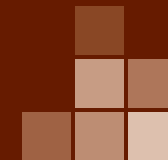


AP[®] World History

Course Planning and Pacing Guide 3

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Silver Spring, Maryland



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AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

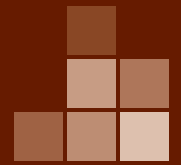
Welcome to the AP[®] World History Course Planning and Pacing Guides

This guide is one of four Course Planning and Pacing Guides (CPPG) designed for AP[®] World History (APWH) teachers. Each provides an exemplar of how to plan instruction for the AP course based on the author's academic year schedule, school location and type, and textbook choice. Each CPPG is authored by a current AP World History teacher familiar with the AP World History Curriculum Framework.

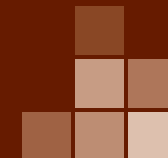
Each guide provides valuable suggestions regarding all aspects of teaching the course, including the selection of readings, the pace of instruction, instructional activities, and types of assessment. The authors have offered their suggestions — displayed in boxes that appear on the right side of the page — to aid in course planning for AP World History teachers. These tips are intended to provide insight into the *why* and *how* behind the author's instructional choices.

Each CPPG also highlights how the different components of the AP World History Curriculum Framework — the key concepts, course themes, and historical thinking skills — are taught over the course of the year. The CPPGs are designed to demonstrate how to successfully teach the AP World History Curriculum Framework by making the skills central to instruction and avoiding spending too much time on “content coverage.” Additionally, each author explicitly explains how he or she manages course breadth and increases depth for each unit of instruction.

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 Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.



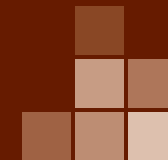
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Springbrook High School Silver Spring, Maryland

School	Public high school with 1,800 students
Student population	Community is suburban and ethnically diverse. Students are: <ul style="list-style-type: none"> • 48 percent African American • 16 percent Asian American • 14 percent European heritage • 22 percent native Spanish speakers
	<ul style="list-style-type: none"> • 43 percent receive free or reduced-priced lunches. • 88 percent are going on to college. • 70 percent take one or more AP® classes before graduation. • 30 percent take AP World History.
Instructional time	There are 180 instructional days; class meets for 47 minutes every day. School begins the last week of August.
Student preparation	AP World History is offered junior year. About half of the students have successfully completed AP U.S. Government and Politics, and the rest took the required National, State, and Local Government class. From eighth through ninth grades, students completed two years of American history.
Textbook and Primary Source Reader	<p>Bulliet, Richard W., Pamela Kyle Crossley, Daniel R. Headrick, Steven W. Hirsch, Lyman L. Johnson, and David Northrup. <i>The Earth and Its Peoples: A Global History</i>. 3rd AP ed. Boston: Houghton Mifflin, 2005.</p> <p>Andrea, Alfred and James Overfield. <i>The Human Record: Sources of Global History</i>. 5th ed. 2 vols. Boston: Wadsworth, 2004.</p> <p>Additional primary sources and handouts are posted online within the Web service provided by the school system.</p>

Overview of the Course



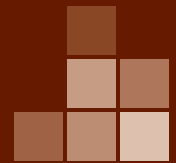
AP World History helps my students better understand how the world we live in got to be the way it is. We examine the evolution of global processes and contacts, including interactions over time, in order to find patterns in the causes and consequences of significant changes in various regions around the world. Moreover, we compare those patterns of changes among major societies since 8000 B.C.E. By the end of the course, I find that students are interested in current events in many more places on the planet and can make connections between those events and the patterns of changes and continuities they discovered in the past.

I use the Key Concepts to organize the lessons and assessments within each unit. The outline of each unit links each Key Concept with formative and summative assessments. The formative and summative assessments cover the range of skill levels I want the students to achieve. I use these assessments to collect evidence of the content and skills the students are mastering. Because my students do not usually master the content and skills evenly at the beginning of the course, throughout the year I encourage them to rewrite their essays and other written assignments after receiving my feedback and an initial grade. In addition, I allow them to correct their multiple-choice quizzes by explaining why the wrong answers they chose are incorrect responses to the stem or question. Moreover, I frequently meet with students individually to help them acquire the skills they need to become more independent learners, emphasizing the effective use of the textbook and other secondary sources as guides to the most important ideas and interpretations in world history. Although many juniors enter AP World History with solid skills in reading, writing, and studying, it is the first challenging history course for a substantial number of them. Therefore, I try to balance improving the skills of all of the students while challenging them with content and appropriate pacing. I find the data from formative assessments very useful for determining which students are demonstrating historical thinking skills and which need more scaffolding from me or academic support from our literacy

specialist, peer tutoring services, or school counselors. In order to address my students' range of learning styles, I use a variety of instructional methods, including lecture-discussion, daily analysis of primary sources, simulations, debates, seminars, and small-group work on annotated maps and timelines.

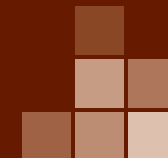
By making world history an exercise in addressing questions the students themselves have about the past, they remain engaged in seeking evidence to answer those questions. This active participation helps them identify relevant historical evidence as well as recognize the limitations in those sources. As world history is a relatively new field of historical investigation, the frequent historiographical debates that emerge in the field become ideal ways of revealing more about how history is written and rewritten. Students seem to enjoy learning that historians like to challenge each other publicly about their arguments.

Managing Breadth and Increasing Depth



Unit	Managing Breadth	Increasing Depth
Period 1	Instead of teaching each early civilization independently and then comparing and contrasting them, I concentrate on the intersection of course themes and skills. For example, I focus on the relationship between food supply and agriculture; patterns of change and continuity in social stratification; economic specialization of labor; and more complex political units. Instead of systematically covering all civilizations, I use key examples from each while using a themes-and-skills-based approach, thereby reducing the breadth of this section of the course.	In separating what was formerly one period into two distinct periods, I now have the opportunity to spend more time in the first unit focusing on “Big History,” basic world geography, and the environmental theme (which is often neglected). I also use this unit as an opportunity to introduce and lay the foundation for all of the historical thinking skills. For example, I assign a comparative essay on the early civilizations to assess students’ skills in argumentation, use of evidence, contextualization, and comparison, and then work with small groups or individual students to help them get to a basic mastery of those skills.
Period 2	I wait until Unit 4 to teach about developments in the Americas, thus allowing more time for developments in Afro-Eurasia. I limit the discussion of the major belief systems to basic beliefs because all of these belief systems reappear in later units, when students are more ready to ask questions related to changes that occur in belief systems as they spread.	When covering the rise of imperial societies in the Roman and Han empires, I emphasize practice in analyzing textual and visual primary sources. The sources from Roman and Han historians lend themselves more obviously to comparisons, especially as they relate to currencies and monumental architecture. Students also get more time to analyze the role of belief systems in the Roman, Han, and Gupta empires through textual and visual primary sources.
Period 3	In this time period, I pay less attention to the details regarding the administration of political systems and more time showing students that the bureaucratic structures developed by the empires in the Mediterranean, South Asia, and East Asia remained the basis for most of the political systems.	Beginning with this unit, I emphasize interactions, especially those having to do with trade. By doing this, students can see more clearly how innovations in technology and the spread of belief systems support the expansion of trade, especially in light of the creation of Islamic states that helped to expand trade networks.
Period 4	Most students have some background on the “explorers,” so I quickly remind them what they already know rather than repeat the details of each one. I also do not have to spend much time showing them the results of the Columbian Exchange, especially as it related to the spread of crops and animals. Since the effects of the transfer of plants and animals continue today, students usually just need some quick reminders to remember that coffee was domesticated in East Africa, not the Americas, and that potatoes came from South America, not Ireland.	Because early globalization is not intuitive to most students (many assume that all goods traveled everywhere instantly once global travel became more common), I show students how the global economy was first built on the transfer of silver to China. They also need lots of practice with analyzing quantitative data. Giving them repeated opportunities to see how demographic changes are often related to improvements in agriculture or to the spread of disease tends to be of strong interest to the students.

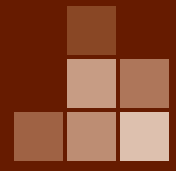
Managing Breadth and Increasing Depth *(continued)*



Unit	Managing Breadth	Increasing Depth
Period 5	<p>My students have already had two years of American history, so I use what they know to help them compare the causes and the immediate effects of the American Revolution to the other Atlantic revolutions and independence movements. The fact that my students have also received some introduction to Enlightenment ideas in their yearlong government course also helps speed up analysis of the philosophical underpinnings of the Atlantic revolutions.</p>	<p>Since a majority of my students are of African heritage, and many have relatives in the Caribbean, I spend some extra time guiding them through the complicated timeline and effects of the Haitian Revolution.</p> <p>Their natural interest in technology and consumerism leads me to extend the time we spend on the immediate and long-term effects of industrialization throughout the world. This extra time also helps students analyze the causes of the Great Depression in the 20th century in terms of business cycles in the 19th century.</p>
Period 6	<p>Since our time for this unit is often cut short by snow days, I try to pick case studies of the major developments that seem to be of greatest interest to the students. While my goal is to achieve global balance, I often select more case studies in Africa and Asia than in Latin America because the causes and effects of these cases tend to be easier for students to understand.</p>	<p>Because a majority of my students are male teenagers, we continue to focus on the developments in consumerism, especially as they relate to sports and technology. Continuing to focus on topics most likely to interest them, we discuss the global process of the development of professional sports teams and associations around the world. It is not hard to show how those leisure activities were affected by the global context of the world wars, imperialism, decolonization, the Cold War, and technological innovations, especially toward the end of the 20th century and into the beginning of the 21st century.</p>

Period 1. Technological and Environmental Transformations to c. 600 B.C.E.

Estimated Time:
2 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Recognize the relationship of geography and climate to human migration, settlement, and interaction, and to list some causes and effects of that relationship.	KC 1.1. Big Geography and the Peopling of the Earth Theme 1: Interaction Between Humans and the Environment Skills: Causation, Periodization	Bulliet, <i>The Earth and Its Peoples: A Global History</i> , Chapter 1, with special attention to section on the Indus Valley civilization Manning, <i>Migration in World History</i> , Chapters 1–3	Instructional Activity: List environmental reasons for migration, such as climate change.
	KC 1.1 Theme 1: Environment Skills: Contextualization, Use of Evidence		Instructional Activity: Discuss the types of archaeological, DNA, and linguistic evidence historians use to trace human migrations.
	KC 1.1 Theme 1: Environment Skills: Synthesis		Formative Assessment: Have students identify on a map the continent names, oceans, and other major bodies of water, and then direct them to add lines showing the migration routes of humans from East Africa, including expansion into Eurasia, the Americas, and Oceania. Instructional Activity: Recognize archaeological and linguistic evidence historians use to date and trace these migrations.

Because students come into AP World History acquainted with the idea of cause and effect, they can readily apply that skill to discussions of how environmental changes could affect human migration. This first discussion about causation also leads to the issue of periodization (i.e., why the AP World History course begins with migration).

Because students need practice identifying geographic locations, I assign map work as homework or a quick quiz. I write positive comments for correct responses and indicate correct answers for incorrect responses. I encourage those who did not get 100 percent correct to redo the assignment or quiz. I use this same approach with other formative assessments such as annotated timelines, debates, scored discussions, and reading quizzes.

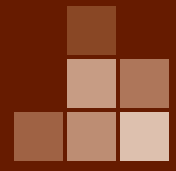
As students discuss the periodization issues in this first unit, they begin to recognize the importance of findings from other disciplines that support historians' interpretations about early human movements and settlements.

Essential Questions: ▼ What is "civilization"? ▼ Who is "civilized"? ▼ How does the definition of "civilized" depend upon unique cultural factors that developed in different regions?

Period 1. Technological and Environmental Transformations to c. 600 B.C.E.

(continued)

Estimated Time:
2 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Connect environmental and climatic effects on modes of economic organization, such as foraging, fishing, agricultural, and pastoral economies.	<p>KC 1.2. The Neolithic Revolution and Early Agricultural Societies</p> <p>Theme 4: Creation, Expansion, and Interaction of Economic Systems</p> <p>Skills: Comparison, Contextualization, Interpretation</p>	Diamond, <i>Guns, Germs, and Steel</i> , Chapters 1 and 5 and video clip “Yali’s Question”	<p>Instructional Activity:</p> <p>For homework, compare Jared Diamond’s argument about the five main factors contributing to the rise of food production with the factors listed in the textbook.</p> <p>Instructional Activity:</p> <p>Critique Diamond’s argument about the environmental factors that favored interactions in Afro-Eurasia. Discuss his summary of the reasons for other historical interpretations of the “Rise of the West” (Chapter 1, “Yali’s Question”).</p> <p>Expand on a discussion of the contemporary economic disparities identified in the video clip “Yali’s Question” to define and compare the economic and political hierarchies apparent in early settled agricultural systems, foraging, fishing, and pastoral economies.</p>
	<p>KC 1.2</p> <p>Theme 1: Environment</p> <p>Skills: Contextualization, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Identify on a map:</p> <ul style="list-style-type: none"> • locations of early settled agricultural, fishing, and pastoral communities • domestication of particular crops and animals in specific regions, as well as the persistence of foraging and fishing • technology used for agricultural production, trade, and transportation, e.g., chariots and horseback riding in specific regions
Identify the environmental effects of the transition to agriculture on the environment around villages and urban centers in river-valley and nonriver-valley societies.	<p>KC 1.3. The Development and Interaction of Early Agricultural, Pastoral, and Urban Societies</p> <p>Theme 1: Environment</p> <p>Skills: Contextualization, Periodization</p>	Bulliet, Chapter 2	<p>Instructional Activity:</p> <p>Identify the environmental effects of the transition to agriculture on the environment around villages and urban centers in river-valley and nonriver-valley societies (e.g., Fertile Crescent, Nile River, Indus River Valley, Huang He Valley, Central American Highlands, Oceania, or Niger-Congo Rivers) by creating a timeline showing the domestication of key plants and animals during this Neolithic Revolution.</p>

Because this is the students’ first introduction to historical interpretation, they need me to explain why earlier historians used racial arguments or exceptionalism to explain Europeans’ dominance of the world in the 19th and 20th centuries.

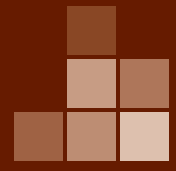
Throughout the course, students practice comparing historical developments within and among societies by using graphic organizers, annotated timelines, and annotated maps. Often the graphic organizers require a high level of synthesis of disparate facts gathered from a variety of historical sources and from quantitative data from other disciplines, such as anthropology and archeology. Students also get opportunities to contextualize their synthesis by comparing societies’ reactions to global processes.

Essential Questions: ▼ What is “civilization”? ▼ Who is “civilized”? ▼ How does the definition of “civilized” depend upon unique cultural factors that developed in different regions?

Period 1. Technological and Environmental Transformations to c. 600 B.C.E.

(continued)

Estimated Time:
2 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Use evidence to show social and cultural consequences of early agricultural and pastoral life.	<p>KC 1.2</p> <p>Theme 4: Economic Systems</p> <p>Theme 1: Environment</p> <p>Skills: Causation, Contextualization, Use of Evidence</p>	<p>Image of Hittite horse-drawn chariot; one possible source:</p> <p>http://digital.library.upenn.edu/women/edwards/pharaohs/pharaohs-6.html</p>	<p>Instructional Activity:</p> <p>Respond to a visual image of the Hittite horse-drawn chariot to show recognition that pastoralists' mobility allowed them to become an important conduit for technological change (e.g., by spreading knowledge of new weapons or methods of transportation) as they interacted both peacefully and militarily with settled populations.</p>
	<p>KC 1.2, 1.3</p> <p>All themes</p> <p>Skills: Contextualization, Interpretation, Periodization, Use of Evidence</p>	<p>Excerpts from various college-level world history textbooks</p>	<p>Formative Assessment:</p> <p>I use a scored discussion based on excerpts from six different textbooks and designed to guide students toward answering the Essential Question about the value of using the term "civilization" when analyzing patterns in world history. I ask students: Why is the term "civilization" problematic for world historians? I then have them discuss the concept of "civilization" and the issues four selected historians have with the term, as well as discuss how the term has changed over time since the early historical writings of ancient China and Greece.</p>
	<p>KC 1.2</p> <p>Theme 4: Economic Systems</p> <p>Theme 1: Environment</p> <p>Skills: Use of Evidence</p>		<p>Instructional Activity:</p> <p>Use evidence collected from primary and secondary sources in textbook or reader to analyze the demographic effects of the settled populations' agricultural food supply, as well as the environmental effects of intensive cultivation of selected plants and animals and the construction of irrigation systems. (homework)</p>
	<p>KC 1.2</p> <p>All themes</p> <p>Skills: Causation, CCOT</p>		<p>Instructional Activity:</p> <p>Use evidence collected from primary and secondary sources in textbook or reader to find patterns of change and continuity in the effects of increased social stratification and more complex religious organizations</p> <ul style="list-style-type: none"> • economic effects of specialization of labor and increased trade • political effects of more complex systems of government, military, and the development of record keeping (homework)

Students get many opportunities to analyze primary sources for historical context, purpose, intended audience, the author's point of view, type of source or argument, and tone. This is one of the first visual sources that students learn to analyze for historical context.

This assessment helps students develop the historical thinking skills of historiography and periodization. The students are assessed according to a rubric that requires them to voice one comment and ask one question, both relevant to the topic. If they have primary sources or conducted research, they must reference it. If the students do not earn points for making a comment and asking a question, then they can give me written versions of their comments and questions.

I often help students start filling in charts during class and then expect them to complete the work outside of class. To motivate the students, I let them use these charts and other notes for reading quizzes.

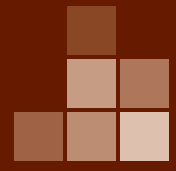
Students learn to recognize and analyze changes in history through the annotated timelines and maps they construct. Moreover, these timelines and maps help students see global patterns and processes over time and space while also helping students connect local developments to global ones and move through levels of generalization, from the global to the particular.

Essential Questions: ▼ What is "civilization"? ▼ Who is "civilized"? ▼ How does the definition of "civilized" depend upon unique cultural factors that developed in different regions?

Period 1. Technological and Environmental Transformations to c. 600 B.C.E.

(continued)

Estimated Time:
2 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Link the increasing complexity of political and religious structures with the development and transformation of social and gender structures in early agricultural, pastoral, and urban societies.	KC 1.3 Theme 1: Environment Skills: Contextualization, CCOT	Bulliet, Chapter 3	Formative Assessment: Locate the following early civilizations on a map: Tigris and Euphrates River Valleys, Nile River Valley, Indus River Valley, the Huang He Valley, Mesoamerica (Olmecs), and Andean South America (Chavin). Using quantitative data annotate the map to show the increase in population density in this period.
	KC 1.3 Theme 2: Development and Interaction of Cultures Theme 3: State-Building, Expansion, and Conflict Theme 4: Economic Systems Theme 5: Development and Transformation of Social Structures Skills: Use of Evidence	Andrea, <i>The Human Record: Sources of Global History</i> , Mesopotamian <i>The Epic of Gilgamesh</i> ; "Hammurabi's Code"; Egyptian <i>Book of the Dead</i> (The Negative Confession); Chinese "The Mandate of Heaven"; Indian <i>The Rig Veda</i> ; Hebrew "Deuteronomy"	Formative Assessment: Use evidence in primary sources in reader to: <ul style="list-style-type: none"> compare specialization of labor, including artisans and the development of elites such as rulers, priests, warriors, and bureaucrats in early civilizations recognize the continuation of patriarchal social systems in both agricultural and pastoral societies recognize the increasing complexity of political and religious structures (finish for homework)
	KC 1.3 Theme 2: Cultures Skills: CCOT, Use of Evidence		Instructional Activity: Analyze images of writing systems, monumental architecture, and art from textbook and reader to link them with cultural and religious traditions in the early civilizations, especially those with cities and urban planning.
	KC 1.3 All themes Skills: CCOT, Use of Evidence		Instructional Activity: Trace on a map increased webs of trade in the Eastern Hemisphere, especially between expanding states with cities where a storable surplus of food supported specialization of labor, accumulation of wealth, and exchange of goods, ideas, and technology. Then write a thesis statement about the effects of those interactions. Focus on trade between Egypt and Nubia and between Mesopotamia and the Indus Valley.

Each student maintains a workbook that includes exercises and sources that we use in class, including various types of charts and graphic organizers. At various times during class, I will circulate around the room and provide feedback about their workbooks assignments, helping them develop their historical-thinking skills. They also use their workbooks during discussions and seminars, debates, presentations, open-note quizzes, and when preparing for writing essays.

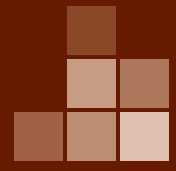
I emphasize interactions to help students see growing webs of exchange over time. They analyze why people in both large and small states (as well as in stateless societies) interacted, and then investigate the evidence of the resulting changes.

Essential Questions: ▼ What is "civilization"? ▼ Who is "civilized"? ▼ How does the definition of "civilized" depend upon unique cultural factors that developed in different regions?

Period 1. Technological and Environmental Transformations to c. 600 B.C.E.

(continued)

Estimated Time:
2 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the emergence of the first states within the core civilizations	<p>KC 1.3</p> <p>All themes</p> <p>Skills: Argumentation, Comparison, Synthesis, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Write a thesis statement comparing the early civilizations in terms of their cities, political systems, economic and trading systems, systems of social inequality, effects of migrations, and interactions with nomadic peoples.</p> <p>Summative Assessment:</p> <p>Students write an essay comparing characteristics of early civilizations.</p>
All the learning objectives for this unit	<p>KC 1.1, 1.2, 1.3</p> <p>All themes</p> <p>Skills: all</p>		<p>Summative Assessment:</p> <p>20 multiple-choice questions</p>

I share models of different kinds of thesis statements appropriate for the question they will address on the summative assessment. I teach students that all thesis statements must (a) address all parts of the question, (b) take a position, and (c) include some kind of categorization for answering the question usually using the key words in the question and/or the five themes of AP World History. I collect these thesis statements and give students written feedback on their performance; I also give them unlimited chances to master this skill throughout the year.

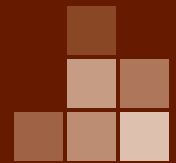
This essay requires students to address the unit's Essential Questions. The essay also requires students to analyze the historical interpretations behind the comparisons between different early civilizations.

To make my unit tests, I use a combination of multiple-choice questions from the AP World History Course and Exam Description, released exams, practice exams, as well as ones I create. I also create a grid that helps me include questions that touch on all of the geographic regions, themes, and relevant key concepts and historical thinking skills. Students then use the grid the day after the test to assess their own performance and adjust their study strategies for the next assessment.

Essential Questions: ▼ What is "civilization"? ▼ Who is "civilized"? ▼ How does the definition of "civilized" depend upon unique cultural factors that developed in different regions?

Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

Estimated Time:
4 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify and explain the continuance, emergence, diffusion, and adaptation of old and new religious and cultural traditions.	<p>KC 2.1. The Development and Codification of Religious and Cultural Traditions</p> <p>Theme 2: Cultures</p> <p>Skills: Use of Evidence</p>	<p>Bulliet, Chapters 4–6</p> <p>Andrea, <i>Sima Qian, The Records of the Grand Historian</i>; <i>Asoka, Rock and Pillar Edicts</i>; and <i>Three Funerary Monuments</i></p>	<p>Instructional Activity:</p> <p>Use assigned pages in the textbook and relevant primary sources to identify and explain codifications and further developments in Judaism and Vedic religions by completing a chart on the core beliefs found in the Hebrew and the Sanskrit scriptures, respectively. Gather similar information about Zoroastrianism. (homework)</p>
	<p>KC 2.1</p> <p>Theme 2: Cultures</p> <p>Skills: CCOT, Contextualization</p>	<p>Andrea, <i>The Laws of Manu</i> and “The Ramayana”; The Lotus Sutra and “The Story of Isidasi”; “The Story of Ruth,” “Sermon on the Mount from the Gospel of Saint Matthew,” and “Mary the Harlot”; <i>The Analects</i>, <i>Dao De Jing</i>, and <i>Ban Zhao, Lessons for Women</i></p>	<p>Instructional Activity:</p> <p>Identify and explain the emergence, diffusion, and adaptation of Buddhism, Christianity, Confucianism, and Daoism by completing a chart on those belief systems’ core beliefs and scriptures. Also take into account social and economic contexts as well as gendered experiences in the assigned primary sources. (Start in class and finish for homework.)</p> <p>Summative Assessment:</p> <p>In a seminar discussion, students use their notes and analysis of primary sources from this unit to answer the Essential Question: How did the early major belief systems affect continuities and changes in the social and gender systems in the Classical Period? Then students locate and explain causes for the spread of major belief systems and related cultural developments on a graphic organizer.</p>
	<p>KC 2.1</p> <p>Theme 2: Cultures</p> <p>Skills: Argumentation, CCOT, Contextualization</p>		<p>Formative Assessment:</p> <p>Using assigned pages in the textbook and lecture notes, construct and annotate a map that explains diffusion of the following belief and philosophical systems: Buddhism, Confucianism (including ancestor veneration), Daoism, Christianity, and Greco-Roman philosophy, especially the science ideas of Aristotle. Write a thesis statement that takes a position on the major effects of the diffusion of these belief and philosophical systems in Afro-Eurasia.</p>

I consolidate the time spent on identifying and elaborating the beliefs of the early world religions by introducing the basic beliefs and their further developments in Unit 2 rather than in Unit 1.

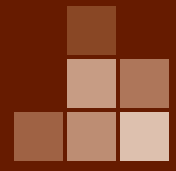
During the first three units I use annotated map quizzes as formative assessments to determine students’ level of geographic knowledge and to give them practice writing thesis statements. I provide comments on the maps and the thesis statements so students can revise them to improve their skills.

Essential Questions: ▼ How did belief systems reinforce and/or alleviate social hierarchies? ▼ Why did rulers of states have to legitimize their power?

Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

(continued)

Estimated Time:
4 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 2.1</p> <p>Theme 2: Cultures</p> <p>Skills: Comparison</p>	<p>Some possible online sources are:</p> <p>Smithsonian's National Museum of African Art: http://africa.si.edu/</p> <p>Central Asian images: http://depts.washington.edu/silkroad/culture/religion/religion.html</p> <p>Stonehenge: http://www.english-heritage.org.uk/daysout/properties/stonehenge/</p>	<p>Instructional Activity:</p> <p>Using assigned pages in the textbook and visual sources, identify and explain the continuity of other religious and cultural traditions by comparing shamanism, animism, and ancestor veneration in Central Asia, West Africa, and Northern Europe.</p> <p>Instructional Activity:</p> <p>Analyze primary sources that demonstrate the artistic expressions in ancient Greece, Persia, South Asia, Rome, and Gandhara.</p>
	<p>KC 2.1</p> <p>Theme 2: Cultures</p> <p>Skills: Contextualization, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Group textual and visual primary sources according to the political and cultural values they express about ancient Greek civilization.</p>
Compare the processes that supported the formation of classical empires and the factors that led to their decline.	<p>KC 2.2. The Development of States and Empires</p> <p>Theme 3: State-Building</p> <p>Skills: Comparison, Contextualization</p>		<p>Formative Assessment:</p> <p>Identify on a topographical map of Afro-Eurasia the location of empires in Southwest Asia (all of the Persian empires), East Asia (Qin and Han empires), South Asia (Maurya and Gupta empires), Mediterranean region (Phoenician and Greek colonization, Hellenistic and Roman empires), and write a comparative thesis statement on the formation and maintenance of imperial societies given the natural resources available in those physical environments.</p>

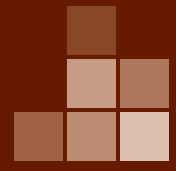
Students need extensive practice grouping primary sources to be confident in doing this type of analysis for the DBQ essay. I circulate during the activity and assess their progress while answering their questions. I pick new examples each year of classical literature, drama, sculpture, and architecture based on student interest, taking into consideration the topics in their English class and current events or popular culture. Using images helps build the students' visual literacy.

Essential Questions: ▼ How did belief systems reinforce and/or alleviate social hierarchies? ▼ Why did rulers of states have to legitimize their power?

Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

(continued)

Estimated Time:
4 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 2.2</p> <p>Theme 3: State-Building</p> <p>Skills: Comparison, Use of Evidence</p>	<p>Bulliet, Chapters 4–6</p> <p>Wiesner-Hanks, <i>Discovering the Global Past: A Look at the Evidence</i>, Chapter 4: “Han and Rome: Asserting Imperial Authority”</p>	<p>Instructional Activity:</p> <p>Using assigned pages in the textbook and relevant primary sources, complete charts and analytical thesis statements that compare the development of the techniques of imperial administration, including bureaucracies, laws, diplomacy, militaries and technological support for them, trade (including the creation of currencies), and integration with or suppression of religious hierarchies in China, Persia, Rome, and South Asia. (Start in class and finish as homework.)</p>
	<p>KC 2.2</p> <p>Theme 5: Social Structures</p> <p>Theme 3: State-Building</p> <p>Skills: Comparison, Use of Evidence</p>	<p>Bulliet, Chapters 4–6</p> <p>Adams, <i>Experiencing World History</i>. Sections on continuities and changes in gender structures and demography from 8000 B.C.E. to 600 C.E.</p>	<p>Instructional Activity:</p> <p>Using assigned pages in the textbook and relevant primary sources, complete charts and analytical thesis statements that compare the social and economic dimensions of imperial societies, including the role of cities (Persepolis, Chang’an, Pataliputra, Athens, Rome, Alexandria, and Constantinople), social hierarchies, labor specialization and methods of controlling labor (slavery, rents and tribute, and household production), and patriarchy. (Start in class and finish as homework.)</p> <p>Summative Assessment:</p> <p>Discuss the continuities and changes over time in demography and gender structures based on readings in <i>Experiencing World History</i>. The changes and continuities in demography and gender systems in this time period are dependent on the belief systems, social hierarchies, and political systems.</p>
Identify the correct order of the emergence of early civilizations and key states and empires in Afro-Eurasia.	<p>All Key Concepts in Units 1 and 2</p> <p>Theme 3: State-Building</p> <p>Skills: Chronological Reasoning</p>		<p>Formative Assessment:</p> <p>Place the emergence of the early civilizations and key states and empires in Afro-Eurasia in chronological order.</p>

This discussion relates to the Essential Questions: How did belief systems reinforce and/or alleviate social hierarchies? Why did rulers of states have to legitimize their power?

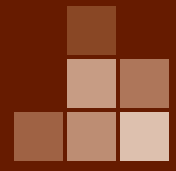
I give timeline quizzes every few weeks as formative assessments. I then let the students either take a makeup quiz or explain why they thought an event was earlier or later. This process of reflecting on their acquisition of new knowledge by figuring out their own misunderstandings tends to unpack their faulty logic. It also gives me an opportunity to reteach a chronological concept.

Essential Questions: ▼ How did belief systems reinforce and/or alleviate social hierarchies? ▼ Why did rulers of states have to legitimize their power?

Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

(continued)

Estimated Time:
4 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Compare the processes that supported the formation of classical empires and the factors that led to their decline.</p>	<p>KC 2.2 All themes</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity: Debate the most significant cause of the decline, collapse, and transformation of empires as related to internal and external problems and tensions. Students use evidence about soil erosion, silted rivers, and deforestation as the basis for internal problems and tensions between Han China and the Xiongnu, Gupta and the White Huns, and the Romans and their northern and eastern neighbors as the basis for external problems faced by these empires. (Start during class and finish as homework.)</p> <p>Summative Assessment: Students write an essay comparing the process of decline for two classical empires.</p>
<p>Explain the causes and effects of the transregional networks of communication and exchange.</p>	<p>KC 2.3. Emergence of Transregional Networks of Communication and Exchange</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Formative Assessment: Create an annotated topographical map of Afro-Eurasia that locates the routes, goods, and technologies (camel and horse saddles, stirrups, and lateen sails for dhows) used along the following transregional communication and exchange networks: Eurasian silk roads, Trans-Saharan caravan routes, Mediterranean Sea lanes, Indian Ocean sea lanes, North-South Eurasian trade routes.</p>

The essay analyzes the factors that led to imperial decline in this time period, including a breakdown in social hierarchies and political legitimacies. This assessment directly relates to the unit's Essential Questions.

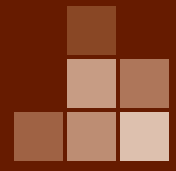
One rationale for my focus on interactions is the diversity of my students', their friends', and/or their parents' migration experiences. Their stories parallel the interactions that dramatically increased in Afro-Eurasia during the post-Classical period (Period 3). I spend more time on the effects of the spread of belief systems and technology due to increasing overlaps in trade networks, because I find the expansion of trade networks fascinating, and that change resonates with how my students see their world today.

Essential Questions: ▼ How did belief systems reinforce and/or alleviate social hierarchies? ▼ Why did rulers of states have to legitimize their power?

Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

(continued)

Estimated Time:
4 weeks



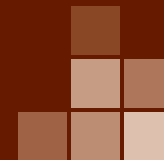
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Explain the causes and effects of the transregional networks of communication and exchange.	<p>KC 2.3</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Contextualization, Synthesis, Use of Evidence</p>	Bulliet, Chapters 4–6	<p>Formative Assessment: Use assigned pages in the textbook and lecture notes to add annotations to the trade networks map described above to explain the technological (new crops and qanat system), biological (disease epidemics), and cultural (changes in Christianity, Hinduism, and Buddhism) consequences of long-distance trade.</p> <p>Instructional Activity: Simulate the effects of the linked trade systems in Afro-Eurasia by keeping two merchants in entrepôts and sending two others to selected entrepôts located throughout the Indian Ocean, Silk Road, and Trans-Saharan trade networks.</p> <p>Formative Assessment: Locate and compare characteristics of trade networks on a graphic organizer or in a simulation.</p>
All learning objectives for Unit 1 and 2	<p>All Key Concepts in Periods 1 and 2</p> <p>All themes</p> <p>Skills: all</p>		<p>Summative Assessment: Unit Test: 50 multiple-choice questions for Units 1 and 2, which include questions that touch on all of the geographic regions, themes, relevant Key Concepts (KC 1.1, 1.2, and 1.3; KC 2.1, 2.2, and 2.3), and historical thinking skills.</p>

Students learn faster when they have to apply knowledge about the geographic locations of entrepôts and the type of commercial interactions typical of this time period. During the simulation and in the debriefing afterward, I typically hear students analyzing the causes and effects of the transregional networks and then correct any misunderstandings or assumptions (e.g., that it was easy to communicate over long distances or that the prices for goods always remained stable unless a personal deal was struck).

Essential Questions: ▼ How did belief systems reinforce and/or alleviate social hierarchies? ▼ Why did rulers of states have to legitimize their power?

Period 3. Regional and Transregional Interactions, c. 600 to c. 1450

Estimated Time:
7 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Demonstrate knowledge of historiographical and periodization issues.	All Key Concepts in Units 2 and 3 All themes Skills: Periodization		<p>Instructional Activity: Using the timelines in the textbook and a few excerpts from relevant articles, compare use of the terms “classical,” “medieval,” and “postclassical” for the transition from Unit 2 to Unit 3.</p> <p>Formative Assessment: Discuss the usefulness of 600 C.E. to 1450 for the postclassical period in analyzing historical effects in the Americas; debate the usefulness of 600 C.E. for areas of Afro-Eurasia not affected by the spread of Islam.</p>
Explain the continuities and changes in the expansion and intensification of communication and exchange networks.	<p>KC 3.1. Expansion and Intensification of Communication and Exchange Networks</p> <p>Theme 2: Cultures</p> <p>Skills: CCOT, Contextualization, Periodization, Use of Evidence</p>	Selections from Reilly, <i>Worlds of History, A Comparative Reader</i> , Volume 1, Chapter 10	<p>Instructional Activity: Analyze textual, visual, and quantitative sources about the causes of the spread of Islam in the Arabian peninsula and the effects of the spread of Islam in North Africa and the Iberian peninsula.</p> <p>Instructional Activity: Add Islam to the annotated map of the spread of religious traditions (made during Unit 2). (homework)</p> <p>Formative Assessment: Create an annotated timeline of the rise of Islamic empires and states along with the other major political systems in Afro-Eurasia during this period, and then periodize the timeline to show important breaks and changes over the postclassical period. Justify these choices in verbal or written form.</p>
	<p>KC 3.1</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, CCOT, Contextualization</p>		<p>Instructional Activity: Create two annotated maps that locate the routes, goods, and topography of the new hubs (e.g., trans-Saharan routes, Silk Roads, Mediterranean Sea, Indian Ocean emporia) and show the changes and continuities in transregional communication and exchange networks. The first map will show existing entrepôt circa 600 C.E. (Chang’an, Constantinople, Alexandria, and Silk Road City); the second map will show in 1200 C.E. (Novgorod, Timbuktu, Mombasa, Calicut, Baghdad, Melaka, and Venice).</p>

It is useful to have students become accustomed to these discussions about periodization at the beginning and end of each unit.

Similar to the assessment rubric I use for scored discussions, I assess students’ performance in the debates by the relevance of the evidence they use. If they make historical mistakes or do not participate fully, they can turn in written work on which I will make comments for further improvement, if necessary.

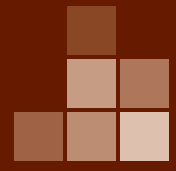
Students often are not used to creating maps that show changes over time, so having some clear models to follow is essential.

Essential Questions: ▼ What is the value in studying cultural areas vs. states? ▼ Did changes in this period occur more from the effects of nomadic migrations or urban growth? ▼ To what extent did economic networks overlap during this period?

Period 3. Regional and Transregional Interactions, c. 600 to c. 1450

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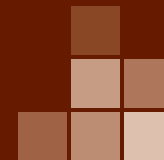
Estimated Time:
7 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
			<p>Formative Assessment: Write a thesis statement comparing the annotated map created for the end of the classical period with the two postclassical annotated trade maps to identify the changes and continuities over time in transportation technologies, state support for commercial growth, and commercial practices for the luxury-goods trade, i.e., increased volume, geographic range, and integration of regional economies.</p>
	<p>KC 3.1 Theme 4: Economic Systems Skills: CCOT, Contextualization, Use of Evidence</p>	<p>Bulliet, Chapters 8–10 <i>Andrea, Anna Comnena, The Alexiad; Nicetas Choniates, Annals; and Gunther of Pairis, A Constantinopolitan History</i> Shaffer, "Southernization"</p>	<p>Instructional Activity: From assigned pages in the textbook, primary sources from interregional travelers, and Lynda Shaffer's article "Southernization," create a list of the diffusion of food crops, industrial crops, luxury goods (silk and cotton textiles, porcelain, spices, precious gems, and exotic animals), and agricultural techniques throughout the Dar al-Islam and Mediterranean basin (e.g., cotton, sugar, citrus). Then rank the list in order of economic importance to the producing region and to the consuming region.</p>
	<p>KC 3.1 Theme 1: Environment Skills: Argumentation, Comparison, Contextualization, Use of Evidence</p>		<p>Instructional Activity: Create a map showing the spread of bubonic plague in the 14th century and analyze primary sources to recognize the differing responses to the plague among Muslims, Christians, and Jews in the Mediterranean region.</p>

Students need practice with making historical judgments because, as teenagers, they tend to consider judgments as being pejorative rather than assessing importance. When they hear the teacher modeling how to rank and judge historical importance or significance, they begin to make their own historical judgments about how to sift evidence and determine the more likely cause or effect of particular historical developments.

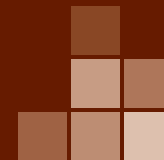
Essential Questions: ▼ What is the value in studying cultural areas vs. states? ▼ Did changes in this period occur more from the effects of nomadic migrations or urban growth? ▼ To what extent did economic networks overlap during this period?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 3.1</p> <p>Theme 2: Cultures</p> <p>Theme 5: Social Structures</p> <p>Skills: Argumentation, CCOT, Contextualization, Use of Evidence</p>	<p>Bulliet, Chapters 12–14</p> <p>Andrea, Chapter 12</p>	<p>Instructional Activity:</p> <p>Analyze primary sources that demonstrate the diffusion of literary, artistic, and cultural traditions (e.g., lists of books showing the interest in Greek science and philosophy in western Europe via Muslim Spain; photographs or illustrations of mosques that show architectural diffusion; illustrations of city planning in China and Japan; examples of poetry and porcelain in East Asia and Southwest Asia; portrait paintings that show the influence of Neo-Confucianism, Hinduism, and Buddhism in East and Southeast Asia; excerpts from Ibn Battuta’s Rihla about Islamic educational institutions; and architectural styles of mosques that show the influence of Islam in sub-Saharan Africa and Southeast Asia).</p> <p>Summative Assessment:</p> <p>Write an essay on the cross-cultural exchanges fostered by networks of trade and communication that make use of primary sources on the topic. Explain how these illustrate the cultural roles of merchant diasporas, the role of entrepôt cities as cosmopolitan cultural and commercial centers, and other roles of cities as administrative and religious centers. (Some of the primary sources will be from interregional travelers commenting on cultural similarities and differences along trade networks.)</p>
	<p>KC 3.1</p> <p>Theme 1: Environment</p> <p>Theme 4: Economic Systems</p> <p>Skills: CCOT, Contextualization, Use of Evidence</p>	<p>Bulliet, Chapters 8–10</p>	<p>Instructional Activity:</p> <p>Using assigned pages in the textbook and lecture notes, create an annotated map to show the continued diffusion of flora, fauna, and pathogens throughout the Eastern Hemisphere, paying particular attention to the banana, new rice varieties, sorghum, sugar, and pandemics from bubonic plague. Add the other commercial cities connected to networks that overlapped those in the Indian Ocean (Constantinople, Kiev, Venice, Genoa, Hamburg, and London) as well as the development of caravans and caravanserai. (homework)</p>

This relates to the Essential Questions: What is the value in studying cultural areas vs. states? Did changes in this period occur more from the effects of nomadic migrations or urban growth? To what extent did economic networks overlap during this period?

Essential Questions: ▼ What is the value in studying cultural areas vs. states? ▼ Did changes in this period occur more from the effects of nomadic migrations or urban growth? ▼ To what extent did economic networks overlap during this period?



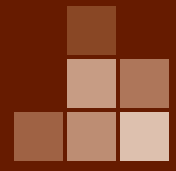
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 3.1</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 4: Economic Systems</p> <p>Skills: CCOT, Contextualization, Use of Evidence</p>	Shaffer, "Southernization"	<p>Instructional Activity:</p> <p>Analyze secondary sources that trace the diffusion of the following scientific and technological traditions ("Southernization"):</p> <ul style="list-style-type: none"> the influence of Greek and Indian mathematics on Muslim scholars the spread of printing technology the spread of gunpowder and development of gunpowder technology new forms of credit and monetization (bills of exchange and checks)
	<p>KC 3.1</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Wiesner-Hanks, Volume I: Chapter 6	<p>Instructional Activity:</p> <p>Compare maps and primary sources of Viking activity (including migrations) in the Latin West and in Eastern Europe to identify the differing social, political, and economic effects of their raiding and trading in those regions.</p>
	<p>KC 3.1</p> <p>Theme 4: Economic Systems</p> <p>Skills: CCOT, Contextualization</p>		<p>Instructional Activity:</p> <p>Highlight on the map the trade networks in the Indian Ocean (e.g., Hangzhou, Quanzhou, Chang'an, Melaka, Calicut, Basra, Baghdad, Mogadishu, Kilwa, Alexandria).</p>

Essential Questions: ▼ What is the value in studying cultural areas vs. states? ▼ Did changes in this period occur more from the effects of nomadic migrations or urban growth? ▼ To what extent did economic networks overlap during this period?

Period 3. Regional and Transregional Interactions, c. 600 to c. 1450

(continued)

Estimated Time:
7 weeks



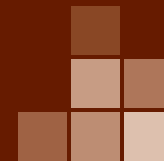
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 3.1</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Bulliet, Chapter 13	<p>Instructional Activity:</p> <p>Using assigned pages in the textbook and excerpts from other secondary sources compare the environmental effects of the migration of Bantu-speaking peoples with the maritime migration of the Polynesian peoples.</p>
Explain the causes of continuity and innovation in the forms and structures of states around the world as well as analyze the short- and long-term effects of the interactions between states in this period.	<p>KC 3.2. Continuity and Innovation of State Forms and Their Interactions</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Formative Assessment:</p> <p>In a seminar discussion, analyze primary texts and images of architecture and art from textbook and reader to identify continuity, innovation, and diversity in state formation, focusing on the formation of Islamic caliphates and movement of pastoral peoples to imperial centers (e.g., Abbasids, sultanate of Delhi, Mongol khanates), as well as city-states (e.g., on the Italian peninsula, Swahili coast, Hanseatic League), and synthesis by states (Persian traditions in Islamic states and Chinese traditions in Japan).</p>

I use seminars in order to hear and provide feedback about each student's interpretations of primary and secondary sources. Students usually enjoy listening to other students' ideas, especially those students who tend to be quiet during class.

Essential Questions: ▼ What is the value in studying cultural areas vs. states? ▼ Did changes in this period occur more from the effects of nomadic migrations or urban growth? ▼ To what extent did economic networks overlap during this period?

Period 3. Regional and Transregional Interactions, c. 600 to c. 1450 *(continued)*

Estimated Time:
7 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 3.2</p> <p>Theme 1: Environment</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, Contextualization, Synthesis, Use of Evidence</p>	<p>Video: Time-Life <i>Lost Civilizations: Africa, A History Denied</i></p>	<p>Instructional Activity: Trace the effects of the Bantu migrations on the development of autonomous kin-based communities; include the rise and disappearance of the Great Zimbabwe state.</p>
	<p>KC 3.2</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, CCOT, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity: Analyze primary sources from textbook, reader, and online to link greater interregional contacts and cross-cultural exchange as a result of conflict and diplomacy: Tang China and Abbasid caliphate, Byzantine Empire and Abbasid caliphate, and the Crusades.</p>
	<p>KC 3.1, 3.2, and 3.3</p> <p>All themes</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Formative Assessment: In a trial-like activity, students present arguments for and against the Mongols as a “civilized” people in the postclassical period. Students should base their arguments on primary and secondary sources. The trial evidence and arguments should show analysis of the points of view in the sources.</p> <p>Summative Assessment: Using the primary and secondary sources and material from the trial activity, write an essay on the effects of the Mongol conquests and rule on cross-cultural exchanges and forms of governance.</p>

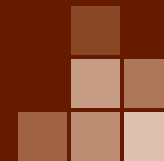
Students love to dress up and play roles in trials, especially when they can use unique primary sources to construct or respond to questions in an exciting atmosphere in which the outcome is uncertain. I view the trials as formative assessments because I can hear whether their questions or statements are historically accurate and provide corrections or additional context as the trial proceeds.

This essay relates to the Essential Questions: What is the value in studying cultural areas vs. states? Did changes in this period occur more from the effects of nomadic migrations or urban growth? To what extent did economic networks overlap during this period? These Essential Questions all help students not only analyze the effects of the Mongols but also see those effects in a wider historical pattern of the urban and nomadic developments that affected trade.

Essential Questions: ▼ What is the value in studying cultural areas vs. states? ▼ Did changes in this period occur more from the effects of nomadic migrations or urban growth? ▼ To what extent did economic networks overlap during this period?

Period 3. Regional and Transregional Interactions, c. 600 to c. 1450 *(continued)*

Estimated Time:
7 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Explain the causes and effects of increased economic productive capacity and its consequences.	<p>KC 3.3. Increased Economic Productive Capacity and Its Consequences</p> <p>Theme 1: Environment</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p>Most textbooks have relevant images of these items. There is an image library at the Bridging World History website:</p> <p>http://www.learner.org/courses/worldhistory/archive.html</p>	<p>Instructional Activity:</p> <p>Using visual primary sources from the postclassical period, identify the increasing productive capacity in agriculture and industry: improved plows and horse collars in Europe, expansion of irrigation networks and terracing techniques, and expanded textile and porcelain production in China, Persia, and India.</p>
	<p>KC 3.3</p> <p>Theme 1: Environment</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Analyze data about changes in urban demography to compare factors contributing to decline of urban areas (e.g., invasions, disease and hygienic conditions in towns, decline of rural productivity, climate change/Little Ice Age) with factors contributing to the growth or renewal of urban areas (e.g., safe and reliable transport, increased agricultural productivity, rising population and greater availability of labor, end of invasions).</p>
	<p>KC 3.3</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Students analyze primary sources from textbook, reader, and online resources during a seminar in which they identify the major causes of changes and continuities in the different forms of free and unfree labor systems and social structures in feudal, imperial, and city-state systems. They also identify the effects of religious conversion on gender relations and family life, including the persistence of patriarchy.</p> <p>Summative Assessment:</p> <p>Students write an essay about changes and continuities in trade systems, or about labor systems, or about state building.</p>

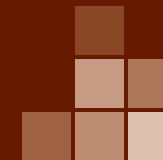
Students need practice analyzing various forms of graphs and tables. We do the analysis together for the first few activities and then I will give students data with several questions to answer. I collect their work and provide individual feedback on their performance. If they continue to make mistakes in interpreting the graphs, I will work with them individually or ask their math teacher to assist in helping the students improve their quantitative reasoning skills.

Any of these possible essay questions relate to the Essential Questions: What is the value in studying cultural areas vs. states? Did changes in this period occur more from the effects of nomadic migrations or urban growth? To what extent did economic networks overlap during this period?

Essential Questions: ▼ What is the value in studying cultural areas vs. states? ▼ Did changes in this period occur more from the effects of nomadic migrations or urban growth? ▼ To what extent did economic networks overlap during this period?

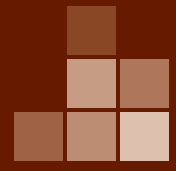
Period 3. Regional and Transregional Interactions, c. 600 to c. 1450 *(continued)*

Estimated Time:
7 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 3.3</p> <p>Theme 1: Environment</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p>Adams, all sections on continuities and changes in gender structures and demography from 600 C.E. to 1450 C.E.</p>	<p>Instructional Activity:</p> <p>Discuss environmental effects from increased agricultural production, including the demographic shifts.</p>
<p>All learning objectives for Unit 3</p>	<p>KC 3.1, 3.2, 3.3</p> <p>All themes</p> <p>Skills: all</p>		<p>Summative Assessment:</p> <p>Unit Test: 50 multiple-choice questions that touch on all of the geographic regions, themes, key concepts relevant for that time period (KC 3.1, 3.2, 3.3), and historical thinking skills.</p>

Essential Questions: ▼ What is the value in studying cultural areas vs. states? ▼ Did changes in this period occur more from the effects of nomadic migrations or urban growth? ▼ To what extent did economic networks overlap during this period?

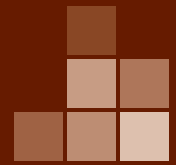


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Determine the causes and consequences of the Ming Treasure Ship voyages.	<p>KC 4.3. State Consolidation and Imperial Expansion</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, Contextualization, Synthesis, Use of Evidence</p>	Excerpts from Levathes, <i>When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405–1433</i>	<p>Instructional Activity:</p> <p>Analyze primary sources to determine the causes and consequences of the Ming Treasure Ship voyages and debate historians' interpretations of the long-term consequences, including the use of the term "isolated" when referring to Chinese foreign policies from the 1400s to the present.</p>
Trace the effects of the intensification of trade networks, including the centuries of information sharing between the Muslim world and Europe on the development of Italian Renaissance art and corruption in the Roman Catholic Church.	<p>KC 4.2. New Forms of Social Organization and Modes of Production</p> <p>Theme 2: Cultures</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity:</p> <p>Participate in a lecture-discussion and role-playing exercise based on art historians' techniques to identify the effects of the intensification of trade networks on the development of Italian Renaissance art, and apply those art historians' techniques to art that addresses the centuries of information sharing between the Muslim world and Europe and that reveals the corruption in the Roman Catholic Church in the late 1400s, especially in the architecture funded by tithing from the Germanic states, which prompted Martin Luther's 95 theses.</p>
Explain and map the expanding globalized nature of trade networks and the effects of the exchanges that resulted from the new trade networks.	<p>KC 4.1. Globalizing Networks of Communication and Exchange</p> <p>Theme 1: Environment</p> <p>Skills: Causation, CCOT, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity:</p> <p>Analyze primary source maps and images of navigational technology (astrolabe, revised maps, and compass) and ship designs (caravels) to create an annotated timeline showing innovations in ship designs and improved understanding of global wind and currents patterns that enabled transoceanic trade.</p>

As a way to focus on the skill of historical interpretation, I exaggerate my objection to the word "isolated" when applied to Chinese foreign policies. By doing so, students tend to remember my introduction to this lesson when I select another teacher's posting that claims China was "isolated" at some point and show students a timeline of Chinese interactions with others.

Essential Questions:

▼ To what extent did Europe become predominant in the world economy during this period? Why?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	KC 4.1 Theme 3: State-Building Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence		Instructional Activity: Analyze writs of privilege of the mariners and monarchs of the late 15th to early 16th century to determine the motives of European mariners and the monarchs who sponsored them from 1492–1530 (Columbus, Vasco da Gama, John Cabot, Magellan).
	KC 4.1 Theme 1: Environment Skills: Causation, CCOT, Contextualization, Periodization, Synthesis, Use of Evidence	Bulliet, Chapter 11	Formative Assessment: Annotated map quiz that shows the environmental exchange and demographic trends that resulted from the Columbian Exchange. Summative Assessment: Discuss periodization changes caused by Alfred Crosby's <i>Columbian Exchange</i> .
	KC 4.1 Theme 2: Cultures Theme 5: Social Structures Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence	Bulliet, Chapters 15–18	Instructional Activity: Analyze music developed in the Americas as a result of the Columbian Exchange and images and descriptions of religious festivals to recognize the spread and reform of Christianity in this period, including syncretism in forms of religion (e.g., African influences in Latin America, Amerindian adaptations of Catholicism).
	KC 4.1 Theme 2: Cultures Theme 5: Social Structures Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence		Instructional Activity: Trace the spread of the consumption of coffee, tea, chocolate, and sugar around the world in 1650 by marking discoveries about the production and consumption of these products on a world map. Also take into account the incorporation of the tea ceremony into Japanese Buddhism and coffee into Sufi Islam.

This relates directly to the Essential Questions: To what extent did Europe become predominant in the world economy during this period? Why? Crosby shows how the Columbian Exchange propelled European economic growth at the expense of peoples and societies in the Americas and Africa.

Students who view themselves as experts on music like to apply their skills to analyzing and comparing music styles. They also seem to appreciate connecting what they know about culture and religion in Latin America to their personal experiences or to what they are learning in their higher-level Spanish classes.

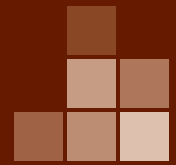
This is an activity I usually do right before winter break because the students find it hard to concentrate on challenging abstract concepts at this time. They seem to understand the role of coffeehouses in spreading Enlightenment ideas in the 18th and 19th centuries, having experienced "coffeehouses" personally.

Essential Questions:

- ▼ To what extent did Europe become predominant in the world economy during this period? Why?

Period 4. Global Interactions, c. 1450 to c. 1750 *(continued)*

Estimated Time:
6 weeks

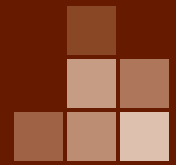


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 4.1</p> <p>Theme 1: Environment</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Bulliet, Chapters 15–18	<p>Formative Assessment:</p> <p>Create an annotated map on the expanding transoceanic maritime trade routes and their changing nature and effects in this early modern period: Ming maritime activity in the South China Sea and Indian Ocean, Portuguese (trading-post empire), Spanish (Columbian voyages and Pacific galleon trade), British northern Atlantic crossings (cod fisheries, search for the Northwest Passage), and the continued Polynesian exchange and communication networks.</p>
	<p>KC 4.1</p> <p>All themes</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	McNeill, “The Rise of the West After Twenty-Five Years”	<p>Instructional Activity:</p> <p>Discuss historiography on the “Rise of the West.” How did McNeill’s conception of world history change from the first to second edition of <i>The Rise of the West</i>? Why did McNeill’s treatment of Africa not change after 25 years, much to the dismay of Africanists and world historians who are Africanists?</p>
	<p>KC 4.1</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Flynn and Giráldez, “Cycles of Silver: Global Economic Unity Through the Mid-Eighteenth Century”	<p>Instructional Activity:</p> <p>Use the Flynn and Giráldez article to map the flow of silver in the early modern global economy. Annotate the map to display the relative importance of the roles of the Chinese merchants, consumers, and government officials, merchants in Manila, miners in Potosi, and bankers in Spain.</p> <p>Summative Assessment:</p> <p>Write an essay based in part on analysis of primary sources explaining the new maritime commercial patterns and their effects. Address the role of European merchants in Asian trade, monetization and the creation of a global economy, circulation of silver, Japanese and Chinese policies toward foreign trade and tributary relations, mercantilism in theory and practice, and the European joint-stock companies.</p>

This relates directly to the Essential Questions:
To what extent did Europe become predominant in the world economy during this period? Why?

Essential Questions:

- ▼ To what extent did Europe become predominant in the world economy during this period? Why?



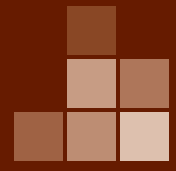
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the short- and long-term causes and effects of changes in social structures.	<p>KC 4.2</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p> <hr/> <p>KC 4.2</p> <p>Theme 2: Cultures</p> <p>Theme 5: Social Structures</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Manning, Chapter 7	<p>Instructional Activity: Analyze demographic data on the effects of intensification of peasant labor, increasing slave trades, coerced labor, and labor migrations.</p> <p>Instructional Activity: Compare primary source images that reveal the fluctuating political power of existing elites as a result of expanding global interactions (e.g., zamindars in Mughal empire, nobility in Europe, and daimyo in Japan).</p> <p>Instructional Activity: Analyze gender and social systems in pre-conquest Aztec and Incan empires through the <i>Codex Mendosa</i> and the writings and images from Incan nobility.</p> <p>Instructional Activity: Analyze primary sources in a seminar about changes and continuities in labor systems. Examples may include intensification of peasant labor, slavery in Africa and the trans-Saharan slave trade, Atlantic slave trade and growth of the plantation economy, formation of and changes in the <i>encomienda</i>, <i>hacienda</i>, and <i>mita</i> systems in Spanish America, indentured servitude in British and French colonies, serfdom in Russia and Europe, sugar production as a proto-industrial enterprise, and textile production in India and China. Sources also focus on gender and family relations connected to labor systems, as well as possible choices of leisure activities, including innovative forms of visual and performing arts in China, Japan, and England (woodblock prints, theater, restaurants and teahouses in China, and the diffusion of games like chess).</p> <p>Summative Assessment: Write an essay about changes and continuities in trade systems or about labor systems.</p>

Students need practice analyzing quantitative data, especially on topics like demography that seem quite foreign to them. One source for demographic data is in most world history textbooks that include at least one chart on the numbers of slaves forced across the Atlantic Ocean between 1500 and 1800. Another source for data and lessons relevant to the topic of demography is the teaching unit “The Making of the Atlantic Rim.”
http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape5.php

This relates directly to the Essential Questions: To what extent did Europe become predominant in the world economy during this period? Why?

Essential Questions:

- ▼ To what extent did Europe become predominant in the world economy during this period? Why?

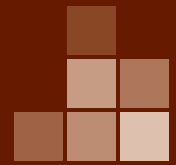


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
			Instructional Activity: Write a video critique on the changes and continuities in social hierarchies and identities. Examples of new elites might include the Manchus in China, Creole elites in Spanish America, Lutheran and Calvinist (Puritan) breaks with Catholic and Anglican elites, and merchant classes in entrepôt cities, as well as the construction of new ethnic and racial classifications (e.g., <i>mestizaje</i> , <i>métis</i> , <i>castas</i>).
Explain the causes and effects of changes in the sizes and practices of states.	KC 4.3 Theme 3: State-Building Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence		Instructional Activity: Analyze data on the diffusion and adaptation of science and technology in the service of empires (e.g., gunpowder, printing press, cannon, cartography), as well as the diffusion of ideas from the Islamic world that influenced the development of the Scientific Revolution in Europe.
	KC 4.3 Theme 3: State-Building Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence		Instructional Activity: Write a video critique on the patterns of conquest and settlement of land-based empires. Examples will include the empires of the Ottoman, Safavid, Mughal, Tokugawa Japan, Ming, Qing, Inca, Aztec, Spain, and Songhay. The focus is on leaders, bureaucratic systems, visual displays of imperial political power, spread of Islam, and interactions with nomadic peoples.
	KC 4.1, 4.3 Theme 4: Economic Systems Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence	Bulliet, Chapters 19 and 20	Formative Assessment: Create an annotated map on global maritime empires that begin with the Reconquista and proceed with the Portuguese, the Spanish, and then the Dutch creation of European trading post empires in Africa and Asia. Annotations should account for the effects of the Counter-Reformation on the expansion of Catholic missionary efforts, joint-stock companies, mercantilism, spices and silver, official and unofficial maritime conflicts and competition, and the use of diplomacy to negotiate status of merchant communities in empires.

This is a good lesson when a substitute covers my class. Students write this type of critique once with me and then feel confident to gather the evidence from the videos while I am gone. Video critiques help them practice identifying the point of view of the producer or director of the documentary based on techniques such as lighting, narrator's tone, or camera angles.

Essential Questions:

▼ To what extent did Europe become predominant in the world economy during this period? Why?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 4.3</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Contextualization, Interpretation, Synthesis, Use of Evidence</p>	Andrade, “The Company’s Chinese Pirates: How the Dutch East India Company Tried to Lead a Coalition of Pirates to War against China, 1621–1662”	<p>Instructional Activity:</p> <p>Discuss how historians have presented the role of pirates and smugglers in the economy of the early modern world based on Andrade’s article about Chinese and Dutch pirates in the South China Sea and several contemporary reports of pirate activities off the coast of East Africa and near the Philippines and Indonesia.</p>
	<p>KC 4.3</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Contextualization, Synthesis, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Create an annotated map on the geography and organization of the Atlantic slave trade, paying attention to enclaves and trading posts; participation of rulers and merchants in Kongo, Angola, and coastal Benin in the slave trade; and shifts in regions of export and Atlantic destinations.</p>
	<p>KC 4.3</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, Contextualization, Synthesis, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Write a thesis statement on resistance to the Atlantic slave trade, including the experiences in the Middle Passage and examples of African cultural continuities and syncretism in the Americas.</p>
All learning objectives for Unit 4	<p>KC 4.1, 4.2, 4.3</p> <p>All themes</p> <p>Skills: all</p>		<p>Summative Assessment:</p> <p>Unit Test: 50 multiple-choice questions that touch on all of the geographic regions, themes, relevant Key Concepts (KC 4.1, 4.2, 4.3), and historical thinking skills.</p>

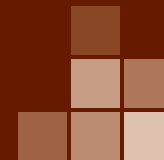
Essential Questions:

- ▼ To what extent did Europe become predominant in the world economy during this period? Why?

Semester Two

Period 5. Industrialization and Global Integration, c. 1750 to c. 1900

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Explain the connections between nationalism, revolutions, and reform movements.	KC 5.3. Nationalism, Revolution, and Reform Theme 3: State-Building Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence	Bulliet, Chapters 21–23	Instructional Activity: Using information from the textbook, primary sources, and other secondary sources, write and present a café scene during which various real or imaginary people in the 19th century discuss transnational ideologies and solidarities: liberalism, socialism, communism, anarchism, and laissez-faire capitalism.
	KC 5.3 Theme 3: State-Building Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence		Instructional Activity: Simulate an Enlightenment-era coffeehouse discussion on the rise and diffusion of ideas about individuals, natural rights and social contract, suffrage, abolition of slavery, and end of serfdom. Use writings from Voltaire, Rousseau, Locke, Montesquieu, and Wollstonecraft.
	KC 5.3 Theme 3: State-Building Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence	Thornton, “I am the Subject of the King of Congo’: African Political Ideology and the Haitian Revolution”	Instructional Activity: Write a critique comparing the causes and immediate effects of the Atlantic revolutions after watching a video on the topic.
			Summative Assessment: Write an essay comparing the causes and immediate effects of revolutions in the Atlantic World.

This essay relates directly to the Essential Question: How did the rights of individuals and groups change in this period?

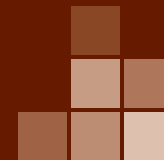
Essential Questions:

- ▼ How did the influence of industrialization spread throughout the world? ▼ How did the rights of individuals and groups change in this period? ▼ To what degree did new types of social conflict emerge during the 19th century?
- ▼ How and where did the idea of “The West” become a coherent and leading force in historical interpretation?

Semester Two

Period 5. Industrialization and Global Integration, c. 1750 to c. 1900 *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Connect the process of industrialization with the growth in global capitalism.	<p>KC 5.1. Industrialization and Global Capitalism</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p>Bulliet, Chapter 22</p> <p>Resources and articles on website: China and Europe 1500-2000 and Beyond: What is "Modern"?</p> <p>http://afe.easia.columbia.edu/chinawh/web/s1/index.html</p>	<p>Instructional Activity: Write a video critique about the causes and effects of new patterns of global trade and production in the early modern period, paying special attention to changes in transportation and communication technologies, new financial institutions, and the proliferation of large-scale transnational businesses.</p> <p>Formative Assessment: Analyze a timeline on the beginnings of industrialization in Great Britain through the spread of industrializations by 1900. Then rank the factors that influenced the development of steam power for industrial production and the subsequent political and economic effects of European mass production in Europe and in resource-rich regions outside of Europe.</p> <p>Summative Assessment: Discuss how the world historians Kenneth Pomeranz and Bin Wong explain the divergence of Great Britain and Qing China in the 18th and 19th centuries on the website http://afe.easia.columbia.edu/chinawh/web/s1/index.html.</p>
	<p>KC 5.1</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p>Students use sources from textbook and various websites including: http://www.victorianweb.org/</p>	<p>Instructional Activity: Analyze primary sources that demonstrate the development of new class structures, new family dynamics and gender roles, and urbanization and city life in economies that industrialized in the 19th century.</p>

I frequently ask students to rank historical factors of causation and compare them across time and space. This is easy to do in my classroom because I have an interactive whiteboard on which students can move the words or images representing various factors while their classmates agree or disagree with their choices. This allows more time for students to record their own rankings and justifications after the whole class debate.

This relates directly to the Essential Questions: How did the influence of industrialization spread throughout the world? How and where did the idea of "The West" become a coherent and leading force in historical interpretation?

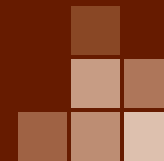
Essential Questions:

- ▼ How did the influence of industrialization spread throughout the world? ▼ How did the rights of individuals and groups change in this period? ▼ To what degree did new types of social conflict emerge during the 19th century?
- ▼ How and where did the idea of "The West" become a coherent and leading force in historical interpretation?

Semester Two

Period 5. Industrialization and Global Integration, c. 1750 to c. 1900 *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
			<p>Instructional Activity: Research social transformations in industrialized societies as well as the reactions to the spread of global capitalism. Address issues of deindustrialization, unions, state-sponsored industrialization programs, utopian and Marxist socialism, and industrialized states' domestic reforms. Case studies include Egypt, Japan, Russia, and Germany.</p> <p>Summative Assessment: Present Hyde Park-style speeches on social reform movements resulting from industrialization.</p>
Explain the causes and effects of imperialism and the increase in nation-states.	<p>KC 5.2. Imperialism and Nation-State Formation</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p>Bulliet, Chapters 24–27</p> <p>Wright, <i>The World and a Very Small Place in Africa</i></p>	<p>Formative Assessment: Create an annotated map on the location of new colonies and spheres of influence of the expanding transoceanic empires created by industrializing powers. Case studies include the British in India and China.</p>
	<p>KC 5.2</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity: Analyze how Donald Wright uses a case study of The Gambia to show changes over time in gender roles in the 19th century as a result of The Gambia's integration into the global food export economy.</p>

Among the resources I find very helpful are the units prepared by the National Center for History in the Schools: <http://nchs.ucla.edu>. For the reactions to the spread of capitalism, I like to use the unit, "The Industrial Revolution: A Global Event," because it provides reactions not only from different parts of the world but also from four different social classes.

This relates directly to the Essential Questions: How did the influence of industrialization spread throughout the world? How did the rights of individuals and groups change in this period? To what degree did new types of social conflict emerge during the 19th century?

I begin this discussion of imperialism with an annotated map formative assessment to help students visualize the global picture before subsequent activities that focus on case studies of imperialism in various parts of the world.

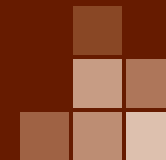
Essential Questions:

- ▼ How did the influence of industrialization spread throughout the world? ▼ How did the rights of individuals and groups change in this period? ▼ To what degree did new types of social conflict emerge during the 19th century?
- ▼ How and where did the idea of "The West" become a coherent and leading force in historical interpretation?

Semester Two

Period 5. Industrialization and Global Integration, c. 1750 to c. 1900 *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 5.2</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p>Callahan, “British Convict Forced Migration to Australia: Causes and Consequences”</p> <p>Yang, “Indian Convict Workers in Southeast Asia in the Late Eighteenth and Early Nineteenth Centuries”</p>	<p>Instructional Activity:</p> <p>Compare the justifications the British used for employing “convict workers” in Southeast Asia with their justifications for the “transportation” of convicts to British colonies in North America and Australia, as explained in the Yang and Callahan articles.</p>
	<p>KC 5.2, 5.3</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p>Bulliet, Chapters 24–27</p>	<p>Instructional Activity:</p> <p>Compare primary sources on the causes of nationalist movements, such as the Indian National Congress, Zionism, Taiping and Boxer rebellions, Indian Revolt of 1857, Mahdist Revolt, Ghost Dance, Xhosa cattle-killing movement, Wahabism, and Tanzimat reforms.</p>

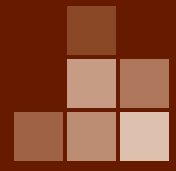
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- ▼ How and where did the idea of “The West” become a coherent and leading force in historical interpretation?

Semester Two

Period 5. Industrialization and Global Integration, c. 1750 to c. 1900 *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 5.2, 5.3</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity: Identify the role of Social Darwinism in the Berlin Conference and explain how it revealed a new type of imperialism.</p>
	<p>KC 5.2, 5.3</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity: Compare images and treaties from the Opium Wars, Mexican-American War, Sepoy rebellion, Sino-Japanese War, Russo-Japanese War, Battle of Adowa, and Admiral Perry's invasion of Japan to identify the causes and effects of imperialism and colonialism in the 19th century.</p>
			<p>Formative Assessment: Create an annotated map on state formation and territorial expansion and contraction based on analysis of treaties signed after major imperialist conflicts.</p> <p>Summative Assessment: Write an essay based in part on analysis of primary sources on the causes and effects of imperialism from 1830 to 1900.</p>

This relates directly to the Essential Questions: How did the influence of industrialization spread throughout the world? How did the rights of individuals and groups change in this period? To what degree did new types of social conflict emerge during the 19th century? How and where did the idea of "The West" become a coherent and leading force in historical interpretation? The answers to these questions depend on analysis of primary sources to test the validity of major social and political changes in the 19th century.

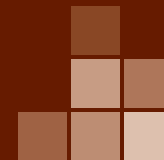
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Semester Two

Period 5. Industrialization and Global Integration, c. 1750 to c. 1900 *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Explain the causes and effects of global migrations in the 19th century.	<p>KC 5.4. Global Migration</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Manning, Chapter 8	<p>Instructional Activity: Analyze data on demography and urbanization and compare to earlier periods; explain the causes of increased global migration and the effects on increased coerced labor despite the abolition of slavery and serfdom in many places. Case studies: South Asians working on railroads in East Africa and Italians as seasonal agricultural laborers in Argentina.</p> <p>Instructional Activity: Analyze photographs of 19th-century immigrants to the Americas. Write a critique that shows the consequences of and reactions to human migrations, including the development of ethnic and racial prejudice.</p>
All learning objectives for Unit 5	<p>KC 5.1, 5.2, 5.3, 5.4</p> <p>All themes</p> <p>Skills: all</p>		<p>Summative Assessment: Unit Test: 50 multiple-choice questions that touch on all of the geographic regions, themes, relevant Key Concepts (KC 5.1, 5.2, 5.3, 5.4), and historical thinking skills.</p>

Students with a more visual learning style, especially those with artistic skills, tend to like this focus on photography. I start the lesson with a brief history of photography in the 19th century, add a few reminders of what they are learning in U.S. history about push/pull factors for immigrants, and end the history by highlighting a few famous photographs from the Civil War to show them how to analyze photographs with the historians' toolkit.

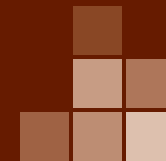
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Semester Two

Period 6. Accelerating Global Change and Realignment, c. 1900 to Present

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify how advances in science and technology altered humans' interactions with the environment in the 20th century.	KC 6.1. Science and the Environment Theme 1: Environment Skills: Causation, CCOT, Contextualization, Periodization, Synthesis, Use of Evidence		Instructional Activity: Write a video critique on new scientific paradigms in physics, such as the Big Bang theory, focusing some attention on periodization issues caused by these paradigm shifts in the 20th century.
	KC 6.1 Theme 1: Environment Skills: Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence	2011 DBQ on the Green Revolution	Instructional Activity: Compare quantitative data on the demographic effects of the Green Revolution in India during the 1970s with the medical innovations that led to the elimination of the smallpox virus. Summative Assessment: Discuss the effects of changes in communication, transportation, medical, and military technology from 1750 to 2000 and explain local and transregional responses to those changes in the decades after World War II.
	KC 6.1 Theme 1: Environment Skills: Causation, CCOT, Contextualization, Interpretation, Synthesis, Use of Evidence	Headrick, "Botany, Chemistry, and Tropical Development"	Instructional Activity: Analyze quantitative data on climate change over time from 1800 to the present in order to identify how humans affect the environment. Identify the key points of the debate in the late 20th and early 21st centuries. Instructional Activity: Draw a political cartoon weighing the relative merits of botanical research with the possibly more pressing issue of altering human-created climate change.

This relates directly to the Essential Questions: How do ideological struggles provide an explanation for many of the conflicts of the 20th century? To what extent have the rights of the individual and the state been replaced by the rights of the community? How have conflict and change influenced migration patterns internally and internationally? How have international organizations influenced change?

The activity helps me assess how well students are able to evaluate the value of scientific research and determine if political criticism of scientific research is valid.

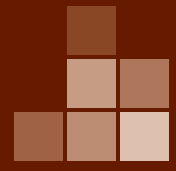
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Semester Two

Period 6. Accelerating Global Change and Realignment, c. 1900 to Present *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
			<p>Summative Assessment: Write a speech for a Hyde Park Corner soapbox advocating for botanical research to improve medical treatments. Then, write heckler speeches for:</p> <ul style="list-style-type: none"> • a conservative, anti-Darwinist who opposed further scientific “manipulation” of the environment; • a Brazilian landowner whose rubber plantations produced a big profit during World War I; • Congolese or Indonesian rubber plantation workers who were treated as 20th-century slaves.
Explain the causes and effects of military and economic global conflicts in the 20th century.	<p>KC 6.1, 6.2. Global Conflicts and Their Consequences</p> <p>Theme 1: Environment</p> <p>Skills: Causation, Contextualization, Periodization, Synthesis, Use of Evidence</p> <p>KC 6.2</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, Synthesis, Use of Evidence</p>	Bulliet, Chapters 28 and 29	<p>Formative Assessment: Create an annotated timeline on military technology used in World War I and World War II: Total war (e.g., aircraft, rocket engines, submarines, computers, radar and sonar, nuclear weapons). Write a short response to the question of whether the two world wars should be considered one war.</p> <p>Instructional Activity: Write a video critique on consequences of weapons of mass destruction: nuclear, biological, and chemical weapons on civilians and refugees.</p>
	<p>KC 6.2</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, Periodization, Synthesis, Use of Evidence</p>		<p>Instructional Activity: Analyze arguments about periodizations of the world wars based on historians’ claims about the sources of global conflict: imperialism, competition for resources, ethnic conflict, great power rivalries, ideologies, the Great Depression.</p>

Students often need guidance in how to apply critical thinking skills to current political or social issues. I find that the Hyde Park format gives them the support of group work. They also enjoy the attempts of their peers to be amusing in their attacks on each other. This assessment relates directly to all of the unit’s Essential Questions.

Students struggle constantly with chronological reasoning, so throughout the year I ask them to make annotated timelines and assess them as they are creating them in class as well as provide written comments along with the graded rubric. I also give students periodic timeline quizzes and offer unlimited opportunities to retake the quizzes (in different forms), so they can master the order of events.

Since my students take American history before world history, they are predisposed to see American involvement in the world wars as key to the history of those conflicts. Even the students with Asian heritage have a difficult time accepting the fact that Japanese actions in Asia might have been the beginning of World War II. When students read historians’ arguments for considering military expansion before the global hostilities formally began, they begin to see that the timelines that show the beginning and ending dates are not facts, but historians’ interpretations of the past.

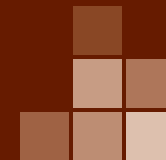
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Semester Two

Period 6. Accelerating Global Change and Realignment, c. 1900 to Present *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	KC 6.2 Theme 3: State-Building Skills: Causation, Synthesis, Use of Evidence		Instructional Activity: Analyze photographs and data on the effects of global military and economic mobilization, including colonized people (e.g., Gurkha soldiers, Senegalese sharpshooters, production of war material).
Explain the causes and effects of the transformations in old and new empires, as well as the formation of new nations in the 20th century.	KC 6.2 Theme 3: State-Building Skills: Causation, Contextualization, Synthesis, Use of Evidence	Bulliet, Chapters 30 and 31	Formative Assessment: Create an annotated map on the political effects of the dissolution of land-based empires (e.g., Ottoman, Russia/Soviet Union, Qing).
	KC 6.2 Theme 3: State-Building Skills: Comparison, Contextualization, Synthesis, Use of Evidence		Summative Assessment: Write an essay, based in part on analysis of primary sources, comparing changes and continuities in communist states from 1917 to 1997, focusing on the Soviet Union, China, Cuba, and North Korea.
	KC 6.2 Theme 3: State-Building Skills: Causation, Synthesis, Use of Evidence		Formative Assessment: Write a thesis statement comparing the dissolution of European transoceanic empires through negotiated independence or violent conflict.
			Instructional Activity: Analyze point of view, purpose, and audience in sources about the formation of national identities in response to Wilson's 14 Points and the Treaty of Versailles.
			Summative Assessment: Write an essay comparing the methods and effects of decolonization movements in Africa and Asia in the 20th century.

This directly relates to the Essential Questions: How do ideological struggles provide an explanation for many of the conflicts of the 20th century? To what extent have the rights of the individual and the state been replaced by the rights of the community? How have conflict and change influenced migration patterns internally and internationally? How have international organizations influenced change?

I always begin this lesson with a reference to current events in the world that relate to the decisions made at Versailles. Students are then often more interested in the historical context for the ongoing territorial, resource, or social issues.

This directly relates to the Essential Questions: How do ideological struggles provide an explanation for many of the conflicts of the 20th century? To what extent have the rights of the individual and the state been replaced by the rights of the community? How have conflict and change influenced migration patterns internally and internationally? How have international organizations influenced change?

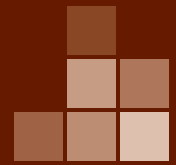
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Semester Two

Period 6. Accelerating Global Change and Realignment, c. 1900 to Present *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 6.2</p> <p>Theme 3: State-Building</p> <p>Skills: Use of Evidence</p>		<p>Instructional Activity:</p> <p>Research secondary and primary sources to identify evidence of how state ideologies were used to mobilize support for authoritarian governments.</p>
	<p>KC 6.2</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, Synthesis, Use of Evidence</p>		<p>Instructional Activity:</p> <p>Discuss effects of the migration of former colonial subjects to imperial metropolises (e.g., South Asians to Britain, Algerians to France, Filipinos to the United States).</p>
	<p>KC 6.2</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, Synthesis, Use of Evidence</p>		<p>Instructional Activity:</p> <p>Analyze demographic and social consequences of conflicts that had genocidal goals (e.g., Holocaust, Cambodia, Rwanda, ethnic cleansing in southeastern Europe).</p>
	<p>KC 6.2</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, Synthesis, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Write a thesis statement and identify possible primary sources that could explain the causes and effects of the Cold War, paying special attention to the effects of decolonization on global politics.</p>
	<p>KC 6.2</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity:</p> <p>Analyze data on the global balance of economic and political power (e.g., relative decline of European economies, challenges and readjustments to European and Japanese imperial structures, rise of United States and Soviet Union as superpowers).</p>

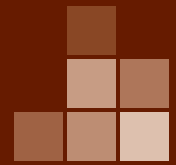
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Semester Two

Period 6. Accelerating Global Change and Realignment, c. 1900 to Present *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Trace the reasons for new global processes and institutions and then to analyze the short- and long-term effects of those global processes and institutions on new forms of cultural production.	<p>KC 6.3. New Conceptualizations of Global Economy, Society, and Culture</p> <p>Theme 1: Environment</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Bulliet, Chapters 32–33	<p>Instructional Activity:</p> <p>Simulate how international organizations address global economic and environmental problems: United Nations (IMF, World Bank, UNICEF, WHO) and NGOs, such as the Red Cross, Amnesty International, and Doctors Without Borders.</p>
	<p>KC 6.3</p> <p>Theme 1: Environment</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity:</p> <p>Discuss effects of international and regional agreements from 1900 to 2000 (e.g., NAFTA, European Union, nonproliferation treaties, and environmental agreements).</p>

I select a current issue relevant to my students and have them take on roles as international funders, nonprofit organizations seeking to address the problem, and the clients the NGOs hope to reach. They then go through a formal decision-making process using relevant primary and secondary sources usually available online.

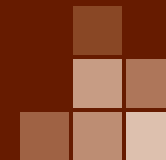
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Semester Two

Period 6. Accelerating Global Change and Realignment, c. 1900 to Present *(continued)*

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<p>KC 6.3</p> <p>Theme 1: Environment</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>		<p>Instructional Activity:</p> <p>Compare local concerns about environmental consequences of globalizations (global warming, pollution, deforestation, and desertification) through simulations of NGO work on those issues.</p>
	<p>KC 6.3</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Wiesner-Hanks, Volume II, Chapter 11	<p>Instructional Activity:</p> <p>Analyze continuities and changes in economic globalization from 1880 to 2000 by comparing how advertising and consumerism reveal expansion and contraction of global free-trade patterns and increased role and power of multinational corporations, late 20th-century neoliberalism, and resistance to economic globalization especially by religiously inspired groups.</p> <p>Summative Assessment:</p> <p>Discuss the continuities and changes over time evident in consumerism through the content and style of advertising from 1880 to 2000.</p>
	<p>KC 6.3</p> <p>Theme 2: Cultures</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	Darby, <i>Africa, Football and FIFA: Politics, Colonialism and Resistance</i>	<p>Instructional Activity:</p> <p>Analyze trends in the development of popular culture across the globe by focusing on global developments in sports and music and how innovations in technology promoted the diffusion of culture.</p> <p>Summative Assessment:</p> <p>Write an essay, based in part on analysis of primary sources, to explain the role of sports or other leisure activities in creating a global popular culture in the 20th century.</p>

This directly relates to the Essential Question: How have international organizations influenced change? Multinational corporations continued to grow and change in the 20th century and their advertising reveals how much they attempted to influence consumer choices and how much ideological struggles affected the content of many ads and style of political propaganda.

After discussing some of the effects of industrialization in Great Britain, we analyze the methods used during the decolonization process, some of which created national sports teams to counter the colonial rulers' exclusion rules. My students also like to see how the global music and film industries grew, especially if they get to hear or see some of their favorite artists during the lesson.

This directly relates to all of the unit's Essential Questions. Professional sports and international sports organizations like the Olympics show considerable effects of the Cold War, including decolonization, consumerism, and migration of athletes from one country to another.

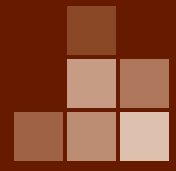
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Semester Two

Period 6. Accelerating Global Change and Realignment, c. 1900 to Present *(continued)*

Estimated Time:
6 weeks

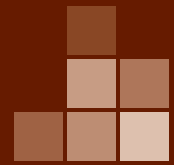


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
All learning objectives for Unit 6	KC 6.1, 6.2, 6.3 All themes Skills: all		Summative Assessment: Unit Test: 50 multiple-choice questions that touch on all of the geographic regions, themes, relevant Key Concepts (KC 6.1, 6.2, 6.3), and historical thinking skills.
Review for Exam Activities: 2 weeks Create comparative and Continuity-and-Change-Over-Time charts; practice document analysis; practice selective-response questions; create graphic organizers and timelines; and produce film treatments about major historical events with memorable historical figures. Students work with a partner to make a 3–5 minutes presentation of an important historical event as if a film were being made about it. The presentation is like a pitch to Hollywood producers and includes: <ul style="list-style-type: none"> • AP World History time period, AP World History themes, region(s), and basic facts about the event • Plot summary: Four- to six-sentence description of the basic situation at the beginning of the film, at least two major events (complications/changes in the situation), and the climax/effects of the changes • Two images of the setting (original illustrations or credited photographs) • Famous actors for two major characters • Music score for at least one scene that reflects your POV of the scene • Bibliography of at least two reliable sources (no textbook, Wikipedia, or other websites with no reliable author) Types of Films: Action Films — Triumphs, e.g., <i>Ghenghis Khan Creates an Empire</i> Action Films — Tragedies, e.g., <i>Destruction of the Second Temple in Jerusalem or End of Incan Empire</i> Romantic — Chick Flicks, e.g., <i>Mauryan Emperor Asoka and Queen Devi</i> Documentaries — e.g., <i>Mali King Mansa Musa's Hajj in 1324 C.E.</i>			

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Resources

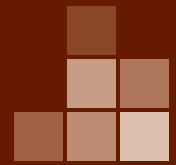


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Websites:

- Bridging World History:
<http://www.learner.org/channel/courses/worldhistory/>
Audio glossary and image library.
- Columbia University Asia for Educators:
<http://afe.easia.columbia.edu/chinawh/web/help/credits.html>
- MIT website Visualizing Cultures:
<http://ocw.mit.edu/ans7870/21f/21f.027/home/index.html>
"Black Ships & Samurai"; "Throwing Off Asia II: Woodblock Prints of the Sino-Japanese War"; and "Throwing Off Asia III: Woodblock Prints of the Russo-Japanese War."

Resources *(continued)*



World History Matters. Huejotzingo Codex of 1531 shows Aztec tribute system:

<http://chnm.gmu.edu/worldhistorysources/d/231/whm.html>

Videos:

Bridging World History. Unit 14 on Land and Labor Relationships in 16th to 18th centuries; Unit 17 on Ideas Shape the World on Atlantic Revolutions; Unit 23: People Shape the World (Mao, Khomeini, and Las Madres).

<http://www.learner.org/channel/courses/worldhistory/>

China in Revolution, Ambrica Productions in association with WGBH Boston (1997) on Sun Yat-sen, Kai-shek, Mao Zedong, and Deng Xiaoping.

CNN *Millennium* series (1999) on Mongols, Islamic empires, and Ming Treasure Ships.

Pacific Century, Annenberg/CPB Collection (1992) on Meiji Revolution.