NINTH GRADE

World History: 1500 to the Present

Students will:

1. Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.
   - TR: Creative Teaching Activities booklet: 63, 64, 67; Guided Reading and Review, Unit 4 booklet: 2, 4, 10; History Through Literature booklet: 32–33; Biography Activity, Unit 4 booklet: 12; Primary Source Activity, Unit 4 booklet: 13; Skill Application Activity, Unit 4 booklet: 15; Section Quiz, Unit 4 booklet: 3, 5, 11; Chapter Extension Activities booklet: 36; Prentice Hall World History Literature Library: A Midsummer Night’s Dream; Viewpoint Activity, Unit 4 booklet: 14; Treasures of the World: 88–90
   - TECH: World History Color Transparencies: D-61, C-43, D-63, D-65; set 4: B-41, B-43, B-45; Listening to Literature World Masterpieces audiotapes, side 6: Fa una canzzone, poems by Francesco Petrarch, poems by Pierre Ronsard; Interactive Student Tutorial CD-ROM: Chapter 14; Computer Test Bank: Chapter 14

2. Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.
   - SE/TE: 101–105, 107
   - TR: Creative Teaching Activities booklet: 76; Guided Reading and Review, Unit 4 booklet: 48; Chapter Extension Activities booklet: 42; Section Quiz, Unit 4 booklet: 49
   - TECH: Interactive Student Tutorial CD-ROM: Chapter 16; Computer Test Bank: Chapter 16

- Describing the impact of the Commercial Revolution on European society
  - SE/TE: 102–104

- Identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration. Example: marking ocean currents and wind patterns on a map
  - SE/TE: 62–66
  - TR: Historical Outline Map Book: 26; Geography and History booklet: 8–9
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| 3. Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion. | SE/TE: 44–48, 49–53  
TR: Creative Teaching Activities booklet: 65, 66; Guided Reading and Review, Unit 4 booklet: 6, 8; Chapter Extension Activities booklet: 37–38; Section Quiz, Unit 4 booklet: 7, 8; Historical Outline Map Book: 25  
TECH: Interactive Student Tutorial CD-ROM: Chapter 14; Computer Test Bank: Chapter 14 |
| 4. Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas. | SE/TE: 67–70, 76, 78–79, 99–100  
TR: Creative Teaching Activities booklet: 69; Guided Reading and Review, Unit 4 booklet: 24; History Through Literature booklet: 34; Section Quiz, Unit 4 booklet: 25; Geography and History booklet: 8–9  
TECH: World History Visions, Voices, Views, Animated Map Story, videotape 4: The Global Trade in Pepper |
| • Depicting the general location of, size of, and distance between regions in the early Global Age. Example: drawing sketch maps | SE/TE: 69, 99  
TR: Geography and History booklet: 8–9 |
TR: Creative Teaching Activities booklet: 77, 78, 79, 80, 81; Guided Reading and Review, Unit 4 booklet: 60, 62, 64, 66, 68; Section Quiz, Unit 4 booklet: 61, 63, 65, 67, 69; History Through Literature booklet: 37–38; Biography Activity, Unit 4 booklet: 70; Chapter Extension Activities booklet: 43; Historical Outline Map Book: 28; Viewpoint Activity, Unit 4 booklet: 72; Skill Application Activity, Unit 4 booklet: 73; Geography Quiz, Unit 4 booklet: 74; Chapter Test Forms A, B, and C, Unit 4 booklet: 75–79  
TECH: Interactive Student Tutorial CD-ROM: Chapter 17; Computer Test Bank: Chapter 17; World History Color Transparencies: E-29, E-33 |
| • Contrasting the philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings | SE: 120, 160–161  
SE/TE: 144–145, 159, 172, 701 |
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<td>• Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great</td>
<td>114–118, 125–128, 129–133</td>
<td>Creative Teaching Activities booklet: 78, 80, 81; Guided Reading and Review, Unit 4 booklet: 62, 66, 68; History Through Literature booklet: 37–38; Section Quiz, Unit 4 booklet: 63, 67, 69; Viewpoint Activity, Unit 4 booklet: 72; Skill Application Activity, Unit 4 booklet: 73</td>
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<td>• Identifying major provisions of the Petition of Rights and the English Bill of Rights</td>
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<td>6. Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment. Examples: Scientific Revolution—astronomical theories of Copernicus and Galileo, Newton’s law of gravity; Age of Enlightenment—philosophies of Montesquieu, Voltaire, and Rousseau</td>
<td>54–57, 144–148, 701, 702</td>
<td>Creative Teaching Activities booklet: 67, 82; Guided Reading and Review, Unit 4 booklet: 10; Unit 5 booklet: 2; Viewpoint Activity, Unit 4 booklet: 14; Unit 5 booklet: 12; Treasures of the World: 88–90; Section Quiz, Unit 4 booklet: 11; Unit 5 booklet: 3; Biography Activity, Unit 5 booklet: 10; History Through Literature booklet: 39–40; Chapter Extension Activities booklet: 39–40</td>
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<td>• Identifying causes of the French Revolution</td>
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SE = Student Edition       TE = Teacher Edition       TR = Teaching Resources       TECH = Technology
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| Describing the role of Napoleon as an empire builder | SE/TE: 182–185, 186–190  
TR: Creative Teaching Activities booklet: 89, 90;  
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TECH: World History Color Transparencies: D-69;  
Interactive Student Tutorial CD-ROM: Chapter 19;  
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World History Visions, Voices, Views, Animated Map Story, videotape 5: Napoleon’s Russian Campaign |
| Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico. | SE/TE: 225–231, 704, 705  
TR: Creative Teaching Activities booklet: 97;  
Guided Reading and Review, Unit 5 booklet: 62;  
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Interactive Student Tutorial CD-ROM: Chapter 21;  
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| Identifying the location of countries in Latin America | SE/TE: 228 |
| Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe. | SE/TE: 198, 199–202, 203–207, 208–211, 706  
TR: Biography Activity, Unit 5 booklet: 48;  
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| Comparing the Industrial Revolution in England with later revolutions in Europe | SE/TE: 242–248  
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Chapter Extension Activities booklet: 54–55;  
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TECH: Interactive Student Tutorial CD-ROM:  
Chapter 22; Computer Test Bank: Chapter 22 |
| 10. Describe the influence of urbanization during the nineteenth century on the Western World. Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism | SE/TE: 249–252, 253–259, 260–263  
TR: Creative Teaching Activities booklet: 99, 100, 101;  
Guided Reading and Review, Unit 6 booklet: 4, 6, 8;  
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| Describing the search for political democracy and social justice in the Western World. Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women’s suffrage | SE: 294, 297–298  
TR: Creative Teaching Activities booklet: 95, 96, 106;  
Guided Reading and Review, Unit 5 booklet: 58, 60;  
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Computer Test Bank: Chapters 21, 23;  
Listening to Literature World Masterpieces audiotapes, side 7: Bridegroom |
11. Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan’s power in East Asia, the economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.

TR: Historical Outline Map Book: 37, 38, 43; Creative Teaching Activities booklet: 102, 103, 104, 111, 112, 113, 114, 115, 116, 117; Guided Reading and Review, Unit 6 booklet: 20, 22, 24, 26, 58, 60, 62, 64, 66, 78, 80; Chapter Extension Activities booklet: 57, 61, 62, 63; Section Quiz, Unit 6 booklet: 21, 23, 25, 27, 59, 62, 63, 65, 67, 79, 81; Viewpoint Activity, Unit 6 booklet: 32; Biography Activity, Unit 6 booklet: 30, 68; Skill Application Activity, Unit 6 booklet: 33, 71; Geography and History booklet: 12–13; History Through Literature booklet: 53–54, 55–56; Viewpoint Activity, Unit 6 booklet: 70; Primary Source Activity, Unit 6 booklet: 69; Geography Quiz, Unit 6 booklet: 72; Chapter Test Forms A, B, and C, Unit 6 booklet: 73–77; Prentice Hall World History Literature Library: Literature From Around the World: 97–102
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- Describing resistance to European imperialism in Africa, Japan, and China

SE: 317, 324, 327–328
TR: Viewpoint Activity, Unit 6 booklet: 70; History Through Literature booklet: 53–54, 55–56; Biography Activity, Unit 6 booklet: 68; Prentice Hall World History Literature Library: Literature From Around the World: 97–102

12. Explain the causes, including imperialism, militarism, nationalism, and the alliance system, and the consequences of World War I.

TR: Creative Teaching Activities booklet: 121, 122, 123, 125; Guided Reading and Review, Unit 7 booklet: 2, 4, 6, 10; Chapter Extension Activities booklet: 65–66; Geography and History booklet: 14–15; Section Quiz, Unit 7 booklet: 3, 5, 11; Historical Outline Map Book: 46, 47

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12. Explain the causes, including imperialism, militarism, nationalism, and the alliance system, and the consequences of World War I.

- Describing the rise of Communism in Russia during World War I. Examples: return of Vladimir Lenin, rise of Bolsheviks

- Describing military technology used during World War I

- Identifying problems created by the Treaty of Versailles of 1919. Examples: Germany’s reparations and war guilt, international controversy over League of Nations

- Identifying alliances during World War I and boundary changes after World War I

13. Explain challenges of the post-World War I period. Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe

- Identifying causes of the Great Depression

- Characterizing the global impact of the Great Depression
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| 14. Describe the causes and consequences of World War II. Examples: causes—unanswered aggression, Axis goal of world conquest; consequences—changes in political boundaries, Allied goals, lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials | SE/TE: 468–472, 479–480, 481, 489–493  
TR: Creative Teaching Activities booklet: 138, 142; Guided Reading and Review, Unit 7 booklet: 76, 84; Historical Outline Map Book: 50; Section Quiz, Unit 7 booklet: 77, 85  
TECH: Interactive Student Tutorial CD-ROM: Chapter 31; Computer Test Bank: Chapter 31 |
| --- | --- |
| • Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan | SE/TE: 405–410, 411–415, 437, 438, 455–458, 459–463  
TR: Creative Teaching Activities booklet: 127, 128, 136, 137; Guided Reading and Review, Unit 7 booklet: 24, 26, 62, 64; History Through Literature booklet: 59–60, 63–64; Chapter Extension Activities booklet: 68, 69, 73; Section Quiz, Unit 7 booklet: 25, 27, 63, 65; Viewpoint Activity, Unit 7 booklet: 68; Primary Source Activity, Unit 7 booklet: 29  
TECH: Interactive Student Tutorial CD-ROM: Chapters 28, 30; Computer Test Bank: Chapters 28, 30; World History Color Transparencies: D-83; Listening to Literature World Masterpieces audiotapes, side 8: poems by Anna Akhmatova, Boris Pasternak |
| • Identifying turning points of World War II in the European and Pacific Theaters | SE: 482, 484, 485–486  
SE/TE: 483 |
| • Depicting geographic locations of world events between 1939 and 1945 | SE/TE: 467, 471, 483, 487 |
| • Identifying on a map changes in national borders as a result of World War II | SE/TE: 492 |

TR: Creative Teaching Activities booklet: 151, 152, 155, 159, 162; Guided Reading and Review, Unit 8 booklet: 38, 40, 56, 74, 80; Skill Application Activity, Unit 8 booklet: 49; Section Quiz, Unit 8 booklet: 39, 41, 57, 75, 81; History Through Literature booklet: 70–71, 72–74, 75; Primary Source Activity, Unit 8 booklet: 47, 65; Chapter Extension Activities booklet: 81, 85, 86; Biography Activity, Unit 8 booklet: 64; Viewpoint Activity, Unit 8 booklet: 66; Simulations booklet: 16; Treasures of the World: 157–158 |

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<td>(Continued) 15. Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires. Examples: reconstruction of Japan; nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; Middle East and the Israeli conflict; Cuban Revolution and Central American conflicts</td>
<td>TECH: Interactive Student Tutorial CD-ROM: Chapters 34, 35, 36; Computer Test Bank: Chapters 34, 35, 36; World History Color Transparencies, set 6: B-53, B-55, B-57; Listening to Literature World Masterpieces audiotapes, side 10: The Diameter of the Bomb</td>
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<td>• Tracing the progression of the Cold War. Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War</td>
<td>SE: 508, 534, 562, 610, 626, 639</td>
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<td>• Describing the collapse of the Soviet Empire and Russia’s struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin. Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany</td>
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<td>• Discussing the problems and opportunities involved with science, technology, and the environment in the late twentieth century. Examples: genetic engineering, space exploration</td>
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TR: Creative Teaching Activities booklet: 150, 155; Guided Reading and Review, Unit 8 booklet: 26, 56; Biography Activity, Unit 8 booklet: 28, 64; Primary Source Activity, Unit 8 booklet: 29; Section Quiz, Unit 8 booklet: 27; Simulations booklet: 16; Chapter Extension Activities booklet: 86
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