

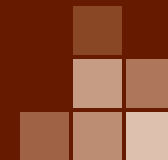
# AP<sup>®</sup> World History

## Course Planning and Pacing Guide 2

**Ryba Epstein**

Rich East High School

Park Forest, Illinois



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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

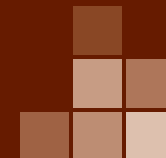
This guide is one of four Course Planning and Pacing Guides (CPPG) designed for AP® World History teachers. Each provides an exemplar of how to plan instruction for the AP course based on the author's academic year schedule, school location and type, and textbook choice. Each CPPG is authored by a current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

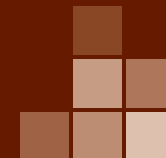
The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the *Syllabus Development Guide* 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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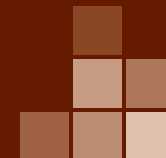
# Instructional Setting



## Rich East High School Park Forest, Illinois

School	Public high school with 1,300 students; approximately 15 students in class.
Student population	Community is suburban and ethnically diverse. Students are: 88 percent African American Less than 1 percent Asian American 9 percent of European or mixed heritage 2 to 3 percent Hispanic
	90 percent below federal poverty level 26 percent mobility rate
Instructional time	School year begins in mid-August; 165 instructional days; 48 minutes every day. Because my students are seniors, they have a shorter year.
Student preparation	AP® World History is offered as a senior elective. About 90 percent of the students have successfully completed AP U.S. History and an honors Western Civilizations course.
Textbook and Primary Source Reader	Spodek, Howard. <i>The World's History</i> . 4th ed. (combined). Upper Saddle River, NJ: Pearson Education, 2011. Andrea, Alfred J., and James H. Overfield. <i>The Human Record: Sources of Global History</i> . 6th ed. 2 vols. Boston: Houghton Mifflin, 2009.

# Overview of the Course



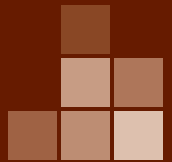
**Philosophy:** World history, in addition to viewing large chronological periods, demands broad thematic comparisons supported by specific examples gleaned from different geographical regions and time periods. One must fight the urge to “cover” all of world history in 165 instructional periods. I organize my instructional plan by key concepts, not textbook chapters; then I reexamine content to distinguish topics that are truly essential. By deliberately selecting what is to be included — and for what reasons it should be included — I can help my students uncover major patterns and themes for the study of world history.

**Developing Historical Thinking Skills:** While students have always been required to develop historical thinking skills, the new curriculum framework explicitly calls out those skills and requires teachers to pay special attention to how each of the skills is taught. Something as mundane as a daily bell-ringer activity can be adapted to develop students’ fluency in historical writing and argumentation. As an example, I might write a statement on the board from the previous day’s reading and have students respond in a short paragraph, explaining why they agree or disagree with the statement. For regular practice in contextualization, students annotate all primary source readings using the SOAPStone strategy (Subject, Occasion, Audience, Purpose, Speaker, plus Tone or point of view). Contextualization also emerges from the students’ readings of primary source documents to analyze how global forces may be affecting a local event or speaker (a form of point-of-view analysis), such as the local impact of world processes, e.g., the Columbian Exchange, imperialism, and the industrial revolution. To develop comparative skills, I use a variety of charts or graphic organizers and encourage students to save them for use throughout the year as reference and study aids. For example, we study one river-valley civilization as a model, and then students work in small groups to complete SPICE theme charts (Social, Political, human/environmental Interaction, Cultural, Economic), which are posted and shared for other cultures. Students complete time lines for unit reviews and construct snapshot maps of major civilizations of the world at the end of each chronological period. Each snapshot map covers a specific theme, such as trade systems or empires within a specified time period. Students also create CCOT Charts (Continuity and Change Over Time) that help students analyze reasons for continuities and short- and long-term changes relating to a specific theme in two different time periods. In a causation activity, students

fill in charts to list and analyze long-term and short-term causes and effects. Periodization begins with an activity asking students to analyze their time lines to determine if 600 C.E. is indeed the best place to break the period for all regions in the world and continues as a transition to each new unit. Historical interpretation and synthesis involve examining historical essays as models for historical writing as well as sources of content. In addition, students compare different arguments from historians and from other disciplines or create their own interpretations of history. The textbook (Spodek) offers excellent short essays for each unit, providing synopses of historians’ differing views on a particular topic or period (historical interpretation). While most student essays involve argumentation, interpretation, and synthesis, other projects, such as debates or the creation of posters, also relate to these skills.

**Teaching Strategies:** I employ differentiated instruction and a variety of activities and formative assessments as teaching strategies to optimize my students’ chances for success. Differentiation usually involves customizing the content or the format of the product of an activity. Most of my students have already taken AP® U.S. History and an honors Western Civilizations course, which allows me to condense content coverage of those regions (see Managing Breadth and Increasing Depth section below). By understanding the extent of my students’ prior knowledge, I can make choices about what sections in the curriculum need greater emphasis and adjust instruction for varying levels of content mastery. Format differentiation allows students opportunities to express what they know in ways other than traditional essays. For example, a poster or other image may allow students with a graphic or visual learning preference to show the depth of their knowledge more effectively. Differentiated instructional activities and formative assessments are ideal not only to reinforce students’ knowledge and thinking skills but also as a quick check on mastery. For example, students complete graphic organizers or a graphic image such as a poster while they read in order to organize their thoughts and findings. Teachers can use these artifacts to see what topics need reteaching before administering an assignment, such as an essay or a test.

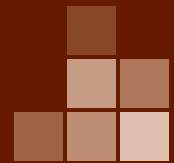
# Managing Breadth and Increasing Depth



Unit	Managing Breadth	Increasing Depth
Period 1	<p>I decrease attention on human evolution and do not teach all early civilizations with the same depth. Instead, I focus on broad themes in great detail.</p> <p>Another way I reduce breadth is to use the “carousel” technique for students to share knowledge with one another. In this unit, I use Mesopotamia as a model to discuss key features of early civilizations with the entire class. Then I divide the class into small groups, each of which studies a different early civilization and uses a poster to share their findings. A carousel walk-around permits students to learn from others.</p>	<p>I focus on Mesopotamia as a case study in this period.</p> <p>I have increased discussion of anthropological and archeological evidence.</p> <p>I introduce students to the views of nonhistorians, such as Jared Diamond, and discuss their insights on world history.</p>
Period 2	<p>My students have already taken a Western Civilizations/Humanities course, so I can draw on their prior knowledge of Egypt, Persia, Mesopotamia, and the Greco-Roman world. They are also familiar with the religions, philosophies, art, and architecture of these areas. Therefore, I can ask students to skim assigned readings in the textbook (not the primary sources) and draw on their prior knowledge, which allows me to focus more time on Asia, Africa, and the Americas.</p>	<p>I devote more time to Asian religions (which are generally new to my students) and to civilizations in the Americas, Africa, and Asia. Because my students have already studied Western cultural traditions and history, I can use these as starting points and compare and contrast other cultures.</p> <p>In this period, I introduce two historical essays: “Southernization” and “History, Space, and Ethnicity: The Chinese Worldview.” I use them to teach students about historical writing and also as examples of the ways in which world historians approach their field.</p>
Period 3	<p>In order to compare the expansion of the Vikings, Polynesians, Mongols, and Bantu, I divide the class into teams that simultaneously research each group and then come together for a debate on the impacts of these groups’ expansion. I discuss the civilizations in the Americas in this unit to free up time in the next unit.</p>	<p>I go into more depth on the Silk Roads/Indian Ocean system as the model for extended trade routes. I also increase attention on the Polynesian migrations as a comparison with other migrations. I use these as springboards for reading secondary sources, including ones on environmental impact.</p> <p>I now place greater emphasis on the rise of Islam and Islamic empires whose development in this period significantly affected economic, political, and social forms of organization throughout several areas of the world.</p>

# Managing Breadth and Increasing Depth

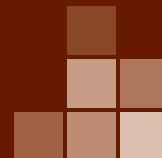
(continued)



Unit	Managing Breadth	Increasing Depth
Period 4	My students' strong prior knowledge of Western history and U.S. history allows me to decrease time spent on the European voyages of exploration and later colonization, the rise of capitalism, and the Renaissance. My students also have a strong background in trans-Atlantic slavery and migration to North America.	I increase time spent on the Columbian Exchange and its worldwide impact. I also emphasize the political, social, and cultural changes in Latin America, Africa, and Asia that resulted from European contact and colonization, which is new material for my students.  I am able to do an in-depth study of sugar as a representation of the Columbian Exchange and the globalization of commodities.
Period 5	My students have studied the dual revolutions of industry and politics from the point of view of Western Europe and the United States. They also have a strong background in European imperialism and in trans-Atlantic slavery and migration to North America. This means I can decrease time spent on these topics and focus instead on similar developments in other areas of the world.	Because my students are already familiar with the French and American Revolutions, I use them as models and increase depth of focus on the revolutions in Haiti and Latin America. I need to reinforce the role of the slave trade in regions other than North America because my students have just completed an AP U.S. History class and tend to focus all discussions in terms of North America.  Also, I take the time to use a role-playing game on the international aspects of the Industrial Revolution.
Period 6	I can decrease the amount of time spent on the world wars, Great Depression, and the Cold War because of my students' prior knowledge.	Because my students have already studied the world wars, I can use more primary sources to explore these areas.  As a way of increasing the study of regions outside the North Atlantic world, I use a project that compares Mao's and Gandhi's approaches to power and nationalism.  My students have little exposure to the topics in the late 20th century and the 21st century, so topics such as the globalization of economics need more attention.

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

*Estimated Time: 1 week*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Explain models of human migration and adaptation to the environment.	<b>KC 1.1.</b> Big Geography and the Peopling of the Earth <b>Theme 1:</b> Interaction Between Humans and the Environment <b>Skills:</b> Interpretation, Periodization	Spodek, <i>The World's History</i> , Chapter 1	<b>Instructional Activity:</b> Discuss concepts of Big History and how world history differs fundamentally from regional approaches or national histories. Introduce the AP World History Curriculum Framework — the key concepts, themes, and skills.  <b>Instructional Activity:</b> Show film clip from <i>Guns, Germs, and Steel</i> and discuss “Yali’s question.” Discuss how different groups of humans successfully adapted to changing environmental conditions.
	<b>KC 1.1</b> <b>Theme 1:</b> Environment <b>Skills:</b> Causation	Spodek, Chapter 1	<b>Instructional Activity:</b> Working with a partner, students create maps, labeling major physical geographical features and tracing paths of human migration. Have students do a “pair-share” with their completed maps to compare migration routes.
	<b>KC 1.1</b> <b>Theme 1:</b> Environment <b>Skills:</b> Causation	Spodek, Chapter 1	<b>Instructional Activity:</b> Students brainstorm a list of new technologies that humans adopted as they migrated into different environments.
	<b>KC 1.1</b> <b>Theme 1:</b> Environment <b>Skills:</b> Argumentation, Interpretation, Use of Evidence	Spodek, Chapter 1	<b>Instructional Activity:</b> Using the information in the textbook, students discuss different anthropological or archeological views of early human migration and the types of evidence used to support different models.

A “pair-share” is when a student partners with a peer from a different group and the two compare work. This provides a self-correcting opportunity for students to discover any problems or mistakes and correct them before the assignment is turned in to you.

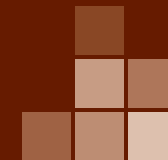
Causation is probably the thinking skill with which students are most familiar.

## Essential Questions:

- ▼ How did different groups of humans successfully adapt to changing environmental conditions or migrate to different regions of the earth? ▼ What are the causes and consequences of new ways of living following the Neolithic revolution?



# Period 1. Technological and Environmental Transformations to c. 600 B.C.E. *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify possible causes and effects of moving from hunting/foraging/fishing to nomadic pastoralism and settled agriculture.	<b>KC 1.2.</b> The Neolithic Revolution and Early Agricultural Societies <b>All themes</b> <b>Skills:</b> Causation, Interpretation	Spodek, Chapter 2 See “To Farm or Not to Farm,” (pp. 104–113) in Diamond’s <i>Guns, Germs, and Steel</i> .	<b>Instructional Activity:</b> Using the information in the textbook and the passage from Diamond, students analyze maps showing changing climate patterns and domesticable plants and animals to determine possible reasons for humans leaving hunting/foraging lifestyles for agriculture.
Identify technological advances associated with pastoralism and settled agriculture.	<b>KC 1.2</b> <b>All themes,</b> especially 1: Environment <b>Skills:</b> Causation	Spodek, Chapter 2	<b>Instructional Activity:</b> Students create concept webs to map effects of change to pastoralism or to settled agriculture (social structure, specialization of labor, new technology, environmental consequences, etc.).
Locate core civilizations geographically.	<b>KC 1.3.</b> The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies <b>Theme 3:</b> State-Building, Expansion, and Conflict <b>Skills:</b> CCOT, Comparison	Spodek, Chapter 2	<b>Instructional Activity:</b> Students create “snapshot” maps of locations of core civilizations. Have students do a pair-share to ensure that their maps are complete and accurate.
Analyze the Mesopotamian region in terms of villages becoming states.	<b>KC 1.3</b> <b>All themes</b> <b>Skills:</b> CCOT	Spodek, Chapter 2	<b>Instructional Activity:</b> Students create “SPICE” charts for Mesopotamia, with the teacher modeling the activity. The class then discusses the implications of settled agriculture.

*This is a great activity for a class discussion of the merits of Diamond’s views about why or why not to farm. This helps highlight the importance of incorporating insights from other disciplines into the study of world history.*

*Almost any instructional activity can also be a formative assessment. While students are working, walk around the room observing student discussion to check for understanding. Help each group or student, as needed. Modify or clarify for the whole class if you notice several students or groups having difficulties with the same topic.*

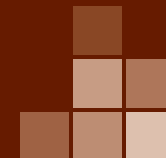
*In creating snapshot maps, students can outline borders of countries or empires of a specific time period and fill in bubbles for key words or characteristics for each state. Students can also use snapshot maps to identify the location of trade routes, etc., for a particular period.*

*“SPICE” is my acronym to help students remember the themes: S = 5 Social; P = 3 Political (State-Building); I = 1 Interaction between humans and the environment; C = 2 Cultural; E = 4 Economic. SPICE charts cover all the AP themes and are a handy way for students to organize knowledge about a civilization.*

## Essential Questions:

▼ How did different groups of humans successfully adapt to changing environmental conditions or migrate to different regions of the earth? ▼ What are the causes and consequences of new ways of living following the Neolithic revolution?

# Period 1. Technological and Environmental Transformations to c. 600 B.C.E. *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify changes in social, political, and economic structures (including technology) in multiple regions as villages become states.	<b>KC 1.3</b> <b>All themes</b> <b>Skills:</b> Comparison, Contextualization	Spodek, Chapters 2 and 3	<b>Formative Assessment:</b> After working with the teacher to create a SPICE chart for Mesopotamia, students work in small groups to create SPICE charts for each of the core civilizations and then share their findings in a carousel walk-around. In the carousel activity, each group posts its findings in a different part of the room. Students then move in groups from one station to the next. As students move to a new station, they make additions to or correct any errors on the other groups' charts.
Examine images, architecture, and literature to determine how culture was used to support the emerging states. Compare different cultural artifacts and explain how they reflect the civilization that created them (e.g., ziggurats and pyramids).	<b>KC 1.3</b> <b>Theme 2:</b> Development and Interaction of Cultures <b>Theme 3:</b> State-Building <b>Skills:</b> CCOT, Comparison, Contextualization	Spodek, Chapters 2 and 3 Andrea, <i>The Human Record</i> , selections from <i>The Epic of Gilgamesh</i> and Hammurabi's Code of Laws	<b>Instructional Activity:</b> Teachers post images of art and architectural features around the room and have small teams of students match them to the appropriate civilizations. Students read and analyze <i>Gilgamesh</i> and Hammurabi's Code of Laws and discuss examples of how the texts support the rising state or empire.
Identify characteristics of religions emerging in this time period (Vedic, Hebrew monotheism, Zoroastrianism, Egyptian, etc.) and show how they reflect changing political, social, and gender roles.	<b>KC 1.3</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 5:</b> Development and Transformation of Social Structures <b>Skills:</b> CCOT, Comparison, Contextualization	Spodek, Chapters 2 and 3	<b>Instructional Activity:</b> Students brainstorm a list of the important features of belief systems. Create blank charts using the students' categories and model how to complete the charts for one religion. Students then complete charts for the other religions.

*It is easy to spend more than two weeks on this unit if the teacher decides to go into depth on all of the core civilizations. To save time, I teach one civilization as a model and then divide students into groups and let each group develop a different civilization. Students can share through oral presentations and by copying their graphic organizers for the rest of the class.*

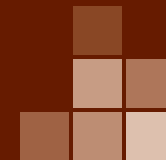
*Teachers should use the carousel activity as an opportunity to monitor understanding and to correct any errors or omissions, or to plan to reteach a concept, if necessary.*

*Guide discussion so that no major areas (such as gender roles) are omitted. Prompt students concerning any missing concepts by referring back to the themes. For example: "How did these religions affect social and gender structures?"*

## Essential Questions:

▼ How did different groups of humans successfully adapt to changing environmental conditions or migrate to different regions of the earth? ▼ What are the causes and consequences of new ways of living following the Neolithic revolution?

# Period 1. Technological and Environmental Transformations to c. 600 B.C.E. *(continued)*



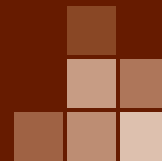
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Understand the expansion of trade and exchange networks from local to regional.	<b>KC 1.3</b> <b>Theme 4:</b> Creation, Expansion, and Interaction of Economic Systems <b>Skills:</b> CCOT, Comparison, Contextualization	Spodek, Chapters 2 and 3	<b>Instructional Activity:</b> Using snapshot outline maps, students indicate the major regional trade partners, such as Egypt and Nubia, or Mesopotamia and the Indus Valley. On their maps, students list major trade items and use arrows to show the direction of trade. Then, on the back of the map, students identify cultural ideas or technologies that also were passed along the trade routes.
Learn or review how to write a comparative thesis and essay.	<b>KC 1.3</b> <b>All themes</b> <b>Skills:</b> Argumentation, CCOT, Comparison, Contextualization	Spodek, Chapters 2 and 3	<b>Instructional Activity:</b> Teach students how to write a thesis for a simple comparative essay. Next, show students how to organize the essay. Their SPICE charts are their prewriting activity.  <b>Formative Assessment:</b> After students have completed their prewriting activity, teachers should choose one theme and write a comparative prompt such as “Discuss the similarities and differences between the political structures of Mesopotamia and one of the other civilizations in the period before 600 B.C.E.” Students create a thesis and outline for a comparative essay and pair-share.

*As part of the pair-share, students receive feedback from peers. I monitor the classroom during the pair-share for particular challenges or misconceptions, and then lead a classroom discussion to address them.*

## Essential Questions:

▼ How did different groups of humans successfully adapt to changing environmental conditions or migrate to different regions of the earth? ▼ What are the causes and consequences of new ways of living following the Neolithic revolution?

# Period 1. Technological and Environmental Transformations to c. 600 B.C.E. *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
All the Learning Objectives for Unit 1	<b>KC 1.1, 1.2, 1.3</b> <b>All themes</b> <b>Skill:</b> All		<b>Summative Assessment:</b> A 25-question, multiple-choice exam; Comparative essay: See prompt above.

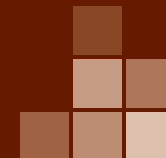
*A variety of prompts can be developed covering each theme. The prompt in the previous activity reflects a political theme, but other themes could also be used. Regardless of the theme selected, the essay particularly targets the student's knowledge of Key Concept 1.3 and the skill of comparison. The multiple-choice questions address other skills and all three key concepts for this period.*

## Essential Questions:

▼ How did different groups of humans successfully adapt to changing environmental conditions or migrate to different regions of the earth? ▼ What are the causes and consequences of new ways of living following the Neolithic revolution?

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

*Estimated Time: 4 weeks*



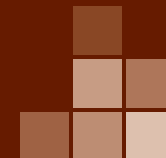
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Locate the major empires in this period and understand the interaction of the environment on the growth of empires (and the limits on that growth), as well as the impact on the environment of growing states.	<b>KC 2.2.</b> The Development of States and Empires <b>Theme 1:</b> Environment <b>Theme 3:</b> State-Building <b>Skills:</b> CCOT, Comparison, Contextualization	Spodek, Chapters 4–8	<b>Instructional Activity:</b> <ul style="list-style-type: none"> <li>Model the creation of a snapshot map with borders and environmental information for one empire, which can serve as a model for students to use to draw in the other empires. Indicate states, cultures, or pastoral peoples on the periphery of the empire and note how they are affected by or interact with the empires.</li> <li>Students should create T-charts for positive and negative environmental interactions and for interactions with peoples on the periphery. Charts in the form of a “T” help students see contrasting historical developments side-by-side.</li> <li>The class can be divided into small groups and each group assigned a different empire. Groups research “their” empire and report back to the class as a whole.</li> </ul>

*Creating the map reinforces KC 2.2.I. This technique of sharing the work allows more examples to be covered in a short amount of time and relieves some of the “coverage” problem.*

### **Essential Questions:**

- ▼ How do social, political, and cultural institutions increase in complexity with the movement from village life to city-states to empires?
- ▼ What is the interaction between settled and nomadic peoples?
- ▼ What are the consequences of regional trade networks?

## Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E to 600 C.E. *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Understand the forces that lead to the rise, success, and decline of empires.	<b>KC 2.1.</b> The Development and Codification of Religious and Cultural Traditions <b>KC 2.2.</b> The Development of States and Empires <b>KC 2.3.</b> Emergence of Transregional Networks of Communication and Exchange <b>All themes</b> <b>Skills:</b> Argumentation, CCOT, Comparison, Contextualization, Use of Evidence	Spodek, Chapters 4–8	<b>Formative Assessment:</b> Discuss the Conrad-Demarest model of the rise and fall of empires and fill in a chart based on the model. Students select one empire, fill in their chart, and then participate in a carousel activity to learn about other empires. Empires include Alexander's empire, Rome, Han Dynasty, Persia, Maurya or Gupta, and the Maya and Moche (which students will discover do not follow the same patterns for empire-building as the Eurasian empires).
	<b>KC 2.1, 2.2, 2.3</b> <b>All themes</b> <b>Skills:</b> Comparison, Contextualization, Use of Evidence	Spodek, Chapters 4–8	<b>Instructional Activity:</b> Create Venn diagrams of empires' administrative techniques.
	<b>KC 2.1, 2.2, 2.3</b> <b>All themes</b> <b>Skills:</b> Argumentation, Comparison		<b>Summative Assessment:</b> Pick one of the categories in the Conrad-Demarest chart and write a prompt for a comparative essay on classical empires. For example, "Analyze the similarities and differences between the environmental preconditions leading to the rise of two of the following empires ..."  You can also use the 2010 comparative question as a model: "Analyze the similarities and differences in methods of political control in two classical empires."

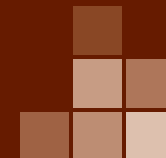
*I use the Roman Empire as the model for this activity because my students are already familiar with it.*

*Your choice of prompt will limit the essay to one theme and key concept, but it is easy to rephrase the question to highlight a different theme.*

### Essential Questions:

- ▼ How do social, political, and cultural institutions increase in complexity with the movement from village life to city-states to empires?
- ▼ What is the interaction between settled and nomadic peoples?
- ▼ What are the consequences of regional trade networks?

## Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E to 600 C.E. *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the growth of transregional trade networks and determine what facilitated trade (e.g., government support, merchant diasporas, new technologies, etc.).	<b>KC 2.1, 2.2, 2.3</b> <b>Theme 1:</b> Environment <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Skills:</b> CCOT, Contextualization, Use of Evidence	Spodek, Chapters 4–8	<b>Instructional Activity:</b> Students create CCOT charts for transregional trade.
Analyze the consequences of transregional trade (including the dissemination of religious, cultural, and scientific ideas, as well as the environmental consequences in terms of transference of plants, animals, and humans).	<b>KC 2.1, 2.3</b> <b>Theme 1:</b> Environment <b>Theme 2:</b> Cultures <b>Skills:</b> Causation, CCOT	Spodek, Chapters 4–10	<b>Instructional Activity:</b> Create cause-effect charts for different trade networks for the consequences of trade.
Describe the changes and continuities in the Vedic and Hebrew religions.	<b>KC 2.1</b> <b>Theme 2:</b> Cultures <b>Skills:</b> CCOT	Spodek, Chapters 9–10	<b>Instructional Activity:</b> Create CCOT charts for the belief systems between Periods 1 and 2, focusing on the theme of religions.
Describe the new religions and philosophical traditions arising in this time period (including influences on social structure and gender roles).	<b>KC 2.1</b> <b>Theme 2:</b> Cultures <b>Theme 5:</b> Social Structures <b>Skills:</b> Comparison, Contextualization	Spodek, Chapters 9–10 Andrea, readings on art, Hinduism, Buddhism; Jewish and Christian writings; Daoism, Confucianism, Legalism	<b>Instructional Activity:</b> Students create charts comparing belief systems (such as Hinduism, Buddhism, Legalism, Daoism, Confucianism, Judaism, and Christianity), focusing on such areas as gender roles, social effects, and political interaction, as well as comparing beliefs, practices, sacred texts, art, etc.

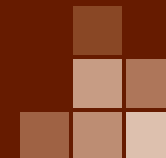
A CCOT chart focuses on a particular theme and is divided horizontally between two periods. It includes columns where student fill in characteristics of the period. A CCOT chart should show several changes from the previous period, several continuities, and a column to analyze the reasons for the change or continuity. CCOT charts make a good pre-writing activity for the CCOT essay. Have students save their CCOT maps for review for the AP® Exam.

In the next period, students will add Islam to their charts.

### Essential Questions:

- ▼ How do social, political, and cultural institutions increase in complexity with the movement from village life to city-states to empires? ▼ What is the interaction between settled and nomadic peoples? ▼ What are the consequences of regional trade networks?

## Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E to 600 C.E. *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the interaction between states and religious/philosophical systems.	<b>KC 2.1, 2.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Skills:</b> Comparison, Contextualization	Spodek, Chapters 4–10	<b>Formative Assessment:</b> Students work in small groups to create posters for the core cultures, showing the ways religious groups support the state and the ways the state supports religion. Use the categories that students had created in Period 1 for comparing religions and create a chart using the same categories for these new religions. After students have completed the posters, each group will critique the other groups' posters in a carousel walk-around.

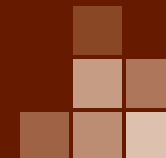
*Be sure that students don't omit impact on gender or social structure.*

### Essential Questions:

- ▼ How do social, political, and cultural institutions increase in complexity with the movement from village life to city-states to empires? ▼ What is the interaction between settled and nomadic peoples? ▼ What are the consequences of regional trade networks?



## Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E to 600 C.E. *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Read and apply the concepts of historical essays such as “Southernization” and “History, Space, and Ethnicity: The Chinese Worldview.”	<b>KC 2.2, 2.3</b> <b>Theme 1:</b> Environment <b>Theme 2:</b> Cultures <b>Theme 4:</b> Economic Systems <b>Skills:</b> Argumentation, Interpretation, Synthesis	Wong, “History, Space, and Ethnicity: The Chinese Worldview.” Shaffer, “Southernization.”	<p><b>Instructional Activity:</b> Assign students to read and annotate the essays, using SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone). Discuss in class the next day. Students should define the structure of the essay and note how the author develops his or her thesis.</p> <ul style="list-style-type: none"> <li>Focus question for “Southernization”: Is Westernization the best model for the spread of culture and ideas for world historians?</li> <li>Focus question for “Worldview”: How can geography shape a culture’s view of itself and the world?</li> </ul> <p><b>Formative Assessment:</b> Students should choose another trade region and attempt to argue in a short paragraph — following Shaffer’s model — for that system as an alternative to Westernization.  For Wong’s essay, students should also attempt to determine in a short paragraph the worldview of another region or empire and discuss how that worldview shaped their empire, such as the United States and its view of the frontier.  Students then do a pair-share with a partner to discuss their views and correct each other’s assumptions.</p>

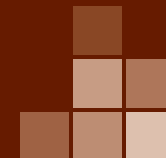
*You may choose to have students read only the first sections of “Southernization” and save the rest for the appropriate time period. These essays are useful models to help students understand historical writing.*

*After students do their pair-share, read through the short essays to check for major problems in interpretation or argumentation and provide written feedback to students. I provide written feedback to students to help them develop their mastery of the historical thinking skills and their understanding of the key concepts and themes.*

### Essential Questions:

- ▼ How do social, political, and cultural institutions increase in complexity with the movement from village life to city-states to empires?
- ▼ What is the interaction between settled and nomadic peoples?
- ▼ What are the consequences of regional trade networks?

## Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E to 600 C.E. *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Understand that periodization is a construct.	<b>KC 2.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Skill:</b> Argumentation, Periodization	Spodek, Chapters 1–10	<b>Instructional Activity:</b> Students create a time line of the period between 3000 B.C.E. and 600 C.E., color-coding different regions of the world. Students then analyze how well the artificial period ending 600 B.C.E. applies to different regions, especially outside of Afro-Eurasia. If students find that the 600 B.C.E. date does not fit, they can suggest and justify a different date.
All the Learning Objectives from Unit 2	<b>KC 2.1, 2.2, 2.3</b> <b>All themes</b> <b>Skills:</b> All		<b>Summative Assessment:</b> A 35-question, multiple-choice exam. A comparative essay, such as the one in 2010, comparing methods of political control in two classical empires: Han China (206 B.C.E.–220 C.E.), Mauryan/Gupta India (320 B.C.E.–550 C.E.), or Imperial Rome (31 B.C.E.–476 C.E.) (KC 2.1, 2.2, 2.3; Theme 3); or the DBQ from 2007, analyzing Han and Roman attitudes toward technology (KC 2.2, 2.3; Themes 2, 3).

*Color coding helps students see how well the division of 600 B.C.E. to 600 C.E. works outside Eurasia.*

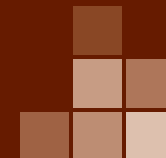
*The example comparative and multiple-choice questions assess various key concepts and themes in Period 2, as noted. While all essay types (comparative, CCOT, and DBQ) assess the skills of argumentation and synthesis, the comparative essay especially assesses comparison, the CCOT assesses continuity and change over time, and the DBQ assesses use of evidence. The skills of causation and contextualization are also frequently assessed in these essay types. Essays from released exams have recently been modified and linked to key concept, theme, and thinking skills, so you have a convenient way to pick essays that align with the new curriculum.*

### Essential Questions:

- ▼ How do social, political, and cultural institutions increase in complexity with the movement from village life to city-states to empires?
- ▼ What is the interaction between settled and nomadic peoples?
- ▼ What are the consequences of regional trade networks?

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

*Estimated Time: 6 weeks*

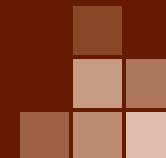


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify the core beliefs of Islam and understand the impact of the spread of Islam on Afro-Eurasia.	<b>KC 3.1.</b> Expansion and Intensification of Communication and Exchange Networks <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Skills:</b> CCOT, Comparison, Contextualization	Spodek, Chapter 11 Andrea, Sunni-Shia split; women's role in Islam; Ibn Battuta	<b>Instructional Activities:</b> <ul style="list-style-type: none"> <li>Students complete their core religions charts by including Islam.</li> <li>Students create maps of the spread of Islam, including by trade along the Saharan routes, Indian Ocean, and Silk Routes.</li> <li>Students compare the spread of Islamic art and architecture with that of Hindu and Buddhist art and architecture by examining images (on 4 x 6 cards) and locating them on a map of Eastern Hemisphere trade routes (using colored yarn). Students then discuss how changes in the art occurred over time and space.</li> </ul>

## Essential Questions:

▼ What are the political, social, and cultural effects of new or continuing belief systems? ▼ What new forms of empire evolve in the wake of the classical empires? ▼ What aided the extension and intensification of trade and communication networks and how did long-distance trade influence economic practices and production? ▼ What are the consequences of long-distance migrations, whether by sea or by land?

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



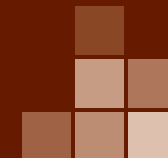
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the effect of long-distance voyages and migrations, such as those made by the Bantu, Vikings, and Polynesians.	<b>KC 3.1</b> <b>Theme 1:</b> Environment <b>Theme 4:</b> Economic Systems <b>Skills:</b> Argumentation, Causation, CCOT, Contextualization, Use of Evidence	Spodek, Chapter 12 Andrea, Benjamin of Tudela, Ibn Battuta, William of Rubruck, Marco Polo, Ma Huan on Zheng He McNeill, "Of Rats and Men" Finney, "The Other One-Third of the Globe" Selections from Wiesner, <i>Discovering the Global Past</i> , "Vikings and Polynesians: Exploring New Worlds"	<b>Formative Assessment:</b> Using material from a variety of sources, students research long- and short-term impacts of the Viking and Polynesian expansions and then present a debate in class on these impacts.
			<b>Instructional Activity:</b> Students analyze the environmental impact of the Bantu-speaking peoples on sub-Saharan Africa. They create cause-effect charts, as well as a map showing the Bantu migration (specifically noting the different climate and ecological zones).

*I use this debate to give students an opportunity to go into depth on the multiple impacts of these sea voyagers. Also, this activity helps balance the idea that history is concerned only with the political history of great empires (and includes Oceania). The debate is assessed with a checklist that rewards good questions, as well as good responses.*

### Essential Questions:

▼ What are the political, social, and cultural effects of new or continuing belief systems? ▼ What new forms of empire evolve in the wake of the classical empires? ▼ What aided the extension and intensification of trade and communication networks and how did long-distance trade influence economic practices and production? ▼ What are the consequences of long-distance migrations, whether by sea or by land?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze changes and continuities in existing trade routes in Afro-Eurasia (such as the Silk Roads, the Mediterranean Sea, Indian Ocean, and West Africa) and the Americas (such as the vertical trade between climate zones in the Andes and trade in Mesoamerica).	<b>KC 3.1</b> <b>All themes</b> <b>Skills:</b> Causation, CCOT, Comparison, Use of Evidence	Spodek, Chapter 12	<b>Instructional Activity:</b> Working in small groups, students analyze the characteristics of different trade regions (such as the goods carried; who transported the goods and how; the role of governments in helping or hindering trade; the role of entrepôts; environmental factors; new technologies; and the dissemination of new crops, animals, and diseases) and create posters to share their findings with the class.
	<b>KC 3.1</b> <b>All themes</b> <b>Skills:</b> Synthesis, Use of Evidence	Christian, "Silk Roads or Steppe Roads?"	<b>Formative Assessment:</b> Silk Roads project: Using primary and secondary sources and their own library and Internet research, students will research goods traded along the Silk Road or Indian Ocean routes and write a journal of the "life" of one trade good, describing the route, merchants, and cultures encountered.
Identify the consequences of transmission of plants, animals, technologies, and pathogens along the trade routes.	<b>KC 3.1</b> <b>All themes</b> <b>Skills:</b> CCOT, Comparison, Contextualization, Synthesis, Use of Evidence	Spodek, Chapter 13 Selected secondary and primary sources from Web quest, including selections from Halsall's <i>Internet Medieval Sourcebook</i>	<b>Instructional Activity:</b> Using a variety of primary and secondary sources, students answer focus questions to explain how attempts to cope with the Black Death and other epidemics illustrate both the strengths and weaknesses of political and cultural institutions in different regions. Students also provide point-of-view analysis for each primary source.
	<b>KC 3.1</b> <b>All themes</b> <b>Skills:</b> Causation, Comparison, Contextualization		<b>Instructional Activity:</b> Students identify several crops, animals, and technologies transmitted along the trade routes in different regions and assess their impact.

*Well-designed posters can be used by groups to summarize findings on a particular trade region. Other groups do a carousel walk-through to take notes or add to each group's poster. Keep the posters for review.*

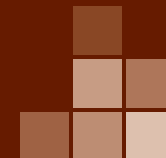
*The students are given a scoring rubric to use to assess their products before turning them in. Based on their rubric-scored products, I can tell whether students have understood the variety of cultures and geography along the Silk Road and focus my reteaching, as required.*

*Make sure students include medical and epidemiological sources to explain the impact of the plague — as well as a discussion about whether the Black Death was actually bubonic plague. The primary sources on the Black Death can also be a good place to begin a deeper discussion of point of view.*

## Essential Questions:

▼ What are the political, social, and cultural effects of new or continuing belief systems? ▼ What new forms of empire evolve in the wake of the classical empires? ▼ What aided the extension and intensification of trade and communication networks and how did long-distance trade influence economic practices and production? ▼ What are the consequences of long-distance migrations, whether by sea or by land?

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



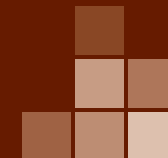
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify and compare the forms of governance in states such as the Byzantine Empire, the Sui, and Tong Dynasties.	<b>KC 3.2.</b> Continuity and Innovation of State Forms and Their Interactions <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> CCOT, Comparison	Spodek, Chapters 6 and 7	<b>Instructional Activity:</b> Students identify the ways in which states surviving the decline of classical empires adapt existing techniques to maintain or reestablish empires.
Identify and compare the forms of governance in new states and empires, such as the Mongol khanates, Islamic empires, the Americas, and decentralized states (Western Europe, Japan, East African and Italian city-states).	<b>KC 3.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, CCOT, Interpretation	Spodek, Chapters 11–14	<b>Instructional Activity:</b> Students identify and list reasons for the rise and decline of West African states. Students then discuss whether the categories for their Conrad-Demarest charts for classical empires are useful for analyzing non-Eurasian empires.
	<b>KC 3.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, CCOT, Contextualization		<b>Instructional Activity:</b> Using primary and secondary sources, students work in small groups to analyze the creation and impact of pastoral empires, such as the Mongol khanates.

*Having students compare new types of empires to their previous models will help them review and evaluate the usefulness and limitations of the model.*

## Essential Questions:

▼ What are the political, social, and cultural effects of new or continuing belief systems? ▼ What new forms of empire evolve in the wake of the classical empires? ▼ What aided the extension and intensification of trade and communication networks and how did long-distance trade influence economic practices and production? ▼ What are the consequences of long-distance migrations, whether by sea or by land?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify and compare the forms of governance in new states and empires, such as the Mongol khanates, Islamic empires, the Americas, and decentralized states (Western Europe, Japan, East African and Italian city-states).	<b>KC 3.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> CCOT, Comparison, Contextualization	Spodek, Chapters 11–14	<b>Instructional Activity:</b> Students work in small groups to analyze several Muslim states and identify new techniques of administration, as well as borrowings from the peoples that are conquered. Students then share their findings in oral reports to the class.
	<b>KC 3.2</b> <b>All themes</b> <b>Skills:</b> Comparison, Contextualization	Spodek, Chapters 11–14	<b>Instructional Activity:</b> Using SPICE charts, students compare two decentralized states, such as one from Europe and one from Japan. Students then create a Y-chart to assess similarities and differences between the two states.
	<b>KC 3.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, Comparison, Contextualization	Spodek, Chapter 12	<b>Instructional Activity:</b> Using a cause-effect chart, students analyze the impact of environmental factors on the creation of states and empires in the Americas.

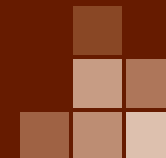
*Make sure that the rest of the class takes notes on the oral reports. You may also want to have each group create a one-page fact sheet to hand out.*

*Students need to evaluate the differences in political, economic, and social structure caused by the differences in environmental regions in the Americas, as compared with the differences in environmental regions in Afro-Eurasia.*

## Essential Questions:

▼ What are the political, social, and cultural effects of new or continuing belief systems? ▼ What new forms of empire evolve in the wake of the classical empires? ▼ What aided the extension and intensification of trade and communication networks and how did long-distance trade influence economic practices and production? ▼ What are the consequences of long-distance migrations, whether by sea or by land?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Examine new methods of production, such as agricultural, artisanal (porcelain, silk, etc.), and industrial (e.g., steel in China).	<b>KC 3.3.</b> Increased Economic Productive Capacity and Its Consequences <b>Theme 1:</b> Environment <b>Theme 4:</b> Economic Systems <b>Skills:</b> Causation	Spodek, Chapters 12 and 13	<b>Instructional Activity:</b> Students work in small groups to create posters for different regions, illustrating and explaining the impact of new inventions and techniques.
Identify continuities and changes in social and gender structures, including changes in labor systems, and compare different regions.	<b>KC 3.3</b> <b>Theme 2:</b> Cultures <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, CCOT, Comparison	Spodek, Chapters 12 and 13 Andrea, women in Islamic law	<b>Instructional Activity:</b> Students work in small groups to create CCOT charts for different regions, covering changes and continuities in social hierarchies and labor systems, and speculate as to the reasons for these changes or continuities.
Identify and compare the factors that led to the rise (including increased agricultural production, trade) and fall (including disease, Little Ice Age, invasion) of urban populations.	<b>KC 3.3</b> <b>Theme 1:</b> Environment <b>Skills:</b> Causation, Comparison	Spodek, Chapter 13	<b>Instructional Activity:</b> Students work in small groups to create cause-effect charts to show the increase and decrease of urban populations in different regions. They then post their results and critique the products of other groups as part of a carousel activity.

*Students can compare and critique posters in a carousel activity.*

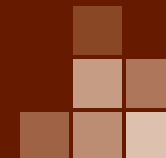
*Don't forget to include the Americas (mit'a, for example).*

## Essential Questions:

▼ What are the political, social, and cultural effects of new or continuing belief systems? ▼ What new forms of empire evolve in the wake of the classical empires? ▼ What aided the extension and intensification of trade and communication networks and how did long-distance trade influence economic practices and production? ▼ What are the consequences of long-distance migrations, whether by sea or by land?



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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
All the Learning Objectives from Unit 3	<b>KC 3.1, 3.2, 3.3</b> <b>All themes</b> <b>Skills:</b> All		<b>Summative Assessment:</b> A 35-question, multiple-choice exam; Comparative essay; CCOT essay; DBQ <b>Some example questions to use:</b> <b>CCOT</b> 2003: Impact of Islam from 1000–1750 on West Africa, South Asia, Europe (KC 3.1, 3.2, and 3.3; Themes 2–5); 2008: Changes and Continuities in Commerce in the Indian Ocean region, 650–1750 (KC 3.1; Theme 4); 2009: Patterns of interaction along the Silk Roads 200 B.C.E. to 1450 (KC 3.1; Themes 2, 4) <b>Comparative</b> 2005: Impact of Mongol rule on China, Middle East, Russia (KC 3.1, 3.2, and 3.3; Themes 2–5); 2011: Rise of two empires: Sudanic (Ghana or Mali or Songhay), Aztec, or Mongol (KC 3.1, 3.2; Themes 3–5)

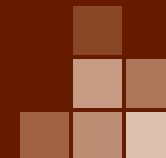
*The example CCOT and comparative essay questions assess various key concepts in Period 3 and course themes, as noted. See earlier note in Unit 2 regarding skills measured in each essay type.*

## Essential Questions:

▼ What are the political, social, and cultural effects of new or continuing belief systems? ▼ What new forms of empire evolve in the wake of the classical empires? ▼ What aided the extension and intensification of trade and communication networks and how did long-distance trade influence economic practices and production? ▼ What are the consequences of long-distance migrations, whether by sea or by land?

# Period 4. Global Interactions, c. 1450 to c. 1750

*Estimated Time: 6 weeks*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify similarities and differences between traditional, land-based empires (such as Russia, Ming, and Qing dynasties, Mughal and Ottoman empires, Tokugawa Japan).	<b>KC 4.3.</b> State Consolidation and Imperial Expansion <b>All themes</b> <b>Skills:</b> Causation, CCOT, Comparison	Spodek, Chapter 14 Andrea, Mateo Ricci; Closing Edicts Kristof, "1492: The Prequel"	<b>Instructional Activity:</b> Students create snapshot maps and SPICE charts of major Eastern hemisphere empires.  <b>Instructional Activity:</b> Students create CCOT charts for each empire, paying special attention to the reasons for change and continuity.  <b>Instructional Activity:</b> Students discuss problems of control and expansion for land-based empires.
Identify changes to existing trade networks.	<b>KC 4.1.</b> Globalizing Networks of Communication and Exchange <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> CCOT, Comparison	Spodek, Chapters 13–15	<b>Instructional Activity:</b> Students create snapshot maps and CCOT charts for existing trade networks. Facilitate classroom discussion about the impact of new trade networks on preexisting networks.

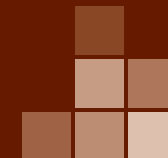
*Because my students have just finished AP U.S. History, they really need to be reminded that there are many empires in this period that are not transoceanic.*

*Issues here might include the increasing use of gunpowder, conflict over trade routes, rivalries among states, increased desire among subjected ethnic groups for independence, etc.*

## Essential Questions:

- ▼ What factors led the West to begin to assert power in different parts of the world?
- ▼ What new forms of imperial control are projected by rulers of new (or preexisting) empires? ▼ How do changes in the world economy affect social and cultural systems?
- ▼ What is the global impact of the Columbian Exchange?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify similarities and differences among transoceanic empires (such as Spain, the Dutch, Portugal, France, Britain).	<b>KC 4.3</b> <b>All themes</b> <b>Skills:</b> Causation, CCOT, Comparison	Spodek, Chapters 13–15	<b>Instructional Activities:</b> <ul style="list-style-type: none"> <li>Students create snapshot maps and SPICE charts of major transoceanic empires.</li> <li>Students create CCOT charts for each empire, paying special attention to the reasons for change and continuity.</li> </ul>
	<b>KC 4.3</b> <b>All themes</b> <b>Skills:</b> Comparison, Interpretation, Use of Evidence		<b>Instructional Activity:</b> <ul style="list-style-type: none"> <li>Students discuss with a partner the problems of control and expansion for transoceanic empires and make a list of those problems. Then they change partners and compare lists to check thoroughness.</li> <li>Students create Y charts to analyze the similarities and differences among transoceanic empires based primarily on trade and those based on colonization of large land areas.</li> </ul>
Analyze the causes and consequences of the creation of global trade networks.	<b>KC 4.1</b> <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, CCOT	Spodek, Chapters 13–15	<b>Instructional Activity:</b> Students create cause-effect charts, listing the technological and navigational, political, social, and commercial advances that furthered European voyages of reconnaissance and trade. Students then list the consequences of those voyages.

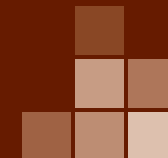
*Be sure that students recognize the unique social, political, cultural, and economic problems created by Europeans' colonizing the Americas and setting up trading empires in Africa and Asia.*

*Many students are tempted to focus on transatlantic voyages to North America because they are already familiar with that narrative. Because of this, I refocus the discussion to a world historical context.*

## Essential Questions:

- ▼ What factors led the West to begin to assert power in different parts of the world?
- ▼ What new forms of imperial control are projected by rulers of new (or preexisting) empires? ▼ How do changes in the world economy affect social and cultural systems?
- ▼ What is the global impact of the Columbian Exchange?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the consequences of creating new economic systems and practices.	<b>KC 4.1</b> <b>Theme 4:</b> Economic Systems <b>Skills:</b> Causation, CCOT	Spodek, Chapters 13–15	<b>Instructional Activity:</b> Students create CCOT charts for commercial and economic practices, making sure to highlight changes in this period over the previous period and to assess the reasons for the changes.
Analyze the global effects of the Columbian Exchange.	<b>KC 4.1, 4.2.</b> New Forms of Social Organization and Modes of Production <b>All themes</b> <b>Skills:</b> CCOT, Comparison, Use of Evidence	Spodek, Chapter 15	<b>Instructional Activity:</b> Students create posters for each of the five themes showing the global impact of the Columbian Exchange
	<b>KC 4.1, 4.2</b> <b>All themes</b> <b>Skills:</b> Argumentation, CCOT, Use of Evidence	Spodek, Chapter 15	<b>Instructional Activity:</b> Students work in small groups to create T-Charts showing the goods, technologies, peoples, plants and animals, etc., that originated in one hemisphere and were transferred to another.
	<b>KC 4.1, 4.2</b> <b>All themes</b> <b>Skills:</b> Argumentation, CCOT, Use of Evidence	Spodek, Chapter 15 Sidney Mintz, “Pleasure, Profit and Satiation”	<b>Formative Assessment:</b> Case Study: The Journey of Sugar. After conducting library and Internet research and reading primary and secondary sources, students work in small groups to create posters for each of the five AP World History themes, tracing the history and impact of sugar production to reinforce the Columbian Exchange, single-crop economy, plantation agriculture and forced labor, proto-industrialization, environmental degradation, etc. These case studies help students go into depth in one area and then extrapolate and generalize what they have learned in order to understand other crops or commodities.

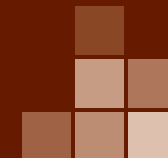
*Using posters and debates not only stimulates interest but also allows students to demonstrate knowledge in different ways, providing differentiation for alternative learning styles.*

*You can easily see from the thematically based posters if students are not correctly distinguishing among political, social, and cultural characteristics.*

## Essential Questions:

- ▼ What factors led the West to begin to assert power in different parts of the world?
- ▼ What new forms of imperial control are projected by rulers of new (or preexisting) empires? ▼ How do changes in the world economy affect social and cultural systems?
- ▼ What is the global impact of the Columbian Exchange?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the global effects of the Columbian Exchange.	<b>KC 4.1, 4.2</b> <b>All themes</b> <b>Skills:</b> Argumentation, CCOT, Synthesis, Use of Evidence		<b>Formative Assessment:</b> After concluding library and Internet research, students engage in a debate on whether the Columbian Exchange brought more benefits or problems. A rubric requires students to cover all themes in the debate.
Analyze the continuities and changes in labor systems.	<b>KC 4.2</b> <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> CCOT, Comparison	Andrea, Indian labor and tribute; mountain of silver	<b>Instructional Activity:</b> Students examine traditional labor systems (such as peasant agricultural labor or the mit'a in the Andes) and compare and discuss new forms of labor in this period.
Analyze changes to social hierarchies (including the impact on race, family, and gender, and the creation of new elites).	<b>KC 4.2</b> <b>Theme 5:</b> Social Structures <b>Skills:</b> CCOT, Contextualization, Synthesis, Use of Evidence	Handouts of visual sources such as “casta” paintings	<b>Instructional Activities:</b> <ul style="list-style-type: none"> <li>Students make social hierarchy charts for several different regions.</li> <li>Students examine a number of visual sources and use them to discuss changing social and racial categories.</li> </ul>
All the Learning Objectives in Unit 4	<b>KC 4.1, 4.2, 4.3</b> <b>All themes</b> <b>Skills:</b> All		<b>Summative Assessment:</b> A 35-question, multiple-choice exam; CCOT essay; DBQ A good DBQ to use is from the 2006 exam on the global flow of silver (KC 4.1; all themes). Also, the 2005 CCOT on the social and economic transformations in the Atlantic World from 1492–1750 (KC 4.1, 4.2, and 4.3; Themes 4 and 5).

*During the debate, you can easily see whether there are any areas that need to be clarified or retaught.*

*Students tend to focus on social and racial hierarchies in Latin America, so be sure to include art from other regions, such as Japan, North America, and Europe.*

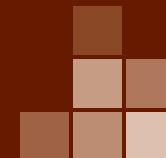
*The example DBQ and CCOT essays assess various key concepts in Period 4 and course themes, as noted. See earlier note in Unit 2 regarding skills measured in each essay type.*

## Essential Questions:

- ▼ What factors led the West to begin to assert power in different parts of the world?
- ▼ What new forms of imperial control are projected by rulers of new (or preexisting) empires?
- ▼ How do changes in the world economy affect social and cultural systems?
- ▼ What is the global impact of the Columbian Exchange?

# 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
Analyze the political theories coming out of the Scientific Revolution and Enlightenment and relate them to the French Revolution.	<b>KC 5.3.</b> Nationalism, Revolution, and Reform <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, Comparison, Contextualization	Spodek, Chapter 16 Andrea, Voltaire, Universal Toleration	<b>Instructional Activity:</b> <ul style="list-style-type: none"> <li>Students review their prior knowledge of the Enlightenment and read primary sources to deepen their knowledge.</li> <li>Students compare sources from the revolutionary period and analyze the extent to which they reflect Enlightenment ideals.</li> </ul>
Analyze the causes and consequences of the French Revolution.	<b>KC 5.3</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, Interpretation	Spodek, Chapter 16 Hand out summary of Brinton's stages of revolution	<b>Instructional Activity:</b> Using the Crane Brinton model of revolutions, students will analyze the stages of the French Revolution as a model for later revolutions and then fill in a chart.
Analyze the political theories coming out of the Enlightenment and relate them to the American revolutions.	<b>KC 5.3</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Comparison, Contextualization, Interpretation, Use of Evidence	Spodek, Chapter 16 Andrea, Bolivar's Jamaica Letter	<b>Instructional Activity:</b> Using material in their texts, along with the Declaration of Independence and other primary sources from the Latin American revolutions, students will determine the extent to which the ideals of the American revolutions reflected Enlightenment ideals and defend their conclusions in class discussion.

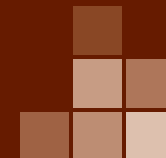
*Crane Brinton's classic work, The Anatomy of Revolution, was first published in 1938. He analyzed the British Revolution, American Revolution, French Revolution, and Russian Revolution to determine their similarities.*

*My students have studied the Enlightenment and the French Revolution in prior classes, so I need to make sure that they apply their knowledge to new regions and analyze the differences in the application of Enlightenment ideals; for example, in different parts of the Americas.*

## Essential Questions:

▼ How did the increase in global trade help lead to the rise of capitalism and revolutions in production and labor? ▼ In what ways do new methods of production and the growing power of the imperial states affect the lives of their citizens? ▼ What are the forces leading to political and social revolutions? ▼ How do the needs of new global economies and new modes of transportation lead to global migration (both free and coerced)?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the causes and consequences of several revolutions in the Americas.	<b>KC 5.3</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, CCOT, Comparison, Interpretation	Spodek, Chapter 16	<b>Instructional Activity:</b> Working in small groups, students create Brinton charts for three revolutions in the Western Hemisphere to determine the extent to which these revolutions are true revolutions or are anticolonial movements.
Identify the causes and consequences of the Industrial Revolution in Europe.	<b>KC 5.1.</b> Industrialization and Global Capitalism <b>Theme 1:</b> Environment <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation	Spodek, Chapters 17 and 18	<b>Instructional Activity:</b> Students create cause-effect charts about the Industrial Revolution.
Identify the impact of the Industrial Revolution outside of Europe, including changes in global trade patterns.	<b>KC 5.1</b> <b>All themes</b> <b>Skills:</b> Argumentation, Causation, CCOT, Comparison, Contextualization, Interpretation, Synthesis	Spodek, Chapters 17 and 18 Headrick, "Imperialism, Technology, and Tropical Economies," in Chapter 1 of <i>The Tentacles of Progress</i>	<b>Instructional Activity:</b> Students read and annotate the article by Headrick and engage in a "fishbowl" discussion. Headrick's hypothesis challenges what most students believe about the spread of technology to colonial empires.
		Berman, <i>The Industrial Revolution: A Global Event</i>	<b>Instructional Activity:</b> Students engage in a role-playing game on the Industrial Revolution as a worldwide phenomenon and then answer guided questions.

*Using the Brinton model gives students the opportunity to analyze the usefulness and the limitations of a historical model.*

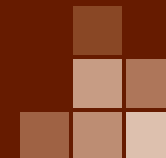
*A fishbowl discussion allows teachers to manage discussion in larger classes. Students have prepared by reading the essay. On the day of the discussion, students draw cards at random, designating themselves as either "fish," who will sit in the center of the circle and discuss the essay, or as "fishbowl," who will surround the fish and observe and evaluate their discussion. Teachers can prepare questions for the "fish" to discuss, as well as evaluation sheets for the "fishbowls" to keep them accountable.*

*This activity can easily be converted into an assessment by having students write a CCOT or comparative essay.*

## Essential Questions:

▼ How did the increase in global trade help lead to the rise of capitalism and revolutions in production and labor? ▼ In what ways do new methods of production and the growing power of the imperial states affect the lives of their citizens? ▼ What are the forces leading to political and social revolutions? ▼ How do the needs of new global economies and new modes of transportation lead to global migration (both free and coerced)?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Understand the development of capitalism and the responses from workers to the power of capitalism.	<b>KC 5.1</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, CCOT	Spodek, Chapters 17 and 18 Andrea, <i>The Communist Manifesto</i>	<b>Instructional Activity:</b> Students make charts representing the flow of capital and labor worldwide, and create CCOT charts for Theme 4 (about economic systems) between this period and the previous period.
	<b>KC 5.1</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Argumentation, CCOT, Contextualization, Synthesis	Spodek, Chapters 17 and 18 Selections from several readers	<b>Instructional Activity:</b> Students create posters from the point of view of various workers, landowners, and industrialists, concerning the changes brought by the Industrial Revolution and capitalism.
Identify and discriminate between ideologies developed in this period (nationalism, socialism, liberalism, etc.) and explain how these ideologies transformed traditional concepts of national identity.	<b>KC 5.2.</b> Imperialism and Nation-State Formation <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Comparison, Contextualization, Use of Evidence	Spodek, Chapter 18	<b>Instructional Activity:</b> Students work in small groups to define and differentiate among the different “isms” created in this period. Students then investigate how these ideologies impacted continuing states and the formation of new ones and then take part in a class discussion.

Using posters helps students who are visual learners and also helps reinforce “point of view.”

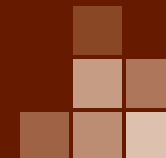
Students often benefit from a variety of techniques to help them learn abstract concepts: flash cards, illustrations, antonyms, and concept webs are useful.

## Essential Questions:

▼ How did the increase in global trade help lead to the rise of capitalism and revolutions in production and labor? ▼ In what ways do new methods of production and the growing power of the imperial states affect the lives of their citizens? ▼ What are the forces leading to political and social revolutions? ▼ How do the needs of new global economies and new modes of transportation lead to global migration (both free and coerced)?



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

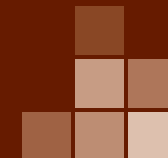


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the impact of the Industrial Revolution and ideologies of nationalism on expanding land-based (such as Russia, United States, Qing dynasty) and transoceanic (such as Britain, France, etc.) empires and newly imperializing nations (Meiji Japan).	<b>KC 5.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Comparison, Contextualization, Interpretation, Use of Evidence	Spodek, Chapters 17 and 18 Andrea, Lin Zexu's Letter to Victoria; Self-Strengthening Movement; King Chulalongkorn Edicts; Records of the Maji-Maji; Emmeline Pankhurst	<b>Instructional Activity:</b> In small groups, students work to create charts comparing the social, political, and economic structures of land-based empires and transoceanic empires.  <b>Instructional Activity:</b> Using the primary and secondary sources listed, students investigate the impact of new ideologies, such as nationalism, on state formation and expansion (e.g., Germany, Meiji Japan, etc.) and take part in a fishbowl discussion.  <b>Instructional Activity:</b> Students use primary sources and Web searches to compare the attitudes toward imperialism and Social Darwinism in Meiji Japan and Western sources.
Identify the new states formed by the contraction of the Ottoman Empire and along the borders of imperial states.	<b>KC 5.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> CCOT, Comparison, Interpretation	Spodek, Chapter 18 Grant, "Rethinking the Ottoman Decline."	<b>Instructional Activity:</b> <ul style="list-style-type: none"> <li>In small-group discussion, students assess the validity of Grant's thesis and supporting evidence as compared to the discussion in their textbook.</li> <li>Working in small groups, students create snapshot maps showing changing imperial borders and the new states created between 1750 and 1900. Each group then makes a presentation to the class, focusing on one state (such as the Zulu, Balkan states, Cherokee, Siam, etc.)</li> </ul>

## Essential Questions:

▼ How did the increase in global trade help lead to the rise of capitalism and revolutions in production and labor? ▼ In what ways do new methods of production and the growing power of the imperial states affect the lives of their citizens? ▼ What are the forces leading to political and social revolutions? ▼ How do the needs of new global economies and new modes of transportation lead to global migration (both free and coerced)?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify different types of colonies and types of free and forced migration to those colonies.	<b>KC 5.4.</b> Global Migration <b>All themes</b> <b>Skills:</b> Causation, CCOT, Comparison, Contextualization	Spodek, Chapter 18	<b>Instructional Activity:</b> Working in small groups, students illustrate index cards representing different types of labor migrations. Students then create a poster with definitions, maps, illustrations, and descriptions of migration patterns.
Identify migration patterns, including urbanization and labor migration, within and between states and empires.	<b>KC 5.4</b> <b>All themes</b> <b>Skills:</b> Argumentation, Causation, CCOT, Comparison, Use of Evidence	Spodek, Chapter 18	<b>Formative Assessment:</b> Migration Project: Using materials from AP Professional Development Handbook, students analyze the push and pull factors for Japanese and Italian migrations to Latin America and then create Y-charts and short essays to demonstrate their understanding.
All the Learning Objectives from Unit 5	<b>KC 5.1, 5.2, 5.3, 5.4</b> <b>All themes</b> <b>Skills:</b> All		<b>Summative Assessment:</b> A 35-question, multiple-choice exam; DBQ, CCOT, or comparative essay. Some example questions to use, depending on students' writing needs: <b>DBQ</b> 2003: 19th–20th century Indentured Servitude (KC 5.4; Themes 4, 5) <b>CCOT</b> 2004: Labor systems 1750–1914 (KC 5.1, 5.4; Themes 4, 5); 2010: Continuities and changes in religious beliefs and practices in either sub-Saharan Africa or Latin America/Caribbean, 1450–present (KC 5.2, 5.3, 5.4; Theme 2); 2011: Migrations to different regions, 1700–1900 (KC 5.4; Theme 1)

*This is a good point in instruction to make sure you are giving truly global coverage: include Oceania and Australia as well as migrations to states in the Americas, Africa, and Asia.*

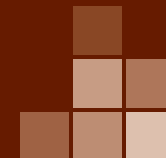
*Before students move to the essay stage, check their Y charts to make sure they have covered all the push-pull factors.*

*This is a good time to ask students one of these questions from previous exams to make sure they have assimilated more than political history. The example DBQ, CCOT, and comparative questions assess various key concepts in Period 5 and course themes, as noted. See earlier note in Unit 2 regarding skills measured in each essay type.*

## Essential Questions:

▼ How did the increase in global trade help lead to the rise of capitalism and revolutions in production and labor? ▼ In what ways do new methods of production and the growing power of the imperial states affect the lives of their citizens? ▼ What are the forces leading to political and social revolutions? ▼ How do the needs of new global economies and new modes of transportation lead to global migration (both free and coerced)?

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



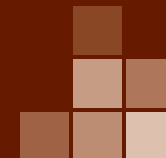
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
All the Learning Objectives from Unit 5	<b>KC 5.1, 5.2, 5.3, 5.4</b> <b>All themes</b> <b>Skills:</b> All		<b>Comparative</b> 2003: Role of Women 1750–1914 (KC 5.1, 5.3; Theme 5)

## Essential Questions:

▼ How did the increase in global trade help lead to the rise of capitalism and revolutions in production and labor? ▼ In what ways do new methods of production and the growing power of the imperial states affect the lives of their citizens? ▼ What are the forces leading to political and social revolutions? ▼ How do the needs of new global economies and new modes of transportation lead to global migration (both free and coerced)?

## Period 6. Accelerating Global Changes and Realignment, c. 1900 to the Present

*Estimated Time: 6 weeks*



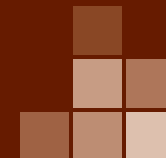
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify the impact of scientific and technological innovations.	<b>KC 6.1.</b> Science and the Environment <b>All themes</b> <b>Skills:</b> Argumentation, Causation, Comparison	Spodek, Chapters 19 and 24	<b>Formative Assessment:</b> Working in small groups, students list 20 scientific and technological advances of the 20th century and place them in order according to highest worldwide significance. Students write a short statement in which they justify their choices and then present their findings to the class. Each group compares their lists to the other groups' choices and evaluates the quality of their argumentation and evidence.
	<b>KC 6.1</b> <b>All themes</b> <b>Skills:</b> Causation, CCOT		<b>Instructional Activity:</b> Students create cause-effect charts on medical and environmental innovations (e.g., antibiotics, public health control of sewage, birth control, Green Revolution, vaccination, etc.), focusing on demographic consequences.
Explain the impact of different types of energy on the environment and the future implications of adopting different energy sources.	<b>KC 6.1</b> <b>Theme 1:</b> Environment <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, Interpretation, Use of Evidence	Spodek, Chapters 19 and 24 McNeill, "Fuels, Tools, and Economies," Chapter 10 in <i>Something New Under the Sun</i>	<b>Instructional Activity:</b> Students work in small groups to discuss McNeill's argument. They then research selected energy sources and create cause-effect charts showing short- and long-term political, social, environmental, and economic impact.

*A discussion should follow as the groups try to defend "their" top 20 list and argue whether nuclear energy, Internet and computers, space exploration, etc., have been most influential. I guide the classroom discussion to ensure that students make a global-impact argument and not focus only on the United States and other industrialized nations. This formative assessment checks student mastery of argumentation and helps me tailor instruction and provide sufficient opportunities to further develop this skill, crucial to student success in the course.*

### Essential Questions:

▼ What is the global impact of new ideas in economics, science, and technology? ▼ What are the causes and effects of global conflict, regarding both interstate warfare and asymmetrical warfare? ▼ What are the reactions to the decline of imperial states and the assertion of new visions of national identity? ▼ How do innovations in communication and transportation help create a global culture? ▼ In what ways do individuals and local groups resist globalization?

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



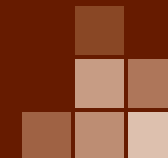
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify the reasons for the dissolution of empires and the creation of new states.	<b>KC 6.2.</b> Global Conflicts and Their Consequences <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, CCOT, Comparison	Spodek, Chapters 19–23	<b>Instructional Activities:</b> Students will create snapshot maps and CCOT charts for the changing political map following World War I and World War II.
	<b>KC 6.2.</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Argumentation, Causation, Comparison, Contextualization, Synthesis, Use of Evidence	Andrea, Maoist version of Marxism, Deng Xiaoping	<b>Instructional Activity:</b> Students will work in groups to analyze the different paths to power taken by India and China, using the National Center for History in the Schools (NCHS) documents from “Mao and Gandhi: Paths to Power.”  <b>Formative Assessment:</b> Students write a timed comparative essay drawn from their analysis.

*NCHS has created many useful activities for world history classes, including several that engage students in close reading and analysis of primary sources in a variety of formats (including images, charts, etc.).*

### Essential Questions:

▼ What is the global impact of new ideas in economics, science, and technology? ▼ What are the causes and effects of global conflict, regarding both interstate warfare and asymmetrical warfare? ▼ What are the reactions to the decline of imperial states and the assertion of new visions of national identity? ▼ How do innovations in communication and transportation help create a global culture? ▼ In what ways do individuals and local groups resist globalization?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
	<b>KC 6.2.</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Comparison, Contextualization, Use of Evidence	Andrea, various documents, including Patrice Lumumba's Independence Day speech	<b>Instructional Activity:</b> Students analyze primary source documents as preparation for discussing the creation of new nations in Africa, the Middle East, and Asia.
Analyze the causes and effects of global conflicts	<b>KC 6.2</b> <b>All themes</b> <b>Skills:</b> Argumentation, Causation, CCOT, Synthesis, Use of Evidence	Spodek, Chapters 19–21 Andrea, Russian Revolution; origins of the Cold War	<b>Instructional Activity:</b> Working in small groups, students create cause-effect charts for World War I and World War II. Students will debate the extent to which World War II was a continuation of World War I.
	<b>KC 6.2</b> <b>All themes</b> <b>Skills:</b> Causation, Comparison, Contextualization, Use of Evidence		<b>Instructional Activity:</b> Students analyze Jackdaw document sets on "The Coming of War" and "The Holocaust" and answer guided questions.
	<b>KC 6.2</b> <b>All themes</b> <b>Skills:</b> Argumentation, Causation, Comparison, Contextualization, Use of Evidence		<b>Instructional Activity:</b> Using primary sources and other readings, students analyze the responses to economic and social problems by leaders espousing new ideologies (such as fascism, socialism, Marxism/Communism) and determine the long-range effects of these new ideologies.

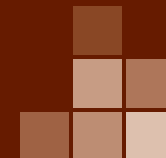
*Having students take part in a debate sharpens their rhetorical and argumentative skills just as much as writing an essay.*

*Jackdaw publishes collections of primary and secondary sources focused on particular topics or historical events.*

## Essential Questions:

▼ What is the global impact of new ideas in economics, science, and technology? ▼ What are the causes and effects of global conflict, regarding both interstate warfare and asymmetrical warfare? ▼ What are the reactions to the decline of imperial states and the assertion of new visions of national identity? ▼ How do innovations in communication and transportation help create a global culture? ▼ In what ways do individuals and local groups resist globalization?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Identify and explain the effects of decolonization.	<b>KC 6.2</b> <b>Theme 1:</b> Environment <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, Comparison, Contextualization, Use of Evidence	Spodek, Chapters 19–22	<b>Instructional Activity:</b> Working in small groups, students create cause-effect charts for other conflicts, decolonization strife, and proxy wars (such as the Algerian conflict, Vietnam War, first Afghan war, Korean War, etc.). Each group should focus on a different conflict. Students then use a carousel activity to take notes on the other groups' work, noting similarities and differences among the groups' products.
Compare examples of ethnic nationalism and resulting hostility in the 20th and 21st centuries and analyze their impact (including genocide and population movement).	<b>KC 6.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, CCOT, Comparison, Use of Evidence	Andrea, Challenges of Religious Conflict — India; Osama bin Laden, Declaration of Jihad	<b>Instructional Activity:</b> Students work in small groups to create posters for selected examples of ethnic conflict from various world regions. Posters should show causes and impact of each conflict.
Explain the efforts by groups and individuals to prevent war and violence as means to resolve conflicts.	<b>KC 6.2</b> <b>Theme 2:</b> Cultures <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Theme 5:</b> Social Structures <b>Skills:</b> Causation, Synthesis, Use of Evidence		<b>Instructional Activity:</b> Working in small groups, students research individuals and groups who opposed violence and war. Students then create posters to explain or express the impact of these individuals and groups.

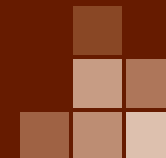
*Having students work in small groups on different examples helps me cover all of the illustrative examples in a short period of time.*

*Visuals have high appeal, but you must have clear standards, or even rubrics, to help guide students to create good products with substance.*

## Essential Questions:

▼ What is the global impact of new ideas in economics, science, and technology? ▼ What are the causes and effects of global conflict, regarding both interstate warfare and asymmetrical warfare? ▼ What are the reactions to the decline of imperial states and the assertion of new visions of national identity? ▼ How do innovations in communication and transportation help create a global culture? ▼ In what ways do individuals and local groups resist globalization?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Distinguish between command and mixed/market economies and analyze the effectiveness of different governmental and nongovernmental approaches to the global economic and humanitarian crises of the 20th and 21st centuries.	<b>KC 6.3.</b> New Conceptualizations of Global Economy, Society, and Culture <b>Theme 1:</b> Environment <b>Theme 3:</b> State-Building <b>Theme 4:</b> Economic Systems <b>Skills:</b> Argumentation, Causation, Comparison, Synthesis, Use of Evidence	Spodek, Chapters 21–24 Andrea, Mikhail Gorbachev —Perestroika; Economic Nationalism in Mexico; Brazilian Mass Politics	<b>Instructional Activity:</b> Students work in small groups to collect information on the different governmental economic policies used in this period and engage in a symposium in which individual students represent national leaders, such as Lenin, Stalin, Gorbachev, Mao, Deng Xiaoping, FDR, Reagan, Mussolini, Hitler, Thatcher, etc.  <b>Instructional Activity:</b> Students will make “elevator talking sheets” for nongovernment organizations that attempt to deal with economic and humanitarian issues, such as international economic organizations (World Trade Organization, International Monetary Fund), humanitarian groups (Red Cross, Doctors Without Borders, World Health Organization), and environmental groups (Greenpeace, World Wildlife Fund).
Analyze new forms of group identity that developed in the 20th century and reactions to them.	<b>KC 6.3</b> <b>Theme 2:</b> Cultures <b>Theme 5:</b> Social Structures <b>Skills:</b> Argumentation, Causation, Use of Evidence	Spodek, Chapters 23 and 24	<b>Instructional Activity:</b> Students list new cultural identities and explain the forces that lead to the creation of these new identities, as well as reactions to them (e.g., women’s rights groups, gay-lesbian identity, ethnic pride, changing religious faiths and identities, anti-apartheid, and Negritude). Reactionary movements can include legal restrictions, violence, etc.

*You may want to create several questions in advance to keep the “conversation” moving. Students enjoy the opportunity to elaborate this activity with costumes or items that hint at a character.*

*“Elevator sheets” are borrowed from the business world, where applicants prepare one-page summaries of their skills or project — suitable for explaining to a busy boss on an elevator ride. The format forces students to select details and arguments with care and to fit them into the limited-space format.*

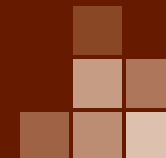
*Instead of a list, you could assign students a cause-effect chart that shows both short-term and long-term causation.*

## Essential Questions:

▼ What is the global impact of new ideas in economics, science, and technology? ▼ What are the causes and effects of global conflict, regarding both interstate warfare and asymmetrical warfare? ▼ What are the reactions to the decline of imperial states and the assertion of new visions of national identity? ▼ How do innovations in communication and transportation help create a global culture? ▼ In what ways do individuals and local groups resist globalization?



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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Recognize the globalization of culture.	<b>KC 6.3</b> <b>Theme 2:</b> Cultures <b>Skills:</b> Synthesis, Use of Evidence	Spodek, Chapters 23 and 24	<b>Formative Assessment:</b> Students choose one aspect of global culture (music, art, literature, film, sports, etc.) and create a PowerPoint presentation for the class, explaining the creation and impact of that movement.
Analyze the extent to which 1900 is a valid demarcation for the modern period.	<b>KC 6.1, 6.2, 6.3</b> <b>All themes</b> <b>Skills:</b> Argumentation, CCOT, Periodization, Synthesis	Spodek, Chapters 23 and 24	<b>Instructional Activity:</b> On large butcher or poster paper, students create annotated time lines for the period 1850–1950, including significant events from all themes and world regions. Students then argue the validity of 1900 as the beginning of the modern period and suggest and justify alternative dates.
All the Learning Objectives in Unit 6	<b>KC 6.1, 6.2, 6.3</b> <b>All themes</b> <b>Skills:</b> All		<b>Summative Assessment:</b> A 35-question, multiple-choice exam; comparative essay; CCOT essay; DBQ  There are many good essay choices from past exams; some example questions to use:  <b>DBQ</b> 2005: 20th-century Muslim nationalism in South Asia and North Africa (KC 6.2; Themes 2, 3); 2008: Factors that shaped the modern Olympic movement, 1892–2002 (KC 6.3; Themes 2–5); 2010: Comparing mechanization in the cotton industry in Japan and India, 1880s–1930s (KC 6.3; Themes 2–5); 2011: Green Revolution, 1945–present (KC 6.1; Theme 1)

*The class can take notes on the presentations to provide feedback to the presenters. I provide verbal and written feedback, as well.*

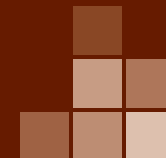
*Periodization is one of the most difficult concepts for students who tend to accept the chronology listed in their textbooks. At various points throughout the year, especially at the end of each period, asking students informal questions about periodization can help prepare them for this final look at the skill. The key to this activity is the students' justification for their choice of date. This is a highly sophisticated activity, especially for younger students.*

*The example DBQ, CCOT, and comparative essay questions assess various key concepts in Period 6 and course themes, as noted. See earlier note in Unit 2 regarding skills measured in each essay type.*

## Essential Questions:

▼ What is the global impact of new ideas in economics, science, and technology? ▼ What are the causes and effects of global conflict, regarding both interstate warfare and asymmetrical warfare? ▼ What are the reactions to the decline of imperial states and the assertion of new visions of national identity? ▼ How do innovations in communication and transportation help create a global culture? ▼ In what ways do individuals and local groups resist globalization?

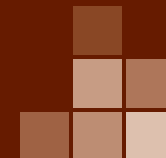
# Period 6. Accelerating Global Changes and Realignments, c. 1900 to the Present *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
All the Learning Objectives in Unit 6	<b>KC 6.1, 6.2, 6.3</b> <b>All themes</b> <b>Skills:</b> All		<b>CCOT</b> 2010: Continuities and changes in religious beliefs and practices in either sub-Saharan Africa or Latin America/ Caribbean, 1450—present (KC 6.2, 6.3; Theme 2); 2007: Changes and Continuities in formation of national identities (1914—present) in Middle East, Southeast Asia, or sub-Saharan Africa (KC 6.2, 6.3; Themes 2, 3, 5) <b>Comparative</b> 2004: Impact of World War I on two areas (not Europe) through 1930s (KC 6.2, 6.3; Themes 2-5); 2008: Compare emergence of nation-states in Latin America in the 19th century with sub-Saharan Africa or Middle East in the 20th century. (KC 6.2; Themes 2, 3)

## Essential Questions:

▼ What is the global impact of new ideas in economics, science, and technology? ▼ What are the causes and effects of global conflict, regarding both interstate warfare and asymmetrical warfare? ▼ What are the reactions to the decline of imperial states and the assertion of new visions of national identity? ▼ How do innovations in communication and transportation help create a global culture? ▼ In what ways do individuals and local groups resist globalization?



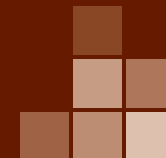
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## Simulations and document sets

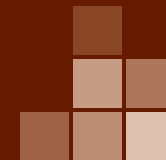
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## About the College Board

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For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## 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 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 for planning and pacing throughout the school year. However, they can also help with syllabus development, when used with the resources created to support Course Audit: the *Syllabus Development Guide* and the four *Annotated Syllabi*. These resources contain samples of evidence that illustrate a variety of strategies for meeting curricular requirements.