

ACCESS

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correlated to

Arkansas World History Standards



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Arkansas State Standards
World History

Social Movements and Reform

Standard 1

Students shall analyze the key elements of social movements and reforms.

World History Performance Objectives	ACCESS World History
<p>SMR.1.WH.1 Examine the key concepts and historical significance of five major religions:</p> <ul style="list-style-type: none"> • Buddhism • Christianity • Hinduism • Islam • Judaism 	<p>Teacher’s Edition: 66-69, 70-75, 76-77, 90-93, 94-99, 100-101, 155</p>
<p>SMR.1.WH.2 Examine the key concepts and historical significance of three major Eastern philosophies:</p> <ul style="list-style-type: none"> • <i>Confucianism</i> • <i>Daoism</i> • <i>Legalism</i> 	<p>Teacher’s Edition: 83</p>
<p>SMR.1.WH.3 Explain the contributions of Greek philosophers to Western thought using primary and secondary sources:</p> <ul style="list-style-type: none"> • Socrates – Socratic method • Plato – <u>The Republic</u> • Aristotle 	<p>Teacher’s Edition: “Opportunity exists” 84-85, 88-89</p>
<p>SMR.1.WH.4 Analyze key elements of the Renaissance:</p> <ul style="list-style-type: none"> • <i>Humanism</i> • revival of interest in ancient Greece and Rome • changing artistic styles (e.g., music, architecture, literature) 	<p>Teacher’s Edition: 142-144</p>

World History Performance Objectives	ACCESS World History
SMR.1.WH.5 Describe the role of the printing press in the spread of ideas: <ul style="list-style-type: none"> • availability of books • increased literacy • Reformation 	n/a
SMR.1.WH.6 Explain notable contributions made by individuals during the Scientific Revolution (e.g., Copernicus, Newton, Galileo, Bacon)	Teacher's Edition: 138-141, 142-144, 149
SMR.1.WH.7 Explain notable contributions made by individuals during the Enlightenment (e.g., Locke, Voltaire, Rousseau, Montesquieu)	Teacher's Edition: 157

Standard 2: Speaking

Students shall analyze societal changes resulting from movements and reforms.

World History Performance Objectives	ACCESS World History
SMR.2.WH.1 Explain the characteristics of a civilization: <ul style="list-style-type: none"> • calendar • writing • specialization of workers • rise of cities • advanced technology • development of complex institutions 	Teacher's Edition: 36-37, 40, 42-45, 46-51, 52-53, 54-57, 58-63, 64-65, 78-81, 82-87, 88-89, 114-117, 174-177, 178-179
SMR.2.WH.2 Investigate the changing roles of women using primary and secondary sources	Teacher's Edition: "Opportunity exists" 265
SMR.2.WH.3 Examine the spread of the major religions using historical maps: <ul style="list-style-type: none"> • Buddhism • Christianity • Hinduism • Islam • Judaism 	Teacher's Edition: 71-72, 92, 97-98, 104
SMR.2.WH.4 Research the effects of the Black Death on Medieval and early Renaissance society (e.g., population, economics, religion)	Opportunity exists: 142-144

World History Performance Objectives	ACCESS World History
SMR.2.WH.5 Evaluate the effect of the Renaissance on subsequent events in Europe: <ul style="list-style-type: none"> • Reformation • exploration • Enlightenment • Scientific Revolution 	Teacher's Edition: 138-141, 142-147, 148, 157

Conflict and Compromise

Standard 3

Students shall analyze the causes of conflict in the world.

World History Performance Objectives	ACCESS World History
CC.3.WH.1 Explain the causes of the fall of the Roman Empire (e.g., economic, political, military)	Teacher's Edition: 86-87
CC.3.WH.2 Investigate the causes of the Crusades (e.g., religious, economic, military, political)	Teacher's Edition: 102-105, 106-111, 112-113
CC.3.WH.3 Compare and contrast the Reformation and the Counter-Reformation (e.g., religious, economic, political)	Teacher's Edition: 138-141, 142-147, 148
CC.3.WH.4 Analyze the causes of the 18 th and 19 th century revolutions (e.g., <i>liberalism, nationalism, imperialism</i>)	Teacher's Edition: 158-159, 160, 162-165, 166-171, 172-173
CC.3.WH.5 Analyze the causes of World War I (e.g., <i>alliances, imperialism, nationalism, militarism</i>)	Teacher's Edition: 214
CC.3.WH.6 Analyze the causes of World War II (e.g., Treaty of Versailles, the Great Depression, rise of dictators)	Teacher's Edition: 234-237, 238-240
CC.3.WH.7 Research the causes of the Cold War using available technology (e.g., ideological differences between the United States and the U.S.S.R.)	Teacher's Edition: 246-249, 250-253
CC.3.WH.8 Analyze the role extremist groups have played in creating world instability	Teacher's Edition: 276

Standard 4

Students shall analyze the effect of conflict and subsequent resolution in the world.

World History Performance Objectives	ACCESS World History
<p>CC.4.WH.1 Analyze the effect of the Punic Wars on transforming Rome from Republic to Empire</p>	<p>Teacher’s Edition: “Opportunity exists” 86-87</p>
<p>CC.4.WH.2 Investigate the effects of the collapse of the Roman Empire on civilization (e.g., barbarian invasions, changing structure of the church, the Byzantine Empire)</p>	<p>Teacher’s Edition: 86-87, 102-105, 106-111, 112-113</p>
<p>CC.4.WH.3 Explain the consequences of the Crusades (e.g., decline in feudalism, increase in trade, shifting political power)</p>	<p>Teacher’s Edition: 102-105, 106-111, 112-113</p>
<p>CC.4.WH.4 Analyze the effect of revolution on the creation of independent nation-states (e.g., American Revolution, French Revolution, unification of Germany, unification of Italy, and Latin American independence movements)</p>	<p>Teacher’s Edition: 158-159, 162-165, 166-171, 172-173, 204-207, 209</p>
<p>CC.4.WH.5 Summarize the consequences of the Napoleonic Wars (e.g., the Louisiana Purchase, the Congress of Vienna)</p>	<p>Teacher’s Edition: 169-171, 172-173</p>
<p>CC.4.WH.6 Summarize the consequences of the Russian Revolution (e.g., Russian Civil War, withdrawal from World War I, end of Czarist rule)</p>	<p>Teacher’s Edition: 228-229</p>
<p>CC.4.WH.7 Examine the consequences of World War I and the Treaty of Versailles: changing national boundaries, advances in military technology, deterioration of Germany the League of Nations</p>	<p>Teacher’s Edition: 218-219, 220-221</p>
<p>CC.4.WH.8 Examine the outcomes of World War II: creation of United Nations, North Atlantic Treaty Organization (NATO)</p> <ul style="list-style-type: none"> • advances in technology • creation of satellite nations 	<p>Teacher’s Edition: 242-243, 244, 246-249</p>

World History Performance Objectives	ACCESS World History
CC.4.WH.9 Investigate the world-wide effect of <i>genocide</i> in the 20 th and 21 st centuries using available technology (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo, Sudan)	Teacher's Edition: 241
CC.4.WH.10 Investigate the effects of the Cold War on the post-World War II era (e.g., emerging superpowers, containment policies, space race, arms race)	Teacher's Edition: 246-249, 250-253
CC.4.WH.11 Discuss the post-Cold War era (e.g., <i>Strategic Arms Limitation Treaty</i> , <i>glasnost</i> , <i>perestroika</i> , fall of Berlin Wall)	Teacher's Edition: 252-253
CC.4.WH.12 Investigate the consequences of the Arab - Israeli conflicts from 1948 to the present	n/a
CC.4.WH.13 Analyze the responses to imperialism by people under colonial rule at the end of the 19 th century (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars)	Teacher's Edition: 204-207, 209

Migration and Settlement

Students shall analyze the reasons for and consequences of migration.

World History Performance Objectives	ACCESS World History
MS.5.WH.1 Examine the effects of the Neolithic revolution on society (e.g., domestication of plants and animals, increased population, changing technologies)	Teacher's Edition: 42-45, 46-51, 52-53
MS.5.WH.2 Describe the causes of mass migration (e.g., famine, disease, war, religious persecution, ethnic cleansing)	Teacher's Edition: 27
MS.5.WH.3 Describe the effects of mass migrations on civilization (e.g., Bantu, Great Trek, Irish, Vietnamese)	n/a
MS.5.WH.4 Discuss the spread of forced labor (e.g., slavery in ancient civilizations, American Indians, Africa)	Teacher's Edition: 156

Migration and Settlement

Students shall analyze the interactions of peoples, cultures, and ideas.

World History Performance Objectives	ACCESS World History
MS.6.WH.1 Illustrate the movement of people over time to different locations using historical maps	Teacher's Edition: 27, 150-153
MS.6.WH.2 Investigate the cultures that developed in the Americas prior to European exploration (e.g., Maya, Inca, Aztec, and North American Indian tribes)	Teacher's Edition: 114-117, 122-123
MS.6.WH.3 Describe the contributions of early African civilizations (e.g., Ghana, Mali, Songhai)	Teacher's Edition: 78-81, 82, 114-117, 120, 125
MS.6.WH.4 Describe the contributions of early Asian civilizations (e.g., Zhou, Qin, Han, Indo-European)	Teacher's Edition: 78-81, 83, 118
MS.6.WH.5 Compare and contrast the consequences of the Mongol invasion on India, China, and Russia	Teacher's Edition: 114-117, 119

Economics and Trade

Students shall analyze global interactions created through trade.

World History Performance Objectives	ACCESS World History
ET.7.WH.1 Investigate the significance of the Silk Road using historical maps	n/a
ET.7.WH.2 Research the motivations which drove European exploration (e.g., <i>mercantilism</i> , <i>colonialism</i> , religion)	Teacher's Edition: 126-129, 130-131, 150-153, 154-157
ET.7.WH.3 Analyze the contributions of explorers (e.g., Magellan, Columbus, De Gama, Drake, Zheng He)	Teacher's Edition: 126-129, 132-135, 136, 137
ET.7.WH.4 Analyze the results of slave labor on economic systems	Teacher's Edition: 156

World History Performance Objectives	ACCESS World History
<p>ET.7.WH.5 Describe the four factors of production necessary to foster an industrial revolution:</p> <ul style="list-style-type: none"> • natural resources • human resources • capital resources • entrepreneurship 	Teacher's Edition: 178-181, 184-185
<p>ET.7.WH.6 Investigate the role 19th century <i>imperialism</i> played in creating spheres of influence and colonization (e.g., partition of Africa, East Asia, India, Latin America)</p>	Teacher's Edition: 198-201, 202-207, 208-209
<p>ET.7.WH.7 Compare and contrast the economic elements of <i>capitalism</i>, <i>socialism</i>, and <i>communism</i></p>	Teacher's Edition: 180-181, 194-195, 203

Economics and Trade

Students shall analyze specialization and interdependence in the world.

World History Performance Objectives	ACCESS World History
<p>ET.8.WH.1 Analyze the development of mass production methods during the late 19th and early 20th centuries:</p> <ul style="list-style-type: none"> • division of labor • assembly line • interchangeable parts 	Teacher's Edition: 174-177, 178-180
<p>ET.8.WH.2 Summarize the Marxist theory of social and political reform (e.g., <i>proletariat</i>, <i>bourgeoisie</i>)</p>	Teacher's Edition: 180-181
<p>ET.8.WH.3 Describe economic interdependence of nations [e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Trade and Tariffs (GATT), European Economic Union (EEU), Organization of Petroleum Exporting Countries (OPEC)]</p>	Teacher's Edition: 263

Politics and Government

Students shall analyze the different theories of government throughout history.

World History Performance Objectives	ACCESS World History
<p>PG.9.WH.1 Summarize the development of political structures in the cradles of civilization (e.g., Nile River Valley, Indus River Valley, Mesopotamia, China, and South America)</p>	<p>Teacher’s Edition: 54-57, 58-63, 64-65</p>
<p>PG.9.WH.2 Compare and contrast the political theories found in the Greek <i>city-states</i> of Sparta and Athens</p>	<p>Teacher’s Edition: 84-85</p>
<p>PG.9.WH.3 Summarize political power resulting from the following:</p> <ul style="list-style-type: none"> • <i>Mandate of Heaven</i> • <i>divine right</i> • <i>absolutism</i> 	<p>Teacher’s Edition: 85</p>
<p>PG.9.WH.4 Investigate the origin and development of the imperial state:</p> <ul style="list-style-type: none"> • Africa • Asia • Europe • Middle East 	<p>Teacher’s Edition: 198-201, 202-207, 208-209</p>
<p>PG.9.WH.5 Compare and contrast the political structure of European and Japanese feudalism</p>	<p>Teacher’s Edition: 121, 124</p>
<p>PG.9.WH.6 Describe the political ideologies of the 18th and 19th century revolutions using primary and secondary documents (e.g., American, French, and Latin American revolutions)</p>	<p>Teacher’s Edition: “Opportunity exists” 158-159, 160-161, 162-165, 166-171, 172-173, 190-195</p>
<p>PG.9.WH.7 Discuss <i>theocracy</i> (e.g., John Calvin, Puritans, Islam)</p>	<p>Teacher’s Edition: 66-69, 70-75, 76-77, 90-93, 94-99, 100-101, 155</p>
<p>PG.9.WH.8 Examine the political theories of <i>socialism</i>, <i>communism</i>, and <i>fascism</i></p>	<p>Teacher’s Edition: 186-189, 194-195, 222-225, 229, 230-231, 232, 252, 254-255</p>

Politics and Government

Students shall analyze the structure and purpose of political organizations and alliances.

Grades 6-8 Performance Objectives	ACCESS World History
<p>PG.10.WH.1 Investigate historical law codes using primary and secondary documents (e.g., Hammurabi, Justinian, Magna Carta, Napoleonic)</p>	<p>Teacher’s Edition: “Opportunity exists” 169-170</p>
<p>PG.10.WH.2 Research the formation of alliances in World War I and World War II using available technology (e.g., Triple Alliance, Triple Entente, Axis and Allies)</p>	<p>Teacher’s Edition: “Opportunity exists” 214, 238-239</p>
<p>PG.10.WH.3 Analyze the structure and purpose of the United Nations</p>	<p>Teacher’s Edition: 243</p>
<p>PG.10.WH.4 Analyze the purpose of post-World War II military alliances [e.g., North Atlantic Treaty Organization (NATO), Southeast Asia Treaty Organization (SEATO), Warsaw Pact]</p>	<p>Teacher’s Edition: 243, 250-252</p>