

AP[®] World History

Course Planning and Pacing Guide

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Welcome to the AP World History Course Planning and Pacing Guides

This guide is one of several course planning and pacing guides designed for AP® World History teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting). These course planning and pacing guides highlight how the components of the *AP World History Course and Exam Description* — the learning objectives, course themes, key concepts, and disciplinary practices and reasoning skills — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed along the right side of the individual unit plans — to aid in course planning for AP World History teachers.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the four Annotated Sample Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.

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Instructional Setting

Wilson High School ▶ Long Beach, CA

School Wilson High School is a public, urban school located in Long Beach, California. Long Beach is a port city west of Los Angeles. The average class size is 37 students.

Student population The community is urban and ethnically diverse, and the school population is approximately 4,500 students, with the following composition:

- ▶ 48 percent Hispanic
- ▶ 27 percent Caucasian
- ▶ 12 percent African American
- ▶ 11 percent Asian

Fifty-seven percent of our students receive free or reduced-price lunch.

Instructional time School starts in early September and there are 180 school days. AP teachers have around 160 instructional days before the AP Exam. Each class period is 55 minutes.

Student preparation All 10th-grade students take world history. There are no prerequisites for this course. Wilson is an open-enrollment institution.

Textbooks Bentley, Jerry H., and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. 3rd ed. New York: McGraw-Hill, 2006.

Overview of the Course

The AP World History course can be daunting for teachers and students alike. I often joke with my students that, over the course of a school year, we are going to learn everything that ever happened to everyone, everywhere on the planet. As we know, as AP World History teachers, this is not possible. Our job is to make this seemingly all-encompassing curriculum into something manageable for students. I try to make my AP World History course more manageable by creating lessons that are simultaneously chronological and thematic, skills based, and collaborative.

Historical events are chronological and so, not surprisingly, history is often presented sequentially. As a chronological discipline, historical events are also foundational, where one event or process leads to others, which, in turn, lead to others. However, history (particularly world history, studied at the macro level) is also thematic. For example, when we step back, we see that humans have interacted intimately with the environment throughout history. All historical change occurs in the context of the environment and our relationship with it — changes were either shaped by the environment or were the result of human manipulation of the environment. As a result, I have organized my course both chronologically and thematically. While each unit is presented chronologically, I weave the various themes outlined by the *AP World History Course and Exam Description* into each chronological period. I have done this because I think that a student's natural instinct is to think chronologically in history class. However, weaving the themes throughout the chronological periods helps make the course content more manageable by helping students see that there are continuities and patterns in world history.

Another way to I try to make the AP World History curriculum more manageable for students is by making sure each lesson focuses on the disciplinary practices and reasoning skills. In fact, my general philosophy is that content is nothing more than the vehicle used to develop skills. This strategy helps create some continuity in a course with an immense amount

of content. Thinking comparatively, for example, is introduced in the first unit when we analyze the similarities and differences of two early agricultural civilizations. Here we compare the characteristics of complex societies. Later, in unit 6, we compare the origins and outcomes of the Russian and Chinese revolutions. While the content being covered in these two activities is very different, separated by thousands of years, the skill is the same. This helps students in two ways: by sharpening their history reasoning skills over the course of the year and focusing their attention on similarities and patterns instead of seemingly random facts. Additionally, focusing on skills on a daily basis allows me to assess students on their progression throughout the year. For example, I teach my students that it is not enough to explain how things are similar; they must also always try to explain why the similarities they are addressing exist. Practicing this skill over and over during the course of the year allows me to continuously assess and alter my instruction based on the progression of each of my students.

While there are many ways in which to differentiate instruction, I find that collaborative learning strategies are the most effective in ensuring success for all of my students. Generally speaking, students read textbook chapters the night before a lesson so that they can work in pairs or groups with the textbook information during the lesson. Most of my lessons require students to work in pairs or groups of four. I am a firm believer that collaborative learning encourages student engagement and helps students retain information, think critically, and obtain higher skill levels. In AP World History, I work hard to cultivate a sense of community. I want students to learn that working collaboratively, in and outside of class, is an essential factor in learning the AP World History course and in sharpening their skills.

Pacing Overview

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	c. 10,000 B.C.E. to c. 600 B.C.E.	10	In the first unit, I focus on comparison and human–environment interaction. When teaching about the earliest complex societies, I try to get students to see that all early civilizations share many common characteristics, such as the development of complex social and political institutions, the development of complex religion, and an increase in the exploitation of the environment. I spend quite a bit of time in this unit helping students develop a deeper understanding of the relationship between humans and the environment. For example, when explaining what I call the “first energy revolution,” I try to make sure students see that at the heart of the development of complex societies is the harnessing of solar energy through the development of agriculture.
2	c. 600 B.C.E. to c. 600 C.E.	25	In Unit 2, I continue to use a comparative approach in teaching about Classical civilizations, and I begin discussing the development and interactions of cultures as well as state building. While we cover the main tenets of Hinduism and Confucianism, we focus on the development and diffusion of Buddhism and Christianity to illustrate how religions change over time, and we focus on the intimate relationship between the diffusion of ideas and the diffusion of trade goods. Students explore some of the common themes faced by all Classical governments in building and maintaining empires by comparing the strategies employed by the Han and Roman empires in tackling similar problems, such as water management, integration, staffing bureaucracies, etc.
3	c. 600 C.E. to c. 1450	27	While continuing to sharpen our comparison skills when appropriate, in this unit we begin to focus on continuity and change over time. For example, we focus on the maintenance of empires in Afro-Eurasia and the endurance of many Classical political techniques. This allows me to address continuity and change and, importantly, allows me to devote time and energy to other topics. For example, I shift my attention to the Indian Ocean to help students recognize the patterns between geography, technology, trade, cultural diffusion, and biological diffusion in seas and oceanic basins. This is a pattern that will reappear in the next unit in our discussion of an Atlantic world.
4	c. 1450 to c. 1750	27	In the fourth unit, I focus on the Spanish empire in order to address continuity and changes over time in imperial techniques of administration as experienced by overseas empires. Focusing on the Spanish empire also allows us to revisit the patterns between geography, technology, trade, cultural diffusion, and biological diffusion, among other things in sea and oceanic basins, this time in the Atlantic Ocean. Lastly, focusing on the Spanish maritime empire allows us to look at commodity chains and their global effects. We study American goods like sugar and silver and analyze their effects on both the Western and Eastern hemispheres.
5	c. 1750 to c. 1900	27	In this unit, we spend ample time discussing the Industrial Revolution — an event I present as the “second energy revolution.” Focusing on this revolutionary event allows me to address continuity and change over time by discussing how many of the themes and patterns discussed up to this point are fundamentally altered by the process of industrialization. Indeed, I make the argument to my students that the world they live in, in many ways, was created by the Industrial Revolution.

Pacing Overview (continued)

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
6	c. 1900 to the Present	26	In the last unit, I use the iPhone to illustrate both continuities and changes in global exchange networks. As with the commodity chains discussed in previous units, the iPhone is an example of a commodity that affects various people around the globe; however, its production, trade, and consumption is on a truly global scale, allowing me to address how economic globalization is both an example of change and continuity in world history. The apps and music often found on the device also allow me to address cultural globalization (i.e., that economic exchange often leads to cultural exchange) — a pattern that students should already be familiar with.

UNIT 1: THE ANCIENT ERA to c. 600 B.C.E.

Module 1 The Peopling of the Earth

Learning Objectives:

▶ ENV-1, ENV-2, CUL-3

Key Concepts:

▶ 1.1.I

Estimated Time:

3 instructional hours

Essential Questions

▶ What were the characteristics of Paleolithic society? ▶ What role did technology play in the peopling of the Earth? ▶ What evidence is used to create the “peopling of the Earth” theory? What are some of the problems with this evidence?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation

Bentley and Ziegler, chapter 1 (topic: prehistory)
Web
“Bridging World History: Unit 3: Human Migration”
“Journey of Mankind: The Peopling of the World”
Various images of archaeological artifacts (e.g., Venus figurines, cave paintings, footprints, Lucy)

Instructional Activity: Paleolithic Societies

Working in groups, students identify the characteristics of hunter-forager societies and individually create graphic organizers called sensory figures. To create these graphic organizers, students draw two figures (a male hunter and female forager) in the center of a page, and in the surrounding space they detail the characteristics of hunter-forager societies, such as Paleolithic social structure, demographics, economics, technologies, political organization, and culture.

Sensory figures require students to think about themselves in the place of a person or group of people by imagining what the historical figures sensed — what they saw, smelled, felt, heard, etc. For example, hunter-foragers may “smell” meat cooking as a result of the fire that they invented or “feel” the ground beneath their feet as they migrate seasonally, following the herds that sustain them.

UNIT 1: THE ANCIENT ERA to c. 600 B.C.E.

Module 1 The Peopling of the Earth

Learning Objectives:

- ▶ ENV-1, ENV-2, CUL-3

Key Concepts:

- ▶ 1.1.I

Estimated Time:

3 instructional hours

Essential Questions

- ▶ What were the characteristics of Paleolithic society? ▶ What role did technology play in the peopling of the Earth? ▶ What evidence is used to create the “peopling of the Earth” theory? What are some of the problems with this evidence?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation

Bentley and Ziegler, chapter 1 (topic: prehistory)
Web
“Bridging World History: Unit 3: Human Migration”
“Journey of Mankind: The Peopling of the World”
Various images of archaeological artifacts (e.g., Venus figurines, cave paintings, footprints, Lucy)

Instructional Activity: The Peopling of the Earth

Working in pairs, students create annotated maps to analyze the diffusion of early humans from East Africa to Eurasia, Australia, and the Americas. Using world maps, students:

- ▶ Label the major natural features; and
- ▶ Use arrows to trace the migration of humans out of Africa to Eurasia, Australia, and the Americas.

While tracing the migration out of Africa on their maps, students should explain the relationship between these early humans and the environment by making notations detailing how natural features and environmental factors shaped migration patterns, and how early humans invented and used various technologies to overcome some of these factors. Students should also explain some of the problems with the evidence used by historians and archaeologists to support this claim.

Analyzing Historical
Evidence
Argument
Development

Formative Assessment: Peopling the Earth Quickwrite

In this assessment, students respond to all three of the module’s essential questions. They begin by discussing their answers to the questions with a neighbor, and then they respond in writing. Students must substantiate their written responses using evidence gathered during the previous two instructional activities. Written responses should also include a discussion on the use of archaeological and linguistic evidence to date and trace these migrations.

This activity helps to correct two student misunderstandings:

- *Students tend to think that historical changes occur immediately as a result of the tenacity of individuals. This activity helps students see that most historical changes are processes caused by the actions of large groups of people.*
- *My students live in an urban world of high rises and manicured lawns; they often think of humans as separate from the environment. This activity introduces the intimate relationship between humans and the environment.*

I often have students verbally discuss answers with a neighbor before committing their own individual answers to paper. This allows students immediate feedback from a peer. After writing and turning in their answers, we debrief as a class, and I give some immediate feedback. Finally, I evaluate each student’s answers to provide individual feedback.

UNIT 1: THE ANCIENT ERA to c. 600 B.C.E.

Module 2

The Neolithic Revolution and the Development of Complex Societies

Learning Objectives:

▶ ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5

Key Concepts:

▶ 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III

Estimated Time:

7 instructional hours

Essential Questions

▶ What was the Neolithic Revolution and what were its effects? ▶ What were the pros and cons of being “civilized”? ▶ What were nomadic pastoral societies? What was their relationship with “civilized societies”?

Practices and Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and
Change over Time

Bentley and Ziegler, chapter 1 (topic: the Neolithic Revolution)
Web
“Çatalhöyük: Neolithic Revolution”

Instructional Activity: Causes and Effects of the First Energy Revolution
Students individually create a cause and effect chart that defines and analyzes the impact of the Neolithic Revolution. In the center of the page, students define the Neolithic Revolution (it was an energy revolution, in which humans maximized solar energy by converting it into calories on a large scale). To the left of this definition, students explain the factors that caused the Neolithic Revolution; to the right, students explain the effects of the Neolithic Revolution (e.g., sedentary lifestyles, urbanization, population growth, social stratification, specialization of labor). Along the arrows, students should analyze reasons why these changes occurred; for example, how did the Neolithic Revolution lead to the development of specialized labor?

Analyzing Historical
Evidence
Argument
Development

Stearns et al., pp. 26–27: “The Idea of Civilization in World Historical Perspective”

Instructional Activity: What Is a Civilization? Part I
Working in groups, students read the intro paragraph of Key Concept 1.3 in the course and exam description and generate a definition for the term *civilization*, first in discussion and then in writing.
Students read “The Idea of Civilization in World Historical Perspective.” Following the reading, students participate in a class-wide discussion (or Socratic seminar) where we identify and evaluate the author’s argument.

I look for students to define civilizations as societies that exhibit the following characteristics: large states with elaborate political bureaucracies, economies based on agricultural surplus, the development of large urban centers, specialized labor, complex religious beliefs, social stratification, and long-distance trading relationships with other civilizations or societies. Students should also make the connection between the Neolithic Revolution and the development of civilization.

UNIT 1: THE ANCIENT ERA to c. 600 B.C.E.

Module 2

The Neolithic Revolution and the Development of Complex Societies

Learning Objectives:

▶ ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5

Key Concepts:

▶ 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III

Estimated Time:

7 instructional hours

Essential Questions

▶ What was the Neolithic Revolution and what were its effects? ▶ What were the pros and cons of being “civilized”? ▶ What were nomadic pastoral societies? What was their relationship with “civilized societies”?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison

Bentley and Ziegler, chapters 2–6 (topic: early agricultural civilizations)
Web
Ancient Civilizations
Ancient Egypt
Ancient Mesopotamia
“The Olmecs”
The River Valley Civilization Guide

Instructional Activity: The Development of Early Agricultural Civilizations

In groups of four, students conduct a research project on one of the early agricultural civilizations: Egypt, Mesopotamia, Shang, Harappa, Olmec, or Chavín. Using primary sources (examples at left) and the textbook, students create a presentation that proves that the civilization they have chosen meets all the criteria of a *civilization*, as we defined it. Students should use written as well as visual primary sources (from the textbook and the Web) to substantiate their claims. Students share their findings via PowerPoint presentation, iMovie, or poster-board display. Presentations can be formally given or shared in a gallery walk.

During the presentations, students take notes on comparative graphic organizers for two of the civilizations. They compare political bureaucracies, agricultural economies, urban centers, religions, and long-distance trading relationships with other civilizations or societies.

Analyzing Historical Evidence
Argument Development

Formative Assessment: What Is a Civilization? Part II

In writing, students respond to the prompt, *Identify the two most important pros and two most important cons associated with being “civilized.” Based on this assessment, determine whether or not the development of civilization was a positive or negative development in human history.*

This short-answer question (SAQ) gives me an opportunity to make sure that students understand civilization as a concept. Because we are going to spend an entire year studying various civilizations, I want to make sure they understand what civilizations are. After students write, we discuss answers as a class so that I can give them immediate feedback.

UNIT 1: THE ANCIENT ERA to c. 600 B.C.E.

Module 2

The Neolithic Revolution and the Development of Complex Societies

Learning Objectives:

▶ ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5

Key Concepts:

▶ 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III

Estimated Time:

7 instructional hours

Essential Questions

▶ **What was the Neolithic Revolution and what were its effects?** ▶ **What were the pros and cons of being “civilized”?** ▶ **What were nomadic pastoral societies? What was their relationship with “civilized societies”?**

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development

Bentley and Ziegler, chapters 2 and 9 (topic: nomadic societies)

Stearns et al., pp. 108–109: “Nomads and Cross-Civilization Contacts and Exchanges”

Instructional Activity: The Development of Nomadic Pastoral Societies

Students individually close read “Nomads and Cross-Civilizational Contacts and Exchanges.” They read the essay multiple times to identify the author’s argument as well as the evidence he uses to substantiate his argument. First, students read the entire article uninterrupted. After that first read, students define some of the complex vocabulary with a neighbor. Then students read the introduction a second time and identify the argument. Lastly, students read the entire piece again, and they identify the evidence the author uses to substantiate his claim.

After reading and discussing, first with a partner, and then as a class, students create a T-chart explaining the positive and negative roles of nomadic societies in world history.

Analyzing Historical Evidence
Argument Development
Comparison

Summative Assessment: Early Agricultural Civilizations Comparison Essay

Students write an essay comparing two of the early agricultural civilizations. They have 10 minutes to brainstorm information and 30 minutes to write. Students should point out that civilization (as we have defined it) is only possible after the development of agricultural surplus — made possible only after the domestication of plants and animals. Students should compare both positive and negative aspects of civilized societies. Finally, students should address the role of nomadic communities in connecting early agricultural societies.

Learning objectives addressed: ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5

Close reading involves an examination of a short piece of text through multiple readings.

This summative assessment addresses the following essential questions:

- *What were the pros and cons of being “civilized”?*
- *What were nomadic pastoral societies? What was their relationship with “civilized societies”?*

UNIT 2: THE CLASSICAL ERA c. 600 B.C.E. to c. 600 C.E.

Module 1

The Development of Influential Cultural Traditions

Learning Objectives:

▶ ENV-1, CUL-1, CUL-2, CUL-5, CUL-6, SB-4, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

▶ 2.1.I, 2.1.II, 2.1.III, 2.1.IV

Estimated Time:

9 instructional hours

Essential Questions

▶ What are the personal, social, and political functions of religion? ▶ In what ways are the origins and tenets of the various Classical philosophies similar and different?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization

Bentley and Ziegler, pp. 156–157: “The Formation of Classical Societies, 500 B.C.E. to 500 C.E.”

Web
“History of Religion”

Instructional Activity: Unit Introduction

Using various maps from the textbook, students individually create annotated maps of the major empires of the Classical era. Using highlighters, they trace and label the general boundaries of the Persian, Han, Roman, and Mauryan/Gupta empires. Students then connect the empires by tracing the routes of the major Classical exchange networks.

Students watch the first half of the “History of Religion” video and annotate their maps to show the locations of origin of the Classical religions.

Analyzing Historical Evidence

Bentley and Ziegler, chapter 8 (topic: Chinese philosophy)

Argument Development
Comparison
Causation

Instructional Activity: Comparing Chinese Philosophies

Using online resources and the textbook, students individually research the origins and tenets of Confucianism, Daoism, and Legalism and evaluate the effectiveness of each. Students record their findings on a graphic organizer. Once done, they compare their findings with a neighbor.

In pairs, students generate a “Chinese Philosophy Spectrum” where they rank the three Chinese philosophies from the philosophy most likely to help end the period of the Warring States to the philosophy least likely to help end it. Arguments should be substantiated with evidence (i.e., students should defend their opinions with evidence drawn from their research). We debrief as a class.

Contextualization
Continuity and Change over Time

Bentley and Ziegler, chapter 9 (topic: Hinduism and caste) and p. 98: “The Rig Veda on the Origins of Caste”

Web
“Sita Sings the Blues”

Instructional Activity: The Development of the Dharmic Religions (Hinduism)

Students read “The Rig Veda on the Origins of Caste.” In pairs they draw images of Purusha, identifying the four Varna by labeling the corresponding body parts. Then students provide explanations illuminating the relationship between each Varna and Purusha’s body parts (e.g., they explain why the Shudra came from Purusha’s feet, why the Brahmin came from the mouth, etc.). We debrief as a class.

Students take notes during a lecture on Hinduism, and then they watch clips from “Sita Sings the Blues” and take notes on a T-chart — one side for Rama, the other for Sita — explaining how the story of the Ramayana exemplifies ideal Hindu behavior.

At the start of each unit, I have students create annotated maps of the major states being studied in the unit. This is my attempt to help them understand the geographic context of the themes we will be studying.

“Sita Sings the Blues” is an animated version of the Ramayana. I only show the “music video” portions of the film. These five or so music videos are fun, interesting, and offer students an opportunity to identify and explain the dharma of the various characters.

UNIT 2: THE CLASSICAL ERA c. 600 B.C.E. to c. 600 C.E.

Module 1

The Development of Influential Cultural Traditions

Learning Objectives:

▶ ENV-1, CUL-1, CUL-2, CUL-5, CUL-6, SB-4, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

▶ 2.1.I, 2.1.II, 2.1.III, 2.1.IV

Estimated Time:

9 instructional hours

Essential Questions

▶ **What are the personal, social, and political functions of religion?** ▶ **In what ways are the origins and tenets of the various Classical philosophies similar and different?**

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Continuity and Change over Time

Bentley and Ziegler, chapter 9 (topic: Buddhism)
Web
"Assalayana Sutta"

Instructional Activity: The Development of the Dharmic Religions (Buddhism)
Students close read excerpts from the *Assalayana Sutta* (a Buddhist text depicting a debate between a Hindu Brahmin and the Buddha on caste) and explain their findings on a graphic organizer. During the first reading, students independently identify the author's argument. After the second read, students identify the evidence used by the author to support his claim. All answers should be recorded in the appropriate space on the graphic organizer. After the third read, students evaluate the author's argument, first independently in writing and then in classroom discussion.

To close, students write a thesis statement explaining the changes and continuities in Dharmic religions in South Asia. The thesis statement should make clear which Hindu traits Buddhists continue to believe and practice, while highlighting the Buddhist rejection of caste.

Analyzing Historical Evidence
Continuity and Change over Time

Bentley and Ziegler, chapter 10 (topic: Judaism and Christianity)
New Testament
Old Testament

Instructional Activity: The Development of the Abrahamic Religions (Judaism and Christianity)
Students take notes during a lecture on the development of the early Abrahamic religions: Judaism and Christianity. Students read selected excerpts from the Old Testament and New Testament and explain the changes and continuities in the early Abrahamic religions by identifying which excerpts represent beliefs held only by Jews, which only by Christians, and which are held by both. Students record their explanations in graphic organizers, and then we debrief in a class discussion.

Comparison

Summative Assessment: Comparing Classical Philosophies
Students create a tri-Venn diagram comparing Chinese, Dharmic, and Abrahamic philosophies. In their diagrams, students should address both essential questions by comparing the origins and tenets of each philosophy as well as the personal, social, and political functions of each.

Learning objectives addressed: CUL-1, CUL-2, CUL-4

Whenever primary sources are used in class, it is very important to discuss the point of view and purpose of the author, as well as his or her audience and the context of the source, in order to evaluate its reliability. While we do not always systematically address these issues in a lesson, we always discuss them. In this activity, we hold this discussion right before students write their thesis statements.

Although Islam is one of the Abrahamic religions, I do not cover it until unit 3.

I grade students' diagrams and return them with written feedback.

This summative assessment addresses both of the essential questions for this module.

UNIT 2: THE CLASSICAL ERA c. 600 B.C.E. to c. 600 C.E.

Module 2

The Development of Influential Governing Techniques

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.I, 2.1.II, 2.2.I, 2.2.II, 2.2.III, 2.2.IV

Estimated Time:

6 instructional hours

Essential Questions

► **What is an empire?** ► **How were the various Classical empires' techniques of imperial administration similar and different?**

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Comparison
Causation

Burbank and Cooper, chapter 1: "Imperial Trajectories"

Instructional Activity: What Is an Empire?

Students take notes during a lecture on Classical empires. In the lecture, *empire* is defined, and students create a symbolic empire by drawing a large circle (representing the empire) with a small crown (representing the imperial capital) in the center. Within the "empire," in the space around the crown, students take notes and/or draw images depicting common problems faced by all Classical empires as well as generic solutions emperors created to solve these problems; for example, administration and taxation necessitated the development of a bureaucracy, the integration of frontier regions necessitated the construction of roads, water management necessitated public works projects, pluralism necessitated the development of cultural unity, etc.

Comparison

Bentley and Ziegler, chapter 7 (topic: the Persian empire)
Video
Engineering an Empire (episode: "The Persians")

Instructional Activity: Persian Imperial Techniques

In pairs, students use their models of a generic empire from the previous activity and explain, specifically, how the Persian government created and administered a distinctly Persian empire. In place of the generic emperor in the center, they draw and explain the Shahs and how they governed from Persepolis and carved the empire into 23 administrative zones called *satrapies*; in place of the generic image for water management, they draw and explain the use of *qanāts*; in place of the generic road, they draw and explain the Royal Road and Persian postal service; etc.

Once complete, students watch a video segment on *qanāts* and explain, in writing, the relationship between geography, government, and agriculture in the Persian empire.

This intent of this lesson is to give students a framework for understanding empire as a concept. The model empire drawn by students in this activity is used in the forthcoming lessons to help students see how all Classical empires faced similar problems and issues and dealt with them in sometimes similar and sometimes different ways.

UNIT 2: THE CLASSICAL ERA c. 600 B.C.E. to c. 600 C.E.

Module 2

The Development of Influential Governing Techniques

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.I, 2.1.II, 2.2.I, 2.2.II, 2.2.III, 2.2.IV

Estimated Time:

6 instructional hours

Essential Questions

► What is an *empire*? ► How were the various Classical empires' techniques of imperial administration similar and different?

Practices and Skills

Materials

Instructional Activities and Assessments

Comparison

Bentley and Ziegler, chapter 8 (topic: the Han dynasty)

Web

"A Record of the Debate on Salt and Iron"

Instructional Activity: Han Imperial Techniques

Based on their reading of chapter 8, in pairs, students use their models from the previous activities and explain, specifically, how the Han government created and administered a distinctly Chinese empire. In the "capital," they draw Confucian schools and explain the significance of this philosophy in Han governance; along the northern frontier they draw a wall and explain the role of this public works project in defending and defining "China"; etc.

Once complete, students independently read "A Record of the Debate on Salt and Iron" — a source that captures a debate between Confucian scholars on the effectiveness of the government monopoly on the salt and iron industries. After reading, students get into pairs and explain, in writing, the relationship between culture, government, and the economy.

Comparison

Bentley and Ziegler, chapter 11 (topic: the Roman Empire)

Video

Engineering an Empire (episode: "Rome")

Instructional Activity: Roman Imperial Techniques

Based on their reading of chapter 11, in pairs, students use their models from the previous activities and explain, specifically, how the Roman government created and administered a distinctly Roman empire. In the "capital," they draw an image of the Senate and explain how Rome's democratic past influenced Roman imperial administration; in the empire space, they draw an image of a family and explain the role of the *paterfamilias* in keeping order in the empire; etc.

Once complete, students watch a video segment on aqueducts and explain, in writing, the relationship between geography, government, and agriculture in the Roman Empire.

UNIT 2: THE CLASSICAL ERA c. 600 B.C.E. to c. 600 C.E.

Module 2

The Development of Influential Governing Techniques

Learning Objectives:

► ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5

Key Concepts:

► 2.1.I, 2.1.II, 2.2.I, 2.2.II, 2.2.III, 2.2.IV

Estimated Time:

6 instructional hours

Essential Questions

► What is an *empire*? ► How were the various Classical empires' techniques of imperial administration similar and different?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison

Formative Assessment: Comparing Classical Techniques of Imperial Administration
Students independently write an essay comparing techniques of imperial administration in two of the Classical empires. They have 10 minutes to brainstorm information and 30 minutes to write.

The day after writing the essay, students peer review a neighbor's essay. I provide students with a scoring guide that takes them through an evaluation of the author's thesis, topic sentences, use of evidence, and analysis. Once complete, students provide each other with feedback. For homework, students rewrite their essay, incorporating any peer-suggested improvements.

UNIT 2: THE CLASSICAL ERA c. 600 B.C.E. to c. 600 C.E.

Module 3

The Development of Transregional Exchange Networks

Learning Objectives:

- ▶ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-3, SB-3, SB-6, ECON-2, ECON-6, ECON-7

Key Concepts:

- ▶ 2.3.I, 2.3.II, 2.3.III

Estimated Time:

10 instructional hours

Essential Questions

- ▶ How and why did communication and exchange networks emerge in Eurasia? ▶ What were the consequences of the emergence of communication and exchange networks in Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Causation

Web

“Expanding Networks of Exchange and Encounter” (the “PowerPoint Overview Presentation”)

Instructional Activity: The Development of Exchange Networks

Students take notes during a lecture on the origins and consequences of patterns of exchange in Classical Eurasia. In writing, with a neighbor, they respond to the prompt, *Explain the development of interregional networks of exchange, and explain how these networks contributed to the spread of goods, diseases, and ideas.*

Comparison

Causation

Continuity and Change over Time

Bentley and Ziegler, chapters 10 and 11 (topic: exchange in the Mediterranean Sea)

Instructional Activity: The Mediterranean

In groups of four, students create annotated maps of Mediterranean communication and exchange networks. On the maps they:

- ▶ Label and explain the geographical and/or environmental factors relevant to human movement along the networks;
- ▶ Label and explain the role played by major urban centers along the networks;
- ▶ Draw and explain the technologies that supported exchange along the networks;
- ▶ Draw, explain, and trace the general origins and destinations of trade goods along the networks;
- ▶ Draw, explain, and trace the general origins and destinations of ideas along the networks;
- ▶ Draw, explain, and trace any examples of biological diffusion along the networks; and
- ▶ Draw, explain, and trace any examples of the diffusion of diseases along the networks.

Comparison

Causation

Continuity and Change over Time

Bentley and Ziegler, chapter 12 (topic: the Silk Roads)

Instructional Activity: The Silk Roads

In groups of four, using the same criteria as above, students create annotated maps of the Silk Roads communication and exchange networks.

Student groups can create individual annotated maps on teacher-generated, preprinted maps, or they can work together to draw and annotate one large map on poster paper.

UNIT 2: THE CLASSICAL ERA c. 600 B.C.E. to c. 600 C.E.

Module 3

The Development of Transregional Exchange Networks

Learning Objectives:

▶ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-3, SB-3, SB-6, ECON-2, ECON-6, ECON-7

Key Concepts:

▶ 2.3.I, 2.3.II, 2.3.III

Estimated Time:

10 instructional hours

Essential Questions

▶ How and why did communication and exchange networks emerge in Eurasia? ▶ What were the consequences of the emergence of communication and exchange networks in Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 12 (topic: the Indian Ocean)

Instructional Activity: The Indian Ocean

In groups of four, using the same previous criteria, students create annotated maps of the Indian Ocean basin communication and exchange networks.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 12 (topic: the fall of the Han and Roman empires)

Formative Assessment: Comparing the Decline of the Han and Roman Empires

In class, students research information drawn from the textbook and various classroom sources and prepare prewrites for the prompt, *Compare the decline and collapse of the Han and Roman empires.*

For homework, students write the essay.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 9 (topic: the development of Buddhism), chapter 10 (topic: the development of Christianity), and chapter 12 (topic: cultural diffusion in Eurasia)

Instructional Activity: Comparing Buddhism and Christianity

In class, students research and prepare prewrites for the prompt, *Compare the development and diffusion of Buddhism and Christianity.*

For homework, students write the essay.

The day after writing the essay, students peer review a neighbor's essay using a scoring guide that takes them through an evaluation of the author's thesis, topic sentences, use of evidence, and analysis. Once complete, students provide each other with feedback.

This activity builds upon the previous formative assessment by asking students to write a second comparative essay, this time on a new topic. In the first and second units, I focus on sharpening students' comparison skills as there are so many opportunities in these units to compare. Most of my students are already comfortable with this skill so it is a good way to build on their existing strengths.

UNIT 2: THE CLASSICAL ERA c. 600 B.C.E. to c. 600 C.E.

Module 3

The Development of Transregional Exchange Networks

Learning Objectives:

▶ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-3, SB-3, SB-6, ECON-2, ECON-6, ECON-7

Key Concepts:

▶ 2.3.I, 2.3.II, 2.3.III

Estimated Time:

10 instructional hours

Essential Questions

▶ How and why did communication and exchange networks emerge in Eurasia? ▶ What were the consequences of the emergence of communication and exchange networks in Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Summative Assessment: Unit Exam

Students complete a unit exam. They answer 40 teacher-generated, multiple-choice questions covering units 1 and 2 and respond to two teacher-generated SAQs covering unit 2; in addition, students write a comparison essay that covers unit 2.

Learning objectives addressed: ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5

In the unit exams throughout the CPPG, appropriate essay prompts and SAQs are obtained from the questions published on AP Central. This is done to help students practice responding to prompts similar to those they will encounter on the AP Exam.

This summative assessment addresses all of the essential questions for units 1 and 2.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 1

The Rise of Monotheism and the Transformation of Classical Cultural Traditions

Learning Objectives:

▶ CUL-1, CUL-2, CUL-3, CUL-5, CUL-6

Key Concepts:

▶ 3.1.III, 3.2.I

Estimated Time:

9 instructional hours

Essential Questions

▶ **What is *syncretism*?** ▶ **How, why, and to what extent did belief systems change in this period?**

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Comparison
Continuity and Change over Time

Bentley and Ziegler, pp. 314–315: “The Post-Classical Era: 500-1000 CE” and pp. 458–459: “An Age of Cross-Cultural Interaction, 1000 to 1500 C.E.”
Web
“History of Religion”

Instructional Activity: Unit Introduction
Using various maps from the textbook, students individually create annotated maps of the major empires, smaller states, and city-states of the postclassical period. Using highlighters, students trace and label the general boundaries of the Byzantine Empire and feudal European states, the Umayyad/Abbasid caliphates, the Chinese dynasties (Tang and Song), and the kingdom of Mali. Students then connect states by tracing the routes of the major postclassical exchange networks.

Students rewatch the first portion of the “History of Religion” video and then watch the portion that shows the diffusion of Classical belief systems (as well as Islam) in the postclassical period. Students annotate their maps to show where Classical/postclassical religions originated and to show the diffusion of these belief systems in the postclassical period.

Analyzing Historical Evidence
Argument Development
Continuity and Change over Time

Bentley, chapter 1: “Cross-Cultural Contacts and Exchanges”

Instructional Activity: Syncretism
Students close read excerpts from chapter 1. Following the first read, students identify and clarify any words or concepts that they do not understand in a discussion, first with a neighbor and then as a class. After the second read, students create and write down a definition of *syncretism*. Definitions are debriefed verbally as a class. After the third read, students identify and explain, in writing, how and why syncretism occurs. After a fourth read, students identify the author’s argument and evaluate the evidence used to support it.

I have students look at their Classical introduction maps (see unit 2, module 1) while completing this activity so that they can see some of the major changes and continuities that characterize the transition from the Classical era to the postclassical era.

The blending of cultures is a common concept in AP World History because it is a result of a common pattern. While this concept is introduced in this lesson, it will be reinforced in later lessons in this module and throughout the year.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 1

The Rise of Monotheism and the Transformation of Classical Cultural Traditions

Learning Objectives:

- ▶ CUL-1, CUL-2, CUL-3, CUL-5, CUL-6

Key Concepts:

- ▶ 3.1.III, 3.2.I

Estimated Time:

9 instructional hours

Essential Questions

- ▶ What is *syncretism*? ▶ How, why, and to what extent did belief systems change in this period?

Practices and Skills

Materials

Instructional Activities and Assessments

Comparison
Continuity and
Change over Time

Bentley and Ziegler, chapter 13 (topic: the Great Schism and Eastern Orthodox Christianity) and chapters 17 and 20 (topic: Roman Catholicism)

Formative Assessment: The Transformation of Monotheism (the Schism)

Students take notes during a lecture on the diffusion of Christianity in the Mediterranean and the origins of the Schism. The lecture focuses on how Christianity (a Near Eastern religion) developed differently in the eastern and western Mediterranean. These differences, the lecture argues, are caused by differing regional influences on the fledgling belief system. In western Europe, early Christians were deeply influenced by Roman and Germanic cultures and beliefs. In eastern Europe, early Christians were deeply influenced by Near Eastern and Greek beliefs and cultures.

In pairs, students create a Venn diagram that compares the beliefs and practices of Roman Catholicism and Eastern Orthodox Christianity. Then, in writing, students individually explain how the origin of the Schism in Christian beliefs is a result of syncretism.

Here I am assessing two things: First, I am checking to see that students grasp the concept of syncretism from the previous lesson. Second, I am assessing students' ability to compare. I want to see that they are able to recognize similarities and differences and analyze reasons for those similarities and differences. I am doing this because we have been sharpening this skill for some time now, and I want to begin transitioning our focus to other disciplinary practices and reasoning skills.

Contextualization
Continuity and
Change over Time

Bentley and Ziegler, chapter 14 (topic: Islam)
Video
Islam: Empire of Faith (episode: "The Messenger")

Instructional Activity: The Transformation of Monotheism (Origins of Islam)

Students watch "The Messenger" and describe, in writing, the life and teachings of the prophet Muhammad and the major beliefs shared by most Muslims.

Individually, students create a timeline that explains the major changes and continuities in the beliefs of the Abrahamic religions of the Middle East (from Judaism to Christianity to Islam).

Comparison
Continuity and
Change over Time

Bentley and Ziegler, chapters 9 and 15 (topic: the development of Buddhism)

Instructional Activity: The Transformation of Buddhism (the Mahayana–Theravada Split)

In pairs, students create annotated maps depicting the diffusion and transformation of Buddhism as it moved east out of India. On the maps they:

- ▶ Show the diffusion of Buddhism out of India;
- ▶ Identify regions that are predominantly Mahayana and regions that are predominantly Theravada; and
- ▶ Explain the main differences in Mahayana and Theravada Buddhism.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 1

The Rise of Monotheism and the Transformation of Classical Cultural Traditions

Learning Objectives:

▶ CUL-1, CUL-2, CUL-3, CUL-5, CUL-6

Key Concepts:

▶ 3.1.III, 3.2.I

Estimated Time:

9 instructional hours

Essential Questions

▶ What is *syncretism*? ▶ How, why, and to what extent did belief systems change in this period?

Practices and Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and
Change over Time

Bentley and Ziegler,
chapter 15 (topic: the
development
of Buddhism)

Instructional Activity: The Transformation of Buddhism (Chan and Zen Buddhism in East Asia)
Students analyze changes and continuities in Buddhist beliefs and practices in East Asia by creating timelines. The timelines should explain how Confucianism affects Buddhism in China and how Shinto further affects it in Japan. Next, in writing, students individually explain how East Asian Buddhism is an example of syncretism.

Causation
Continuity and
Change over Time

Bentley and Ziegler,
chapter 15 (topic:
Neoconfucianism)
Web
Lu Jiuyuan, “Mind
Is Principle”
Zhu Xi, “The Nature
As Principle”

Instructional Activity: The Transformation of Confucianism (Neoconfucianism)
Students read selected excerpts from leading Neoconfucian scholar Zhu Xi. While reading, students underline words and phrases that are clear examples of Buddhist and Daoist influence. After each paragraph, students pause to share their findings with a neighbor. When done, a class discussion is held.
Students add additional branches to their timelines from the previous activity. The additions should explain the transformation that occurs to Confucian philosophy as it is influenced by the rise of Buddhism in China. The additions should make clear how Buddhist practices and beliefs influence Confucian political thought. Finally, in writing, students individually explain how Neoconfucianism is an example of syncretism.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 1

The Rise of Monotheism and the Transformation of Classical Cultural Traditions

Learning Objectives:

- ▶ CUL-1, CUL-2, CUL-3, CUL-5, CUL-6

Key Concepts:

- ▶ 3.1.III, 3.2.I

Estimated Time:

9 instructional hours

Essential Questions

- ▶ What is *syncretism*? ▶ How, why, and to what extent did belief systems change in this period?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Contextualization
Causation
Continuity and Change over Time

Summative Assessment: Postclassical Belief System Brochure

Students individually create informative brochures about one of the cultural systems discussed in the unit: Christianity, Islam, Buddhism, or Confucianism. Brochures can be either digital or hand drawn/written, and they should be turned in on an 8.5 x 11-inch sheet of paper, folded in thirds. Brochures should include the following for the chosen belief system:

- ▶ A map depicting its origins and diffusion
- ▶ A definition of syncretism and an explanation of the belief system's transformation over time and as a result of diffusion
- ▶ At least one image and one primary source excerpt that exemplifies the transformation of the belief system
- ▶ At least one image and one primary source excerpt that exemplifies continuities still found in the belief system despite the changes

Learning objectives addressed: CUL-1, CUL-2, CUL-3, CUL-5, CUL-6

This summative assessment addresses both of the essential questions for this module.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 2

The Restoration of Order Across Afro-Eurasia

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-5

Key Concepts:

▶ 3.2.I, 3.2.II, 3.3.I, 3.3.II

Estimated Time:

6 instructional hours

Essential Questions

▶ How did Eurasian societies restore and maintain order from 500 C.E. to 1450? ▶ In what ways did techniques of imperial administration across Afro-Eurasia change from 500 C.E. to 1450? In what ways did they not change?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument
Development
Contextualization
Continuity and
Change over Time

Bentley and Ziegler,
chapter 13 (topic:
Byzantium)

Instructional Activity: Byzantium

Students use a photocopied version of their models of the Roman Empire from unit 2, module 2 to analyze changes and continuities in the techniques of imperial administration in the Byzantine Empire. First, students cross out the title and replace it with “Byzantine Empire.” Then students annotate their photocopied drawings by adding and explaining Byzantine administrative changes to the images they drew of existing Roman administrative techniques. Images representing Roman techniques still utilized by the Byzantine imperial leadership will remain untouched. For example, students should detail the changes monotheism causes by adding images and information around the crown (the symbolic representation of a centralized authority figure) explaining caesaropapism.

Students write a thesis statement analyzing changes and continuities in techniques of imperial administration in the Byzantine Empire.

Argument
Development
Contextualization
Continuity and
Change over Time

Bentley and Ziegler,
chapter 14 (topic:
the Umayyad and
Abbasid caliphates)

Instructional Activity: The Umayyad and Abbasid Caliphates

In this activity, students use a photocopied version of their models of the Persian empire to analyze changes and continuities in the techniques of imperial administration in the Umayyad and Abbasid caliphates. Students cross out the title and replace it with “Umayyad and Abbasid Caliphates.” Then they annotate by adding and explaining Umayyad and Abbasid administrative changes to images of existing Persian administrative techniques. Images representing techniques still utilized by the Umayyad and Abbasid Imperial leadership will remain untouched. For example, students should explain the impact Islam has on governance in the Middle East.

Students write a thesis statement analyzing changes and continuities in techniques of imperial administration in the Islamic caliphates.

I have students turn in their Roman, Persian, and Han empire drawings a few days prior to the lesson, and I make photocopies of all of them. (They will use all three in the upcoming lessons.) Marking up changes while leaving continuities helps them see (literally) the influence of Roman imperial techniques on Byzantine government. It helps them see that many of the techniques of administration in the postclassical period are continuities from the previous era.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 2

The Restoration of Order Across Afro-Eurasia

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-5

Key Concepts:

▶ 3.2.I, 3.2.II, 3.3.I, 3.3.II

Estimated Time:

6 instructional hours

Essential Questions

▶ How did Eurasian societies restore and maintain order from 500 C.E. to 1450? ▶ In what ways did techniques of imperial administration across Afro-Eurasia change from 500 C.E. to 1450? In what ways did they not change?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument
Development
Contextualization
Continuity and
Change over Time

Bentley and Ziegler,
chapter 15 (topic:
Sui, Tang, and Song
dynasties)

Instructional Activity: The Tang and Song Dynasties
Students use a photocopied version of their Han empire models to analyze changes and continuities in the techniques of imperial administration in the Tang and Song empires. Students replace the title with “Tang and Song Dynasties.” Then they annotate their photocopied drawings by adding and explaining Tang and Song administrative changes to images of existing Han administrative techniques. Images representing techniques still utilized by the Tang and Song imperial leadership will remain untouched. For example, students should explain the evolution of the bureaucracy based on merit to include an examinations system.

Students write a thesis statement analyzing changes and continuities in techniques of imperial administration in the Tang and Song empires.

Argument
Development
Contextualization
Continuity and
Change over Time

Formative Assessment: Continuity and Change over Time Essay
Students write a continuity and change over time (CCOT) essay in response to the prompt, *Analyze continuities and changes in techniques of imperial administration from 100 C.E. to 1450 in one of the following regions: the Mediterranean, East Asia, or the Middle East.*

In the first and second units, I focus on sharpening students' comparison skills. In the third unit, I begin to focus on sharpening student understanding of continuity and change over time — a more sophisticated skill that requires proficiency with the more foundational skill of comparison.

After writing, students peer edit a neighbor's essay, providing immediate feedback on the entire essay. I then read their thesis statements (because we have been working on thesis statements pretty extensively) and provide written feedback. Assessing students' ability to effectively write thesis statements at this time allows me to gauge whether or not we can begin transitioning towards other writing skills.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 2

The Restoration of Order Across Afro-Eurasia

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-5

Key Concepts:

▶ 3.2.I, 3.2.II, 3.3.I, 3.3.II

Estimated Time:

6 instructional hours

Essential Questions

▶ How did Eurasian societies restore and maintain order from 500 C.E. to 1450? ▶ In what ways did techniques of imperial administration across Afro-Eurasia change from 500 C.E. to 1450? In what ways did they not change?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Comparison

Bentley and Ziegler, chapters 15, 17, and 20 (topic: European and Japanese feudalism)
Stearns et al., p. 298: “Comparing Feudalisms”

Instructional Activity: Comparing Feudalisms

Students close read “Comparing Feudalisms” and create a Venn diagram analyzing similarities and differences in Japanese and western European feudalisms. Following the first read, students identify and clarify any words or concepts that they do not understand in a discussion, first with a neighbor and then as a class. After the second read, students create a Venn diagram categorizing the evidence used in “Comparing Feudalisms.” After the third read, students identify the author’s argument and evaluate the evidence used to support it.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Summative Assessment: Evaluation of “Improved” Techniques of Administration

In pairs, students rank administrative techniques from the most effective to the least effective by creating a spectrum. Students first discuss the changes and developments in Chinese, Islamic, Byzantine, and feudal governance during the postclassical period and evaluate how effective developments in each region were in terms of keeping order and stability. Then, still in pairs, they create a spectrum that ranks the states from the most effective to the least effective. Each point on the spectrum should include an explanation or rationale for its ranking as well as two pieces of evidence that support the students’ decision.

Learning objectives addressed: ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-5

This summative assessment addresses both of the essential questions for this module.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 3

Increased Productivity and the Expansion of Transregional Exchange Networks

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What were the causes and consequences of increased production during the postclassical period? ► What were the causes and consequences of the expansion of communication and exchange networks across Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization

Morgan, various selections
Web
“Genghis Khan: The History of the World Conqueror”

Instructional Activity: Mongols on Trial: The Prosecution’s Case
Students discuss what they know about the Mongols with a neighbor. They then read excerpts about conquests from *The Mongols*. Morgan provides students with an interpretation of the Mongols that reinforces their prior knowledge: they were vicious, war-mongering brutes that left a wake of destruction as they marched across Eurasia. Students next read an excerpt from the primary source that reinforces the interpretation of the Mongols as destructive. (Chapter XXVII is a good place to look, but an appropriate excerpt could be found anywhere in the book.)
After reading all the evidence, in groups of four, students create a T-chart (one side labeled destructive, the other beneficial) and compile a list of evidence — from both the Morgan and Juvaini texts — describing the Mongols as a destructive force in world history.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 3

Increased Productivity and the Expansion of Transregional Exchange Networks

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What were the causes and consequences of increased production during the postclassical period? ► What were the causes and consequences of the expansion of communication and exchange networks across Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization

Bentley and Ziegler, chapter 18 (topic: the Mongols)
Web
“Pegolotti’s Merchant Handbook”

Instructional Activity: Mongols on Trial: The Defense
Students read chapter 18, which focuses on the Mongol’s role in integrating Eurasia. This is an interpretation of the Mongols that challenges students’ prior knowledge, depicting them as building an important state that spanned the Eurasian continent and therefore fostered the integration of Eurasia and promoted the diffusion of goods, ideas, skills, and technologies in a way never before seen in human history. Students then read an excerpt from a primary source by Francesco Pegolotti that reinforces this interpretation. After reading all the evidence, in groups of four, students finish their T-charts by compiling a list of evidence that supports the claim that the Mongols were a beneficial force in human history.

This two-day lesson on the two sides of the Mongols is meant as a transition between module 2, which focuses on state building, and module 3, which focuses on integration. The Mongols provide an example of the relationship between state building and integration. Students should notice that the Mongols reflect a pattern in human history: after destructively building an empire, the Mongols then integrate their empire. Because their empire encompasses much of Eurasia, they integrate Eurasia more tightly than ever before.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 3

Increased Productivity and the Expansion of Transregional Exchange Networks

Learning Objectives:

- ▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

- ▶ 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

12 instructional hours

Essential Questions

- ▶ What were the causes and consequences of increased production during the postclassical period? ▶ What were the causes and consequences of the expansion of communication and exchange networks across Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization

Formative Assessment: Mongols on Trial: The Verdict

Students hold a debate to determine whether the Mongols were a destructive or beneficial force in human history. During the debate, I guide students to see a few things, including:

- ▶ History is interpretive. Students should see that these two well-respected historians come to different conclusions. Students should discuss why those differences might exist.
- ▶ History is complicated. Ultimately, both authors are right. While building their empire, the Mongols were ruthless (most empire builders are). But once the empire was constructed, its maintenance sponsored integration and diffusion, benefitting mankind.

Following the debate, students answer, in writing, the question, *Were the Mongols a destructive or beneficial force in human history?* Students should support their arguments with evidence from all the texts.

Contextualization
Causation

Bentley and Ziegler, chapter 14 (topic: Islam)

Instructional Activity: Creation of the Dar al-Islam

Students create maps depicting the extent of the dar al-Islam and defining the term. Then students annotate their maps using images or symbols and brief explanations to identify and explain how each of the things listed below helped create the dar al-Islam:

- ▶ Technologies: paper, camel saddles, maritime instruments, etc.
- ▶ Migration and diasporic communities: Sufis, travelling *qadis*, the Hajj, Muslim merchants, etc.
- ▶ State practices: minting of coins, paper money, building of roads, etc.
- ▶ New forms of credit: *sukuk*, banking houses, etc.

During the discussion, I provide general verbal feedback. I then write specific, personal feedback on written responses.

While state building is one means by which diverse regions become integrated, cultural systems are another. The dar al-Islam provides students with an example of how culture can be a uniting and integrating force.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 3

Increased Productivity and the Expansion of Transregional Exchange Networks

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What were the causes and consequences of increased production during the postclassical period? ► What were the causes and consequences of the expansion of communication and exchange networks across Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation

Bentley and Ziegler, chapter 14 (topic: Islam)
Video
Islam: Empire of Faith (episode: "The Awakening")

Instructional Activity: The Effects of Integration on Baghdad
Students watch the "Baghdad's House of Wisdom" segment from *Islam: Empire of Faith* and take notes on the impact an integrated dar al-Islam has on the city of Baghdad.
After watching and debriefing as a class, students individually write a poem that explains how the dar al-Islam was formed as well as the impact of increased hemispheric integration on the Islamic world.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison

Bentley and Ziegler, p. 329: "The Wealth and Commerce of Constantinople" and p. 358: "Benjamin of Tudela on the Caliph's Court at Baghdad"

Instructional Activity: Trade, Integration, and Urbanization
After learning about Baghdad in the previous lesson, students read the primary sources about Constantinople and Baghdad written by Benjamin of Tudela, and they describe the relationship between trade and urban centers. Students create graphic organizers that explain the impact urban centers have on trade, the impact trade has on urban centers, and the impact trade has on urban culture.

These lessons are meant to serve as an example of the role cities across Afro-Eurasia played as cultural centers, centers of production, and centers of trade. This same lesson could be done with any major postclassical city.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 3

Increased Productivity and the Expansion of Transregional Exchange Networks

Learning Objectives:

- ▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

- ▶ 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

12 instructional hours

Essential Questions

- ▶ What were the causes and consequences of increased production during the postclassical period? ▶ What were the causes and consequences of the expansion of communication and exchange networks across Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 19 (topic: states of West Africa)

Instructional Activity: Trans-Saharan Trade

In groups of four, students create annotated maps of Trans-Saharan communication and exchange networks. On the maps they:

- ▶ Label and explain the geographical and/or environmental factors relevant to human movement along the networks;
- ▶ Label and explain the role played by major urban centers along the networks;
- ▶ Draw and explain the technologies that supported exchange along the networks;
- ▶ Draw, explain, and trace the general origins and destinations of trade goods along the networks;
- ▶ Draw and explain the specific role Islamic merchants played in the creation of the networks;
- ▶ Draw, explain, and trace any examples of biological diffusion along the networks; and
- ▶ Draw, explain, and trace any examples of the diffusion of diseases along the networks.

This activity is essentially an extension of the maps drawn in unit 2, module 3. I usually have students get those maps out so that they can see that in this era we are essentially expanding our communication and exchange networks across the Sahara.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 3

Increased Productivity and the Expansion of Transregional Exchange Networks

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What were the causes and consequences of increased production during the postclassical period? ► What were the causes and consequences of the expansion of communication and exchange networks across Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Continuity and Change over Time

Bentley and Ziegler, chapter 19 (topic: states of West Africa)
Web
Battuta, “A Donation to Those Interested in Curiosities”

Instructional Activity: Islam in West Africa
After reviewing their dar al-Islam maps from the earlier activity and making note of an Islamic presence in West Africa, students read excerpts from “A Donation to Those Interested in Curiosities.” Students individually create a T-chart analyzing Battuta’s description of the “good” and “bad” qualities of West Africans Muslims.

In a classroom discussion, I guide students to see that all of the observations in the “good” column are traditional Muslim beliefs and practices (changes in West African culture) and all of the observations in the “bad” column are traditional African beliefs and practices (continuities in the West African culture). Students should recognize that West Africans practice a syncretic faith, incorporating new Islamic beliefs and practices while continuing to practice traditional African customs.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 16 (topic: the Indian Ocean) and pp. 314–315: “The Post-Classical Era, 500–1000 C.E.”
Web
Shaffer, “Southernization”

Instructional Activity: Southernization, Part I
Students close read excerpts from “Southernization.” After the first read, they identify the author’s argument by defining the term *southernization*. Following the second read, students annotate maps of the Indian Ocean basin to identify and explain the evidence Shaffer uses to support her argument. We debrief as a class.

This lesson is meant to serve as an example of how Islam adopts local customs as it diffuses across Afro-Eurasia. Be sure students understand that this lesson reflects a case study of a much broader pattern.

UNIT 3: THE POSTCLASSICAL ERA c. 600 C.E. to c. 1450

Module 3

Increased Productivity and the Expansion of Transregional Exchange Networks

Learning Objectives:

► ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 3.1.I, 3.1.II, 3.1.III, 3.1.IV, 3.2.II, 3.3.I, 3.3.II, 3.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What were the causes and consequences of increased production during the postclassical period? ► What were the causes and consequences of the expansion of communication and exchange networks across Afro-Eurasia?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 16 (topic: the Indian Ocean) and pp. 314–315: “The Post-Classical Era, 500–1000 C.E.”

Web
Shaffer, “Southernization”

Instructional Activity: Southernization, Part II

Students reread an excerpt from “The Post-Classical Era, 500–1000 C.E.” that summarizes Bentley’s argument (that political stability in the Mediterranean and China bring great change to the Indian Ocean world), and they compare it to Lynda Shaffer’s argument in “Southernization” (that developments in the Indian Ocean world bring great change to the Mediterranean and China) by creating a Venn diagram. In the center they list areas where the two scholars agree; in the polar ends, they list the areas where they disagree.

After first evaluating the evidence used by each scholar in groups, then as a class, students independently write a paragraph explaining whose theory they support, and they explain why they support that theory by citing the author’s evidence.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Summative Assessment: Unit Exam

Students complete a unit exam. They answer 40 teacher-generated, multiple-choice questions and respond to two teacher-generated SAQs, all covering unit 3; in addition, students write a CCOT essay that covers unit 3.

Learning objectives addressed: ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

This summative assessment addresses all of the essential questions for this unit.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 1

The Transformation of the Atlantic World

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.IV, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What was the Atlantic world and how was it created? ► What changes occurred in the Atlantic world during the early modern era?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Bentley and Ziegler, pp. 594–595: “The Origins of Global Interdependence, 1500 to 1800”
Web
“History of Religion”

Instructional Activity: Unit Introduction

Using various maps from the textbook, students individually create annotated maps of the major empires, smaller states, and city-states of the early modern period. Using highlighters, students trace and label the general boundaries of the major European overseas empires (i.e., the Spanish, British, French, and Dutch); the Russian, Ottoman, and Mughal empires; the Ming and Qing dynasties; Songhay, Kongo, and the Swahili city-states; and the Tokugawa shogunate. Students then connect states by tracing the routes of the major postclassical exchange networks.

Then, on the same maps, students make annotations that show the origins and diffusion of Classical and postclassical belief systems in the early modern era while watching the “History of Religion” video from beginning to end.

Analyzing Historical Evidence
Argument Development
Comparison

Bentley and Ziegler, chapter 21 (topic: Aztec and Inca empires)

Instructional Activity: The Americas on the Eve of European Contact

In pairs, students create a Venn diagram and then individually write an essay in response to the prompt, *Compare the process of empire building in the Aztec and Inca empires from the 13th to the 16th centuries.*

I have students look at their Classical and postclassical introduction maps (see unit 2, module 1 and unit 3, module 1) while completing this activity so that they can see some of the major changes and continuities that characterize the transition from the Classical era through to the early modern era.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 1

The Transformation of the Atlantic World

Learning Objectives:

▶ ENV-2, ENV-3, ENV-5, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 4.1.IV, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

12 instructional hours

Essential Questions

▶ What was the Atlantic world and how was it created? ▶ What changes occurred in the Atlantic world during the early modern era?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 24 (topic: the transformation of Europe)

Instructional Activity: Europe on the Eve of “Discovering” the Americas

In groups of four, students create a presentation (either on poster paper or in PowerPoint) on one of the following examples of transformation in Western Europe:

- ▶ The Renaissance
- ▶ The Scientific Revolution
- ▶ The Protestant Reformation
- ▶ The Counter-Reformation
- ▶ The development of mercantilism and capitalism
- ▶ The Enlightenment
- ▶ The consolidation of sovereign states
- ▶ The arms race

Each presentation must explain how that event represents a transformation in Western Europe. It should address at least three major changes and two continuities. The presentation should include various types of evidence — at least one image, one chart or graph, and one primary source excerpt — to support the students’ argument. During the presentations, nonpresenting students take notes on a graphic organizer.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 1

The Transformation of the Atlantic World

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.IV, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What was the Atlantic world and how was it created? ► What changes occurred in the Atlantic world during the early modern era?

Practices and Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and
Change over Time

Bentley and Ziegler, chapter 23 (topic: transoceanic encounters)

Instructional Activity: The Motives and Technologies of European Overseas Exploration
Working in pairs, each student creates an annotated map of the world that identifies and explains European motives for and technologies of exploration during the early modern period. For example, in Asia, students draw Asian goods and explain how and why these luxury goods were in high demand in Europe. Students should also draw a European ship in the Atlantic and explain the various technologies on that ship as well as the location of origin for each. Students could also draw arrows reflecting winds and currents in the Atlantic and Indian oceans, and explain the relationship between these currents and European navigation.

Analyzing Historical
Evidence
Argument
Development
Comparison

Bentley and Ziegler, chapters 23 and 25 (topic: discovery of the Americas)
Schweikart and Allen, chapter 1: “The City on the Hill, 1492–1707”
Zinn, chapter 1: “Columbus, the Indians, and Human Progress”

Instructional Activity: The “Discovery” of the Americas
Students discuss background knowledge about Christopher Columbus with a neighbor. Then, using handouts I’ve created, they read excerpts from Zinn and Schweikart and Allen on Columbus and his first encounters with Native Americans. These accounts offer opposing attitudes on Columbus’s legacy and significance. In pairs, students identify each historian’s attitude by creating a list of the adjectives used to describe Columbus. Next, using the historians’ background information, students explain, in writing, how each author’s background influences his interpretation of Columbus.
To wrap up, we hold a classroom discussion to debrief and reinforce the idea of history as an interpretive discipline.

I include some background information on the authors on the student handout. Zinn is a leftist author trying to write from the perspective of Native Americans and Schweikart and Allen are conservative authors writing to portray the United States as a force for good in the world.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 1

The Transformation of the Atlantic World

Learning Objectives:

▶ ENV-2, ENV-3, ENV-5, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 4.1.IV, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

12 instructional hours

Essential Questions

▶ What was the Atlantic world and how was it created? ▶ What changes occurred in the Atlantic world during the early modern era?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation

Bentley and Ziegler, chapter 25 (topic: conquest of the Americas)
Video
Guns, Germs, and Steel

Formative Assessment: The Conquest of the Americas
Students watch selected segments of the National Geographic adaptation of Jared Diamond's *Guns, Germs, and Steel*. While watching, students take notes identifying Diamond's argument as well as the evidence he uses to support it.
After the film, in pairs, students evaluate Diamond's evidence. To conclude, I lead students in a debate on the validity of his argument.

I view this as a good place for a formative assessment because Diamond's argument is based on evidence that extends back to the Neolithic Revolution. This argument forces students to recognize that both short-term and long-term causes are important when discussing historical events or processes. As students verbally unpack Diamond's argument, I can hear their questions and statements about processes that extend back centuries and provide verbal corrections and/or additional relevant context, helping them connect events separated by thousands of years.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 1

The Transformation of the Atlantic World

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.IV, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What was the Atlantic world and how was it created? ► What changes occurred in the Atlantic world during the early modern era?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 23 (topic: the Columbian Exchange)

Instructional Activity: The Columbian Exchange in the Western Hemisphere (Diseases, Cash Crops, and Slaves)
In pairs, students create annotated maps that define the Columbian Exchange and identify the hemispherical origins and destinations of some of the biology that travelled across the Atlantic.

Then, in groups, students create a flow chart that explains and analyzes the dramatic changes that Afro-Eurasian diseases, cash crops, and slaves had on the Americas. On the flow chart, students create three boxes that include an explanation of the origins, destinations, and significance of each. Then, using arrows, they show the relationship between the three (that diseases decimate native populations leading to the need for a new labor source to cultivate the cash crops transplanted to the Americas). Below the arrows, they explain the relationship between the three in writing.

Analyzing Historical Evidence
Argument Development
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 25 (topic: colonial Latin America)
Web
Deans-Smith, "Casta Paintings"

Instructional Activity: Social Changes in Colonial Latin America
Students analyze the creation of new modes of social organization in the Spanish empire in the Americas by creating annotated pyramids that show the social classes. In pairs, students label their pyramids and explain the definition of each class as well as the relationships between the various Spanish colonial social classes.
Students read "Casta Paintings." In groups, they annotate the spaces in the margins around the images included in the reading to:
► Explain how the images display racial mixing in Latin America; and
► Describe and evaluate the author's description of the usefulness of the sources.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 1

The Transformation of the Atlantic World

Learning Objectives:

► ENV-2, ENV-3, ENV-5, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

► 4.1.IV, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

12 instructional hours

Essential Questions

► What was the Atlantic world and how was it created? ► What changes occurred in the Atlantic world during the early modern era?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence

Bentley and Ziegler, chapter 25

Instructional Activity: Cultural Changes in Colonial Latin America

Students read the piece by Sigüenza y Góngora and individually create a T-chart analyzing his description of the parade by segregating Aztec cultural practices into one column and Catholic cultural practices into the other.

Continuity and Change over Time

(topic: colonial Latin America)

“Carlos de Sigüenza y Góngora: Virgin of Guadalupe Parade (1680)”

In a classroom discussion, I guide students to see that elements of both Spanish and Aztec cultural practices can be seen in this Colonial Latin American parade honoring the Virgin of Guadalupe. Students should recognize that Catholics in Latin America practice a syncretic faith, incorporating Spanish Catholic beliefs and practices into traditional Aztec or American customs.

Analyzing Historical Evidence

Summative Assessment: Transformations in the Atlantic World Essay

Students write an essay in response to the prompt, *Analyze the transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.*

Argument Development

Causation

Continuity and Change over Time

Learning objectives addressed: ENV-2, ENV-3, ENV-5, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

This lesson is very similar to the Islam in West Africa lesson in unit 3, module 3. This lesson is also meant to serve as an example of how religions adopt local customs as they diffuse across the Atlantic. Be sure students recognize that this lesson reflects yet another case study of a much broader pattern.

This summative assessment addresses both of the essential questions for this module.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 2 The Emergence of Global Exchange Networks

Learning Objectives:

- ▶ ENV-2, ENV-3, ENV-5, CUL-3, SB-2, SB-3, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

- ▶ 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.2.II, 4.3.III

Estimated Time:

8 instructional hours

Essential Questions

- ▶ How did commodities connect the world?
- ▶ What were the consequences of the emergence of globalized networks of communication and exchange?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Web
AP World History
2006 Free-Response Questions, Section II, Part A

Instructional Activity: The Global Significance of Silver (Document Analysis)
In this activity, students analyze the 2006 document-based question on the global flow of silver. To begin, students individually read, analyze, and annotate the documents. Then, in groups, they discuss questions they're given to encourage them to think about the documents critically. The questions force students to:

- ▶ Analyze the prompt, looking for key words and possible organizational categories;
- ▶ Clarify confusing or difficult documents;
- ▶ Think about similarities across the documentation;
- ▶ Look at the historical situation, point of view, purpose, and audience of each document; and
- ▶ Think about additional evidence beyond the documents or a larger context that is relevant to the question.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Web
AP World History
2006 Free-Response Questions, Section II, Part A

Instructional Activity: The Global Significance of Silver (Organizing a DBQ)
In groups, students organize their responses to the previous activity's DBQ on poster paper. First, students trace a world map. They cut out their DBQ documents and segregate them based on region. All documents that describe social and economic changes caused by the global flow of silver in China should be glued on their posters in China, all documents that describe the changes that resulted from the global flow of silver in the Spanish Americas should be glued in the Americas, etc. After gluing, students reread the segregated documents, one region at a time, and summarize the social and economic effects in each region in a topic sentence. They write this topic sentence in a space next to the region/ documents that the sentence is describing.

In units 1 and 2, I focus on comparison writing skills. In unit 3, I focus on continuity and change writing skills. In unit 4, while continuing to reinforce comparison and continuity and change writing skills, I begin to focus on DBQ writing skills.

When organizing responses to the prompt, I guide students toward analyzing social and economic effects regionally. In other words, I have them analyze the social and economic effects of the global flow of silver in the Spanish Americas, in China, on Europeans, etc.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 2

The Emergence of Global Exchange Networks

Learning Objectives:

▶ ENV-2, ENV-3, ENV-5, CUL-3, SB-2, SB-3, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.2.II, 4.3.III

Estimated Time:

8 instructional hours

Essential Questions

- ▶ How did commodities connect the world? ▶ What were the consequences of the emergence of globalized networks of communication and exchange?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Web
AP World History
2006 Free-Response Questions, Section II, Part A

Instructional Activity: The Global Significance of Silver (Analyzing Primary Sources)
In groups, students add statements to their posters from the previous activity that address the point of view, audience, purpose, and/or context of each of the documents of the 2006 DBQ. After analyzing each document, students record document-analysis statements on their poster in the spaces next to each document. When done, students write a thesis statement on the top of their poster.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Web
AP World History
2006 Free-Response Questions, Section II, Part A

Instructional Activity: The Global Significance of Silver (Writing the DBQ)
Students individually analyze and write a response to the 2006 question, *Using the documents, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century. Explain how another type of document would help you analyze the effects of the flow of silver bullion in this period.*

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 2

The Emergence of Global Exchange Networks

Learning Objectives:

▶ ENV-2, ENV-3, ENV-5, CUL-3, SB-2, SB-3, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 4.1.I, 4.1.II, 4.1.III, 4.1.IV, 4.1.V, 4.2.II, 4.3.III

Estimated Time:

8 instructional hours

Essential Questions

- ▶ How did commodities connect the world?
- ▶ What were the consequences of the emergence of globalized networks of communication and exchange?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapters 23, 25, 26, 27, and 28 (topic: the development of global exchange networks)

Summative Assessment: Commodity Chains Connect and Change the World Newscast

Students create video newscasts that explain the global effects of a significant early modern commodity and present them to the class. Students pick from one of the following commodities: sugar, fur, cotton, tobacco, spices, or ivory. The newscasts should include explanations of the following:

- ▶ Effects of production (How was it produced? Where was it produced? Why there? Who produced it? Etc.)
- ▶ Effects of exchange (What regions did it connect? Why these regions? What technologies were necessary in the exchange of this commodity? Etc.)
- ▶ Effects on consumers (What impact did the commodity have on the regions that consumed it?)

Newscasts must include images and at least three excerpts from primary sources. Nonpresenting students takes notes on graphic organizers produced by the presenters. After each presentation, there is time for questions.

Learning objectives addressed: ENV-2, ENV-3, ENV-5, CUL-3, SB-2, SB-3, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6

In this four-day activity, days one and two are for research and production (students work on the newscast as homework as well). Days three and four are reserved for the presentations and discussions.

This summative assessment addresses both of the essential questions for this module.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 3

Changes and Continuities in Afro-Eurasia

Learning Objectives:

▶ ENV-2, ENV-3, ENV-5, ENV-6, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 4.1.I, 4.1.II, 4.1.IV, 4.1.V, 4.1.VI, 4.1.VII, 4.2.II, 4.3.I, 4.3.II

Estimated Time:

7 instructional hours

Essential Questions

- ▶ In what ways did life in Afro-Eurasia change during the early modern era? In what ways did it not change?
- ▶ What caused change in Afro-Eurasia? What prohibited change?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 23 (topic: the Columbian Exchange)

Instructional Activity: The Columbian Exchange in the Eastern Hemisphere (Food Crops, Tobacco, Cacao, etc.)
In groups, students annotate maps that explain and analyze the dramatic changes that biology from the Americas had on the Eastern Hemisphere. Students explain the impact of the Columbian Exchange by completing a graphic organizer. The graphic organizer is a world map with transparent boxes over major regions (e.g., China, Europe, the Middle East, India). In each of these empty boxes, students explain the effects of the Columbian Exchange on that particular region.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Web
AP World History 2008 Free-Response Questions, Section II, Part B

Formative Assessment: Continuities and Changes in the Indian Ocean World
In pairs, students brainstorm and prewrite in response to the prompt, *Analyze the changes and continuities in commerce in the Indian Ocean region from 650 C.E. to 1750 C.E.* Then, individually, they write a response to the prompt.

Analyzing Historical Evidence
Argument Development
Comparison

Bentley and Ziegler, chapter 28 (topic: Ottoman and Mughal empires)

Instructional Activity: Comparing the Ottoman and Mughal Empires
In groups, students research Ottoman and Mughal economic development, cultural developments, and techniques of imperial administration, and then they independently write a comparison essay.

During the activity, I wander the room to gauge student needs in terms of writing skills (thesis statement, analysis, use of evidence, etc.), and I provide light feedback. For homework, students peer review a neighbor's essay and offer written feedback on the particular writing skill that I feel the class needs to work on.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 3

Changes and Continuities in Afro-Eurasia

Learning Objectives:

▶ ENV-2, ENV-3, ENV-5, ENV-6, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 4.1.I, 4.1.II, 4.1.IV, 4.1.V, 4.1.VI, 4.1.VII, 4.2.II, 4.3.I, 4.3.II

Estimated Time:

7 instructional hours

Essential Questions

- ▶ In what ways did life in Afro-Eurasia change during the early modern era? In what ways did it not change?
- ▶ What caused change in Afro-Eurasia? What prohibited change?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 28 (topic: Ottoman and Mughal empires)

Instructional Activity: Continuity and Change over Time in the Ottoman and Mughal Empires
In groups, students create cause and effect charts explaining changes and continuities in the Ottoman or Mughal economies, social structures, and cultures. Charts should thoroughly explain the causes of change for each category as well as the short-term and long-term effects of these changes. Below their cause and effect chart, students identify and explain continuities within each category.

Analyzing Historical Evidence
Argument Development
Comparison
Causation
Continuity and Change over Time

Web
“‘Closed Country Edict of 1635’ and ‘Exclusion of the Portuguese, 1639’”
Peter the Great, “Edicts and Decrees”

Instructional Activity: Comparing Russian and Japanese Responses Toward the West
Students individually read excerpts from Tokugawa Ieyasu and Peter the Great and compare their responses to the West. After reading, students first discuss in pairs and then respond individually in writing to a list of questions I’ve given to help them compare and evaluate the responses of these to leaders to Western influence.

During this lesson, I wander around the room making sure to point out the differences in reasoning skills between this lesson and the previous one. Although our subjects (Ottoman and Mughal empires) are the same, the skill we are utilizing to examine these subjects is different. Whereas in the previous lesson we were comparing two subjects in the same time period, in this lesson we are analyzing changes and continuities in one subject over two time periods.

UNIT 4: THE EARLY MODERN ERA c. 1450 to c. 1750

Module 3

Changes and Continuities in Afro-Eurasia

Learning Objectives:

▶ ENV-2, ENV-3, ENV-5, ENV-6, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 4.1.I, 4.1.II, 4.1.IV, 4.1.V, 4.1.VI, 4.1.VII, 4.2.II, 4.3.I, 4.3.II

Estimated Time:

7 instructional hours

Essential Questions

- ▶ In what ways did life in Afro-Eurasia change during the early modern era? In what ways did it not change?
- ▶ What caused change in Afro-Eurasia? What prohibited change?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Summative Assessment: Unit Exam

Students complete a unit exam. They answer 40 teacher-generated, multiple-choice questions covering unit 3 and respond to two teacher-generated SAQs covering unit 4; in addition, students respond to a DBQ prompt and write an essay that covers units 2, 3, or 4.

Learning objectives addressed: ENV-2, ENV-3, ENV-5, ENV-6, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

This summative assessment addresses all of the essential questions for this unit.

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 1 Modernization

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5, ENV-6, CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 5.1.I, 5.1.IV, 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV, 5.4.I

Estimated Time:

10 instructional hours

Essential Questions

▶ What does it mean to be modern? ▶ What were the local effects of modernization?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Contextualization
Causation
Continuity and Change Over Time

Bentley and Ziegler, pp. 778–779: “An Age of Revolution, Industry, and Empire, 1750 to 1914”

Instructional Activity: Unit Introduction

Students independently close read the piece from the textbook. After the first read, they seek clarification on difficult vocabulary, phrases, and/or paragraphs with a neighbor. After the second read, they identify the author’s argument. After the third read, they analyze the evidence used by the author by creating bubble maps (graphic organizers that help students analyze the definition/characteristics of a particular term), in groups, to define the word *modern*.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 29 (topic: democratic revolution)
Web
“The Modern Revolution” (“Lesson 1: The Atlantic Revolutions”)

Instructional Activity: Democratic Revolutions, Part I

Students take notes during a lecture on the anatomy of a modern revolution that highlights major similarities among the Atlantic revolutions of the 18th and 19th centuries. The lecture explains the main phases of the revolutionary process.
Then, in pairs, students choose one of the Atlantic revolutions (American, French, Latin American, or Haitian) to research, and they create posters displaying how the major phases identified in the lecture materialized in the specific revolution being researched. Students participate in a gallery walk to view each other’s posters, taking notes on a Venn diagram on two of the Atlantic revolutions.

I usually have students create maps of the major empires being studied at the beginning of a unit; however, that activity would take too much time for the modern era because of the vast overseas empires constructed by Western societies. Instead, at the end of this lesson, I show them a map of world empires and have them explain to me why we are not creating our own.

This lecture is loosely based on the famous book by Crane Brinton, which identifies uniformities in the American, French, and Russian revolutions.

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 1 Modernization

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5, ENV-6, CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 5.1.I, 5.1.IV, 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV, 5.4.I

Estimated Time:

10 instructional hours

Essential Questions

- ▶ What does it mean to be modern? ▶ What were the local effects of modernization?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change Over Time

Bentley and Ziegler, chapter 29 (topic: democratic revolution)
Web
“The Modern Revolution” (“Lesson 1: The Atlantic Revolutions”)

Formative Assessment: Democratic Revolutions, Part II
In pairs, students brainstorm and prewrite in response to the prompt, *Compare the origins and outcomes of two of the following revolutions: American, French, Latin American, and Haitian.* Then, individually, they write a response to the prompt.

Analyzing Historical Evidence
Contextualization

Bentley and Ziegler, chapter 29 (topic: nationalism)
Web
nationalanthems.info

Instructional Activity: Identity Revolutions
Students reread the paragraph in the textbook that defines *nationalism*, and then they create written definitions for the term.
After debriefing as a class, students get into groups and analyze the lyrics to various national anthems. Students annotate the margins around the lyrics, describing how they reflect the creation of national identities. Lastly, students analyze the motive or purpose of the anthems in writing at the bottom of the page.

While students are prewriting, I wander around the room, answering questions and providing corrections, feedback, and/or additional relevant context. I also spend considerable time advising on writing skills and strategies. For homework, students peer review a neighbor's essay, providing written feedback.

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 1 Modernization

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5, ENV-6, CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 5.1.I, 5.1.IV, 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV, 5.4.I

Estimated Time:

10 instructional hours

Essential Questions

- ▶ **What does it mean to be modern?** ▶ **What were the local effects of modernization?**

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation
Continuity and
Change Over Time

Bentley and Ziegler, chapter 30 (topic: the Industrial Revolution)

Instructional Activity: The Second Energy Revolution

Students take notes during a lecture on how the invention of the steam engine led to another energy revolution, as it marked a transition from the need for immediate sources of energy to stored sources of energy.

In groups, students draw visual representations of the second energy revolution on poster paper. On the left side of the poster, students draw images representing how energy was utilized, and to what effect, during the agricultural era (c. 10,000 B.C.E. to 1750 C.E.). On the right side of the poster, students draw images representing how energy was utilized, and to what effect, during the industrial era (c. 1750 to the present).

Analyzing Historical
Evidence
Argument
Development
Contextualization
Comparison
Causation
Continuity and
Change over Time

Bentley and Ziegler, chapter 30 (topic: the Industrial Revolution)

Instructional Activity: Industrial Revolutions

In pairs, students analyze the impact the process of industrialization had on industrial societies by completing graphic organizers that compel them to look at the process of change in specific categories (e.g., production, social classes, urbanization, population, pollution, standard of living, the family, women, children, transcontinental migration). Within each category, students must explain the changes experienced in industrial societies and analyze the specific reasons for change.

I make the argument that the first energy revolution and the second energy revolution are the two most important events in human history. This lesson is an attempt to help students recognize that the harnessing of stored forms of energy frees human societies from the limitations of immediate sources of energy, which, in turn, fundamentally changes every aspect of society. Among other things, this revolution changes production, travel, social order, the environment, global balances of power, and even culture.

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 1 Modernization

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5, ENV-6, CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

Key Concepts:

▶ 5.1.I, 5.1.IV, 5.1.V, 5.1.VI, 5.3.I, 5.3.II, 5.3.III, 5.3.IV, 5.4.I

Estimated Time:

10 instructional hours

Essential Questions

▶ What does it mean to be modern? ▶ What were the local effects of modernization?

Practices and Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and
Change over Time

Bentley and Ziegler, chapter 30 (topic: Marxism)
Web
Marx and Frederick, “Manifesto of the Communist Party”

Instructional Activity: Marxism
Students independently read selected excerpts from *The Communist Manifesto*. Using information from the text, students create comic strips that illustrate the phases of the proletariat revolution as predicted by Marx and Engels.

Argument
Development
Contextualization
Causation
Continuity and
Change over Time

Summative Assessment: Modernization
Students individually create adapted Frayer Models (concept maps that help students define complex words by breaking down the definition into four categories). In the center of the page, students write the word “modern.” In the upper left-hand quadrant, students define *democracy* and explain how it is a characteristic of modernity. In the upper right-hand quadrant, they define *nationalism* and describe how it is a characteristic of modernity. In the lower left-hand quadrant, they define *industrialization* and explain how it is a characteristic of modernity. Lastly, in the lower right-hand quadrant, they define *Marxism* and explain how it is influenced by and a reaction against modernity.
Learning objectives addressed: ENV-2, ENV-3, ENV-4, ENV-5, ENV-6, CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

I select excerpts from The Communist Manifesto based on these six categories or phases described by Marx and Engels:

1. The definition of history
2. The definition of industrial society
3. The Luddites
4. Trade unions and strikes
5. The development of socialism
6. The development of communism

This summative assessment addresses both of the essential questions for this module.

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 2 New Imperialism

Learning Objectives:

▶ ENV-2, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

▶ 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.2.I, 5.2.II, 5.2.III

Estimated Time:

10 instructional hours

Essential Questions

- ▶ What was *new imperialism*? ▶ What was the connection between modernization and new imperialism?
- ▶ What were the global effects of modernization?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 32 (topic: Qing, Russian, and Ottoman empires and Tokugawa Japan)

Instructional Activity: Societies at a Crossroads (Qing, Russian, and Ottoman Empires and Tokugawa Japan)
In pairs, students brainstorm political cartoons that will evaluate reforms by Chinese, Russian, Ottoman, and Japanese elites in response to pressures placed on them by the West. Students then create their cartoons individually.

Analyzing Historical Evidence
Argument Development
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 33 (topic: new imperialism)

Instructional Activity: The Tools and Motives of New Imperialism
In pairs, students define the term *new imperialism* by creating a T-chart that explains the motives for and technologies of empire building in the modern era. Then, independently, students respond to the following SAQ, which includes a map of world empires in 1900 C.E.:

A. What is the connection between modernization and new imperialism?
B. In what ways is new imperialism the same as traditional empire building?

◀ *During this activity, I point out to students that political cartoons are a product of modernity (democracy, industrialization, nationalism). Political cartoons were a mass-produced artistic medium that championed free speech, allowing for the lampooning of governmental policies and political officials; they were also often diffused to help create a sense of national identity.*

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 2 New Imperialism

Learning Objectives:

▶ ENV-2, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

▶ 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.2.I, 5.2.II, 5.2.III

Estimated Time:

10 instructional hours

Essential Questions

- ▶ What was *new imperialism*? ▶ What was the connection between modernization and new imperialism?
- ▶ What were the global effects of modernization?

Practices and Skills

Materials

Instructional Activities and Assessments

Argument
Development
Causation
Continuity and
Change over Time

Bentley and Ziegler,
chapter 33 (topic:
British India)
Video
Mangal Pandey:
The Rising

Instructional Activity: Effects of New Imperialism Case Study: British in India, Part I
Students watch the majority (a few segments are omitted to save time) of the Bollywood movie *Mangal Pandey: The Rising*, taking notes on graphic organizers. After watching the film, they describe British techniques of imperial administration as well as the impact the British had on the Indian economy, society, and culture, and they describe Indian responses and reactions by creating storyboards that deconstruct the film based on these categories.

Argument
Development
Causation
Continuity and
Change over Time

Video
Mangal Pandey:
The Rising

Instructional Activity: Effects of New Imperialism Case Study: British in India, Part II
When finished with their *Mangal Pandey* storyboards, in pairs, students identify and explain the filmmaker's point of view, bias, and/or purpose in making this film by creating a T-chart that depicts all the ways the Indian filmmaker glorified the Indian protagonist as well as all the ways he vilified the British antagonists. Then, in writing, students individually explain how these scenes show the filmmaker's biases and/or help him achieve his goals or purpose.

Mangal Pandey is an excellent Indian film that displays the experience of the British Raj from the perspective of Indians. The film highlights British economic exploitation and racism. It culminates in the Sepoy Rebellion. I believe this film to be useful enough to devote 3 hours of valuable time to it!

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 2 New Imperialism

Learning Objectives:

▶ ENV-2, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

▶ 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.2.I, 5.2.II, 5.2.III

Estimated Time:

10 instructional hours

Essential Questions

- ▶ What was *new imperialism*? ▶ What was the connection between modernization and new imperialism?
- ▶ What were the global effects of modernization?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Web
AP World History
2009 Free-Response Questions, Section II, Part A

Instructional Activity: Responses to New Imperialism Case Study: Africa, Part I
In this activity, students analyze the 2009 document-based question on the African responses to imperialism. To begin, students read, analyze, and annotate the documents. Then, in groups, they discuss questions they're given that encourage them to think about the documents critically. The questions force students to:

- ▶ Analyze the prompt, looking for key words and possible organizational categories;
- ▶ Clarify confusing or difficult documents;
- ▶ Think about similarities across the documentation;
- ▶ Look at the historical situation, point of view, purpose, and audience, of each document; and
- ▶ Think about additional evidence beyond the documents or a larger context that is relevant to the question.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Web
AP World History
2009 Free-Response Questions, Section II, Part A

Formative Assessment: Responses to New Imperialism Case Study: Africa, Part II
Students independently respond to the 2009 question, *Using the documents, analyze African actions and reactions in response to the European Scramble for Africa. Identify an additional type of document and explain how it would help in assessing African actions and reactions.*

After students are finished, I have them get into groups and compare their theses. Students then write a single thesis, as a group, combining the best elements of each student's individual thesis. Lastly, I project each group's perfected thesis and, as a class, we discuss the strengths and weaknesses of it.

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 2 New Imperialism

Learning Objectives:

▶ ENV-2, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

▶ 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.2.I, 5.2.II, 5.2.III

Estimated Time:

10 instructional hours

Essential Questions

- ▶ What was *new imperialism*? ▶ What was the connection between modernization and new imperialism?
- ▶ What were the global effects of modernization?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 33 (topic: legacies of new imperialism)
Orwell, chapter 3

Instructional Activity: Legacies of Imperialism

Students close read excerpts from chapter 3 of Orwell's *Burmese Days*. After the first read, they seek clarification on difficult vocabulary, phrases, and/or paragraphs with a neighbor. During the second read, students highlight in one color all the statements made by Mr. Flory and in another color all the statements made by Dr. Veraswami. Then students analyze the legacies of imperialism by creating a T-chart that separates the positive and negative effects of imperialism on colonies as explained by the two main characters. As a class, students verbally debate whether or not imperialism had an overall positive or negative effect on colonies based on the arguments made by the two characters.

Orwell was a noted anti-imperialist. In this excerpt, two characters debate the legacies of British imperialism in Burma. Mr. Flory, the British gentleman, thinks the British had a terrible impact on Burma and Dr. Veraswami, an Indian doctor, thinks that the British had a positive influence on Burma. This document therefore allows for an interesting discussion about using fiction as historical evidence, which I make sure to bring up during the debate.

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 3 Modernization Accelerates Global Exchange

Learning Objectives:
 ▶ ENV-2, ENV-3, ENV-5, CUL-6, SB-2,
 ECON-1, ECON-2, ECON-3, ECON-5,
 ECON-7, SOC-1, SOC-4, SOC-6

Key Concepts:
 ▶ 5.4.I, 5.4.II, 5.4.III

Estimated Time:
 7 instructional hours

Essential Questions

- ▶ What were the push and pull factors that lead to increased migration during the modern era? ▶ What was the link between modernization and increased migration?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
 Contextualization
 Causation
 Continuity and Change over Time

Bentley and Ziegler, chapters 31 and 33 (topic: migration in the modern era)

Instructional Activity: Migration in the Modern Era
 Using various maps and resources from the textbook, students annotate world maps. On the maps they:

- ▶ Identify the various groups that migrated in the modern era by labeling color-coded arrows;
- ▶ Explain the push and pull factors that caused the various groups to migrate; and
- ▶ Identify and explain the various technologies that led to the increase of human migration in this period.

Analyzing Historical Evidence
 Argument Development
 Contextualization
 Comparison
 Causation
 Continuity and Change over Time

Bentley and Ziegler, chapter 33 (topic: legacies of imperialism)
Web
 AP World History 2003 Free-Response Questions, Section II, Part A

Formative Assessment: The Global Abolition of Slavery and the Rise of Indentured Servitude
 Students independently respond to the 2003 question, *Using the documents, analyze the main features, including causes and consequences, of the system of indentured servitude that developed as part of global economic changes in the nineteenth and into the twentieth centuries. What additional kind of document(s) would help assess the historical significance of indentured servitude in this period?*

After writing, students peer review a neighbor's essay. Students provide immediate written feedback, advising on thesis writing, organization, and analyzing documents.

UNIT 5: THE MODERN ERA c. 1750 to c. 1900

Module 3 Modernization Accelerates Global Exchange

Learning Objectives:
 ▶ ENV-2, ENV-3, ENV-5, CUL-6, SB-2,
 ECON-1, ECON-2, ECON-3, ECON-5,
 ECON-7, SOC-1, SOC-4, SOC-6

Key Concepts:
 ▶ 5.4.I, 5.4.II, 5.4.III

Estimated Time:
 7 instructional hours

Essential Questions

▶ **What were the push and pull factors that lead to increased migration during the modern era?** ▶ **What was the link between modernization and increased migration?**

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
 Argument Development
 Contextualization
 Causation
 Continuity and Change over Time

Bentley and Ziegler, chapter 31 (topic: multicultural society in the Americas)
Web
 “Analyzing Nineteenth Century Immigration Cartoons”
 Resnik, “Racist Anti-Immigrant Cartoons From the Turn of the 20th Century”

Instructional Activity: Multicultural Society in the Americas
 Students analyze five to seven political cartoons by identifying the attitude of each author toward immigrants and immigration in the United States during the 19th century and then explaining why the authors hold those attitudes.

Analyzing Historical Evidence
 Argument Development
 Contextualization
 Comparison
 Causation
 Continuity and Change over Time

Summative Assessment: Unit Exam
 Students complete a unit exam. They answer 40 teacher-generated, multiple-choice questions and respond to two teacher-generated SAQs, all covering unit 5.
Learning objectives addressed: ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

This summative assessment addresses all of the essential questions for this unit.

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 1 Global Conflicts

Learning Objectives:

► ENV-3, CUL-1, CUL-4, CUL-5, CUL-6,
SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1,
ECON-2, ECON-3, ECON-6, SOC-1,
SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.1.III, 6.2.III, 6.2.IV, 6.2.V, 6.3.I

Estimated Time:

8 instructional hours

Essential Questions

► What were the causes and consequences of the world wars? ► What were the causes and consequences of the Cold War?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Bentley and Ziegler, pp. 942–943: “Contemporary Global Realignment, 1914 to the Present”

Instructional Activity: Unit Introduction
Students independently close read “Contemporary Global Realignment, 1914 to the Present.” After the first read, they seek clarification on difficult vocabulary, phrases, and/or paragraphs with a neighbor. After the second read, students identify the author’s argument and summarize it on a piece of paper. After the third read, in pairs, they analyze the evidence used by the author by creating bubble maps underneath their summaries that explain how the titles of the first two modules in this unit (Global Conflicts, Independence Movements and Nation Building) are characteristic of the era.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Bentley and Ziegler, chapters 34, 35, and 37 (topic: the world wars)

Instructional Activity: Origins of the World Wars
Students are given the following list of modern-era European developments: militarism, alliances, nationalism, imperialism. In groups, students explain, in writing, how each development led to the First World War.

Analyzing Historical Evidence
Argument Development

Bentley and Ziegler, chapters 34, 35, and 37 (topic: the world wars)
Video
The Great War: And the Shaping of the 20th Century (episode: “Total War”)

Instructional Activity: World War I as a “Total War”
During a lecture that defines the concept of *total war*, students take notes on a graphic organizer I give to them. Next, students watch “Total War” and explain, in writing on their graphic organizers, how each segment provides further evidence of their lecture-note definitions of total war. We debrief as a class.

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 1 Global Conflicts

Learning Objectives:

▶ ENV-3, CUL-1, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

▶ 6.1.III, 6.2.III, 6.2.IV, 6.2.V, 6.3.I

Estimated Time:

8 instructional hours

Essential Questions

▶ What were the causes and consequences of the world wars? ▶ What were the causes and consequences of the Cold War?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Bentley and Ziegler, chapters 34, 35, and 37 (topic: the world wars)
Video
The Century: Americas Time (episode: “1941–1945: Civilians at War”)

Formative Assessment: World War II as a “Total War”
Students watch “1941–1945: Civilians at War,” which describes the Second World War as a total war, and they continue to take notes on their graphic organizers from the previous activity, explaining how each segment provides further evidence of their lecture-note definitions of total war.
Based on the visual evidence from the video segments in this and the previous activity, students debate whether or not total war was/is a necessary form of warfare in the 20th and 21st centuries.

Argument Development
Causation
Continuity and Change over Time

Bentley and Ziegler, chapters 34 and 35 (topic: the Russian Revolution)

Instructional Activity: The Russian Revolution
In pairs, students brainstorm and prewrite in response to the prompt, *Analyze continuities and changes that resulted from the Russian Revolution.* Then, individually, they write a response to the prompt.

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Bentley and Ziegler, chapter 38 (topic: the Cold War)

Instructional Activity: Origins of the Cold War
In pairs, students reread the paragraphs in the textbook that discuss the Cold War and create definitions, in their own words, that thoroughly explain its origins and characteristics.
Students create political cartoons that define the Cold War and explain its origins using the partition of Korea or Germany as a subject.

While they debate, I answer questions and provide corrections and/or additional relevant context and feedback. I want to make sure students understand the impact of modernity (industrialization, democracy, and nationalism) on modern warfare.

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 1 Global Conflicts

Learning Objectives:

▶ ENV-3, CUL-1, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

▶ 6.1.III, 6.2.III, 6.2.IV, 6.2.V, 6.3.I

Estimated Time:

8 instructional hours

Essential Questions

▶ What were the causes and consequences of the world wars? ▶ What were the causes and consequences of the Cold War?

Practices and Skills

Materials

Instructional Activities and Assessments

Comparison
Causation

Bentley and Ziegler, chapter 38 (topic: the Cold War)

Instructional Activity: The Global Effects of the Cold War

Students consider the global effects of the Cold War by comparing the origins and outcomes of the American war in Vietnam and the Soviet war in Afghanistan. Half of the class researches the Vietnam War and the other half the Afghan war. Next, in groups, students create and display a poster that explains the origins and outcomes of their conflict. Students then, during a gallery walk, take notes on a Venn diagram, comparing the origins and outcomes of both conflicts.

Causation
Continuity and Change over Time
Contextualization

Summative Assessment: 20th-Century Global Conflicts Timeline

In groups, students create timelines of the major global conflicts of the 20th century (i.e., World War I, World War II, and the Cold War). Timelines should explain the origins and outcomes of each major conflict by linking them to each other (e.g., they should explain the origins of WWI as well as how it led to WWII, how WWII led to the Cold War, etc.).

Learning objectives addressed: ENV-3, CUL-1, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

This summative assessment addresses both of the essential questions for this module.

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 2

Independence Movements and Nation Building

Learning Objectives:

► CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.2.I, 6.2.II, 6.2.III, 6.2.V, 6.3.III

Estimated Time:

7 instructional hours

Essential Questions

► How and why did Africans and Asians fight for independence in the 20th century? ► What challenges do Africans and Asians experience while building independent nations?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Causation
Continuity and Change over Time

Bentley and Ziegler, chapters 36, 38, and 39 (topic: the Chinese Revolution)

Instructional Activity: The Chinese Revolution
Based on their textbook readings and a short lecture on the Chinese Revolution, in pairs, students brainstorm and prewrite in response to the prompt, *Analyze continuities and changes that resulted from the Chinese Revolution*. Then, individually, they write a response to the prompt.

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison

Web
“Chinese Posters”
“Soviet Posters”

Instructional Activity: Comparing Chinese and Russian Propaganda
In pairs, students analyze various images of Chinese and Russian propaganda posters and compare, through discussion and in writing, the political, economic, social, and cultural motives of the communist leadership (e.g., totalitarianism, the Five Year Plan, the Great Leap Forward, the Cultural Revolution, social equality). Students also identify the purpose of these works of propaganda and explain how the purpose of the documents influences their reliability.

In this lesson, I want to make sure students see that while both the Chinese and Russian revolutions were Marxist revolutions, because China was carved up into economic spheres of influence in the 19th century, the Chinese Revolution also has similarities to the independence movements that are occurring in Europe's former colonies at the same time.

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 2

Independence Movements and Nation Building

Learning Objectives:

► CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.2.I, 6.2.II, 6.2.III, 6.2.V, 6.3.III

Estimated Time:

7 instructional hours

Essential Questions

► How and why did Africans and Asians fight for independence in the 20th century? ► What challenges do Africans and Asians experience while building independent nations?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation

Instructional Activity: Comparing the Chinese and Russian Revolutions
Using their classwork from the previous two lessons and the Russian Revolution lesson earlier in unit 6, students individually prepare, prewrite, and write responses to the prompt, *Compare the origins and outcomes of the Chinese and Russian revolutions.*

Analyzing Historical Evidence
Argument Development
Contextualization
Causation

Bentley and Ziegler, chapter 39 (topic: the end of empire)
Web
Gandhi, "To Every Englishman in India"
Video
Gandhi

Instructional Activity: Comparing Indian and Vietnamese Independence Movements, Part I
Students independently read Gandhi's "To Every Englishman in India." In pairs, students identify his grievances, define *civil disobedience*, and explain how he plans on using civil disobedience to alleviate his grievances.
Students watch a short clip of the Salt March from the movie *Gandhi* and explain, in writing, how the Salt March is an example of civil disobedience.

Prior to this writing assignment, I reinforce the discussion held in the Ottoman and Mughal lesson in unit 4, module 3 about different types of historical thinking. The revolutionary process in China brings about great political, economic, social, and cultural change there. After exploring this process in China, I want students to see that we could (and should) then compare this process to a very similar one in Russia.

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 2

Independence Movements and Nation Building

Learning Objectives:

► CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

► 6.2.I, 6.2.II, 6.2.III, 6.2.V, 6.3.III

Estimated Time:

7 instructional hours

Essential Questions

► How and why did Africans and Asians fight for independence in the 20th century? ► What challenges do Africans and Asians experience while building independent nations?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation

Bentley and Ziegler, chapter 39 (topic: the end of empire)
Web
Minh, “Vietnamese Declaration of Independence, 1945”

Instructional Activity: Comparing Indian and Vietnamese Independence Movements, Part II
Students independently read Minh’s “Vietnamese Declaration of Independence, 1945.” In pairs, students identify his grievances and explain how he plans to alleviate his grievances.
Following a quick lecture on the Vietnam War, students answer an SAQ based on short excerpts pulled from both documents in response to the following prompts:
A. Compare the origins of independence movements in India and Vietnam.
B. Compare the strategies employed by Indian and Vietnamese leaders to achieve independence.
C. Describe the authors and audiences of these documents? How might this information influence the reliability of these sources?

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 2

Independence Movements and Nation Building

Learning Objectives:

▶ CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

Key Concepts:

▶ 6.2.I, 6.2.II, 6.2.III, 6.2.V, 6.3.III

Estimated Time:

7 instructional hours

Essential Questions

▶ How and why did Africans and Asians fight for independence in the 20th century? ▶ What challenges do Africans and Asians experience while building independent nations?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapters 39 and 40 (topic: the end of empire)

Summative Assessment: Nation Building in the Developing World

In groups, students complete a research project and presentation (using PowerPoint, iMovie, or a poster) that explains the process of nation building in one of the following nations in the developing world: India, Pakistan, Iran, Vietnam, Cambodia, Nigeria, South Africa, Brazil, or Cuba. Their presentations should also address problems or issues experienced by developing nations. Research and presentations must address the following:

- ▶ The development of national identities
- ▶ The creation of government
- ▶ Economic development and neocolonialism
- ▶ Social and/or religious issues
- ▶ The role and/or impact of the Cold War

Presentations should include relevant images and primary source excerpts. During the presentations, nonpresenting students take notes on a graphic organizer based on the categories above.

Learning objectives addressed: CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

One of the things I try to emphasize or reinforce during the presentations is the impact the Cold War had on developing nations. How, in many ways, the Cold War was fought over these developing nations. This summative assessment addresses the following essential questions:

- What were the causes and consequences of the Cold War?
- How and why did Africans and Asians fight for independence in the 20th century?
- What challenges do Africans and Asians experience while building independent nations?

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 3 Globalization

Learning Objectives:

- ▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-6, ECON-7, SOC-1, SOC-2, SOC-5

Key Concepts:

- ▶ 6.1.I, 6.1.II, 6.1.III, 6.3.II, 6.3.III, 6.3.IV

Estimated Time:

11 instructional hours

Essential Questions

- ▶ What are the causes and effects of globalization? ▶ To what extent has our relationship with the environment changed in the 21st century?

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Causation
Continuity and
Change over Time

Bentley and Ziegler,
chapter 40 (topic:
globalization)

Instructional Activity: Economic Globalization

In groups of four, students create annotated maps of the global communication and exchange networks. On the maps they:

- ▶ Label and explain the geographical and/or environmental factors relevant to human movement along global networks;
- ▶ Label and explain the role played by major urban centers along the networks;
- ▶ Draw and explain the technologies that supported exchange along the networks;
- ▶ Draw, explain, and trace the general origins and destinations of trade goods along the networks;
- ▶ Draw, explain, and trace the general origins and destinations of ideas along the networks;
- ▶ Draw, explain, and trace any examples of biological diffusion along the networks; and
- ▶ Draw, explain, and trace any examples of the diffusion of diseases along the networks.

This lesson is a replica of the communications and exchange lessons in units 2 and 3. Whereas those lessons were trying to get students to recognize the creation and expansion of transregional exchange networks, in this lesson I want them to see that continuous expansion over the centuries has connected the world. At the same time, I want students to recognize that in many ways our movement continues to be shaped by geographical factors and the use of certain technologies.

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 3 Globalization

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5,
CUL-1, CUL-2, CUL-3, CUL-4, CUL-5,
CUL-6, SB-2, SB-3, SB-4, SB-5, SB-6,
ECON-1, ECON-2, ECON-3, ECON-6,
ECON-7, SOC-1, SOC-2, SOC-5

Key Concepts:

▶ 6.1.I, 6.1.II, 6.1.III, 6.3.II, 6.3.III, 6.3.IV

Estimated Time:

11 instructional hours

Essential Questions

▶ **What are the causes and effects of globalization?** ▶ **To what extent has our relationship with the environment changed in the 21st century?**

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 40 (topic: globalization)
Web
Various Internet articles and YouTube videos on the global effects of the iPhone

Summative Assessment: Economic Globalization Newscast
In groups, students create video newscasts that explain the global economic, social, and environmental effects of the manufacture and exchange of an iPhone. Each group creates a newscast that exposes the effects in one particular part of the world, such as:

- ▶ The United States (as corporation headquarters and primary consumer of product)
- ▶ China (as manufacturer of product)
- ▶ India (as provider of customer support)
- ▶ Congo (as producer of coltan — a natural resource essential in the production of iPhones)
- ▶ Saudi Arabia (as producer of oil — an ingredient essential to the production, packaging, and transport of product)

Newscasts must include images, excerpts from primary sources, and a YouTube clip. Student groups present their newscasts, while the class takes notes on graphic organizers produced by the presenters. After each presentation, there is time for questions and discussion.

Learning objectives addressed: ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, ECON-1, ECON-2, ECON-3, ECON-6, ECON-7, SOC-1, SOC-2, SOC-5

Analyzing Historical Evidence
Argument Development
Contextualization
Continuity and Change over Time

Bentley and Ziegler, chapter 40 (topic: globalization)
Audio
Bob Marley & the Wailers, “War”
Isaacs, “Black Liberation Struggle”
Tosh, “African”

Instructional Activity: Cultural Globalization Case Study: Reggae Music
Following a short lecture on Jamaican history and culture, students get into pairs and watch videos of or listen to and read the lyrics of various Reggae songs. They explain, by completing graphic organizers, how each song provides an example of globalization, Pan-African nationalism, and neocolonialism.

Students spend two days on research and one day presenting and discussing.

This lesson is very similar to the newscast activity done in unit 4. I like to repeat the lesson to show students that the manufacturing of iPhones has very similar global effects to the manufacture and exchange of early modern commodities like silver or sugar. Plus, they really like doing the newscasts!

This summative assessment addressed the essential question, What are the causes and effects of globalization?

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 3 Globalization

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5,
CUL-1, CUL-2, CUL-3, CUL-4, CUL-5,
CUL-6, SB-2, SB-3, SB-4, SB-5, SB-6,
ECON-1, ECON-2, ECON-3, ECON-6,
ECON-7, SOC-1, SOC-2, SOC-5

Key Concepts:

▶ 6.1.I, 6.1.II, 6.1.III, 6.3.II, 6.3.III, 6.3.IV

Estimated Time:

11 instructional hours

Essential Questions

▶ **What are the causes and effects of globalization?** ▶ **To what extent has our relationship with the environment changed in the 21st century?**

Practices and Skills

Materials

Instructional Activities and Assessments

Contextualization
Comparison
Causation
Continuity and
Change over Time

Bentley and Ziegler,
chapter 40 (topic:
globalization)

Instructional Activity: The Development of Global Organizations
Students generate graphic organizers that explain the origins and the goals and/or purpose of the following global organizations:

- ▶ United Nations
- ▶ World Trade Organization
- ▶ World Bank
- ▶ NAFTA participating countries
- ▶ Association of Southeast Asian Nations
- ▶ Greenpeace

The graphic organizers should provide one concrete example of each organization's actions, as well as critiques against each.

Analyzing Historical
Evidence
Argument
Development
Contextualization
Comparison
Causation
Continuity and
Change over Time

Bentley and Ziegler,
chapter 40 (topic:
globalization)
Web
Population
Reference Bureau
World Health
Organization

Instructional Activity: Demographics and the Environment (Population Growth)
In pairs, students analyze the various factors that have contributed to dramatic population growth in the 20th and 21st centuries by analyzing various pieces of statistical data. They then respond individually to the prompt, *Analyze factors that contributed to global population growth during the 20th and 21st centuries.*

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 3 Globalization

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5,
CUL-1, CUL-2, CUL-3, CUL-4, CUL-5,
CUL-6, SB-2, SB-3, SB-4, SB-5, SB-6,
ECON-1, ECON-2, ECON-3, ECON-6,
ECON-7, SOC-1, SOC-2, SOC-5

Key Concepts:

▶ 6.1.I, 6.1.II, 6.1.III, 6.3.II, 6.3.III, 6.3.IV

Estimated Time:

11 instructional hours

Essential Questions

▶ **What are the causes and effects of globalization?** ▶ **To what extent has our relationship with the environment changed in the 21st century?**

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Web
AP World History
2011 Free-Response Questions, Section II, Part A

Formative Assessment: Demographics and the Environment (Green Revolution DBQ)
Students independently respond to the 2011 question, *Using the following documents, analyze the causes and consequences of the Green Revolution in the period from 1945 to the present. Identify and explain one additional type of document and explain how it would help your analysis of the Green Revolution.*

Analyzing Historical Evidence
Argument Development
Contextualization
Causation
Continuity and Change over Time

Bentley and Ziegler, chapter 40 (topic: globalization)
Web
“Pro & Con Arguments: ‘Is Human Activity Primarily Responsible for Global Climate Change?’”

Instructional Activity: Demographics and the Environment (Environmental Degradation and Climate Change)
Students take notes on a lecture that explains the environmental impact of the globalization of industrial capitalism. In groups, students read the Climate Change Debate: Pros and Cons website and evaluate the arguments for and against man-made climate change.

◀ *After writing, students peer review a neighbor's essay. Students provide immediate written feedback, advising on writing thesis statements, organization, and analyzing of documents.*

UNIT 6: THE 20TH AND 21ST CENTURIES c. 1900 to the Present

Module 3 Globalization

Learning Objectives:

▶ ENV-2, ENV-3, ENV-4, ENV-5,
CUL-1, CUL-2, CUL-3, CUL-4, CUL-5,
CUL-6, SB-2, SB-3, SB-4, SB-5, SB-6,
ECON-1, ECON-2, ECON-3, ECON-6,
ECON-7, SOC-1, SOC-2, SOC-5

Key Concepts:

▶ 6.1.I, 6.1.II, 6.1.III, 6.3.II, 6.3.III, 6.3.IV

Estimated Time:

11 instructional hours

Essential Questions

▶ What are the causes and effects of globalization? ▶ To what extent has our relationship with the environment changed in the 21st century?

Practices and Skills

Materials

Instructional Activities and Assessments

Analyzing Historical Evidence
Argument Development
Contextualization
Comparison
Causation
Continuity and Change over Time

Summative Assessment: Unit Exam

Students complete a unit exam. They answer 40 teacher-generated, multiple-choice questions and respond to two teacher-generated SAQs, all covering unit 6.

Learning objectives addressed: ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

This summative assessment addresses all of the essential questions for this unit.

Resources

All links to online resources were verified before publication. In cases where links are no longer working, we suggest that you try to find the resource by doing a keyword Web search.

General Resources

"The AP World History Exam." College Board. Accessed June 1, 2015. http://apcentral.collegeboard.com/apc/members/exam/exam_information/216943.html.

Bentley, Jerry H., and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. 3rd ed. New York: McGraw-Hill, 2006.

Indian Ocean in World History. Sultan Qaboos Cultural Center. Accessed June 1, 2015. <http://www.indianoceanhistory.org>.

Stearns, Peter N., Michael Adas, Stuart B. Schwartz, and Marc Jason Gilbert. *World Civilizations: The Global Experience (AP Edition)*. 6th ed. Upper Saddle River, NJ: Longman, 2011.

Strayer, Robert W. *Ways of the World: A Brief Global History*. Boston: Bedford/St. Martins, 2009.

Unit 1 (The Ancient Era, to c. 600 B.C.E.) Resources

Ancient Civilizations. British Museum. Accessed June 1, 2015. http://www.ancientcivilizations.co.uk/home_set.html.

Ancient Egypt. British Museum. Accessed June 1, 2015. <http://www.ancientegypt.co.uk/menu.html>.

Ancient Mesopotamia. British Museum. Accessed June 1, 2015. <http://www.mesopotamia.co.uk>.

"Bridging World History: Unit 3: Human Migrations." Annenberg Learner. Accessed June 1, 2015. http://www.learner.org/courses/worldhistory/unit_main_3.html.

"Çatalhöyük: Neolithic Revolution." Science Museum of Minnesota. Accessed June 1, 2015. http://www.smm.org/catal/mysteries/what_were_they_eating_hunting_and_gathering.

Engineering an Empire. Directed by Mark Cannon. 2005. New York: New Video, 2007. DVD.

"Journey of Mankind: The Peopling of the World." Bradshaw Foundation. Accessed June 1, 2015. <http://www.bradshawfoundation.com/journey>.

"The Olmecs." Latin American Studies. Accessed June 1, 2015. <http://www.latinamericanstudies.org/olmecs.htm>.

The River Valley Civilization Guide. Accessed June 1, 2015. <http://www.rivervalleycivilizations.com>.

Unit 2 (The Classical Era, c. 600 B.C.E. to c. 600 C.E.) Resources

"Assalayana Sutta." Wikitipaka. Accessed June 1, 2015. http://tipitaka.wikia.com/wiki/Assalayana_Sutta.

Burbank, Jane, and Frederick Cooper. *Empires in World History: Power and the Politics of Difference*. Princeton, NJ: Princeton University Press, 2010.

"Expanding Networks of Exchange and Encounter." World History For Us All. Accessed June 1, 2015. <http://worldhistoryforusall.sdsu.edu/eras/era4.php#pan>.

"History of Religion." Maps of War. Video. Accessed June 1, 2015. <http://www.mapsofwar.com/ind/history-of-religion.html>.

"A Record of the Debate on Salt and Iron." Asia for Educators. Columbia University. Accessed June 1, 2015. http://afe.easia.columbia.edu/ps/cup/debate_salt_iron.pdf.

"Sita Sings the Blues." Video, 1:21:31. Accessed June 1, 2015. <http://sitasingstheblues.com/watch.html>.

Unit 3 (The Postclassical Era, c. 600 C.E. to c. 1450) Resources

Battuta, Ibn. "A Donation to Those Interested in Curiosities." Cengage Learning. Accessed June 1, 2015. http://college.cengage.com/history/primary_sources/world/donation_to_curiosities.htm.

Bentley, Jerry. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*. New York: Oxford University Press, Inc., 1993.

Genghis Khan: The History of the World Conqueror. 'Ala-ad-Din 'Ata-Malik Juvaini. UNESCO. Accessed June 1, 2015. <http://unesdoc.unesco.org/images/0010/001086/108630Eb.pdf>.

"History of Religion." Maps of War. Video. Accessed June 1, 2015. <http://www.mapsofwar.com/ind/history-of-religion.html>.

Islam: Empire of Faith. Directed by Robert Gardner. PBS Home Video, 2000. DVD.

Lu Jiuyuan. "Mind Is Principle." Asia For Educators. Columbia University. Accessed June 1, 2015. http://afe.easia.columbia.edu/ps/cup/lu_jiuyuan_mind.pdf.

Morgan, David O. *The Mongols*. 2nd ed. Hoboken, NJ: Wiley-Blackwell, 2007.

"Pegolotti's Merchant Handbook." University of Washington. Accessed June 1, 2015. <https://depts.washington.edu/silkroad/texts/pegol.html>.

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Shaffer, Lynda. "Southernization." *Journal of World History* 5, no. 1 (1994): 1–21. <http://www.uhpress.hawaii.edu/journals/jwh/jwh051p001.pdf>.

Zhu Xi. "The Nature as Principle." Asia For Educators. Columbia University. Accessed June 1, 2015. http://afe.easia.columbia.edu/ps/cup/zhuxi_nature.pdf.

Unit 4 (The Early Modern Era, c. 1450 to c. 1750) Resources

"Carlos de Sigüenza y Góngora: Virgin of Guadalupe Parade (1680)." In *Documents in World History: Volume 2, The Modern Centuries: From 1500 to the Present*, by Peter N. Stearns, Stephen S. Gosch, and Erwin P. Grieshaber. 4th ed. New York: Pearson Education Inc., 2006.

"'Closed Country Edict of 1635' and 'Exclusion of the Portuguese, 1639.'" Tokugawa Ieyasu. Pearson Education. Accessed June 1, 2015. http://wps.pearsoncustom.com/wps/media/objects/2426/2484749/chap_assets/documents/doc17_2.html.

Deans-Smith, Susan. "Casta Paintings." NOT EVEN PAST. Accessed June 1, 2015. <https://notevenpast.org/casta-paintings>.

Guns, Germs, and Steel. Directed by Tim Lambert and Cassian Harrison. Washington D.C.: National Geographic Television and Film, 2005. DVD.

"History of Religion." Maps of War. Video. Accessed June 1, 2015. <http://www.mapsofwar.com/ind/history-of-religion.html>.

Peter the Great. "Edicts and Decrees." Cengage Learning. Accessed June 1, 2015. http://college.cengage.com/history/primary_sources/world/edicts_and_decree.htm.

Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to the War On Terror*. New York: Sentinel, 2004.

Zinn, Howard. *A People's History of the United States: 1492–Present*. New York: HarperCollins Publishers, 2003.

Unit 5 (The Modern Era, c. 1750 to c. 1900) Resources

"Analyzing Nineteenth Century Immigration Cartoons." The History Project. University of California, Davis. Accessed June 1, 2015. http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=4.

Mangal Pandey: The Rising. Directed by Ketan Mehta. Mumbai: Prasad Video, 2005. DVD.

Marx, Karl, and Frederick Engels. "Manifesto of the Communist Party." Marxist Internet Archive. Accessed June 1, 2015. <https://www.marxists.org/archive/marx/works/1848/communist-manifesto>.

"The Modern Revolution." World History For Us All. Accessed June 1, 2015. http://worldhistoryforusall.sdsu.edu/units/seven/panorama/Era07_pan.php.

nationalanthems.info. Accessed June 1, 2015. <http://www.nationalanthems.info>.

Orwell, George. *Burmese Days*. Orlando, FL: Harcourt, Inc., 1934.

Resnik, Brian. "Racist Anti-Immigrant Cartoons From the Turn of the 20th Century." *The Atlantic*, November 21, 2011. Accessed June 1, 2015. <http://www.theatlantic.com/national/archive/2011/11/racist-anti-immigrant-cartoons-from-the-turn-of-the-20th-century/383248>.

Unit 5 Supplemental Resources

Brinton, Crane. *The Anatomy of Revolution*. New York: Vintage Books, 1965.

Unit 6 (The 20th and 21st Centuries, c. 1900 to the Present) Resources

Bob Marley & the Wailers. "War." From *Rastaman Vibration*. New York: The Island Def Jam Music Group, 2002. CD.

The Century: America's Time. Hosted by Peter Jennings. New York: ABC News, 1999. VHS.

"Chinese Posters." International Institute of Social History. Accessed June 1, 2015. <http://www.iisg.nl/exhibitions/chairman/chnintro.php>.

Gandhi. Directed by Richard Attenborough. 1982. Los Angeles: Columbia Pictures, 2001. DVD.

Gandhi, Mohandas Karamchand. "To Every Englishman in India." World History in Context. Accessed June 1, 2015. http://ic.galegroup.com/ic/whic/PrimarySourcesDetailsPage/DocumentToolsPortletWindow?jsid=c53449f797cb0d086e9cbc761b87cbbb&action=2&catId=&documentId=GALE|CX2560000142&userGroupName=mmlin_b_maldenhs&zid=422ded7a9617c3c6569a1a4706a795e9.

The Great War: And the Shaping of the 20th Century. Directed by Lyn Goldfarb and Carl Byker. 1996. PBS Home Video, 1998. VHS.

Isaacs, Gregory. "Black Liberation Struggle." From *Soon Forward*. London: Virgin Records, 2003. CD.

Minh, Ho Chi. "Vietnamese Declaration of Independence, 1945." Internet Modern History Sourcebook. Fordham University. Accessed June 1, 2015. <http://legacy.fordham.edu/halsall/mod/1945vietnam.html>.

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“Pro & Con Arguments: ‘Is Human Activity Primarily Responsible for Global Climate Change?’” ProCon.org. Accessed June 1, 2015. <http://climatechange.procon.org/#arguments>.

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Tosh, Peter. “African.” From *Super Hits*. New York: Sony BMG Music Entertainment, 2001. CD.

World Health Organization. Accessed June 1, 2015. <http://www.who.int/en>.