr>
<th>HI.9</th>
<th>Describe the political, economic and social causes of imperialism.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Causes of imperialism</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Long-term impact of imperialism on modern world history</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tier 2</strong></td>
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<tr>
<td></td>
<td>− political</td>
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<td></td>
<td>− economic</td>
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<td></td>
<td>− social</td>
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<td></td>
<td>− motivations</td>
</tr>
<tr>
<td></td>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td></td>
<td>− imperialism</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

Type: Knowledge

**Broad Learning Target:**
− The student can describe the political, economic and social causes of imperialism.

**Underpinning Knowledge Learning Targets:**
− The student can describe the political motivations for imperialism.
− The student can describe the economic motivations for imperialism.
− The student can describe the social roots of imperialism.
− The student can describe the imperialist actions taken by Japan.

**7.HI.10 (Prior Grade Standard)**
European economic and cultural influence dramatically increased through explorations, conquests and colonization.

**10.HI.15 (Future Grade Standard)**
As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
By the early 20th century, many European nations as well as Japan extended their control over other lands and created empires. Their motivations had economic, political and social roots.

The political motivations for imperialism included the desire to appear most powerful, bolster nationalism, and provide security through the building of military bases overseas (militarism).

Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China, and Korea.

Economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.

European powers used spheres of influence to establish economic control in China. Economic influences of imperialism include:
- consumption;
- exploitation of labor;
- exploitation of raw materials;
- spheres of influence; and
- free market.

The social roots for imperial expansion included the spread of Western values and the vision of some that it was “the white man’s burden” to civilize those perceived as uncivilized. There were also humanitarian concerns and the spread of Christianity. The social roots of imperialism also included paternalism and social Darwinism.

Use a jigsaw structure with a graphic organizer to lead students in the research and discussion of political, economic and social roots of imperialism. Divide students into three groups and assign each group one of the three roots of imperialism to study, including the motivations of European nations and Japan.

Sample Question Stems and Performance Tasks

- What was the primary economic motivation for European imperialism in Africa and Asia in the late 19th century?
- Explain two political motivations for European imperialism.
- Read the primary source excerpt below. What motivation for imperialism is provided in the source?
- Complete the graphic organizer below to show the economic, political, and social roots of imperialism. Move the answers to the correct spaces.
Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.

**Essential Understanding**
- Effects of imperialism

**Extended Understanding**
- Long-term impact of imperialism on modern world history

**Academic Vocabulary**
**Tier 2**
- acquisition
- extraction
- maintenance

**Tier 3**
- raw materials
- Western values
- paternalism
- assimilate
- colonizers

**Broad Learning Target:**
- The student can describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.

**Underpinning Knowledge Learning Targets:**
- The student can describe how imperialism resulted in the spread of Western values.
- The student can explain how some European colonizers established direct control and a pattern of paternalism.
- The student can explain how some European colonizers established indirect control and encouraged assimilation.
- The student can explain how European powers used spheres of influence in China.

**Underpinning Reasoning Learning Targets:**
- The student can explain the relationship between industrialization and extraction of raw materials in colonies.
- The student can compare direct and indirect control of colonies.

**7.HI.10 (Prior Grade Standard)**
European economic and cultural influence dramatically increased through explorations, conquests and colonization.

**10.HI.15 (Future Grade Standard)**
As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies. Colonial powers made unilateral decisions about land and people without consulting people living there, including:

- exploiting raw materials;
- exploiting people; and
- Berlin or Congo Conference.

- Imperialism resulted in the spread of Western values (e.g., religion, customs, ways of governing).

- Some European powers preferred direct control over the colonies they established during this period. Other European powers preferred indirect control over their colonies, using local systems of authority, believing that working with the local native leaders would lessen the possibility of revolts and would encourage assimilation into Western traditions.

- European powers used spheres of influence to establish economic control in China.

- Have students create a thematic map showing the spheres of influence of European nations across the world. Students can use color and/or symbols to identify colonizing countries, type of control exerted (direct/indirect) and locations of natural resources. Discuss the notion that “The sun never sets on the British Empire.” What did this mean at the time?

Sample Question Stems and Performance Tasks

- Which statement shows an effect of European imperialism in Africa and Asia in the late 19th and early 20th centuries?

- How did imperialism spread Western values?

- Explain the difference between direct and indirect control in the Age of Imperialism.

- Read the primary source below. How is a pattern of paternalism reflected in the source?

- What type of control did European powers establish in China?
# Ohio’s Learning Standards (2018) - Clear Learning Targets
## Modern World History

<table>
<thead>
<tr>
<th>HI.11</th>
<th>Describe how the consequences of imperialism were viewed differently by the colonizers and the colonized.</th>
</tr>
</thead>
</table>
|       | **Essential Understanding**  
|       | - Perspectives of colonizers and colonized on imperialism  
|       | **Extended Understanding**  
|       | - Long-term impact of imperialism on modern world history |

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
</tr>
<tr>
<td>- viewpoints</td>
</tr>
<tr>
<td>- consequences</td>
</tr>
<tr>
<td>Tier 3</td>
</tr>
<tr>
<td>- colonizers</td>
</tr>
<tr>
<td>- colonized</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ultimate Learning Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type: Reasoning</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Broad Learning Target:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student can describe how the consequences of imperialism were viewed differently by the colonizers and the colonized.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Underpinning Knowledge Learning Targets:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student can explain the viewpoint of colonizers on the extension of Western cultural practices.</td>
</tr>
<tr>
<td>- The student can explain the viewpoint of colonized groups on loss of traditional culture.</td>
</tr>
<tr>
<td>- The student can explain the viewpoint of colonizers on modernization.</td>
</tr>
<tr>
<td>- The student can explain the viewpoint of colonized groups on break-up of past institutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Underpinning Reasoning Learning Targets:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student can compare viewpoints of colonizers and colonized groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.HI.10 (Prior Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>European economic and cultural influence dramatically increased through explorations, conquests and colonization.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10.HI.15 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</td>
</tr>
</tbody>
</table>
Content Elaborations, Instructional Strategies and Resources

- Dramatic differences in viewpoints existed between the European colonizers and those they colonized. Different viewpoints between these two groups included the extension of Western cultural practices vs. loss of traditions and modernization vs. breakup of past institutions.

- Have students create political cartoons that emphasize the divergent points of view of imperialism. Have students write opinion essays or journal entries from one of the two perspectives.

Sample Question Stems and Performance Tasks

- Which statement below reflects an anti-imperialist perspective?

- Sort the statements below into two columns to show the views of European colonizers and those they colonized.

- Read the primary source excerpt below. Explain whether the perspective in this source is that of European colonizers or those they colonized.
# Ohio’s Learning Standards (2018) - Clear Learning Targets

## Modern World History

<table>
<thead>
<tr>
<th><strong>HI.12</strong></th>
<th><strong>Essential Understanding</strong></th>
<th><strong>Academic Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how advancements in technology, communication, and transportation improved lives and had negative consequences.</td>
<td>- Positive and negative consequences of technology advances in the first half of the 20th century</td>
<td>Tier 2 - consequences</td>
</tr>
<tr>
<td></td>
<td>- Evaluation of whether positive effects of technology outweigh the negatives</td>
<td>Tier 3 - technology - transportation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ultimate Learning Target</strong></th>
<th><strong>Broad Learning Target:</strong></th>
<th><strong>Underpinning Knowledge Learning Targets:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type: Reasoning</strong></td>
<td>- The student can explain how advancements in technology, communication, and transportation improved lives and had negative consequences.</td>
<td>- The student can list advances in technology in the first half of the 20th century.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The student can discuss how advances in communication and transportation improved lives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The student can discuss negative effects of advances in technology, communication, and transportation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The student can explain the impact of new battlefield weapons in World War I.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The student can explain the impact of the atomic bomb.</td>
</tr>
</tbody>
</table>

(Prior Grade Standard)  
N/A

10.HI.18 (Future Grade Standard)  
An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
Content Elaborations, Instructional Strategies and Resources

- During the 20th century, advances in technology improved lives through an increase in the availability and variety of consumer goods, communication, and technology both for individuals and in the military.

- Advances in technology, communication, and transportation also had negative impacts for both individuals and the military. As wars are fought new technologies are created and war becomes impersonal, industrialized, and efficient resulting in total war.

- Create a grab bag containing artifacts of advancement (images or models) for students to pick. Have students research and describe the advancements and their intended and unintended consequences. Have students decide if the advancements lived up to their promises to improve the quality of life.

- Have students create journals (on paper or electronically) from three perspectives: World War I leaders, World War I soldiers and World War I civilians. Ask them to write about the advances in technology, communication and transportation used for military purposes and their impact from each perspective. Students can be assigned one or two advances to focus on in their writing.

Sample Question Stems and Performance Tasks

- How did advances in technology in the first half of the 20th century improve lives?

- Give four examples of advances in communication that improved lives during the first half of the 20th century.

- Which is an example of a negative effect of advances in technology in the first half of the 20th century?

- How did battlefield weapons change warfare in the first half of the 20th century?
<table>
<thead>
<tr>
<th>Ultimate Learning Target Type: Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HI.13</strong> Identify and explain the causes of World War I.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Causes of World War I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evaluating responsibility for the start of World War I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- militarism</td>
</tr>
<tr>
<td>- imperialism</td>
</tr>
<tr>
<td>- nationalism</td>
</tr>
<tr>
<td>- alliances</td>
</tr>
</tbody>
</table>

**Broad Learning Target:**
- The student can identify and explain the causes of World War I.

**Underpinning Knowledge Learning Targets:**
- The student can define and explain militarism.
- The student can define and explain imperialism.
- The student can define and explain nationalism.
- The student can define and explain the alliance system.

**Underpinning Reasoning Learning Targets:**
- The student can explain how militarism contributed to World War I.
- The student can explain how imperialism contributed to World War I.
- The student can explain how nationalism contributed to World War I.
- The student can explain how the alliance system contributed to World War I.

**(Prior Grade Standard)**
N/A

**10.HI.15 (Future Grade Standard)**
As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
Content Elaborations, Instructional Strategies and Resources

- Military spending among the great powers of Europe increased greatly in the years prior to World War I. Rivalries between the powers led to a building up of armed forces and an increase in distrust.

- Imperialism was an important underlying cause of World War I. The great powers of Europe were competing for land around the world.

- Intense nationalism grew among the European people (e.g., the influence of nationalism in the Balkans, which prompted the outbreak of WWI). Consequently, due to national animosities, there was little resistance to war when it began.

- The system of alliances early in the century set the stage for enlarging a small-scale conflict into a world war. Each alliance brought several nations into the conflict. By the beginning of the war, the two large alliances were the Triple Entente and the Triple Alliance.

- Have students create an illustration, flip book or foldable using the acronym MAIN (militarism, alliances, imperialism and nationalism) to remember the underlying causes of WWI. Alternatively, MANIA can be used to stand for militarism, alliances, nationalism, imperialism and assassination (of the Archduke of Austria-Hungary).

- Using the book All Quiet on the Western Front by Erich Maria Remarque, connect to standards in English Language Arts.

Sample Question Stems and Performance Tasks

- Explain four causes of World War I.

- Complete the chart below to show the causes of World War I. Move the boxes to the correct spaces on the chart.

- Which statement shows how imperialism contributed to World War I?

- Explain how nationalism contributed to World War I.

- How did the alliance system contribute to World War I?
### Ohio’s Learning Standards (2018) - Clear Learning Targets

**Modern World History**

<table>
<thead>
<tr>
<th>HI.14</th>
<th>Explain how the consequences of World War I set the stage for World War II.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>How the effects of World War I set the stage for World War II</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Long-term impact of World War I and the Treaty of Versailles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>consequences</td>
</tr>
<tr>
<td>aggressive</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>worldwide depression</td>
</tr>
<tr>
<td>Axis expansion</td>
</tr>
<tr>
<td>totalitarianism</td>
</tr>
<tr>
<td>appeasement</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**
- The student can explain how the consequences of World War I set the stage for World War II.

**Underpinning Knowledge Learning Targets:**
- The student can explain the consequences of World War I.
- The student can discuss the terms of the Treaty of Versailles.
- The student can describe the territorial changes after World War I.

**Underpinning Reasoning Learning Targets:**
- The student can analyze the relationship between World War I and the rise of communism in Russia.
- The student can analyze the relationship between the consequences of World War I and the rise of totalitarianism.
- The student can analyze the relationship between the consequences of World War I and Axis expansion.
- The student can analyze the relationship between the consequences of World War I and appeasement.

**10.HI.16 (Future Grade Standard)**

After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
Content Elaborations, Instructional Strategies and Resources

- The hard toll of World War I on Russia fueled the Bolshevik Revolution and ushered in the ideology of state-sponsored communism.

- Following World War I, the Treaty of Versailles forever changed the political and social organizations of Europe. Its harsh terms for the defeated countries caused anger and created a climate for retribution. It also contributed to a worldwide depression.

- The German, Austro-Hungarian and Ottoman empires collapsed and their former lands were carved up into new states and nations.

- European powers were weakened by the following:
  - financial loss through reparations and war debt;
  - population loss; and
  - destruction of towns, cities, and infrastructure

- Nationalistic and militaristic political parties took advantage of economic troubles in order to gain political power. Totalitarian regimes found wide bases of support in several European countries, including Germany, Spain, and Italy. Great Britain and France’s reluctance to challenge Nazi Germany’s expansion efforts in the 1930s was a consequence of the devastation that resulted from World War I. This reluctance led to policies that allowed the Nazi party in Germany to grow, including:
  - appeasement policy;
  - Munich Crisis;
  - isolationism; and
  - failure of the League of Nations.

This aggressive expansion, met with appeasement, led World War II.

Sample Question Stems and Performance Tasks

- Which factor contributed most to the Bolshevik Revolution of 1917 in Russia?
- How did the economic problems following World War I contribute to the rise of totalitarian regimes in Europe?
- How did the Treaty of Versailles contribute to World War II?
- Complete the flowchart below to show the relationship between the consequences of World War I and the start of World War II. Move the boxes to the correct spaces on the chart.
Analyze how oppression and discrimination led to genocides of the Armenians during World War I and Jews during World War II.

**Essential Understanding**
- How oppression and discrimination led to the Armenian Genocide and the Holocaust

**Extended Understanding**
- Comparing genocide in Armenia and the Holocaust with more recent examples in history

**Academic Vocabulary**
- Tier 3: oppression, discrimination, genocide, Holocaust, Final Solution

---

**Ultimate Learning Target**
Type: Reasoning

**Broad Learning Target:**
- The student can analyze how oppression and discrimination led to genocides of the Armenians during World War I and Jews during World War II.

**Underpinning Knowledge Learning Targets:**
- The student can describe the Armenian genocide during World War I.
- The student can identify groups targeted by Nazi Germany during the Holocaust.
- The student can describe the discrimination against Jews in Nazi Germany.
- The student can explain the Final Solution.

**Underpinning Reasoning Learning Targets:**
- The student can connect oppression and discrimination to the Armenian Genocide.
- The student can connect oppression and discrimination to the Holocaust.

(Prior Grade Standard) N/A

(Future Grade Standard) N/A
Content Elaborations, Instructional Strategies and Resources

- By the early 1900s, the Ottoman Empire was in decline and the Ottomans believed that minority groups within the Empire were partially to blame for this decline, including the Armenians. The Ottomans began a systematic targeting of Armenians during World War I leading to the murder of millions of Armenians.

- When the Nazi Party came to power in Germany, it capitalized on long-standing anti-Semitic ideologies to institutionalize discrimination and dehumanizing of Jews leading to the government’s "Final Solution", the systematic mass murder of millions of Jews. Other groups of people suffered atrocities under Nazi persecution.

- Factors that impacted the Holocaust include:
  • anti-Semitism (historical, economic, and racial ideology);
  • Nuremberg Laws;
  • propaganda (using available means of technology); and
  • concentration and death camps.

- Have students research how Armenians and Jews were oppressed and discriminated against. Discuss the reasons for oppression and note similarities and differences between the ways these two groups were treated. Encourage students to draw conclusions about oppression and discrimination and their relationship to genocide.

- The United States Holocaust Memorial Museum - [http://www.ushmm.org](http://www.ushmm.org) - The Holocaust Museum’s website provides lessons, activities and teachers’ guides.

Sample Question Stems and Performance Tasks

- The treatment of Armenians in the Ottoman Empire and the Holocaust in Europe are examples of _________________.

- What factors contributed to the persecution of Armenians in the Ottoman Empire during World War I?

- Which actions were taken by the Nazi Party in Germany to institutionalize discrimination against Jews?

- Read the excerpt from the Nuremberg Laws. What was the purpose of the Nuremberg Laws?

- Explain one cause and one effect of the Holocaust.
### Ohio’s Learning Standards (2018) - Clear Learning Targets

#### Modern World History

<table>
<thead>
<tr>
<th>HI.16</th>
<th>Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.</th>
</tr>
</thead>
</table>
| **Ultimate Learning Target** | **Type:** Knowledge  

**Broad Learning Target:**  
- The student can describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.  

**Underpinning Knowledge Learning Targets:**  
- The student can describe the physical effects of World War II.  
- The student can describe the social effects of World War II.  
- The student can describe the cultural effects of World War II.  
- The student can describe the economic effects of World War II.  
- The student can explain how World War II led to zones of occupation in Eastern Europe.  
- The student can explain how atomic weapons changed the nature of warfare. |
| **Essential Understanding** | - Consequences of World War II  

**Extended Understanding** | - Long-term impact of World War II |
| **Academic Vocabulary** | **Tier 2**  
- devastated  
- occupation  

**Tier 3**  
- atomic age |

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(Prior Grade Standard)  
N/A

10.HI.23 (Future Grade Standard)  
Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.
Content Elaborations, Instructional Strategies and Resources

- World War II was a total war that caused unprecedented physical, economic, social, and cultural damage. Both the Axis and Allies targeted civilians during World War II. Damage included:
  - refugees;
  - casualties;
  - loss of art;
  - loss of infrastructure; and
  - loss of employment.

- The Allies divided Europe into zones of occupation at conferences in Yalta and Potsdam. Conflicts between the Allies about the zones of occupation led to competition for political influence.

- World War II also changed the nature of warfare by introducing the use of atomic weapons, setting the stage for an era of political tension.

- Show students the pictures of the physical devastation of communities in Europe and Asia. Then have them imagine how difficult it would be to rebuild homes and businesses after the bombings. Have students create journals (either paper or electronic) from the perspective of a young person living in an area destroyed by war.

Sample Question Stems and Performance Tasks

- Which statement shows the economic impact of World War II?

- Explain two political effects of World War II.

- Look at the photographs below of physical devastation caused by World War II. How did this physical damage impact the economy in postwar Europe?

- On the chart below, categorize the effects of World War II by moving the boxes to the correct spaces to show social, cultural, and economic damages.

- How did the introduction of atomic weapons during World War II set the stage for an era of political tension?
<table>
<thead>
<tr>
<th>HI.17</th>
<th>Analyze how the United States and the Soviet Union became superpowers.</th>
<th><strong>Essential Understanding</strong></th>
<th><strong>Academic Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe the causes and effects of their competition for global influence politically, economically, and socially.</td>
<td>- Competition between U.S. and Soviet Union for global influence during the Cold War</td>
<td>Tier 2&lt;br&gt;- analyze&lt;br&gt;- rivalry</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Extended Understanding</strong></td>
<td>Tier 3&lt;br&gt;- superpowers&lt;br&gt;- global influence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Long-term impact of the Cold War</td>
<td></td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

Type: Reasoning

**Broad Learning Targets:**
- The student can analyze how the United States and the Soviet Union became superpowers.
- The student can describe the causes and effects of their competition for global influence politically, economically, and socially.

**Underpinning Knowledge Learning Targets:**
- The student can describe the events that created tensions between the U.S. and Soviet Union.

**Underpinning Skills Learning Targets:**
- The student can use a map to identify Cold War conflicts.

**Underpinning Reasoning Learning Targets:**
- The student can explain why the U.S. and Soviet Union became superpowers following the Cold War.
- The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Europe.
- The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Asia.
- The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Africa.
- The student can explain how the rivalry between the U.S. and Soviet Union led to conflicts in Cuba.
- The student can explain how conflicts related to decolonization and national liberation provided opportunities for intervention by both sides in the Cold War.

(Prior Grade Standard)
N/A

10.HI.24 (Future Grade Standard)
The United States followed a policy of containment during the Cold War in response to the spread of communism.
Content Elaborations, Instructional Strategies and Resources

- The United States and Soviet Union both emerged as superpowers following victories during World War II. Unlike most of Europe and parts of Asia, the United States had sustained little damage and had a strong economy at the end of World War II. The Soviet Union utilized its position to expand its territorial control of most of Eastern Europe.

- The Cold War Era was a time of tension around the World. The United States and Soviet Union competed to assert political, economic, and social ideologies. The Cold War rivalry intensified around the world and Alliances were formed that reflected the tensions between the two major superpowers. Some of the factors that contributed to the tensions between the superpowers include:
  • Berlin Airlift;
  • NATO;
  • Warsaw Pact;
  • containment policy;
  • domino theory; and
  • growth of government intelligence services.

- By the end of the 1940s there were several notable changes in the world. Communists gained control in China and the nuclear arms race between the United States and Soviet Union led to both sides developing and stockpiling more nuclear weapons.

- Conflicts related to the Cold War rivalry, decolonization and national liberations provided opportunities for intervention by both sides. This rivalry impacted foreign policy in:
  • Europe (e.g. East and West Germany, Greece);
  • Asia (e.g., Korea, Vietnam, Turkey);
  • Africa (e.g., Angola, Congo); and
  • the Caribbean (e.g., Cuba).

Sample Question Stems and Performance Tasks

- Why did the U.S. and Soviet Union emerge as superpowers following the Cold War?
- How did the division of Germany into zones of occupation following World War II contribute to the Cold War?
- On the map below, label the Cold War conflicts by moving the boxes to the correct spaces on the map.
- Give four examples of how the Cold War rivalry between the U.S. and Soviet Union impacted Africa, Asia, and the Caribbean.
Ohio’s Learning Standards (2018) - Clear Learning Targets

Modern World History

**HI.18**

| Explain why national boundaries changed and multinational organizations were created at the end of World War II. |
|---|---|---|
| **Essential Understanding** | How World War II changed national boundaries and led to multinational organizations | **Academic Vocabulary**
| | | Tier 3
| | | multinational organizations
| | | United Nations
| | | World Bank
| | | International Monetary Fund

**Ultimate Learning Target**

Type: Knowledge

**Broad Learning Target:**

− The student can explain why national boundaries changed and multinational organizations were created at the end of World War II.

**Underpinning Skills Learning Targets:**

− The student can use a map to identify national boundary changes at the end of World War II.

**Underpinning Knowledge Learning Targets:**

− The student can describe the boundary changes that resulted from the end of World War II.
− The student can list multinational organizations that formed at the end of World War II.
− The student can explain the purpose of multinational organizations that formed at the end of World War II.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

N/A
Content Elaborations, Instructional Strategies and Resources

− National boundaries, particularly in Eastern Europe, changed as a result of World War II. Germany’s boundaries changed and it became a divided country, occupied by the former Allies. The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain.

− The United Nations, the World Bank and the International Monetary Fund were the result of agreements between the Allies to promote economic and political stability.

− Several multinational organizations were created between the Allies to promote economic and political stability; including:
  • United Nations;
  • World Bank; and
  • International Monetary Fund.


− International Monetary Fund - http://www.imf.org/external/about/history.htm


Sample Question Stems and Performance Tasks

− On the map below, identify the changes in national boundaries following World War II.

− Which statement describes the boundary changes that took place in Eastern Europe as a result of World War II?

− What was the Iron Curtain?

− Explain the purpose of multinational organizations that formed at the end of World War II.
<table>
<thead>
<tr>
<th>HI.19</th>
<th>Describe the causes and effects of conflicts in the Middle East during the second half of the 20th century.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Causes of Middle East conflicts
- Ongoing conflicts in the Middle East today

**Extended Understanding**
- Ongoing conflicts in the Middle East today

**Academic Vocabulary**
- Tier 3
  - religious diversity
  - colonial rule
  - nationalism
  - regional conflicts

**Ultimate Learning Target**
Type: Reasoning

**Broad Learning Target:**
- The student can describe the causes and effects of conflicts in the Middle East during the second half of the 20th century.

**Underpinning Knowledge Learning Targets:**
- The student can list religious groups in the Middle East.
- The student can discuss the origins of conflicts in the Middle East in the second half of the 20th century.
- The student can describe the role of religion in Middle East conflicts.

**Underpinning Skills Learning Targets:**
- The student can use a map to detail conflicts in the Middle East.

**Underpinning Reasoning Learning Targets:**
- The student can explain how rebellion against colonial rule caused conflicts in the Middle East.
- The student can draw connections between the rise of nationalism and Middle East conflicts.

**(Prior Grade Standard)**
N/A

**10.HI.33 (Future Grade Standard)**
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
Content Elaborations, Instructional Strategies and Resources

- The conflicts in the Middle East during the second half of the 20th century were the culmination of several factors that have deep roots in history. Contacts among major religions and religious sects in the Middle East have caused long-standing tensions and conflicts.

- The end of colonial rule also caused tensions that resulted in conflict.

- The rise in nationalism among Arab nations coincided with their opposition to the creation and presence of the modern state of Israel.

- Have students create maps and/or graphs detailing the religious diversity of the Middle East, including Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Saudi Arabia, Syria and others. Students can analyze data from different multiple decades to illustrate the changes in religious demographics since 1945. Data can include comparisons of Christian, Jewish and Islamic populations, as well as membership in religious sects.

Sample Question Stems and Performance Tasks

- Which factors below contributed to conflicts in the Middle East during the second half of the 20th century? Select all the correct answers.

- How did the rise of nationalism among Arab nations contribute to Middle East conflicts in the second half of the 20th century?

- Explain two sources of conflict that contributed to Middle East conflicts during the second half of the 20th century.

- Look at the map below. The conflict over the territory shown in the map above was a result of _______.

Ohio’s Learning Standards (2018) - Clear Learning Targets
Modern World History

Analyse post-World War II global politics and explain the causes and effects of the nationalist movements in Africa and Southeast Asia.

**Essential Understanding**
- Relationship between postwar global politics and nationalist movements

**Extended Understanding**
- Ongoing conflicts in Africa and Southeast Asia today

**Academic Vocabulary**
- Nationalist movements

**Ultimate Learning Target**

**Type:** Reasoning

**Broad Learning Target:**
- The student can analyze post-World War II global politics and explain the causes and effects of the nationalist movements in Africa and Southeast Asia.

**Underpinning Knowledge Learning Targets:**
- The student can explain how World War II impacted Africa and Southeast Asia.
- The student can discuss the role of the Négritude movement and Pan-African movement in fueling nationalist efforts in Africa.
- The student can describe nationalist movements in Southeast Asia.

**Underpinning Skills Learning Targets:**
- The student can use a map to detail nationalist movements in Africa and Southeast Asia.

**Underpinning Reasoning Learning Targets:**
- The student can draw connections between end of World War II and the rise of nationalist movements in Africa and Southeast Asia.

(Prior Grade Standard)  
N/A

(Future Grade Standard)  
N/A
Content Elaborations, Instructional Strategies and Resources

- World War II had an important effect on Africa and Southeast Asia both during and after the war. Battles had been fought on both continents; and many Africans and Asians, were conscripted to serve as soldiers at home and in Europe. Oppression and exploitation in these colonies, as well as weaknesses of the colonial powers and Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence.
  - Nationalist movements united citizens for change in Africa; including the:
    - Négritude movement; and
    - Pan-African movement.
  - In Southeast Asia, nationalists organized against colonial control and, in some cases, the American presence in:
    - Philippines;
    - Vietnam; and
    - Cambodia.
  - Have students research the Négritude movement to understand how it helped fuel independence movements in Africa following World War II (e.g., Ghana, Kenya, Senegal, Nigeria). Assign students into groups representing leaders for independence in one of these countries and have them discuss the leaders’ views on colonial rule, their movement for independence and how the Négritude movement encouraged independence efforts and how these leaders led the efforts to achieve independence from colonial rule.

Sample Question Stems and Performance Tasks

- Which statement shows how World War II impacted Africa and Southeast Asia?
- How did the Négritude movement and Pan-African movement fuel nationalist efforts in Africa?
- What did nationalists in Southeast Asia want to achieve in the postwar period?
- On the map below, label the nationalist movements in Africa and Southeast Asia.
- How did the end of World War II contribute to the rise of nationalist movements in Africa and Southeast Asia?
## Ohio’s Learning Standards (2018) - Clear Learning Targets

### Modern World History

<table>
<thead>
<tr>
<th>HI.21</th>
<th>Analyze how achievements in the domain of women’s rights in industrialized nations spurred increased opportunities for women throughout the world.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Expansion of rights and freedoms for women and indigenous groups

**Extend Understanding**
- Ongoing struggles for rights in the world today

**Academic Vocabulary**
- indigenous
- apartheid

**Ultimate Learning Target Type:** Knowledge

**Broad Learning Targets:**
- The student can analyze how achievements in the domain of women’s rights in industrialized nations spurred increased opportunities for women throughout the world.
- The student can explain how governments have changed their policies regarding women’s rights and indigenous people.

**Underpinning Knowledge Learning Targets:**
- The student can discuss the role of human rights organizations and media coverage in pushing for expansion of rights.
- The student can describe the goals of movements for women’s rights.
- The student can explain the apartheid system of South Africa.
- The student can explain how the end of apartheid in South Africa expanded rights for blacks.
- The student can discuss the reasons for the end of apartheid in South Africa.

**(Prior Grade Standard)**
N/A

**10.HI.28 (Future Grade Standard)**
Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
Content Elaborations, Instructional Strategies and Resources

- During the second half of the 20th century, human rights organizations and the media fueled the impetus for the expansions of rights and freedoms for women and indigenous people.

- In spite of resistance in many countries, governments were also pressured to end discriminatory practices and violence against women and indigenous people in developing nations. The struggle for the rights of women and indigenous people compelled more countries to extend opportunities for all to participate in society in the following ways:
  • politically;
  • educationally;
  • economically; and
  • socially.

- The ending of apartheid in South Africa provided blacks the rights they had been denied. This was the result of political pressure within and outside the country. International pressure to change did not lead to immediate or universal change for women or indigenous people in some areas of the world where they are still fighting for these changes.

- Have students brainstorm what they believe are rights and freedoms, and discuss and debate which rights represent American values and which might be universal rights. (Refer to students’ prior knowledge of rights and freedoms as described by Enlightenment thinkers.) Have students read the Universal Declaration of Human Rights (1948) and compare their class brainstorming list with those outlined in the UDHR. Access the UDHR at [http://www.un.org/en/universal-declaration-human-rights/index.html](http://www.un.org/en/universal-declaration-human-rights/index.html)

- Have students work in groups to create multiple-tier timelines (either on paper or electronically) showing significant events in the struggle for expanded rights and freedoms for indigenous people. Timelines can include tiers for Africa, Asia, Australia, Europe, North America and South America.

Sample Question Stems and Performance Tasks

- What factors helped expand rights and freedoms for women and indigenous groups during the second half of the 20th century?

- Explain two goals of movements for women’s rights.

- What factors contributed to the end of apartheid in South Africa? Check all the correct answers.

- Which choice below shows an effect of the end of apartheid in South Africa?
## HI.22

**Ohio’s Learning Standards (2018) - Clear Learning Targets**

### Modern World History

**Describe the outcome of the relationship with the United States and the former Soviet Republics and the impact it has on the post-Cold War world.**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>− How the breakup of the Soviet Union ended the Cold War and led to new challenges in the post-Cold War era</td>
<td>− non-aligned world</td>
</tr>
</tbody>
</table>

| Extended Understanding | |
|------------------------| |
| − Ongoing conflicts today resulting from post-Cold War challenges | |

### Underpinning Knowledge Learning Targets:

- The student can identify the collapse of the Soviet Union as the end of the Cold War.
- The student can explain the responses to the collapse of the Russian economy in the 1990s.
- The student can discuss debates that emerged as the result of the U.S. becoming the world’s sole superpower.

### Underpinning Skills Learning Targets:

- The student can use a map to detail the collapse of the Soviet Union and the end of the Cold War.

### Underpinning Reasoning Learning Targets:

- The student can analyze the new relationship that formed between the U.S. and Russia and the former Soviet republics following the end of the Cold War.
- The student can analyze new challenges for former allies, former Soviet republics, and the non-aligned world.
- The student can analyze the economic challenges in the former Soviet republics.
- The student can analyze the challenges in Germany following the Cold War.
- The student can analyze the impact of the end of the Cold War on the Non-Aligned Movement.

### Ultimate Learning Target Type: Reasoning

<table>
<thead>
<tr>
<th>(Prior Grade Standard)</th>
<th>(Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>10.HI.33</td>
</tr>
</tbody>
</table>
Content Elaborations, Instructional Strategies and Resources

− The ending of the Cold War was marked by the collapse of the Soviet Union. A new relationship between the United States and Russia and the other former Soviet republics developed and offered new challenges for the United States. The United States moved away from its containment policy and moved towards bilateral agreements in areas such as:
  • space;
  • energy;
  • technology; and
  • nuclear weapons.

− The demise of the Soviet Union also created new challenges for its former allies, the former Soviet republics, Europe, and the non-aligned world as well as the United States. Among the challenges:
  • creation of separate and independent governments;
  • control of the nuclear arsenals installed by the former Soviet Union;
  • rise of ethnic tensions; and
  • transition to free-market economies.

− Have students research and create illustrations showing the ethnic make-up of the peoples living in the Soviet Union. Then, have students research and create illustrations that show the ethnic make-up of the former Soviet republics after the breakup of the Soviet Union. Draw conclusions about the role of ethnicity in uniting and dividing peoples. Have students look for examples of continuing conflict in these countries.

Sample Question Stems and Performance Tasks

− What event marked the end of the Cold War?

− What challenges resulted from the collapse of the Soviet Union? Select all the correct answers.

− Explain two effects of the end of the Cold War.
<table>
<thead>
<tr>
<th>HI.23</th>
<th>Describe how regional, religious, and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>How regional conflicts have led to terrorism, ethnic cleansing, and genocide</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Evaluating U.S. and international responses to terrorism, ethnic cleansing and genocide</td>
</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>- ethnic conflicts/cleansing</td>
</tr>
<tr>
<td></td>
<td>- terrorism</td>
</tr>
<tr>
<td></td>
<td>- genocide</td>
</tr>
</tbody>
</table>

**Broad Learning Target:**
- The student can describe how regional, religious, and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.

**Underpinning Knowledge Learning Targets:**
- The student can cite examples of acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era.
- The student can define and explain genocide and ethnic cleansing.
- The student can cite examples of regional and ethnic conflicts that have led to genocide and ethnic cleansing.
- The student can explain how the rise of nationalism in the former Yugoslavia led to ethnic cleansing in Bosnia.

(Prior Grade Standard)  
N/A

10.HI.33 (Future Grade Standard)  
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
Content Elaborations, Instructional Strategies and Resources

- Acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era include those initiated by Islamic fundamentalists and by separatist groups (e.g., Al Qaeda, ISIS, Hamas, Chechen separatists, Irish Republican Army, Boko Haram).

- Regional and ethnic conflicts have led to acts of genocide and ethnic cleansing. Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial or other cultural characteristics. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or, ultimately, genocide.

- The rise of nationalism among ethnic groups in the republics that emerged from the former Yugoslavia led to ethnic cleansing and the murder of thousands in Bosnia. Other examples of ethnic cleansing/genocide occurred in Sudan (Darfur), Iraq, Rwanda, and the Rohingya in Myanmar.

- Create a chart detailing the genocides that have occurred in the post-Cold War world, and compare them to the genocides in the first half of the 20th century. Have students debate why governments (especially the U.S.) have tended to treat some genocides differently than others.

Sample Question Stems and Performance Tasks

- Give two examples of acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era.

- Which statement provides the definition of genocide?

- Which choices below are examples of conflicts that have led to genocide and ethnic cleansing? Select all the correct answers.

- How did the rise of nationalism in the former Yugoslavia lead to ethnic cleansing in Bosnia?
# Ohio’s Learning Standards (2018) - Clear Learning Targets

## Modern World History

<table>
<thead>
<tr>
<th>HI.24</th>
<th>Select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>− How groups achieved self-governance and self-determination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3</td>
</tr>
<tr>
<td>− self-governance</td>
</tr>
<tr>
<td>− self-determination</td>
</tr>
</tbody>
</table>

### Ultimate Learning Target

**Type: Knowledge**

**Broad Learning Target:**

− The student can select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.

**Underpinning Knowledge Learning Targets:**

− The student can list groups that have struggled to achieve self-governance and self-determination since 1991.
− The student can summarize the struggle for self-governance and self-determination in Russia and the former Soviet Republics.
− The student can summarize the struggle for self-governance and self-determination in South Africa.
− The student can summarize the struggle for self-governance and self-determination in Israel and Arab nations in the Middle East.
− The student can summarize the struggle for self-governance and self-determination in Northern Ireland.

### (Prior Grade Standard)

**N/A**

### 10.HI.33 (Future Grade Standard)

The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
Content Elaborations, Instructional Strategies and Resources

- Political and cultural groups have struggled to achieve self-governance and self-determination in many places since 1991, including:
  - former Soviet republics;
  - former communist countries in Europe;
  - Post-Colonial Asia;
  - nations in Southwest Asia;
  - South Africa and other nations in Africa;
  - Western Europe; and
  - Latin America

Sample Question Stems and Performance Tasks

- Which cultural groups have struggled to achieve self-government since 1991? Select all the correct answers.

- Give one example of a group that struggled for self-government since 1991. Explain how this group struggled for self-government.

- How did Blacks struggle for self-governance in South Africa?

- Which statement summarizes the struggle for self-governance in Israel and Arab nations in the Middle East?

- Summarize the struggle for self-governance and self-determination in Northern Ireland.
### Ohio’s Learning Standards (2018) - Clear Learning Targets

#### Modern World History

<table>
<thead>
<tr>
<th>HI.25</th>
<th>Analyze the factors that have created a more interdependent global economy since 1991.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Causes of the increasingly interdependent and global economy</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>− interdependent</td>
</tr>
<tr>
<td></td>
<td>− European Union</td>
</tr>
</tbody>
</table>

#### Ultimate Learning Target

Type: Reasoning

<table>
<thead>
<tr>
<th>Broad Learning Target:</th>
</tr>
</thead>
<tbody>
<tr>
<td>− The student can analyze the factors that have created a more interdependent global economy since 1991.</td>
</tr>
</tbody>
</table>

**Underpinning Knowledge Learning Targets:**

| − The student can explain the purpose of the European Union. |
| − The student can cite new advances in communications technology. |

**Underpinning Reasoning Learning Targets:**

| − The student can analyze the role of emerging economic powers in creating a more interdependent global economy. |
| − The student can analyze the role of advances in technology in creating a more interdependent global economy. |

(Prior Grade Standard)

| N/A |

<table>
<thead>
<tr>
<th>10.HI.32 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy</td>
</tr>
</tbody>
</table>
Emerging economic powers (e.g., China, India, Brazil, Russia) have helped create a more interdependent global economy by gaining market share in the production of some goods and services.

The European Union was created in the early 1990s to strengthen the economies of the member nations and make them more competitive in the world market by using a common currency and eliminating trade barriers.

Improvements in technology, such as the expanded use of satellites, personal computers, the Internet and cellular telephones, have created a more interdependent global economy. For example, the Internet and cellular phones enable the sharing of business data and facilitate commercial transactions. The personal computer and Internet have transformed the workplace, permitting employees to work virtually anywhere in the world.

As an extension activity, have students debate the pro and con sides of the economic effects of globalization. Have students answer questions such as Who does globalization benefit? and Who does globalization hurt?

Sample Question Stems and Performance Tasks

What was the purpose for the creation of the European Union?

Give four examples of new advances in communications technology in the 1990s.

What was the impact of improvements in technology during the 1990s?

How have emerging economic powers such as China, India, Brazil, and Russia created a more interdependent global economy?

From the choices below, select two technological advancements from the 1900s. Then, explain the economic impact of these advancements.
<table>
<thead>
<tr>
<th>HI.26</th>
<th>Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>Threats to world peace posed by nuclear proliferation</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Evaluating foreign policy alternatives in dealing with nuclear proliferation</td>
</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>nuclear proliferation</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Knowledge**

**Broad Learning Target:**
- The student can describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.

**Underpinning Knowledge Learning Targets:**
- The student can describe the global concerns over nuclear weapons in former Soviet republics.
- The student can discuss threats to world peace raised by the possibility of terrorists accessing nuclear weapons.

**(Prior Grade Standard)**

N/A

**10.HI.33 (Future Grade Standard)**

The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
The end of the Cold War posed new challenges with the proliferation of nuclear weapons and their threat to world peace on a global scale.

These new challenges include:
• the global danger of competing and emerging nuclear arsenals;
• unstable former Soviet republics housing weapons of mass destruction; and
• the possibility of access to nuclear weapons by terrorists and state supported terrorism.

Have students research the countries that currently have nuclear weapons and nuclear capabilities. Research should also examine current efforts to stem the proliferation of nuclear weapons. Have students write an opinion piece about nuclear weapons and their relationship to world peace.

Why did the collapse of the Soviet Union raise global concerns over nuclear weapons?

Why have nuclear weapons posed a challenge to world peace in recent decades?
**Ohio’s Learning Standards (2018) - Clear Learning Targets**  
**Modern World History**

<table>
<thead>
<tr>
<th>HI.27</th>
<th>Describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.</th>
<th><strong>Essential Understanding</strong></th>
<th>Academic Vocabulary Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How the increase in population, life expectancy and mass migrations have led to challenges</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mass migrations</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**  
**Type:** Knowledge

<table>
<thead>
<tr>
<th>(Prior Grade Standard)</th>
<th>(Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Broad Learning Target:**
- The student can describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

**Underpinning Knowledge Learning Targets:**
- The student can discuss the effects of rapid population growth.
- The student can explain how governments have responded to rapid population growth.
- The student can discuss the effects of increased life expectancy.
- The student can summarize the societal and political challenges created by mass migrations.
Content Elaborations, Instructional Strategies and Resources

- The rapid increase of global population in the 20th and 21st centuries coupled with an increase in life expectancy has created societal and governmental challenges. The environmental impact has pressured governments to institute policies to reduce pollution and conserve resources. In response to the population problem in China, the government instituted a one child per couple policy. The increase of the elderly has placed burdens on many countries to provide adequate health care.

- Mass migrations have created societal and governmental challenges, including:
  - Brain drain out of developing countries;
  - Tension and conflict in some receiving countries (e.g., immigrants from North Africa and other Arab nations into Europe); and
  - Illegal immigration (e.g., U.S., South Africa).

- Have students collect and interpret data about countries that are experiencing the greatest changes in population. Have them look for causes and effects of population increases or decreases. Have students analyze the societal and governmental challenges that have emerged and brainstorm possible solutions to these issues. Students could be encouraged to write a United Nations resolution proposing their solution.

- Career Connection - Students will research an issue impacted by population and life expectancy (e.g., immigration, pollution, workforce). Students will identify careers involved in addressing the issue and influencing official policy (e.g., analyst, government employee, economist). Lastly, they will choose a career to research in more depth, and apply the information to their plan for education and training through high school and beyond.

Sample Question Stems and Performance Tasks

- Explain four effects of rapid population growth in the late 20th and early 21st centuries.

- How have governments have responded to rapid population growth?

- What is one effect of increased life expectancy?

- Explain two societal and political challenges created by mass migrations in recent decades.
### Ohio’s Learning Standards (2018) - Clear Learning Targets

**Modern World History**

<table>
<thead>
<tr>
<th><strong>HI.28</strong></th>
<th><strong>Describe the environmental challenges that have resulted from industrial development.</strong></th>
<th><strong>Essential Understanding</strong></th>
<th><strong>Academic Vocabulary</strong> Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe the reasons for the new environmental consciousness and movement for sustainability.</td>
<td>− Causes of environmental consciousness and movement for sustainability</td>
<td>− environmental consciousness − sustainability</td>
</tr>
</tbody>
</table>

| **Ultimate Learning Target Type:** Knowledge |
| **Broad Learning Targets:** |
| − The student can describe the environmental challenges that have resulted from industrial development. |
| − The student can describe the reasons for the new environmental consciousness and movement for sustainability. |

| **Underpinning Knowledge Learning Targets:** |
| − The student can explain the causes and effects of increased greenhouse emissions. |
| − The student can list citizen organizations working for environmental and sustainability issues. |
| − The student can list government conferences held to address environmental and sustainability issues. |

**(Prior Grade Standard)**

N/A

**(10.HI.31 (Future Grade Standard))**

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
Content Elaborations, Instructional Strategies and Resources

- World population growth and the competition for energy supplies have led to an increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species and the rapid decline of rainforests.

- A new environmental consciousness and a movement for the sustainability of the world’s resources has influenced the actions of:
  - Citizen organizations (e.g., Greenpeace, Sierra Club, World Wildlife Fund, Ocean Conservancy); and

- Teaching and Learning for a Sustainable Future - [http://www.unesco.org/education/tlsf/](http://www.unesco.org/education/tlsf/) - This is a multimedia teacher education program from UNESCO.

- Global Learning, Inc. - [http://www.globallearningnj.org/](http://www.globallearningnj.org/) - The Global Learning website provides background information and educational activities that can be adapted to this content statement.

Sample Question Stems and Performance Tasks

- Explain one cause and one effect of increased greenhouse emissions.

- Which choices below are citizen organizations working for environmental and sustainability issues? Check all the correct answers.

- How have governments addressed sustainability issues?