Kansas Standards For History Government And Social Studies

Adopted April 16, 2013
The World History course covers the time period from around 1300 C.E. through the fall of the Soviet Union in the early 1990s. The course will cover intellectual trends, revolutionary movements, social interactions, political ideologies, economic theories, and geographical impacts. Students will focus on critical events, people, and turning points during these centuries including the Renaissance, imperialism, and twentieth-century issues. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students’ ability to integrate content as part of their understanding of the Standards and Benchmarks. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Renaissance and Reformation (approx. 1300–1600)
- Exploration and Expansion (approx. 1450—1700)
- Changes in Europe (approx. 1550–1770)
- Revolution and Reform (approx. 1750–1850)
- Industrial Revolution (approx. 1750–1880)
- Nationalism and Imperialism (approx. 1800–1910)
- The World at War (approx. 1910–1950)
- Cold War and Beyond (approx. 1945–present)

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

**Connecting with Best Practices and Literacy Expectations**

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the Modern World History course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach the world history course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

**Connecting with Past Learning**

Students should possess a general understanding of World Geography and Ancient and Medieval Civilizations. Students will build on their prior knowledge of early civilizations, world religions, and the influence of the Middle Ages on the modern world leading to the start of the Renaissance. Students should briefly review the cultural heritage, political systems, and world views leading up to the Renaissance period. They should have experience with *the Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

**Connecting with Future Learning**

Students will be asked in eleventh grade to link world events with events in U.S. History. The skills and content taught at this grade level will be used as background and prior knowledge for future pursuits in the discipline. Critical components of their experience in World History should include reading, writing, and speaking about world history. Students should be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

**Instructional Narrative and Content Outline**

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of world history would include, but not be limited to, the following as part of a high-quality course instructional design.
This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about the Russian Revolution, without also learning about Rasputin, Leon Trotsky, the Russian Civil War, and Lenin’s New Economic Policy, so these do not appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline’s scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Renaissance and Reformation (approx. 1300–1600)

In this unit, students will explore the causes that led to the creative and intellectual ideas of the Renaissance and how they led to the birth of the modern era. Students will trace the economic and religious practices of the Roman Catholic Church that brought about the Protestant Reformation. They will draw conclusions about the consequences of the choices made by various reformers, including the establishment of new religious movements and reforms made within the Catholic Church. Students will examine the impact of these competing beliefs on society and politics.

Ideas
humanism, city-states, secular, Renaissance, Protestantism, Catholicism, Reformation, predestination, Counter-Reformation, indulgences

People/ Roles
Michelangelo, Machiavelli, Leonardo da Vinci, Lorenzo de Medici, Johannes Gutenberg, William Shakespeare, Sir Thomas More, Martin Luther, John Calvin, Henry VIII

Places/ Institutions
Italy, Florence, Milan, Venice, Germany, Spain, England, Papal States

Events
movable type, Ninety-Five Theses, Council of Trent, Inquisition, Diet of Worms, Italian Renaissance, Northern Renaissance

Sample Compelling Questions

- What choices made by the Church led to the Protestant Reformation and why? (Standard 1)
- By what authority and with what kind of power did the Catholic Church fight against the heresy of the Reformation? (Standard 2)
- How was the world changed by the ideas of the Renaissance and/or Reformation? (Standard 3)
- Did the Renaissance and Reformation give birth to the modern western world? (Standard 4)
- What influence did the Renaissance have on the Reformation? (Standard 5)

Exploration and Expansion (approx. 1450–1700)

In this unit, students will examine the motives and impact of European exploration and colonization in Africa, Asia, and the Americas. Students will also examine the domination of the gunpowder empires of
the region stretching from the eastern Mediterranean through Asia. Students will investigate the diverse populations of these empires and regions and how they changed over time. Students will examine the role of trade in creating international connections and its impact on peoples and the environments in which they lived.

- **Ideas**
  - Columbian Exchange, mercantilism, capitalism, triangular trade, Atlantic Slave Trade, gunpowder empire, Islam, Buddhism

- **People/Roles**
  - Christopher Columbus, conquistadors, Bartolomé de las Casas, Aztecs, Incas, Suleyman the Magnificent, Akbar the Great, Zheng He, Qianlong, samurai

- **Places/Institutions**
  - Spain, Portugal, the Americas, Tenochtitlan, Africa, Ottoman Empire, Safavid Empire, Taj Mahal

- **Events**
  - circumnavigation, Treaty of Tordesillas, Middle Passage, fall of Constantinople, Ming voyages, Qing Dynasty, Tokugawa Shogunate, Manila galleons

**Sample Compelling Questions**

- What were the critical factors to be considered when planning a voyage of exploration? (Standard 1)
- How did exploration and expansion affect the rights and responsibilities of people? (Standard 2)
- How did ideas about isolationism and expansionism affect nations and history? (Standard 3)
- How did the cultural interaction and diffusion of the period impact various global regions? (Standard 4)
- What kind of geographic factors impact exploration and expansion? (Standard 5)

**Changes in Europe (approx. 1550–1770)**

In this unit, students will trace the economic and social crises in Europe that influenced the growth of absolute monarchies in some nations and the development of constitutional monarchies in other nations. Students will analyze the rise of the Age of Reason and the birth of modern science and politics. Students will consider how new scientific and technological discoveries changed the European world view, including the impact of Enlightenment ideas on notions of basic human rights and religious tolerance.

- **Ideas**
  - absolute monarch, commonwealth, constitutional monarchy, scientific method, Enlightenment

- **People/Roles**
  - Elizabeth I, Oliver Cromwell, Catherine the Great, Nicolaus Copernicus, Galileo Galilei, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, François-Marie Arouet (Voltaire), Louis XIV

- **Places/Institutions**
  - Spain, England, St. Petersburg, France, salons
Events

Peace of Augsburg, Spanish Armada, Edict of Nantes, English Civil War, Thirty Years’ War, Scientific Revolution, Vindication of Rights of Women

Sample Compelling Questions:

- What were the consequences of absolutism? (Standard 1)
- What are “natural rights” and what type of government best protects them? (Standard 2)
- In what ways did philosophical ideas lead to such different political systems in Europe? (Standard 3)
- In what ways did the Enlightenment change the world? (Standard 4)
- What was the relationship between the Enlightenment and Scientific Revolution to the declining power of monarchs in the age? (Standard 5)

Revolution and Reform (approx. 1750—1850)

In this unit, students will investigate the French Revolution and the context under which it took place. They will trace changes in thoughts about popular sovereignty, inalienable rights, and nationalism. Students will examine the rise of new social and economic systems that resulted from revolutionary upheavals based on intellectual, political, and technological change.

Ideas

popular sovereignty, inalienable rights, nationalism, counterrevolution, conservatism, liberalism, balance of power

People/Roles

Louis XVI, Marie Antoinette, First, Second, and Third Estate, Maximilien Robespierre, Napoleon Bonaparte, Duke of Wellington, Admiral Horatio Nelson, Charles Maurice de Talleyrand, Karl Marx

Places/Institutions

France, Russia, Elba, Saint Helena, Waterloo, Vienna, Great Britain, Egypt, Louisiana Territory

Events

American Revolution, French Revolution, Haitian Revolution, Declaration of the Rights of Man and of the Citizen, Storming of the Bastille, Reign of Terror, Napoleonic Wars, Battle of Trafalgar, Russian Campaign, Congress of Vienna, Revolutions of 1848

Sample Compelling Questions

- How did the concept of balance of power impact the events of this era? (Standard 1)
- What was the connection between nationalism and liberalism in the age of revolution? (Standard 2)
- How were the American and French Revolutions a product of the Enlightenment? (Standard 3)
- Was the French Revolution successful? (Standard 4)
- What were the relationships between the American, French, and Haitian Revolutions? (Standard 5)
Industrial Revolution (1750—1880)

In this unit, students will analyze the costs and benefits of the Industrial Revolution as the world shifted from an agrarian economy to one based on manufacturing. Students will examine the influence of the Industrial Revolution on the growth of cities, reform movements, and changing social structures around the world.

Ideas: industrialization, laissez-faire, socialism, communism, urbanization, romanticism, impressionism, suffrage

People/Roles: entrepreneurs, Adam Smith, Thomas Malthus, Luddites, Joseph Lister, Emmeline Pankhurst, Charles Darwin, Albert Einstein, Louis Pasteur, Sigmund Freud


Events: development of the steam engine, growth of coal mining and labor unions, development of the Bessemer process, transportation growth (steamships, railroads, automobiles, airplanes), communication growth (telegraph and telephone), agricultural revolution, Irish Potato famine

Sample Compelling Questions

- How did new choices created by the Industrial Revolution change the way people lived? (Standard 1)
- How did the Industrial Revolution affect the rise of labor? (Standard 2)
- How did the Industrial Revolution lay the foundation for competing economic systems? (Standard 3)
- What ideas of this period have the greatest impact on the 20th century? (Standard 4)
- In what ways did the Industrial Revolution lead to new economic, political, and social relationships? (Standard 5)

Nationalism and Imperialism (approx. 1800–1910)

In this unit, students will compare and contrast the influence of nationalism on growing independence movements around the world. Students will examine the motives of western nations as they competed for new colonies in Africa, Asia, and Latin America. They will consider the impact of imperialism around the world and how the peoples of Africa, Asia, and Latin America reacted to colonization.

Ideas: Zionism, nationalism, imperialism, Social Darwinism, anti-colonialism, scramble for Africa

People/Roles: Touissant L’Ouverture, Simon Bolivar, Giuseppe Garibaldi, Otto von Bismarck, Indian National Congress, Emperor Meiji, Sun Yixian
The World at War (approx. 1910–1950)

In this unit, students will investigate the causes and consequences of World War I. Students will analyze how the efforts of the 1920s and 1930s to bring about social and economic recovery eventually failed as the Great Depression spread around the world and totalitarian states rose in power. Students will examine World War II in relation to human rights, the home front, and the creation of new political tensions that would lead to the Cold War.

**Sample Compelling Questions**

- What were the consequences of the choices made at the end of World War I? (Standard 1)
- What conflicts exist between national security and individual rights? (Standard 2)
- What were the sources of aggression in the first half of the 20th century? (Standard 3)
- What leader had the greatest impact on the world in the first half of the 20th century?
High School Modern World History

Cold War and Beyond (approx. 1945–present)

In this unit, students will study the Cold War and the corresponding development of alliances, hot spots, and independence movements around the world. Students will analyze the role of various international organizations in their attempts to serve as mediators. Students will examine the economic and social instabilities that led to the disintegration of the Iron Curtain. Students will follow issues related to politics, poverty, religious conflicts, population growth, sustainability, and technology as they relate to nations around the world.

Ideas
Cold War, ethnic cleansing, apartheid, desertification, human rights, dictatorships

People/Roles
Joseph Stalin, Harry Truman, Lech Walesa, Mikhail Gorbachev, Margaret Thatcher, Gamal Abdel Nasser, Nelson Mandela, Fidel Castro, Juan Peron, Haile Selassie

Places/Institutions
United States, Soviet Union, Cuba, Eastern Europe, Yugoslavia, Pakistan, Asian Tigers (South Korea, Hong Kong, Taiwan, Singapore), Africa (South Africa, Horn of Africa, North Africa), countries of the Middle East (Israel, Iran, Iraq, Egypt), South America (Argentina, Chile, Venezuela)

Events
United Nations, creation of Israel, Cuban Missile crisis, Vietnam War, Cultural Revolution in China, Velvet Revolution, collapse of the Soviet Union, establishment of the European Union, independence of African nations, emerging economies of the world

Sample Compelling Questions

• What critical factors influenced national decisions to align with the U.S. or the U.S.S. R.? (Standard 1)
• What response should nations and international organizations have to violations of human and civil rights in other nations? (Standard 2)
• How does the idea of freedom impact the post- World War II world? (Standard 3)
• How have nuclear weapons changed the world and continue to impact the world today? (Standard 4)
• What factors made the Middle East such an important region in the post-World War II era? (Standard 5)