

Houghton Mifflin Harcourt
***Modern World History: Patterns of Interaction* © 2012**

correlated to the

**Tennessee Social Studies Curriculum Standards (2014-15),
World History and Geography: The Industrial Revolution to the Contemporary World**

Standards	Page References
<p>World History and Geography: The Industrial Revolution to the Contemporary World</p> <p>Course Description: Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention given to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will study aspects of technical geography such as GPS and GIS, and how these innovations continuously impact geopolitics in the contemporary world.</p>	
<p>Age of Revolution 1750-1850</p> <p>Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.</p>	
<p>W.1</p>	<p>Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America including John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussaint L’Ouverture, and Thomas Jefferson. (C, H, P)</p>
	<p>SE/TE: 24–28, 29 (#2, #4, #6, #7), 30 (#1), 195–198, 200 (#2, #3, #4, #6, #9), 207– 208, 209, 231, 243, 248–249, 250, 277</p>

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W.2	Analyze the principles of the <i>Magna Carta</i> (1215), the <i>English Bill of Rights</i> (1689), the <i>American Declaration of Independence</i> (1776), and the <i>French Declaration of the Rights of Man and the Citizen</i> (1789) citing textual evidence. (H, P)	SE/TE: 19–20, 23, 26, 28, 30 (Critical Thinking, #4), 183, 185, 207–208, 222, 275
W.3	Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon. (C, E, H, P)	SE/TE: Opportunities to address this standard may be found on pages 210, 214–215, 217–221, 221 (#2, #7, #9), 222–227, 228, 229–233, 234–237, 242, 243 (Focus on Writing), 272, 274, 276, 277
W.4	Draw evidence from informational texts to explain how the ideology of the French Revolution led France to evolve from a constitutional monarchy to democratic despotism to the Napoleonic Empire. (C, H, P)	SE/TE: 218–219, 220, 222–227, 228, 229–231, 242, 243 (Interact with History, Focus on Writing), 272, 274, 276, 277
W.5	Describe how nationalism spread across Europe with Napoléon then repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. (C, H, P)	SE/TE: 238–241, 258–263
Primary Documents and Supporting Texts to Read:		
	excerpts from <i>The Magna Carta</i> (1215)	SE/TE: 19-20, 23
	excerpts from <i>The English Bill of Rights</i> (1689)	SE/TE: 23, 183, 185, 275
	<i>The American Declaration of Independence</i> (1776)	SE/TE: 26, 107-208
	excerpts from “The French Declaration of the Rights of Man and the Citizen” (1789)	SE/TE: 222

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	Primary Documents and Supporting Texts to Consider:	
	excerpts from Mary Wollstonecrafts’ “Vindication of the Rights of Women”	SE/TE: Opportunities to address this standard may be found on page 199
	excerpts from Montesquieu’s “Spirit of the Law”	SE/TE: 197
	excerpts from Immanuel Kant’s “Critique of Pure Reason”	Visit the HMH Tennessee Social Studies page for additional open source resources.
	excerpts from John Locke’s <i>Second Treatise of Government</i>	SE/TE: Opportunities to address this standard may be found on page 24-25
	excerpts from Jean Jacques Rousseau’s “The Social Contract”	SE/TE: 25, 197
Industrial Revolution 1750-1914		
Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.		
W.6	Describe the growth of population, rural to urban migration, and growth of cities. (G)	SE/TE: 280–281, 288, 289–290, 292, 293, 294, 295–296, 308, 309 TE Only: 279D
W.7	Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)	SE/TE: 283–288, 289–294, 295–299, 308, 309
W.8	Write an informative piece analyzing the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism, Adam Smith, Robert Owen, and Karl Marx. (C, E, H, P)	SE/TE: Opportunities to address this standard may be found on pages 139, 297, 299, 300-304, 306 (#2, #3, #4, #7, #9), 307, 308, 309 (Focus on Writing) TE Only: 301
W.9	Evaluate multiple sources presented in diverse media or other formats describing the emergence of	SE/TE: 264–265, 267 (#3, #6), 268–269, 270 (Main Ideas, #18, #19, #20)

Standards		Page References
	Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe. (C)	
W.10	Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic changes including the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison. (C, E, G, H)	SE/TE: 280–281, 284, 285, 286, 287–288, 295–296, 308, 309
W.11	Analyze the evolution of work and labor including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working conditions, and the effect of immigration, mining and manufacturing, division of labor, the union movement, and the impact of social and political reform. (E, H, P)	SE/TE: 282, 283–284, 285, 286, 290–291, 292, 293, 294, 296–297, 304–306, 307, 308, 309
W.12	Participate effectively in collaborative discussions explaining the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (C, E)	SE/TE: Opportunities to address this standard may be found on pages 289–290, 292, 293, 294, 297, 299, 300–301, 307, 308 TE Only: 287, 291, 292
Primary Documents and Supporting Texts to Consider:		
	excerpts from John Stuart Mill’s “On Liberty”	SE/TE: Opportunities to address this standard may be found on page 301
	excerpts from Charles Darwin’s “Origin of Species”	SE/TE: Opportunities to address this standard may be found on pages 331, 332
	excerpts from Louis Blanc’s “Organization of Work”	Visit the HMH Tennessee Social Studies page for additional open source resources.
	excerpts from Karl Marx’s and Frederick Engel’s “Communist Manifesto”	SE/TE: 302-304

Standards		Page References
	excerpts from Adam Smith’s “Wealth of Nations”	SE/TE: Opportunities to address this standard may be found on pages 300-301
	excerpts from Thomas Malthus’ “Essays on Principle of Population”	SE/TE: Opportunities to address this standard may be found on pages 300-301
<p>Unification and Imperialism 1850-1914 Students analyze patterns of global change in the era of 19th-century European imperialism. Students describe the independence struggles of the colonized regions of the world redistribution of power, armed revolution, and cultural clashes.</p>		
W.13	Summarize the causes, course, and consequences of unification in Italy and Germany including the role of Giuseppe Garibaldi and Otto von Bismarck. (G, H, P)	SE/TE: 260–263, 270
W.14	Cite strong and thorough textual evidence to support analysis of the causes of 19th century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, E, G, H, P)	SE/TE: 336–337, 339–344, 345, 346, 347–250, 351 TE Only: 335D
W.15	Describe the Berlin Conference and the rise of modern colonialism in the 19th century and describe the impact of locale of colonies on indigenous population by such nations as England, France, Germany, Italy, Spain, and the United States. (C, G, H, P)	SE/TE: 342, 344, 345–350, 351, 357–361, 362–365, 366, 367, 382–387, 394
W.16	Analyze the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs. (C, E, H, P)	SE/TE: 376–379, 394, 395
W.17	Compare the progression of imperialistic claims on the African continent using historical maps. (G, H)	SE/TE: 337, 343, 347, 353, 355, 367
W.18	Students describe the independence struggles of the colonized regions of the world including imperialism in Africa (Zulu Wars, Ashanti Wars, and Ethiopia’s struggle to remain independent). (H, P)	SE/TE: 247–252, 342, 348–349, 359–360

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W.19	Explain the growing influence of the West in China, the Boxer Rebellion, Sun Yat-sen, and the Xinhai Revolution. (G, H)	SE/TE: 371–375
W.20	Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion. (G, H, P)	SE/TE: 359–360, 361
W.21	Describe American imperialism of the Philippines and the Philippine-American War led by Emilio Aguinaldo. (G, H)	SE/TE: 364–365
W.22	Cite evidence from text to describe the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico stemming from the desire for land reform and democratic participation. (G, H, P)	SE/TE: 392–393 (#5, #7), 394 (Main Ideas, #16)
Primary Documents and Supporting Texts to Consider:		
	excerpts from Rudyard Kipling’s “White Man’s Burden”	Visit the HMH Tennessee Social Studies page for additional open source resources.
	excerpts from Joseph Conrad’s “Heart of Darkness”	Visit the HMH Tennessee Social Studies page for additional open source resources.
	excerpts from Otto von Bismarck’s “Letter to Minister von Manteuffel”	SE/TE: Opportunities to address this standard may be found on pages 261-262
World Wars 1914-1945		
Students analyze the causes and course of the First World War, along with the long-term military, economic, and political effects. Students describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. Students analyze the rise of fascism and totalitarianism after World War I. Students analyze the causes and course of World War II, along with the long-term military, economic, and political effects of the World War II.		
W.23	Evaluate primary source documents while analyzing the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent,	SE/TE: 406, 408, 421, 423. Additional opportunities to address this standard may be found on pages 407–410 and 428.

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	disorder, propaganda, and nationalism in mobilizing the civilian population in leading to the outbreak of World War I. (C, E, P)	
W.24	Trace the principal theaters of battle, major battles, and major turning points of World War I. (G, H, P)	SE/TE: 404–405, 412, 414–415, 417, 418, 420–421
W.25	Analyze the importance of geographic factors in military decisions and outcomes. (G)	SE/TE: 409, 412–413, 414–415, 417–418, 421, 425–427
W.26	Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (H, P)	SE/TE: 420–421, 428
W.27	Argue human rights violations and genocide, including the Armenian genocide in Turkey, through collaborative discussions. (C, P)	SE/TE: Opportunities to address this standard may be found on pages 410, 523
W.28	Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (H, P)	SE/TE: 412–415, 416, 417–422, 423, 429, 429 MC1–429 MC2, 522, 524
W.29	Trace advances in weaponry, the belief that the “Great War” would end war, and disarmament movements. (H)	SE/TE: 414, 416, 429, 520–521
W.30	Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)	SE/TE: 413, 415 (#4), 417–422, 424–427, 428
W.31	Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)	SE/TE: 424–427, 428
W.32	Compare the conflicting aims and aspirations of the	SE/TE: 424–425, 427 (#2, #3, #5 #6, #7), 428

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	conferees at Versailles and the Treaty of Versailles' economic and moral effects on Germany. (C, E, G, H, P)	
W.33	Explain how the outcome of World War I contributed to nationalist movements in the Middle East, India, Africa, and Southeast Asia. (C, H, P)	SE/TE: 449, 453–457
W.34	Analyze various accounts of the impact of World War I on women and minorities. (C, H)	SE/TE: Opportunities to address this standard may be found on pages 419–420, 466
W.35	Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music. (C, H)	SE/TE: 464–465, 467
W.36	Compare the impact of restrictive monetary and trade policies. (E)	SE/TE: 471–472, 474–475
W.37	Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I. (E, H)	SE/TE: 470–475, 486, 487 MC1–487 MC2
W.38	Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. (E, P)	SE/TE: 471–475 TE Only: 487 MC1–487 MC2
W.39	Use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan. (E, H, P)	SE/TE: Opportunities to address this standard may be found on pages 476–480, 486, 487 (Multimedia Activity)
W.40	Explain the widespread disillusionment with prewar	SE/TE: 464–465, 476–477, 478, 480

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	institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (C, H, P)	
W.41	Draw evidence from literary or informational texts determining the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin's use of totalitarian means to seize and maintain control including the Gulag. (H, P)	SE/TE: 433–439, 440–445, 446–447, 458 TE Only: 429D
W.42	Compare the connection between economic and political policies, the absence of a free press, and systematic violations of human rights during Stalin's rise to power in the Soviet Union. (E, H, P)	SE/TE: 439, 440–445, 446–447, 458
W.43	Analyze the assumption of power by Adolf Hitler in Germany, the resulting acts of oppression and aggression, and the human costs of the Nazi regime. (H, P)	SE/TE: 478–480, 482–483, 484–485, 491–496, 502–505, 506–511, 514–517, 523
W.44	Describe Mussolini's rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (H, P)	SE/TE: 476–477, 478
W.45	Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (C, G, H, P)	SE/TE: 481–485, 487
W.46	Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (H, P)	SE/TE: 484–485, 496
W.47	Identify and locate the Allied and Axis powers and explain the major battles of the Pacific and European theaters of war including the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. (G, H, P)	SE/TE: 489, 491–496, 497–501, 506–507, 508, 509–511, 512, 513, 518

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W.48	Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, H, P)	SE/TE: 492–493, 495–496, 497–498, 500–501, 506–507, 509–11, 512, 513, 518
W.49	Utilize primary and secondary sources to describe the contributions and roles of leaders during the war, including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tojō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. (H, P)	SE/TE: 485, 487, 519 MC1-519 MC2, 523, 524, 525. Additional opportunities to address this standard may be found on pages 482–483, 484–485, 491, 492–493, 494–496, 497–498, 500–501, 502–505, 506, 507, 509–511, 512, 513, 516
W.50	Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel. (C, G, P)	SE/TE: Opportunities to address this standard may be found on pages 479–480, 502–505, 519
W.51	Analyze the decision to use nuclear weapons to end World War II. (H, P)	SE/TE: 512, 513
W.52	Describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (C, H, P)	SE/TE: 502–505, 512, 513, 514–517, 519, 522, 523, 524–525
W.53	Evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence. (H, P)	SE/TE: 531–532, 533, 536 (#2)
W.54	Summarize the reasons for the establishment of the United Nations and the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (C, H, P)	SE/TE: 1, 29, 532, 536 (#3, #5), 650 TE Only: 532
W.55	Describe the nature of reconstruction in Europe after 1945 including purpose of Marshall Plan, creation of NATO, and division of Germany. (E, H, P)	SE/TE: 533–536

Standards		Page References
W.56	Explain the origins, significance and effects of the location and establishment of Israel on world affairs. (G, H, P)	SE/TE: 583–589, 666–667
W.57	Summarize, using text evidence, the functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. (H, P)	SE/TE: 535, 536 (#5), 648
W.58	Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (E, H, P)	SE/TE: 531–536, 549, 554–556
W.59	Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (H, P)	SE/TE: 538–541, 558, 559
Primary Documents and Supporting Texts to Consider:		
	excerpts from Wilfred Owen’s “Dulce et Decorum Est”	Visit the HMH Tennessee Social Studies page for additional open source resources.
	the “Zimmerman Telegram”	SE/TE: 419
	excerpts from Erich Maria Remarque’s “All Quiet on the Western Front”	Visit the HMH Tennessee Social Studies page for additional open source resources.
	excerpts from Ernest Hemingway’s <i>The Sun Also Rises</i>	Visit the HMH Tennessee Social Studies page for additional open source resources.
	excerpts from Adolph Hitler’s <i>Mein Kampf</i>	SE/TE: 478
	excerpts from “The Nuremburg Laws”	SE/TE: Opportunities to address this standard may be found on page 516
	excerpts from Franklin D. Roosevelt’s “Arsenal of Democracy”	SE/TE: Opportunities to address this standard may be found on page 497
	excerpts from Winston Churchill’s “Flight on the Beaches” speech	SE/TE: 193

Standards		Page References
	excerpts from John Hershey's Hiroshima	Visit HMH Tennessee Social Studies
Cold War 1945-1989		
Students explain the causes, major events, and global consequences of the Cold War. Students analyze major developments in Africa, Asia, Europe, and Latin America since World War II.		
W.60	Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the "Prague Spring." (G, H, P)	SE/TE: 532–536, 554–555
W.61	Describe the Soviet-United States competition in the Middle East and Africa, including Afghanistan. (G, H, P)	SE/TE: 552–553
W.62	Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)	SE/TE: 539, 542–547, 555–556, 558, 559
W.63	Explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies. (H, P)	SE/TE: 546-547
W.64	Analyze multiple perspectives on the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis. (G, H, P)	SE/TE: 550–551, 559, 559 MC1–559 MC2
W.65	Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (H, P)	SE/TE: 535–536, 537, 551, 556–557, 559 MC1–559 MC2
W.66	Draw evidence from literary or informational texts to support analysis, reflection, and research describing how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific	SE/TE: 463, 467 (#3, #8, #9), 512, 513 (#9), 519 (Focus on Writing), 537, 637–638, 639–640, 664

Standards		Page References
	research including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. (C, P)	
W.67	Identify Africa’s climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)	SE/TE: Opportunities to address this standard may be found on pages: A17, 339, 340, 341–342, 355
W.68	Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba and Gamal Abdel Nasser. (H, P)	SE/TE: 578–582, 594, 595
W.69	Explain the fight against and dismantling of the apartheid system in South Africa including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)	SE/TE: 609–610, 696
W.70	Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo. (E, P)	SE/TE: 579, 581–582, 608, 609, 610–611, 651, 683–684, 695
W.71	Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)	SE/TE: Opportunities to address this standard may be found on pages: A20, 358–359, 362–363, 547, 568–569, 573, 576–577, 590, 591
W.72	Conduct a short research project describing the consequences of the political and economic upheavals in China, including the Great Leap Forward, the Cultural Revolution, the Tiananmen	SE/TE: 449, 538–541 (#9), 558, 627–628, 630, 695 TE Only: 540

Standards		Page References
	Square uprising, and relations with Tibet and Taiwan. (C, E, H, P)	
W.73	List the reasons for, and the effects of, the partition of the Indian subcontinent into India and Pakistan in 1947. (G, H, P)	SE/TE: 564–565, 569 (#3, #4) TE Only: 564
W.74	Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (H, P)	SE/TE: 563–567
W.75	Explain why the Chinese and Indian governments have sought to control population growth and the methods they use. (C, G)	SE/TE: Opportunities to address this standard may be found on pages: 566, 683–686
W.76	Analyze Asia’s postwar economic rise, including Japan’s adaptation of western technology and industrial growth, China’s economic modernization under Dèng Xiaopíng, and India’s economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (C, H, E)	SE/TE: 544, 547, 573, 576–577, 626–629
W.77	Delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)	SE/TE: Opportunities to address this standard may be found on pages: 687–688; also see: 574
W.78	Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)	SE/TE: Opportunities to address this standard may be found on pages: 283–284, 285, 286, 289–290, 292, 293, 299
W.79	Write an informational piece describing the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its	SE/TE: 553, 612–616, 617 (#2, #3, #4, #7, #9), 632, 633 (Focus on Writing)

Standards		Page References
	eventual collapse. (E, H, P)	
W.80	Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control. (G, H, P)	SE/TE: 554, 555, 618–619, 621
W.81	Explore the role of various leaders who helped lead the collapse of communism and transformation of Eastern Europe including Ronald Reagan, Václav Havel, and Lech Walesa, using multimedia resources. (H, P)	SE/TE: Opportunities to address this standard may be found on pages 557, 613, 618–619, 620, 621
W.82	Evaluate the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, G, P)	SE/TE: 553, 592–593, 612–617, 618–624, 632
W.83	Write an opinion piece using valid reasoning and relevant and sufficient evidence on the creation of greater European economic and political unity, including The European Union and the Euro. (C, E, P)	SE/TE: Opportunities to address this standard may be found on pages 642, 643, 646 (#4)
W.84	Analyze the climate, physical processes, geographical features, human modifications, and population patterns of Central America, and list the major natural resources and their relationship to the economy of the region. (E, G)	SE/TE: Opportunities to address this standard may be found on pages: A8–A9, 123, 124, 125, 134, 137, 138, 139
W. 85	Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala and Cuba, and armed insurgencies and civil war in many parts of Central America. (C, E, P)	SE/TE: 550-551, 553 (#2, #2, #4, #7, #9, Connect to Today)

Standards		Page References
W.86	Compare the rise of military dictatorships in Argentina, Brazil, and Guatemala and the shift to democracy. (H, P)	SE/TE: 599-602, 604-605, 632 (Critical Thinking, #1, #3)
W.87	Evaluate the presence and influence of the United States in Latin America including economic sanctions, military intervention in the War on Drugs, Organization of American States (OAS), and the Panama Canal. (E, H, P)	SE/TE: 385, 386, 387, 551, 604
Primary Documents and Supporting Texts to Read:		
	Winston Churchill’s “Iron Curtain Speech”	SE/TE: 533
	Joseph Stalin’s “Response to Churchill’s Iron Curtain Speech”	SE/TE: Opportunities to address this standard may be found on pages 534-535
Primary Documents and Supporting Texts to Consider:		
	Harry S Truman’s “Truman Doctrine”	SE/TE: 534
	excerpts from Mohandas K. Gandhi’s “Indian Home Rule”	SE/TE: Opportunities to address this standard may be found on pages 454-455
	excerpts from Václav Havel’s “The Power of the Powerless”	SE/TE: Opportunities to address this standard may be found on page 621
Contemporary World Since 1989 Students analyze the major developments and globalization in the world since the end of the Cold War.		

Standards		Page References
W.88	Explain the importance of trade and regional trade treaties, including NAFTA, MERCOSUR, CAFTA, and CARICOM. (E, G)	SE/TE: 643, 689
W.89	Trace the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (C, G)	SE/TE: Opportunities to address this standard may be found on pages: 604, 652
W.90	Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)	SE/TE: Opportunities to address this standard may be found on pages: 637–639
W.91	Identify the weaknesses and strength of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (E, G, P)	SE/TE: 457, 552, 590, 645
W.92	Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)	SE/TE: Opportunities to address this standard may be found on pages 681-682
W.93	Analyze reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab-Israeli Wars, and the rise of the Palestinian Liberation Organization. (G, H, P)	SE/TE: 583–589
W.94	Analyze the attempts to secure peace in the Middle East including the Camp David Accords, Oslo Accords. (H, P)	SE/TE: 586, 587, 594
W.95	Summarize the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (H, P)	SE/TE: 552–553
W.96	Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan.	SE/TE: 553, 592–593

Standards		Page References
	(G, H, P)	
W.97	Determine the central ideas of a text describing the origin and course of the Rwanda Genocide. (C, H, P)	SE/TE: 582, 695
W.98	Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans. (G, H, P)	SE/TE: 618–624, 632
W.99	Examine the effects of German reunification on both Western and Eastern Germany. (C, G, P)	SE/TE: 619–620
W.100	Using census data and population pyramids, identify and describe the demographic changes worldwide since 1980. (C, E, G, H, P)	SE/TE: Opportunities to address this standard may be found on pages 635, 652, 684
W.101	Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)	SE/TE: Opportunities to address this standard may be found on pages 552, 645, 649, 692–693
W.102	Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)	SE/TE: Opportunities to address this standard may be found on pages: 586, 649, 660
W.103	Trace the increase in terrorist attacks against Israel, Europe, and the United States. (C, P)	SE/TE: 587, 653–658, 664
W.104	Describe America’s response to and the wider international consequences of the September 11, 2001, terrorist attack, including the United States invasion of Afghanistan and Iraq. (C, G, H, P)	SE/TE: 653–658, 664
Primary Documents and Supporting Texts to Read:		
	<i>The World is Flat</i> , Thomas Friedman	SE/TE: Opportunities to address this standard may be found on page 678

Program Ancillaries for *Modern World History: Patterns of Interaction* © 2012

The following program ancillaries support the Tennessee standards:

Student Components

The **Online Student Edition** is an interactive textbook that links the content of the **Student Edition** with a world of enhanced features such as activities, interactive maps, and assessments. Highlights include: downloadable **eReader files**, Unit and Chapter Multimedia Connections, and Text Help. Text Help is a text to speech feature that allows for a section of the text to be read aloud and includes Spanish translations and a dictionary. Tab navigation:

- **Book Pages:** Access the textbook chapters online using easy navigation methods. Additional links include Focus on the Essential Question Podcasts, Primary Sources, Section Audio, and Chapter Activities.
- **eActivities:** Chapter-specific online activities, interactive maps, video, and section assessment and online quizzes are located here, along with eResources such as graphic organizers, the Holt World Atlas, the Current Events page, and other online tools and resources. In addition are links to the Multimedia Connections and *HISTORY*® videos.
- **Audio:** Chapter reads by section are available under the Audio tab in MP3 format. Spanish chapter summaries are also available.
- **References:** Additional material from the front and back of the text is available here, including the English and Spanish glossaries, skills handbooks, atlas pages, the primary source library, and more.
- **Student Resources:** Find chapter and section resources here, including reading support, enrichment activities, skill development activities, and section and chapter review assessment.
- **Premium Student Resources:** Chapter-level Multimedia Connections are here as well as eReader files in both ePub and PDF forms for download to any mobile device (including iPad, iTouch, Nook, Sony eReader, Kindle, etc.)

Guided Reading Workbook

Helps guide students as they read, take notes while reading adapted-level summaries, practice skills with an activity, and assess their understanding of content.

Spanish/English Guided Reading Workbook

The summaries contained in the **Guided Reading Workbook** are available in both English and Spanish.

eTextbook

eTextbooks include all of the content of the print textbook and are available across all grade levels and discipline areas. Suitable for most tablets, eTextbooks are portable and easily accessed, with some interactivity depending on the device.

iBook

Visually engaging multi-touch textbooks for iPad allow today's digital learners to truly interact with content. The rich, magazine-style design includes embedded interactive features to maximize learning engagement and promote higher order thinking skills.

Student One Stop DVD-ROM

Includes the entire **Student Edition**, **Guided Reading Workbook**, **Spanish/English Guided Reading Workbook**, and links to online resources.

Teacher Components

All features in the **Online Student Edition** are included in the **Online Teacher Access**. Features specific to the **Online Teacher Access**:

- **Teacher Resources:** Find chapter and section resources, including reading support, enrichment activities, skill development activities, section and chapter review assessments, teacher resources, answer keys, and installers.
- **Premium Teacher Resources:** Teacher materials that support the Chapter-level Multimedia Connections can be found here, including lesson plans, questions, transcripts, vocabulary, activities, resources, and answer keys.
- **Teacher One Stop is available with any Online Teacher Edition.** This gives teachers instant access to the Teacher Edition, downloadable Lesson Plans, ExamView Assessment Suite with downloadable test banks, Calendar Planner, and digital versions of all of the print ancillaries to plan, present and assess. It is also available on DVD-ROM. State-specific assessments can be created in the ExamView Suite, assigned online for student use (via Holt McDougal Online Assessment) and automatically graded so that teachers can compare scores to standards to see where intervention is needed.
- **Holt McDougal Online Assessment** allows teachers to create and assign online tests, have them automatically graded, and then compare scores to standards to see where intervention is needed.

Guided Reading and Spanish/English Guided Reading Workbooks Answer Key

Answer Key for the Guided Reading Workbook and the Spanish/English Guided Reading Workbooks

Teacher's Resource Package

Comprehensive resource materials provide instruction for all students. Resource materials, assessment, activities, reading support, and enrichment will save teachers time. The **Teacher's Resource Package** includes the following:

In-Depth Resources

Complete teaching support is available in easy-to-manage and accessible books. Each resource book corresponds to a unit within the text:

- **Guided Reading worksheets** address reading skills and note-taking practice in graphic organizer formats. These focus on main ideas of section, reference social studies skills, and tie into the key terms and names of chapter.
- **Skillbuilder Practice worksheets** reinforce social studies and critical thinking skills that are taught in the Skillbuilder Handbook at the back of the **Student Edition**. These contain a related reading passage from each chapter and skill application activities.
- **Geography Applications worksheets** reinforce map skills and provide opportunities for practice for each chapter of the **Student Edition**.
- **Primary Sources** include two sources per chapter for source analysis. Primary sources include photographs, artifacts, personal letters, diary entries, eyewitness accounts, and more traditional historical documents.
- **History Makers** provide biographies of individuals throughout world history.
- **Literature Selections** extend and enriches the lesson by introducing literature from or about the period.
- **Building Vocabulary worksheets** give students practice in working with key terms and names and vocabulary from the section.
- **Reteaching Activities** provide additional practice for students who need help grasping the basic concepts in the **Student Edition**.
- **Science and Technology worksheets** expand on the Science and Technology feature in the **Student Edition** and extend into related fields of same time period.
- **Connections Across Time and Cultures worksheets** help students understand the “big picture” by finding characteristics shared by many generations/many peoples.

Reading Study Guide Workbooks

Available in English and Spanish, these interactive summaries and study guides contain chapter summaries and reading comprehension written at two grade levels below the **Student Edition**. Each lesson refers to the appropriate pages in the **Student Edition**, so students can integrate the two when needed. Each reading passage includes a graphic organizer and

reading comprehension questions, while chapter reviews include a glossary of terms and names, a vocabulary quiz, main idea questions, and critical thinking questions.

Chapters in Brief: Chapter Summaries

Concise summaries, written on grade-level, provide main ideas, summaries, and review questions for each section of the **Student Edition**. Many teachers use this booklet for previewing, reinforcing and summarizing key concepts, accommodating time constraints, and review.

In-Depth Resources in Spanish

This booklet includes Spanish translations of *Guided Reading*, *Skillbuilder Practice*, and *Geography Applications* worksheets from each *In-Depth Resource* book, with appropriate questions, maps, and graphic organizers.

Modified Lesson Plans for English Learners

This booklet is based on the three principles of for success in teaching English Learners: increase comprehensibility, increase interaction, and increase thinking and study skills. It includes 41 research-based English Learner strategies with each strategy's research basis and step-by-step directions and modified lesson plans for each section of the textbook.

Multilanguage Glossary

This booklet includes the key terms from the textbook and other commonly used social studies terms defined in English with Spanish, Chinese, Vietnamese, Khmer, Laotian, Arabic, Haitian Creole, Russian, and Portuguese translations.

Strategies for Test Preparation

To help prepare students to take the most common standardized tests, this consumable student workbook and accompanying **Teacher's Manual** extend the *Preparing for Standardized Tests* handbook in the **Student Edition**. It includes general strategies for taking tests, test-taking strategies and practice, and sample test questions.

Document-Based Questions Strategies and Practice

Focusing on test-taking strategies and test practice using middle school U.S. history content, this booklet includes multiple-choice, constructed response, and document-based questions.

Formal Assessment

This self-contained booklet containing all section quizzes and chapter tests found on the **ExamView Assessment Suite**. *Section Quizzes* include a multiple-choice, matching, and sentence completion to test comprehension of terms and names and main ideas, and critical thinking through essays & short answers. *Chapter Tests* are available in three complete versions: Form A is a basic test, Form B is an average test, and Form C is an advanced test. All tests include main idea questions, map skills, exhibits with document-based questions, and extended response questions.

Integrated Assessment

This teacher-directed booklet contains information, instructions, forms, and scoring suggestions for creating and evaluating alternative assessments. The copy masters include sample rubrics, standards for evaluations, peer assessment, self-assessment, and family response.

Block Schedule Pacing Guide

This teacher-centered booklet contains block-scheduling models for A/B and 4/4 schedules. It includes background information, pacing strategies, pacing guides, sample lesson plans, and lesson planning forms. Additional tools include making the most of simulations, collaborative and cooperative learning, and Socratic seminars, as well as articles and advice for teaching in a block schedule.

Outline Map Activities

This booklet contains blackline masters and outline maps for teaching geography skills.

Case Studies

Nine case studies, all explorations of contemporary issues, use a combination of primary and secondary sources to help students understand historical and current events as well as to show how historians or other experts view the topic or the case study.

Experiencing World History and Geography

Provides teachers with interactive activities designed to incorporate text sources, visual aids, and information from the text into learning experiences that involve a wide variety of skills and will reach students with different learning styles. It involves students in learning about people, literature, and documents in world history and geography through activities such as working together in groups, completing various art projects, honing public speaking skills, and writing activities that make students think critically.

Primary Source Activity Kit

Houghton Mifflin Harcourt *Modern World History: Patterns of Interaction* © 2012 correlated to the **Tennessee Social Studies Curriculum Standards (2014-15), World History and Geography: The Industrial Revolution to the Contemporary World**

Compilation of primary and secondary sources designed to enhance classroom instruction by providing students opportunities to examine records; to analyze a variety of points of view; and to use critical thinking strategies to interpret historical documents. Multiple-volume placards allow for individual and small group activities with hands-on source analysis and engaging activities through the strands of world history, world geography, U.S. history, and civics & government.

Reading like a Historian: World History Toolkit

Offers practical advice for investigating and understanding historical sources through a cognitive apprenticeship model, including the steps of teacher modeling, guided student practice, and independent practice. It contains a variety of resources to help teachers guide students how to read like historians, including professional essays, teaching strategies, primary and secondary sources, transparencies, and online presentation resources.

Reading Toolkit for Social Studies: World History

Provides student-centered research-based reading support with lesson plans correlated to before, during, and after reading strategies; overhead transparencies; and vocabulary practice

Teacher One Stop DVD-ROM

Gives teachers access to the Teacher Edition, downloadable Lesson Plans, ExamView Assessment Suite with downloadable test banks, Calendar Planner, and digital versions of all of the print ancillaries to plan, present and assess. It is also available online. State-specific assessments can be created in the ExamView Suite, assigned online for student use (via Holt McDougal Online Assessment) and automatically graded so that teachers can compare scores to standards to see where intervention is needed.

Power Presentations with Media Gallery DVD-ROM

Allows teachers to show, edit and create dynamic multimedia presentations using interactive maps, informative graphics, and fine art and engages students with games and puzzles.

Virtual File Cabinet DVD-ROM

Searchable, editable database that includes over 9,000 social studies resources that will enhance any course. Teachers can search for the perfect resource by subject, keyword, skill level, standard, theme, event, or time period.

The World's Music Audio CD Program

Introduces students to a rich variety of music from 25 different countries.

Voices from the Past Audio CDs

Houghton Mifflin Harcourt *Modern World History: Patterns of Interaction* © 2012 correlated to the Tennessee Social Studies Curriculum Standards (2014-15), World History and Geography: The Industrial Revolution to the Contemporary World

Include engaging, high-interest stories on audio to introduce each chapter of the **Student Edition**.

Patterns of Interaction Video Series DVD

Video series related to the *Global Impact* features in the text and show students how cultural interactions have shaped our world.

World History Library of Primary Sources CD-ROM

Includes famous documents, speeches, letters, personal accounts, and literary excerpts; sources can be searched by chronology, theme, and world region.

Global History Multimedia Classroom Packages

From towering Mayan temples to the trenches of World War II, from the valleys of the Nile to the winding path of the Great Wall of China, history comes to life as our world's most significant transformations and events are explored. Part 1 covers Early Civilizations and Conquest. Part 2 covers Age of Empires to Modern Times. A Professional Development Package is also available.

Resources include:

- Short video clips organized by theme
- Full length documentary video
- Primary Source documents
- Maps and other historical images
- Discussion and review questions
- Internet-based student actives
- Teacher's Guide

Streaming Digital Media Library

Contains captivating and continually updated multimedia content for all social studies subjects from *HISTORY*®. With these segmented and searchable resources, teachers can seamlessly bring any course to life with the click of a button. One and six year licenses are available for the teacher, student, school and district.

WWII in HD DVD

Co-developed with *HISTORY*®, uses the journals and accounts of those who served in the war's biggest battles to create a personal, introspective, and detailed look at the life on and off the front lines.

Reading for Understanding in the Content Areas Workshop

The Reading for Understanding in the Content Areas Workshop combines research with proven and innovative strategies to deliver

powerful instruction designed to improve the reading skills of all students—including both struggling and proficient readers. Targeted for educators in all subject areas, this workshop provides step-by-step instruction that identifies factors impacting comprehension and examines the process of reading and learning for students.

During this hands-on workshop, participants examine each critical step in the reading process—before reading, during reading, and after reading. Teachers learn about the research-based strategies that support comprehension in each step of the reading process, and have the opportunity to practice and apply the new learning directly to text used in their own classrooms.

Using Multimedia to Enhance Teaching and Learning Workshop

In Using Multimedia to Enhance Teaching and Learning, participants will explore the use of multimedia to enhance a multiple intelligence teaching approach. Participants will be introduced to online resources that can help them understand styles of learning, and find ways to create challenging technology enhanced lesson plans using multimedia.

After completing Using Multimedia to Enhance Teaching and Learning, participants will:

- Explore a variety of Internet resources that support the classroom curriculum
- Understand how to use rubrics to assess multimedia projects
- Design a lesson that integrates multimedia
- Understand how to enhance learning through the use of the *Global History Multimedia Classroom Package*
- Gain an understanding of the variety of online activities and projects that support multiple learning styles

Common Core Social Studies Collection

Includes classic literature and robust primary source collections to meet the skills, rigor, and variety of fiction and informational text requirements in Common Core.

- Aligns to content scope for 6-12 social studies
- Promotes primary source analysis and Common Core informational text reading
- Includes literature and historical fiction selections
- Utilizes higher-order thinking skills of text evidence, determining point of view, distinguishing fact from opinion, and more
- Contains 20 individual titles to build classroom libraries

Titles include:

Houghton Mifflin Harcourt *Modern World History: Patterns of Interaction* © 2012 correlated to the
Tennessee Social Studies Curriculum Standards (2014-15), World History and Geography: The Industrial Revolution to the Contemporary World

A Nation Dividing, 1800-1860
Native American Perspectives
Major World Dramas
Modern World Literature
World Traditions in the Humanities
The Atomic Bomb
World War I
World War II
Latin American Writers
Women's Voices
The Holocaust
The Vietnam War
Readings in World Literature
The Canterbury Tales Student Edition
I, Juan de Pareja Student Edition
Pride and Prejudice with Connections
Picture Bride Student Edition
The Endless Steppe With Connections
1984 With Connections
The Long Walk to Freedom, The Autobiography of Nelson Mandela
Connections: Nonfiction for Common Core CD-ROM
Guide To Internet Resources Certificate