

# World History

Social Science

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit  
Required Course

## Course Overview

This class will continue to build upon the basic social studies concepts that were introduced in Foundations of Social Studies. A broad and interpretive view of the history of the world will be introduced with a special emphasis put on the effects as seen in modern history. Points of emphasis will be the Ancient Civilization of Greece, Development of Society during the Middle Ages (900-1400), the Rebirth of Learning during the Renaissance and Reformation, the Global Age of Exploration (1400-1750), the Age of Enlightenment, and the Age of Revolutions (1650-1920).

Students will be expected to read and interpret outside sources of historical information including significant historical documents, historical periodicals, and internet research. Active participation in several extension activities will be required in order for the student to grasp and understand each historical landmark being presented.

Homework will vary with each topic being presented, but students will be required to read materials that will significantly enhance their understanding of the history of the world.

Timeframe	Unit	Scope And Sequence	
			Instructional Topics
7 Week(s)	Ancient Greece		<ol style="list-style-type: none"><li>1. Early Greek city-states</li><li>2. Greek politics</li><li>3. Greek Government and society</li><li>4. Greek culture</li></ol>
3 Week(s)	The Middle Ages		<ol style="list-style-type: none"><li>1. Feudalism</li><li>2. The Age of Chivalry</li><li>3. The Power of the Church</li><li>4. The Formation of Western Europe</li><li>5. Changes in the Medieval Society</li><li>6. The Development of England and France</li><li>7. The Hundred Years' War</li></ol>
2 Week(s)	The Crusades		<ol style="list-style-type: none"><li>1. Church Reform and the Crusades</li></ol>
3 Week(s)	The Renaissance & The Reformation		<ol style="list-style-type: none"><li>1. Italy: The Birthplace of the Renaissance</li><li>2. The Northern Renaissance</li><li>3. Luther Leads the Reformation</li></ol>
2 Week(s)	People and Empires in the Americas		<ol style="list-style-type: none"><li>1. Pre-Colombian cultures</li></ol>
2 Week(s)	An Age of Explorations and Isolation		<ol style="list-style-type: none"><li>1. The Far East</li></ol>
2 Week(s)	The Atlantic World		<ol style="list-style-type: none"><li>1. Europeans in the New World</li></ol>
2 Week(s)	Monarchies in Europe		<ol style="list-style-type: none"><li>1. Absolute monarchies</li></ol>
2 Week(s)	The Enlightenment and Revolution		<ol style="list-style-type: none"><li>1. The Enlightenment's impact</li></ol>
2 Week(s)	The French Revolution and Napoleonic Era		<ol style="list-style-type: none"><li>1. The French Revolution</li></ol>
2 Week(s)	The Industrial Revolution		<ol style="list-style-type: none"><li>1. The Industrial Revolution in Europe</li></ol>
5 Week(s)	The Great War (World War I)		<ol style="list-style-type: none"><li>1. World War I</li></ol>

## Prerequisites

PREREQUISITE: Foundations of Social Studies

## Course Details

**Unit:** Ancient Greece

**Duration:** 7 Week(s)

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## Unit Overview

OVERVIEW - This unit is a project based unit using a simulation entitled GREEKS (from Interact). It involves role play, competition, class involvement within teams, cooperation in large and small groups, and participation in various activities such as choosing a Greek name, creating and acting out a Greek play, art projects, and describing life in General in ancient Greece.

## Materials and Resources

1. Text Book Chapters 5 & 6
2. GREEKS (Interact Company)
3. Art Supplies (large newsprint, colored pencils, scissors, tape, etc.)
4. Students need to bring an old bedsheet from home.
5. Powerpoint (pictures of Greece)
6. Festival Projects may include the choice of making a Greek food for the class.

## Academic Vocabulary

Polis, Acropolis, agora, myths, oracles, aristocracies, hoplite, tyrants, popular government, democracy, Iliad, Odyssey, Homer, Olympic Games, helots, archons, import, export, pedagogue, ethics, rhetoric, Persian Wars, Peloponnesian Wars, Battle of Marathon, Battle of Thermopylae, Delian League, Parthanon, Phidias, philosophy, tragedies, dramas, Socrates, Plato, Aristotle, Pythagoras, Hippocrates, Herodotus, Sophocles, Euripedes, Aristophanes, Philip II, Alexander the Great, Hellenistic culture, Euclid, Archimedes.

## Summative Assessment

1. Greek Alphabet Quiz
2. Quizzes over readings in text.
3. Festival Project
4. Test over Ancient Greece

**Topic:** Early Greek city-states

**Duration:** 3 Week(s)

## Topic Overview

Students will role play one of five Greek city-states during a simulation.

## Learning Targets

Phase 1: Introduce the GREEK simulation.

Students will read a brief description of GREEKS, be divided in to 5 small groups, select a GREEK name and make a nametag.

Phase 2: Academy. Students will continue to learn about their specific city-state, the history of the ancient Greeks, their social structure, their Greek Gods, choosing Festival projects, creating city-state signs, handshakes and chant.

Create: specific Greek names for each student, a city-state sign, a chant and a handshake for competition and accumulation of "hellaspoinst". Simulation is based on accumulation of team points. Role playing will become a major part of this simulation.

Phase 3: Acropolis

Through this activity, students will learn the importance placed upon the Greek gods by the Greek people. Each city-state will build a city temple, made out of paper and other classroom materials. Temples will be hung from the ceiling and judged, each city-state receiving hellaspoinst depending on where they placed in the competition.

Cooperative groups must work together to design and build a temple within a 45 minute time period. Creativeness and urgency will be used to define how many points each team receives.

Phase 6: The Olympic Games

In this phase students will gain a greater understanding of the importance of competition between the Greeks in the Olympic Games. Each student will enter an Archery competition, keeping track of individual points and adding them to the team total.

Phase 8: Festival Project

Students will each create a project to help further the class's understanding of the Greek culture. From a list, each student will choose a project. Students will have 2-3 weeks to work on it, due on a specific dates. Each student will give an oral presenatation to the class about their topic.

Phase 5: Theater

Each city-state will choose a Greek play to perform. They must read the story and create a play. Students will share responsibilities for props, script, clothing, and acting out roles. Each group will be judged on how well they present the play and how it is acted out. Teams will win hellaspoinst for 1st, 2nd, 3rd, 4th, and 5th place finishes, as judged by other students and the teacher.

Phase 9: Panhellenic Quiz Bowl

In this phase students will compete for hellaspoinst through a "quiz bowl" activity. Points will be awarded to each team for the first correct answer. At the end of the quiz bowl, points will be totaled. Competition and review for the test is a primary reason for this activity.

**Topic:** Greek politics

**Duration:** 2 Week(s)

## Topic Overview

Students will discover key aspects of Greek city-states and the expansion of Hellenistic influence.

## Learning Targets

Daily life in Athens.

Students will learn differences between the various city-states through role playing activities.

Conflict between Athens and Sparta

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Students will learn differences between the various city-states through role playing activities.

Expansion of Greece

Students will learn differences between the various city-states through role playing activities.

**Topic:** Greek Government and society

**Duration:** 1 Day(s)

## Topic Overview

Students will learn the differences between aristocracies and democracy.

## Learning Targets

Students will understand basic differences between democracies, aristocracies and monarchies as types of governments.

**Topic:** Greek culture

**Duration:** 2 Week(s)

## Topic Overview

Students will develop an appreciation of Greek culture during the Golden Age.

## Learning Targets

Greek art

Students will create some Greek-style art and experience/compare Greek art to Roman and Renaissance art through participation and observation of various Powerpoint presentations.

Philosophers and writers

Through interactive lecture and contrast and comparison, students will learn of the three great Greek philosophers (Socrates, Plato and Aristotle) and their contributions to the "western world".

Hellenistic culture

The Hellenistic culture will be explained and experienced through lecture and art projects.

**Unit:** The Middle Ages

**Duration:** 3 Week(s)

## Unit Overview

This unit will describe how feudalism emerged as the new social order of the Middle Ages and that the Roman Catholic Church became a dominant institution.

## Materials and Resources

Holt Textbook and materials.

## Academic Vocabulary

Lord, fief, vassal, knight, serf, manor, tithe, chivalr, tournament, troubadour, clergy, sacrament, cannon law, Holy Roman Empire, lay investiture, simony, Gothic, Urban II, Crusade, Saladin, Richard the Lion-Hearted, Reconquista, Inquisition, Three-field system, guild, commercial revolution, burgher, vernacular, Thomas Aquinas, scholastics, William the Conqueror, Henry II, common law, Magna Carta, parliament, Hugh Capet, Phillip II, Estates-General, Avignon, Great Schism, John Wycliffe, Jan Hus, bubonic plague, Hundred Years' War, Joan of Arc,

## Summative Assessment

A Unit Test

**Topic:** Feudalism

**Duration:** 2 Day(s)

## Topic Overview

Students will learn the importance of Feudalistic society, the effect upon the economic and social structure of Europe, and how Europeans moved out of that way of life.

## Learning Targets

Feudalism was a system in which personal loyalty and mutual obligation were important.

Notes and class activities on the structure of society, the Feudal Pyramid and the social classes will be clearly defined. In addition, students will learn about the economic side of Feudalism, and the harshness of manor life.

**Topic:** The Age of Chivalry

**Duration:** 1 Day(s)

## Topic Overview

Chivalry has shaped modern ideas of romantic love as well as how society should act in certain situations.

## Learning Targets

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How did the relationship of lords and knights exemplify the system of Chivalry?

Students will learn details about the changes in technology of warfare, the warrior's role in Feudal Society, a Knight's training, literature, and women's role in Feudal society.

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**Topic:** The Power of the Church

**Duration:** 1 Day(s)

### Topic Overview

Describe the Church's structure, power, and influence.

### Learning Targets

Students will learn and understand the importance and the power of the Church during the Middle Ages.

Students will learn about the far-reaching authority of the Church, how the Holy Roman Empire came to be, clashes between the pope and the H.R.E., and some of the disorder in the Empire.

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**Topic:** The Formation of Western Europe

**Duration:** 2 Day(s)

### Topic Overview

The objective is to explain the spiritual revival and Church reforms of the late 11th Century and to summarize the causes of the Crusades and analyze their effects.

### Learning Targets

Church Reform and the Crusades

Students will learn about the Age of Faith, Cathedrals, the events of the Crusades, and the effects of the Crusades.

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**Topic:** Changes in the Medieval Society

**Duration:** 1 Day(s)

### Topic Overview

Trace the growth of trade and finance and the development of medieval towns.

### Learning Targets

Advances in agriculture, trade, finance, learning and the development of guilds.

Students will learn how the food supply was able to grow, why Guilds were important to the business world, the Commercial Revolution and its affect, the development of Urban life, and the revival of learning.

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**Topic:** The Development of England and France

**Duration:** 2 Day(s)

### Topic Overview

Explain the differences between the development of English and French societies.

### Learning Targets

Types of Governments in France and England

Students will learn about various invasions, the development of limited monarchies in England, Parliament, & the dynastic rule in France

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**Topic:** The Hundred Years' War

**Duration:** 2 Day(s)

### Topic Overview

Explain the Hundred Years' War and its impact.

### Learning Targets

What type of social, religious, and government difficulties caused the problems associated with the Hundred Years' War?

Students will learn about how the Church was divided, the affect of the Bubonic Plague, & the causes and affects of the Hundred Years' War.

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**Unit:** The Crusades

**Duration:** 2 Week(s)

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## Unit Overview

Students will come to understand the religious and political changes occurring in Europe that ended the "Middle Ages" and started the modern history of the world interaction. A special emphasis will be a study of the Crusades as the means by which the world started down the global path of global interaction and interdependency.

## Academic Vocabulary

Simony, Gothic, Urban II, Crusade, Saladin, Richard the Lion-Hearted, Reconquista, Inquisition, three-field system, guild, Commercial Revolution, burgher, vernacular, Thomas Aquinas, scholastics, William the Conqueror, Henry II, common law, Magna Carta, parliament, Phillip II, Estates-General, Avignon, Great Schism, John Wycliffe, Jan Hus, bubonic plague, Hundred Years' War, Joan of Arc

**Topic:** Church Reform and the Crusades

**Duration:** 4 Day(s)

## Topic Overview

The Catholic Church underwent reform and launched Crusades against Muslims.

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## Unit: The Renaissance & The Reformation

**Duration:** 3 Week(s)

## Unit Overview

This is a unit that describes the ending of the Middle Ages through a series of tremendous learning. The "rebirth of learning" not only focuses on education but also math, science and the arts. A great outpouring of new ideas and new methodology highlights the unit as we study everything from art and literature to math and science.

## Materials and Resources

Holt textbook and supplemental materials.

## Academic Vocabulary

Renaissance, humanism, secular, patron, perspective, vernacular, utopia, William Shakespeare, Johann Gutenberg, indulgence, Reformation, Lutheran, Protestant, Peace of Augsburg, annul, Anglican, predestination, Calvinism, theocracy, Presbyterian, Anabaptist, Catholic Reformation, Jesuits, Council of Trent, Henry VIII.

## Summative Assessment

Unit Test

**Topic:** Italy: The Birthplace of the Renaissance

**Duration:** 2 Day(s)

## Topic Overview

This will be used to explain the conditions in Italy that gave rise to the Renaissance as well as the artistic breakthroughs and achievements of the Renaissance artists.

## Learning Targets

Students will learn why the Renaissance began in Italy.

Students will learn about the advantages Italy had, classical and world values, revolutionary ideas in art and literature, and government.

**Topic:** The Northern Renaissance

**Duration:** 1 Day(s)

## Topic Overview

We will cover the impact of the Renaissance on German and Flemish painters, writers and describe the Elizabethan drama!

**Topic:** Luther Leads the Reformation

**Duration:** 3 Day(s)

## Topic Overview

Students will learn about revolutionary ideas that led to the Protestant Reformation and the overall affect on Europe and the world.

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## Unit: People and Empires in the Americas

**Duration:** 2 Week(s)

## Unit Overview

Cultures in the Americas had frequent contact across distance and time. Both conquest and trade brought different cultures together. Students will learn why and how these came about and why they ended. Students will be able to understand the concept of globalization based on the survival of each culture.

## Materials and Resources

Text Chapter 16. Video resources.

## Academic Vocabulary

potlatch, Anasazi, pueblo, Mississippian, iroquois, totem, Tikal, glyph, codex, Popol Vuh, obsidian, Quetzalcoatl, Triple Alliance, Montezuma II, Pachacuti, ayllu, mita, quipu, Atahualpa, Maya, Inca, Aztec

**Topic:** Pre-Colombian cultures

**Duration:** 2 Week(s)

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## Topic Overview

Societies in the Americas ranged from small tribal bands to immense empires. Warrior-kings or priest-kings ruled most of these empires.

## Learning Targets

North American societies

Complex North American societies were linked to each other through culture and economics.

Maya kings and cities

The Maya developed a highly complex civilization based on city-states and elaborate religious practices.

The Aztecs

Through alliances and conquest, the Aztecs created a powerful empire in Mexico.

The Inca

The Inca built a vast empire supported by taxes, governed by a bureaucracy, and linked by extensive road systems.

## Unit: An Age of Explorations and Isolation

Duration: 2 Week(s)

### Unit Overview

The desire for wealth was a driving force behind the European exploration of the Orient. Europeans wanted to control trade with Asian countries.

### Materials and Resources

Text: C-19 and supplemental materials.

### Academic Vocabulary

Bartolomeu Dias, Prince henry, Vasco da Gama, Treaty of Tordesillas, Dutch East India company, Ming Dynasty, Hongwu, Yonglo, Zheng He, Manchus, Qing dynasty, Kangxi, daimyo, Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Shogunate, haiku, kubuki,

**Topic: The Far East**

**Duration: 2 Week(s)**

### Topic Overview

Asians resisted European influence, but this cultural interaction did produce an exchange of goods and ideas.

### Learning Targets

Europeans explore the Orient

Advances in sailing technology enabled Europeans to explore other parts of the world.

China

Advances under the Ming and Qing dynasties left China uninterested in European contact.

Japan

The Tokugawa regime unified Japan and began 250 years of isolation, autocracy, and economic growth.

## Unit: The Atlantic World

Duration: 2 Week(s)

### Unit Overview

The voyages of Columbus prompted a worldwide exchange of everything from religious and political ideas to new foods and plants.

### Materials and Resources

Test C-20 and associated materials.

### Academic Vocabulary

Christopher Columbus, colony, Hernando Cortes, conquistador, Francisco Pizarro, Atahualpa, mestizo, encomienda, New France, Jamestown, Pilgrims, Puritans, New Netherland, French and Indian War, Metacom, Atlantic slave trade, triangular trade, middle passage, Columbian Exchange, capitalism, joint-stock company, mercantilism, favorable balance of trade

**Topic: Europeans in the New World**

**Duration: 2 Week(s)**

### Topic Overview

The vast wealth to be had from colonizing the Americas sealed the fate of millions of Native Americans and Africans who were forced to work in mines and on plantations.

### Learning Targets

Spanish colonies

The voyages of Columbus prompted the Spanish to establish colonies in the Americas.

Europeans settle in North America

Several European nations fought for control of North America, and England emerged victorious.

The Atlantic slave trade

To meet their growing labor needs, Europeans enslaved millions of Africans and brought them to the Americas.

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The Columbian Exchange and trade  
The colonization of the Americas introduced new items into both hemispheres.

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## Unit: Monarchies in Europe

Duration: 2 Week(s)

### Unit Overview

As feudalism declined, stronger national kingdoms in Spain, France, Austria, Prussia, and Russia emerged.

### Materials and Resources

C-21 Text

### Academic Vocabulary

Phillip II, absolute monarch, divine right, Edict of Nantes, Cardinal Richelieu, skepticism, Louis XIV, intendant, Jean Baptiste Colbert  
War of the Spanish Succession, Thirty Years' War, Maria Theresa, Frederick the Great, Seven years' War, Ivan the Terrible, boyar, Peter the Great, westernization, Charles I, English Civil War, Oliver Cromwell, Restoration, habeas corpus, Glorious Revolution, constitutional monarchy, cabinet

**Topic:** Absolute monarchies

**Duration:** 2 Week(s)

### Topic Overview

Absolute rulers wanted to control their countries' economies so that they could free themselves from limitations imposed by the nobility. In France, Louis XIV's unrestrained spending left his country with huge debts.

### Learning Targets

Spain

During a time of religious and economic instability, Philip II ruled Spain with a strong hand.

France

After a century of war and riots, France was ruled by Louis XIV, the most powerful monarch of his time.

Central Europe

After a period of turmoil, absolute monarchs ruled Austria and the German state of Prussia.

Russia

Peter the Great made many changes in Russia to try to make it more like Western Europe.

England

Absolute rulers in England were overthrown, and Parliament gained power.

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## Unit: The Enlightenment and Revolution

Duration: 2 Week(s)

### Unit Overview

The Scientific Revolution began when astronomers questioned how the universe operates. By shattering long-held views, these astronomers opened a new world of discovery.

### Materials and Resources

Text C-22

### Academic Vocabulary

geocentric theory, Scientific Revolution, heliocentric theory, Galileo Galilei, scientific method, Isaac Newton, Enlightenment, social contract, John Locke, philosopher, Voltaire, Montesquieu, Rousseau, Mary Wollstonecraft, salon, baroque, neoclassical, enlightened despot, Catherine the Great, Declaration of Independence, Thomas Jefferson, checks and balances, federal system, Bill of Rights

**Topic:** The Enlightenment's impact

**Duration:** 2 Week(s)

### Topic Overview

The thinkers of the Enlightenment challenged old ideas about power and authority. Such new ways of thinking led to, among other things, the American Revolution.

### Learning Targets

The scientific revolution

In the mid-1500's, scientists began to question accepted beliefs and make new theories based on experimentation.

The Enlightenment begins

A revolution in intellectual activity changed Europeans' view of government and society.

The Enlightenment spreads

Enlightenment ideas spread through the Western world and profoundly influenced the arts and government

The Enlightenment and the American Revolution

Enlightenment ideas helped spur the American colonies to shed British rule and create a new nation.

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## Unit: The French Revolution and Napoleonic Era

Duration: 2 Week(s)

### Unit Overview

The gap between rich and poor in France was vast. The inequalities of the economy of France were a major cause of the French Revolution.

### Materials and Resources

Text c- 22

### Academic Vocabulary

Old Regime, estate, Louis XVI, Marie Antoinette, Estates-General, National Assembly, Tennis Court Oath, Great Fear, Legislative Assembly, emigre, sans-culotte, Jacobin, guillotine, Maximilian Robespierre, Reign of Terror, Napoleon Bonaparte, coup d'etat, plebiscite, lycee, concordat, Napoleonic Code, Battle of Trafalgar, blockade, Continental System, guerrilla, Peninsular War, scorched earth policy, Waterloo, Hundred Days, Congress of Vienna, Klemens von Metternich, balance of power, legitimacy, Holy Alliance, Concert of Europe

### Topic: The French Revolution

Duration: 2 Week(s)

### Topic Overview

Driven by the example of the American Revolution and such Enlightenment ideas as liberty, equality, and democracy, the French ousted the government of Louis XVI and established a new political order.

### Learning Targets

The revolution begins

Economic and social inequalities in the Old Regime helped cause the French Revolution

Reform and the Reign of Terror

The revolutionary government of France made reforms but also used terror and violence to retain power.

Napoleon's rise

Napoleon Bonaparte, a military genius, seized power in France and made himself emperor.

Napoleon's Empire

Napoleon's conquests aroused nationalistic feelings across Europe and contributed to his downfall

The Congress of Vienna

After exiling Napoleon, European leaders at the Congress of Vienna tried to restore order and reestablish peace.

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## Unit: The Industrial Revolution

Duration: 2 Week(s)

### Unit Overview

From the spinning jenny to the locomotive train, there was an explosion of inventions and technological advances. These improvements paved the way for the industrial revolution.

### Materials and Resources

Text - C25

### Academic Vocabulary

Industrial Revolution, enclosure, crop rotation, industrialization, factors of production, factory, entrepreneur, urbanization, middle class, stock, corporation, laissez faire, Adam Smith, capitalism, utilitarianism, socialism, Karl Marx, communism, strike,

### Topic: The Industrial Revolution in Europe

Duration: 2 Week(s)

### Topic Overview

The global power balance shifted after the industrial revolution. This shift occurred because industrialized nations dominated the rest of the world.

### Learning Targets

The beginning of the Industrial Revolution

The Industrial Revolution started in England and soon spread to other countries.

The factory system in Manchester

The factory system changed the way people lived and worked, introducing a variety of problems.

Industrialization

The industrialization that began in Great Britain spread to other parts of the world

Reforms in the industrialized countries

The Industrial Revolution led to economic, social, and political reforms.

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## Unit: The Great War (World War I)

Duration: 5 Week(s)



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## Unit Overview

Advances in weaponry, from improvements to the machine gun and airplane to the invention of the tank, led to mass devastation during WWI.

## Materials and Resources

C-29 Text

## Academic Vocabulary

militarism, Triple Alliance, Triple entente, Kaiser Wilhelm II, Central Powers, Allies, Western Front, Schlieffen Plan, trench warfare, Eastern Front, unrestricted submarine warfare, total war, rationing, propaganda, armistice, Woodrow Wilson, Georges Clemenceau, Fourteen Points, self-determination, Treaty of Versailles, League of Nations

**Topic:** World War I

**Duration:** 5 Week(s)

## Topic Overview

The war affected many European economies. Desperate for resources, the warring governments converted many industries to munitions factories. They also took greater control of the production of goods.

## Learning Targets

Marching toward war

In Europe, military buildup, nationalistic feelings, and rival alliances set the stage for a continental war.

Europe plunges into war

One European nation after another was drawn into a large and industrialized war that resulted in many casualties.

A global conflict

WWI spread to several continents and required the full resources of many governments.

Ending the war

After winning the war, the Allies dictated a harsh peace settlement that left many nations feeling betrayed.