AP **CollegeBoard**

AP® World History

Course Planning and Pacing Guide

Robert Hallock and Kathryn Smoot

Sammamish High School ▶ Bellevue, WA

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

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

Contents

Instructional Setting

Sammamish High School ▶ Bellevue, WA

School
Sammamish High School is a comprehensive public high school located in a suburban setting.

Student population
Sammamish has a diverse student body, culturally and socioeconomically. In 2014, the school population was 903 students, with the following composition:

- ▸ 47 percent Caucasian
- ▸ 20 percent Hispanic
- ▸ 20 percent Asian
- ▸ 7 percent multiethnic
- ▸ 5 percent African American

Forty-one percent of our students are eligible for free or reduced-price lunch. Thirty-eight percent of our students speak a first language other than English.

Instructional time
Classes start the first week in September and end in mid-June. There are 31 instructional weeks before the AP Exam in May. Sammamish operates on a modified block schedule. AP World History meets for a 50-minute class on Monday, Tuesday, and Friday and a 90-minute block period on Wednesday or Thursday. Additionally, there is an optional 30-minute tutorial period on Monday, Tuesday, Thursday, and Friday.

Student preparation
All students at Sammamish take AP Human Geography in ninth grade. AP World History is offered in 10th grade, and approximately 40 percent of the 10th-grade class takes it.

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

Overview of the Course

In our class, AP World History is rooted in the pedagogy of problem-based learning (PBL). Our school received an Investing in Innovation (I3) grant from the U.S. Department of Education in 2011 that allowed us release time to collaborate on redesigning our class. We believe that this PBL-based course planning and pacing guide aligns well with the new *AP World History Course and Exam Description*, and it makes the course more accessible to a wider variety of students. The PBL challenge cycles (projects) that students focus on are the "main course" in our course.

A key theme that emerged as we were designing the class was a need to understand the nature of power and how it influences and is influenced by culture. We also knew that we wanted students to be able to understand and participate in the debates behind the conventional understanding of history. With this in mind we use the following questions to shape our course:

1. How do empires maintain and expand their power?

2. Is history a progression?

3. Is there such thing as world history?

The first question is addressed in all units, while the other two are addressed beginning with the early modern era at the beginning of the second semester.

There are three principals that guide our PBL course:

▶ **Authentic problems.** As much as possible, we want students to engage in the work of historians **and** simulate the decision making of historical actors. The challenge cycles we create for each unit revolve around these problems. For example, during the early modern era, students participate in the Diplomacy Challenge, where they are assigned to empire teams with the goal of using diplomacy to strengthen their empire. They do the work of diplomats, analyzing "intercepted intelligence" (primary source documents), making toasts at diplomatic receptions, and negotiating treaties using the historical context to guide them.

▶ **Compelling "need to know."** The PBL framework motivates our students to seek out the content knowledge they need to know to successfully complete a challenge cycle. In this case, "need to know" is an invitation to inclusivity rather than an indication of exclusivity. It is not enough for students to simply know their own roles; to be successful, they must also gather information from other students. This means reading, listening, and building strategic relationships. Students overlook their classmates at their peril! The process of students interacting with their peers to understand their positions inherently involves the reasoning skill of comparing and contrasting and prepares students well for essay writing.

▶ **Opportunities for differentiation.** PBL provides students an opportunity to engage with a challenge cycle at a variety of skill levels. At the most basic level, students must learn about their own roles to participate in a challenge. For students who are struggling with the material, this gives them a starting point. For most students, the PBL structure and need-to-know principal mean that to do their tasks well they need to anticipate and understand the motivations and arguments of other historical players. For more advanced students, challenge cycles allow them to draw a web of connections between not only their role and an opposing role but others as well.

Our formative assessments focus on the skills students need to successfully complete the PBL challenge cycles. We focus on document analysis using a four-level-analysis process from the very beginning of the year. Analyzing primary source documents is a critical part of all of our PBL challenges, and this process allows us to identify which level of analysis students are struggling with and give feedback to students using a clear protocol and in the midst of a challenge cycle. This often helps strengthen their performance in PBL activities.

Pacing Overview

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	c. 8000 B.C.E. to c. 600 C.E.	27	The content covered in this unit includes the discovery of agriculture, first civilizations, and Classical empires. We use this unit to introduce the disciplinary practices and reasoning skills that students will use in later PBL modules, with a particular focus on analyzing historical evidence. In the second module, students act as lawyers and participate in mini "trials," putting primary source documents on the stand. In doing so, students practice contextualizing documents, analyzing their purpose, and identifying an author's point of view, all of which will be necessary for the PBL modules to come. They are also learning soft skills, such as public speaking and the ability to answer questions on their feet, which will be necessary for all PBL modules.
2	c. 600 C.E. to c. 1450	24	This unit is organized into three separate projects tied together through the theme of increased exchange and communication. The first module introduces students to trade networks, with an in-depth focus on Indian Ocean trade. Students are tasked to use the Indian Ocean trade network to build wealth and power in an assigned city. The second module looks at the spread of Islam by examining how Islam changed and was changed over time as it encountered regional cultures in East and West Africa, South Asia, and Southeast Asia. In this process, students debate the characteristics of Islamic culture and which region represents them best. In the third module, students evaluate the legacy of the Mongol Empire — the Mongols go on trial!
3	c. 1450 to c. 1750	22	This unit is organized around the question, *How do empires use diplomacy to build and maintain power?* Students are placed into empire teams and asked to build diplomatic relations in an age of increased global interaction facilitated by technological innovation. We teach the content of this unit through this prism, presenting lessons and primary source documents as "intelligence" for our diplomat-students to grapple with.
4	c. 1750 to c. 1900	20	In this unit, students are asked to consider the legacy of modernization and define *progress*. First, students debate which of the Atlantic revolutions can truly be considered revolutionary. Next, they take on the perspectives of individuals impacted by the Industrial Revolution and argue the merits of industrialization through a simulation of Hyde Park Speakers' Corner. Finally, they consider the impact of imperialism in the British Empire by participating in a parliamentary debate on which colonies should remain a part of the empire.
5	c. 1900 to the Present	20	In the final unit, we revisit the question of how states maintain and expand their power in the context of the global conflicts and technological changes of the 20th century. Students consider the transition from empire to the nation-state and if it's progress, as well as if the patterns of how empires and nation-states maintain and expand power show that there is a world history. In addition, they simulate participation in the Paris Peace Conference and participate in a New Nation Summit.

| **Module 1**
Is Civilization a Mistake? | **Learning Objectives:**
▸ ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5 | **Key Concepts:**
▸ 1.1.I, 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III | **Estimated Time:**
7 instructional hours |

Essential Questions

▸ **What do historians consider when they look at different events and how these may help define history?** ▸ **How did power change in societies that adapted agriculture?** ▸ **What are the characteristics of civilization?** ▸ **How did technological transformations help states maintain their power?** ▸ **How does culture shape the elite? How do the elite shape culture to maintain their power?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Contextualization Comparison Continuity and Change over Time		**Instructional Activity: Personal Timeline** We present students a timeline of one of our lives. In groups of three, students consider different major events that appear on the timeline and how these might have impacted other events on the timeline or our life in general. Students explain their ideas to the class. For homework, students make their own personal timelines, being sure to include things they consider to be major events. The next day in class, students use their personal timelines to discuss, in their groups of three, how major events in their lives impacted events before and after the event and what might have been changed as a result. Students then compare their timelines and identify patterns of continuity and change. As a class, students analyze the patterns they see and create a class timeline. The class then discusses how major events can have an impact on other events and on history in general. Is there a common history that emerges from their timelines? For homework, students analyze key major events and consider how they might prioritize these events based on the impact the events might have had.	*The first day of school is a chance for teachers and students to get to know each other. The timeline is a good way to do this and immediately introduce students to the skill of contextualization by having them apply it to the history that is most immediate to them: their own lives.* *The comparison of timelines helps students understand that there often is not one narrative for historical events. This activity also serves as an introduction to comparison as a reasoning skill.*
Comparison Continuity and Change over Time		**Instructional Activity: Understanding Historical Comparison** In groups of three, students explain their timelines from the previous activity. Volunteers share their timelines in a discussion with the class.	

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Practices and Skills	Materials	Instructional Activities and Assessments	
Contextualization Continuity and Change over Time		**Formative Assessment: AP World History Contextualization** Students individually write a description of each of the time periods in the *AP World History Course and Exam Description* and identify and briefly explain key turning points.	*Because understanding these time periods is critical for contextualizing the course work throughout the year, we collect students' written descriptions and note any mistakes. Students are then given multiple opportunities to complete this assessment, until all students have reached mastery by demonstrating familiarity with the time periods and key turning points. We use this assessment to determine how much we need to review at the beginning of each unit.*
Analyzing Historical Evidence Argument Development Comparison Causation	Stayer, chapter 2 (topic: agricultural revolution) **Web** Diamond, "The Worst Mistake in the History of the Human Race"	**Instructional Activity: Hunter-Forager and Early Agrarian Comparison** Every student is given a green or red card, each with unique data about life in either a generic hunter-forager society or life in an early agricultural society (the facts are pulled from the Diamond article). Using a graphic organizer, students first gather information on their own type of society by talking with other students who have the same-colored card, and then they name their society based on this data. In a class discussion, students learn what historians call these societies, identify the key characteristics of both, and compare the two. Based on all the information, students identify their preference for which society they would like to live in.	*Color-coding the cards (e.g., green card for early agricultural society) helps students quickly identify other students who have data about their society.*

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Analyzing Historical Evidence Argument Development	Stayer, chapter 2 (topic: agricultural revolution) **Web** Diamond, "The Worst Mistake in the History of the Human Race"	**Instructional Activity: The Worst Mistake** For homework the night before, students read and annotated "The Worst Mistake in the History of the Human Race." In class, using the text, they answer factual questions about the changes that resulted when human beings adopted agriculture. In a Socratic seminar, students discuss the benefits and disadvantages that resulted from the adoption.	*To get 100 percent seminar participation, we group students in triads. One student from each triad sits in the inner circle where seminar discussion takes place. The other two students sit in the outer circle behind this student. Before each seminar question, students warm-up by turning to briefly discuss the text in their triads; thus prepared, the inner circle members discuss it. At transition points throughout the seminar, each of the outer circle triad members will rotate into the inner circle.*
Analyzing Historical Evidence Contextualization Comparison	**Web** "The Code of Hammurabi" "The Negative Confessions from the Papyrus of Ani"	**Instructional Activity: Comparing and Contrasting Civilizations** Students are given data about the physical geography of one unnamed civilization: A or B (Mesopotamia or Egypt). Using the data, in pairs, students prioritize the importance of specific physical features to the survival of their civilization (e.g., rivers, the desert) and then write laws for the civilization that reflect these priorities. Students share out their laws with the class. Still in the same pairs, students then read primary sources about the laws of both civilizations and identify how geography influences culture. Finally, they use a graphic organizer to compare and contrast the two civilizations.	

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Practices and Skills	Materials	Instructional Activities and Assessments	
Argument Development Comparison		**Formative Assessment: Organizing a Compare and Contrast Essay** We create a compare and contrast essay on Mesopotamia and Egypt and give pairs of students the essay in pieces. Pairs organize the pieces into an essay and label the parts using a scoring guide. At the end of class, we review the order in which the essay was originally written, and we generally review the structure of a comparison essay.	*While this activity takes some prep time, students view this assessment as putting together a puzzle and really get into it. We can hear students thinking as they discuss which pieces go in which order. When we collect their pieced-together essays we also get a clear sense of their understanding of the structure of the essay and what we need to reteach. At the beginning of next class we provide feedback, clarifying any misunderstandings that emerge about the structure of the essay.*
Argument Development Comparison		**Instructional Activity: Scoring a Compare and Contrast Essay** Student pairs are given the rubric for an AP World History long essay question, and they score three sample essays. Students must decide whether or not to award points for each component on the scoring guide.	

Module 1	Learning Objectives:	Key Concepts:	Estimated Time:
Is Civilization a Mistake?	▸ ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5	▸ 1.1.I, 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III	**7 instructional hours**

Essential Questions

▸ What do historians consider when they look at different events and how these may help define history? ▸ How did power change in societies that adapted agriculture? ▸ What are the characteristics of civilization? ▸ How did technological transformations help states maintain their power? ▸ How does culture shape the elite? How do the elite shape culture to maintain their power?

Practices and Skills	Materials	Instructional Activities and Assessments	
Comparison		**Summative Assessment: Long Essay** Students write a comparison long essay on Mesopotamia and Egypt, responding to the prompt, *Compare and contrast the impact of physical geography on the political, social, and economic structures of Mesopotamian and Egyptian civilizations.* **Learning objectives addressed:** ENV-1, ENV-2, ENV-3, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, ECON-2, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5	◂ *This summative assessment addresses the following essential questions:* ▪ *How did power change in societies that adapted agriculture?* ▪ *What are the characteristics of civilization?* ▪ *How did technological transformations help states maintain their power?*

Module 2	Learning Objectives:	Key Concepts:	Estimated Time:
To What Extent Can We Trust the Historic Record?	▸ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5	▸ 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III	20 instructional hours

Essential Questions

▸ How did the elites in Classical empires use religion and culture to build and maintain their power? ▸ How did empires use narratives around social hierarchies to build and maintain power? ▸ What were the similarities and differences in methods of justifying political power in Classical empires?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Contextualization	Strayer, chapter 4 (topic: Classical Greece) **Web** "Pericles' Funeral Oration from the Peloponnesian War"	**Instructional Activity: Introducing Four-Level Analysis** We present a mini-lecture on Classical Greece and Athens. Using this background, the class uses the four-level-analysis protocol on Pericles's Funeral Oration. In pairs, students annotate the source line to create context and activate prior knowledge. They then read and summarize the main points of the document. Returning to the source line, students consider the motivations the author (Pericles) might have had for making this statement. Finally, students consider what this tells us about how power was maintained in Athens.

The four-level analysis is adapted from AP Human Geography teacher David Palmer. Students ask four questions as they analyze a document:

1. What is it?

2. What does it say?

3. Why might the author say this?

4. How does this help us answer our historical question?

Students cannot fully analyze documents unless they can put them in context; in this protocol, students first contextualize and then analyze with increasing levels of complexity. They use the protocol to "interrogate" documents.

Module 2 To What Extent Can We Trust the Historic Record?	Learning Objectives: ▶ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5	Key Concepts: ▶ 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III	Estimated Time: 20 instructional hours

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Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Contextualization	Strayer, chapter 4 (topic: Classical Greece) **Web** "Pericles' Funeral Oration from the Peloponnesian War"	**Instructional Activity: Primary Source Document on Trial** Students watch a video (which we've made) of Pericles on trial for the text of his Funeral Oration to determine if Pericles is guilty of misleading his people. In the video, we ask Pericles to defend his words and we question his true motivations. For example, one of us, acting as the prosecuting attorney, asks the other, acting as Pericles, to defend his use of the term *democracy* in a society with such strict limitations on citizenship. We model questioning that uses the four-level analysis, with special emphasis on motivations of the author, linking this to the *Document Analysis* section of the document-based question rubric.	*Because document analysis is the cornerstone of our course, we have chosen to personify the authors of several historical documents and make them accountable for their words. In this activity, we model this type of trial. Later in the unit students will take the lead on the trials. We find that this is an engaging way to illustrate how historians contextualize documents, analyze point of view, and question an author's purpose.*
Analyzing Historical Evidence Argument Development Contextualization	Strayer, chapter 4 (topic: the Roman Empire) **Web** "The Deeds of the Divine Augustus"	**Formative Assessment: Roman Empire Case Study** Using a PERSIA (Political, Economic, Religious, Social, Innovations, Arts) graphic organizer, students take notes during a brief interactive lecture on the Roman Empire. In pairs, students apply four-level analysis to the Augustus document, starting with a source line analysis. Pairs write a headline summarizing the document on a whiteboard, and students vote on the most accurate and concise headline.	*Having students write headlines helps us quickly assess whether they understand the main points of a document. In sharing the headlines with the class, students are able to identify key ideas they may have missed and get feedback from other students, in addition to the feedback they get from us. This also helps students articulate what they think the main points of a document are.*

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Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization	Strayer, chapter 4 (topic: the Roman Empire) **Web** "The Deeds of the Divine Augustus"	**Instructional Activity: Caesar Augustus on Trial** Two student pairs are assigned to be attorneys — one pair prosecuting and one defending — in a trial that will determine if Caesar Augustus is guilty of misleading his people. In front of the class, each side questions the source of the document to determine possible motivation, while the rest of the class takes notes to identify inferences. We play the role of Caesar.	
Analyzing Historical Evidence Argument Development Contextualization	**Web** "The Deeds of the Divine Augustus"	**Formative Assessment: Four-Level Analysis** After watching the trial, students individually write a four-level analysis of the Augustus document.	◄ *Using a scoring guide based on the four-level-analysis protocol, we give students feedback on their analysis. We use four-level analysis as a tool for primary sources throughout the year. This first assessment allows us to identify every student's level of mastery and adjust our feedback to align with the skills each individual student is working toward. Students are given multiple opportunities throughout the year to demonstrate mastery of these skills.*
Analyzing Historical Evidence Argument Development Continuity and Change over Time	Strayer, chapter 5 (topic: Classical China) **Web** "Selections from the Confucian Analects: On Government"	**Instructional Activity: Confucianism and Cultural Traditions and Patterns in China** During an interactive class lecture, students examine patterns in Chinese history and learn about China in the time of Confucius. In pairs, students read and annotate excerpts from the *Confucian Analects* and write a headline for one of the analects. As a class, students list and discuss the values of Confucianism and which of the patterns of Chinese history are evident in them, tracking these in a graphic organizer.	◄ *By reading the* Confucian Analects, *students are able to answer and understand the essential question of how Classical empires used religion and culture to build and maintain their power.*

Module 2 To What Extent Can We Trust the Historic Record?	Learning Objectives: ▶ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5	Key Concepts: ▶ 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III	Estimated Time: 20 instructional hours

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Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Continuity and Change over Time	Han Wendi (Wen-ti), "On the Eclipse of the Sun"	**Instructional Activity: The Dynastic Cycle and the Mandate of Heaven** Students use a graphic organizer to understand and apply the stages of the dynastic cycle of various empires in Chinese history. In pairs, students read *On the Eclipse of the Sun* and write a headline for this document. As a class, we discuss the motives of the author in writing this document.	
Analyzing Historical Evidence Argument Development Contextualization	Sermon on the Mount **Web** "From Jesus to Christ: The First Christians" (part 2, chapter 3: "The Gospel According to Matthew") "Letters of Pliny the Younger and the Emperor Trajan"	**Instructional Activity: Threat to Empire? Analyzing the Values of Christianity** In a class discussion, students review their knowledge of the Roman Empire and its religion. To give context for the next reading, we show a brief video. In groups of three, students read the Sermon on the Mount from the perspective of an adviser to the Roman emperor. Using a graphic organizer, they identify key values and examples of these values in the text. They then assign a numerical value to assess the threat Christianity poses to the empire based on the text. Representatives of each triad debate the threat level, justifying their assessments. Students individually write a paragraph using evidence from the text to support their position. Students read Trajan and Pliny's letters, and student volunteers act out the interactions described in the letters to further illustrate the text.	*The discussion of threat levels requires that students use the text to support their decisions. This allows us to surface misconceptions and misunderstandings of the text. It also allows for a range of interpretations among students. Historians disagree about how great of a political threat Christianity posed to the Roman Empire, and in this activity, our students engage in those conversations.*
Analyzing Historical Evidence Argument Development Contextualization	**Web** "Letters of Pliny the Younger and the Emperor Trajan"	**Instructional Activity: Emperor Trajan on Trial** Two student pairs are assigned to be attorneys — one pair prosecuting and one defending — and they interrogate Emperor Trajan (played by one of us) using the "Letters of Pliny the Younger and the Emperor Trajan." Students try to determine if Emperor Trajan is guilty of misleading his people. The teams of attorneys use the historical context to question the motives of Trajan. Students who are not acting as lawyers play the role of the jury; they take notes during the interrogation and use them to determine Trajan's guilt.	

| **Module 2** To What Extent Can We Trust the Historic Record? | **Learning Objectives:** ▸ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5 | **Key Concepts:** ▸ 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III | **Estimated Time:** 20 instructional hours |

Essential Questions

▸ How did the elites in Classical empires use religion and culture to build and maintain their power? ▸ How did empires use narratives around social hierarchies to build and maintain power? ▸ What were the similarities and differences in methods of justifying political power in Classical empires?

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Contextualization	**Web** "Letters of Pliny the Younger and the Emperor Trajan"	**Formative Assessment: Four-Level Analysis** Students individually write a four-level analysis on Trajan's letter to Pliny.	*We read students' document analyses and evaluate them using the four-level-analysis scoring guide; we return the marked-up analyses to students as feedback. Document analysis assessments after each trial allow us to determine if there are any class misunderstandings, which we can then address in future classes. As with every four-level analysis, students are given multiple opportunities to show mastery and will have the chance to apply their individual feedback to future assessments.*
Contextualization		**Instructional Activity: Mapping Social Hierarchy** In groups of three, students draw a graphic of the social hierarchy at our school. We post the hierarchies around the room, and students do a gallery walk of the hierarchies and volunteers explain their graphics. The class discusses how the school's hierarchy is communicated and what mobility exists within it. How does gender play into these hierarchies?	*Our sophomores always view seniors as being at the top of the hierarchy. As students examine school ceremonies (e.g., spirit assemblies) and rituals that reinforce this view and who benefits from them, they are able to consider the essential question about social hierarchies and maintaining power from a personal perspective.*

Module 2 To What Extent Can We Trust the Historic Record?	**Learning Objectives:** ▸ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5	**Key Concepts:** ▸ 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III	**Estimated Time:** 20 instructional hours

Essential Questions

▸ How did the elites in Classical empires use religion and culture to build and maintain their power? ▸ How did empires use narratives around social hierarchies to build and maintain power? ▸ What were the similarities and differences in methods of justifying political power in Classical empires?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Argument Development Contextualization	Strayer, chapter 6 (topic: Eurasian social hierarchies) **Web** "The Book of Esther"	**Instructional Activity: Tweeting the Patriarchy** In groups of three, students read and annotate excerpts from the *Book of Esther* and write a tweet to their Persian followers about what takes place. As a whole class, students use the text to discuss the role of gender in Classical Persian society and consider the context for the text.
Analyzing Historical Evidence Argument Development Contextualization	**Web** "The Edicts of King Ashoka"	**Instructional Activity: Patriarchy and Social Hierarchy in Classical India** We present a lecture on the origins and fundamental beliefs of Hinduism as well as on Ashoka and the Mauryan Empire. Students then individually read and annotate an excerpt from The Fourteen Rock Edicts. In pairs, they write a headline for their section of the text. We assign four students to two teams of lawyers, and for homework, students reread their excerpts and the lawyer teams prepare to interrogate this document.
Analyzing Historical Evidence Argument Development Contextualization	**Web** "The Edicts of King Ashoka"	**Instructional Activity: Ashoka on Trial** The previously assigned lawyer teams take turns interrogating a student who plays the role of Ashoka using excerpts from the text. Students are trying to determine if Emperor Ashoka is guilty of corrupting the beliefs of Buddhism in order to strengthen his power. The teams of attorneys use the historical context to question the motives of Ashoka. Students who are not acting as lawyers play the role of the jury; they take notes during the interrogation and use them to determine Ashoka's guilt.

These readings allow students to understand how empires and elites maintain their power through the social structure, another essential question for this unit.

| Module 2 To What Extent Can We Trust the Historic Record? | Learning Objectives: ▸ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5 | Key Concepts: ▸ 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III | Estimated Time: 20 instructional hours |

Essential Questions

▸ How did the elites in Classical empires use religion and culture to build and maintain their power? ▸ How did empires use narratives around social hierarchies to build and maintain power? ▸ What were the similarities and differences in methods of justifying political power in Classical empires?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Contextualization	**Web** "The Edicts of King Ashoka"	**Formative Assessment: Four-Level Analysis** Students individually write a four-level analysis of The Fourteen Rock Edicts. Then students peer review each other's document analysis.
Comparison	Strayer, chapter 7 (topic: Niger River stateless societies)	**Instructional Activity: Stateless Societies in Africa** Students review the political, social, and cultural characteristics of Classical empires and how these characteristics are used to maintain power. We lecture on cities without states in the Niger Delta. As a class, students compare stateless societies to Classical empires using a T-chart.
Analyzing Historical Evidence Argument Development Comparison	**Web** "Masterpieces from Mesoamerica" Mesoamerican Photo Archives	**Instructional Activity: Analyzing Mayan Artifacts** After listening to a brief overview of Mesoamerican civilizations, students are given a set of images of artifacts from Mayan civilization. In pairs, using the data from the artifacts, students answer a series of questions about how the Maya elite maintained their power. As a class, we debrief, considering students' answers and comparing the Maya to other Classical civilizations.

The peer review of the document analysis shows students' understanding of the four-level-analysis protocol and surfaces any misperceptions, which we can then address with the class. Using peer review is a good way to expose students to how their peers grapple with document analysis, and it gives students another perspective on their work. This is one of several document-analysis assessments, and students will have multiple opportunities to incorporate peer feedback.

| Module 2 To What Extent Can We Trust the Historic Record? | Learning Objectives: ▶ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5 | Key Concepts: ▶ 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III | Estimated Time: 20 instructional hours |

Essential Questions

▶ How did the elites in Classical empires use religion and culture to build and maintain their power? ▶ How did empires use narratives around social hierarchies to build and maintain power? ▶ What were the similarities and differences in methods of justifying political power in Classical empires?

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development	Diamond, chapter 5: "The Maya Collapses"	**Instructional Activity: Decline of the Maya** In pairs, students read a series of historical theories on the decline of the Mayan civilization. Each pair identifies the theory they think is best using evidence. The class is surveyed and debates which option is strongest.	
Analyzing Historical Evidence Argument Development Comparison Continuity and Change over Time		**Formative Assessment: Is There a World History?** Working in groups of three and using information from the entire module, students prepare to debate the question, *Is there a world history?* During the discussion, students take notes on a graphic organizer of the Classical empire. At the end of the Socratic discussion, students each write a paragraph answering the discussion question and providing evidence to support their claim.	◀ *To debate this well, students need to draw from examples across regions and categories (e.g., political, social), identifying similarities and differences. This discussion helps surface which civilizations students understand best and which civilizations will need revisiting in later units when we refer to the legacy of the Classical empires. We also pose questions and clear up misperceptions in brief comments on their paragraphs.*
Analyzing Historical Evidence Contextualization		**Instructional Activity: DBQ Workshop** In this activity, students learn the structure of the DBQ essay using an outline and scoring guidelines. Working in pairs, students assemble and score a cut-apart sample essay. Then, as a class, we review the DBQ essay structure and identify the parts of the essay. We also review the rubric, and students score the assembled essay.	

| Module 2
To What Extent Can We Trust the Historic Record? | Learning Objectives:
▸ ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5 | Key Concepts:
▸ 2.1.I, 2.1.II, 2.1.III, 2.1.IV, 2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3.I, 2.3.II, 2.3.III | Estimated Time:
20 instructional hours |

Essential Questions

▸ How did the elites in Classical empires use religion and culture to build and maintain their power? ▸ How did empires use narratives around social hierarchies to build and maintain power? ▸ What were the similarities and differences in methods of justifying political power in Classical empires?

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization		**Summative Assessment: Unit Test** Students answer a DBQ that includes documents we've reviewed during the module. They respond to the prompt, *Evaluate the extent to which Classical empires used political, social, OR religious structures to maintain and expand their power.* Students take a 50-question, multiple-choice test on the entire unit. Questions are based on stimulus documents, some of which students see in the DBQ above, and they measure both knowledge of concepts and disciplinary practices and reasoning skills. **Learning objectives addressed:** ENV-1, ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5	*This summative assessment addresses all of the essential questions for this unit.*

Module 1 How Can You Use the Indian Ocean Trade Network to Build Wealth and Power in Your City?	Learning Objectives: ▶ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	Key Concepts: ▶ 3.1.I, 3.1.II, 3.1.III, 3.3.II, 3.3.III	Estimated Time: 4 instructional hours

Essential Questions

▶ What changes came about as a result of the increased interactions in the Indian Ocean that occurred with the intensification of trade? ▶ What were the characteristics of cities that grew along the Indian Ocean trade networks?

▶ To what extent did Indian Ocean trade cities reflect regional differences, and to what extent did they share common characteristics as a result of increased interactions?

Practices and Skills	Materials	Instructional Activities and Assessments
Continuity and Change over Time	Strayer, chapter 8 (topic: the Silk Roads, the Indian Ocean, and Trans-Saharan trade networks) **Web** "Ibn Battuta: Travels in Asia and Africa 1325–1354" "The Indian Ocean Trade: A Classroom Simulation" "Sites of Encounter Lesson #6: Calicut" "Special Focus: Teaching About the Indian Ocean World"	**Instructional Activity: Continuity and Change in Networks of Exchange** Students are assigned to PBL teams, each focusing on one city on the Indian Ocean trade circuit (e.g., Mombasa, Calicut, Palembang). They complete a map analysis of trade routes and examine continuities and changes in networks of exchange between the Classical and postclassical eras. Teams then write predictions on how the intensification of trade in the postclassical era will impact their city.
Analyzing Historical Evidence Contextualization		**Instructional Activity: Analyzing the Evidence — Indian Ocean Trade Cities** Working in their city teams, students use the four-level-analysis protocol to analyze primary source documents related to Indian Ocean trade cities. Students use the details found in the documents to inform trade strategies when participating in the Indian Ocean trade simulation that follows.
Analyzing Historical Evidence Argument Development	Strayer, chapter 8 (topic: Indian Ocean trade)	**Instructional Activity: Mapping Indian Ocean Trade** Still in their city teams, students create a map of the Indian Ocean, identifying and labeling trade cities, creating a key noting the origin points of goods exchanged, and mapping the most common trade networks. Using the map data, students plan a trading strategy in order to obtain the trade goods in demand for their city.

The simulation in this module is a common AP World History activity adapted to include a problem-solving element. Usually, the simulation is a one-day activity in which students are given a demand schedule and simulate trading by "visiting" Indian Ocean trade cities. We have expanded the activity by requiring students to read primary sources to determine where they can obtain the goods their city needs and analyze maps of trade circuits to plot out their trade journey.

| **Module 1** How Can You Use the Indian Ocean Trade Network to Build Wealth and Power in Your City? | **Learning Objectives:** ▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | **Key Concepts:** ▸ 3.1.I, 3.1.II, 3.1.III, 3.3.II, 3.3.III | **Estimated Time:** 4 instructional hours |

Essential Questions

▸ What changes came about as a result of the increased interactions in the Indian Ocean that occurred with the intensification of trade? ▸ What were the characteristics of cities that grew along the Indian Ocean trade networks?

▸ To what extent did Indian Ocean trade cities reflect regional differences, and to what extent did they share common characteristics as a result of increased interactions?

Practices and Skills	**Materials**	**Instructional Activities and Assessments**
Contextualization Causation		*Instructional Activity: Indian Ocean Trade Simulation* We set up the classroom to reflect the geography of the Indian Ocean for a trade simulation. East African city-states sit on one side of the room, with East Asian cities on the other side. The Middle East and South Asia cities are in the middle of the room. In their city teams, students are divided up into "home port" merchants, who trade goods in their own city, and "maritime traders," who travel around to trade in other cities. Maritime traders follow specific trade circuits, which they've discovered by doing research, and attempt to obtain goods desired by their city, encountering new technologies and religions along the way. We use pictures to represent the trade items and chocolate candies to represent gold and silver. It is up to student traders if they want to barter for goods or pay with their limited supplies of gold and silver.

Another adaptation we have made to the simulation is to build in an advantage when trading with cities of a similar culture. If students travel to cities that have a different religion, they are not allowed to speak when trading. In the debrief, students often express frustration with this. That frustration leads to them to speculate that there were economic incentives in religious conversions and to identify the benefit of diasporic communities.

| **Module 1**
How Can You Use the Indian Ocean Trade Network to Build Wealth and Power in Your City? | **Learning Objectives:**
▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | **Key Concepts:**
▸ 3.1.I, 3.1.II, 3.1.III, 3.3.II, 3.3.III | **Estimated Time:**
4 instructional hours |

Essential Questions

▸ What changes came about as a result of the increased interactions in the Indian Ocean that occurred with the intensification of trade? ▸ What were the characteristics of cities that grew along the Indian Ocean trade networks?

▸ To what extent did Indian Ocean trade cities reflect regional differences, and to what extent did they share common characteristics as a result of increased interactions?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Argument Development Contextualization		**Instructional Activity: Simulation Debrief** Students complete a written reflection in which they independently write down their experiences in the simulation and then extrapolate what those experiences mean about the real Indian Ocean trade circuits. Each city team then shares their experiences with the class, which allows students to identify similarities and differences in the experiences of different trading cities.

To structure all debrief discussions, we give students about 10 minutes to complete a personal reflection, and then we draw a T-chart on the board with the headings "class experience" and "real experience." Students share out what happened to them and as a class we decide what that means for the real historic event. For example, in this activity, maritime traders who travelled to India often complain about the competition there; this reflects the reality that India was a crossroads for trade.

Module 1 How Can You Use the Indian Ocean Trade Network to Build Wealth and Power in Your City?	Learning Objectives: ▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	Key Concepts: ▸ 3.1.I, 3.1.II, 3.1.III, 3.3.II, 3.3.III	Estimated Time: 4 instructional hours

Essential Questions

▸ **What changes came about as a result of the increased interactions in the Indian Ocean that occurred with the intensification of trade?** ▸ **What were the characteristics of cities that grew along the Indian Ocean trade networks?**
▸ **To what extent did Indian Ocean trade cities reflect regional differences, and to what extent did they share common characteristics as a result of increased interactions?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Comparison Causation		**Formative Assessment: Comparing the Regional Impacts** Students individually write a thesis statement in response to the prompt, *How was the effect of Indian Ocean trade on your city/region similar and different to the effect of trade on one city in a different region?*	*We review each student's thesis statement and briefly comment on mistakes and misconceptions. In addition, we provide feedback in the following class when we review sample thesis statements and write an exemplar as a class. This formative assessment helps to prepare students for the compare and contrast DBQ at the end of the next module.*

| Module 2 Problem: Where Should Islamic Scholars Build the New House of Wisdom? | Learning Objectives: ▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6 | Key Concepts: ▶ 3.2.I, 3.3.I, 3.3.II, 3.3.III | Estimated Time: 8 instructional hours |

Essential Questions

▶ **What were the characteristics of Islamic civilization compared to other civilizations of the time period?**

▶ **Why did Islam spread so rapidly?** ▶ **How did dar al-Islam affect the diffusion of technologies and scientific knowledge?** ▶ **What accounts for the similarities and differences in different regions of the Islamic world at this time?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Contextualization Causation	Strayer, chapter 10 (topic: western Christendom)	**Instructional Activity: Role-Play on Feudalism** In this role-play, each student is given a short description of one of the following roles that emerged in western Europe after the fall of the Roman Empire: peasant, knight, lord, clergy, or monarch. Each role has a set of priorities. Acting in their roles, teams of students review the priorities and then, during in-class negotiating sessions, form alliances with other groups in an effort to gain security during a dangerous time. After the role-play, students participate in a whole-class discussion on the implications of the need for safety in western Europe after the fall of the Roman Empire. In this discussion, we make a point to highlight the relative isolation of Europe, the decentralized government, and the role of the Catholic Church in everyday life.	*This activity provides students a point of comparison between decentralized western Europe and the centralized governments of the Islamic world that they will look at in the next activity. This helps to dispel misconceptions students may have about the importance of western Europe in world history during the postclassical period.*

Module 2 Problem: Where Should Islamic Scholars Build the New House of Wisdom?	Learning Objectives: ▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	Key Concepts: ▸ 3.2.I, 3.3.I, 3.3.II, 3.3.III	Estimated Time: 8 instructional hours

Essential Questions

▸ **What were the characteristics of Islamic civilization compared to other civilizations of the time period?**

▸ **Why did Islam spread so rapidly?** ▸ **How did dar al-Islam affect the diffusion of technologies and scientific knowledge?** ▸ **What accounts for the similarities and differences in different regions of the Islamic world at this time?**

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization Causation	Strayer, chapter 11 (topic: dar al-Islam) Bentley and Ziegler, chapter 15 (topic: Islam in South and Southeast Asia) Bulliet et al., chapter 9 (topic: Al-Andalus) and chapter 15 (topic: Islam in tropical Asia and Africa) Stearns et al., chapter 8 (topic: Islam in Africa)	**Instructional Activity: The Origins and Development of Dar al-Islam** Students watch excerpts from *Islam: Empire of Faith*, which covers the origins of Islam in the Arabian peninsula, the expansion of the caliphate, the development of Islamic society, including the role of the House of Wisdom in Baghdad, and the split between Sunni and Shia. While watching the film, students take notes on two big-picture questions: ▸ Why did Islam spread so rapidly and widely? ▸ How is the Islamic world similar to and different from western Europe during the postclassical era?
Analyzing Historical Evidence Contextualization	**Web** "Ibn Battuta: Travels in Asia and Africa 1325–1354" Various images of common Islamic art and architecture **Video** *Islam: Empire of Faith* (part 2: "The Awakening")	**Instructional Activity: Ibn Battuta in Mali** Students work in pairs to use the four-level-analysis protocol to analyze Ibn Battuta's response to Islam in Mali and to contextualize the syncretic nature of Islam in West Africa.

When showing a film we often have students jot down notes on two or three big-picture questions. This gives them focus when watching but doesn't require them to write so much that they can't pay attention. We also stop the film periodically to review the questions and help students make connections between the film and the bigger picture.

Module 2 Problem: Where Should Islamic Scholars Build the New House of Wisdom?	Learning Objectives: ▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	Key Concepts: ▶ 3.2.I, 3.3.I, 3.3.II, 3.3.III	Estimated Time: 8 instructional hours

Essential Questions

▶ What were the characteristics of Islamic civilization compared to other civilizations of the time period?

▶ Why did Islam spread so rapidly? ▶ How did dar al-Islam affect the diffusion of technologies and scientific knowledge? ▶ What accounts for the similarities and differences in different regions of the Islamic world at this time?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Contextualization	Strayer, chapter 11 (topic: dar al-Islam) Bentley and Ziegler, chapter 15 (topic: Islam in South and Southeast Asia) Bulliet et al., chapter 9 (topic: Al-Andulus) and chapter 15 (topic: Islam in tropical Asia and Africa) Stearns et al., chapter 8 (topic: Islam in Africa)	**Formative Assessment: Four-Level Analysis** Students individually complete a four-level analysis on Ibn Battuta's response to Islam in a specific region that they have chosen from West Africa, East Africa, and South Asia. Depending on their level of mastery, some students will be given a "warm" document (one we have already covered in class), while others will be given a "cold" document (a new one).
Analyzing Historical Evidence Contextualization	**Web** "Ibn Battuta: Travels in Asia and Africa 1325–1354" Various images of common Islamic art and architecture **Video** *Islam: Empire of Faith* (part 2: "The Awakening")	**Instructional Activity: Characteristics of Dar al-Islam** Using the *Islam: Empire of Faith* video, the textbook section, and primary source analysis, the class as a whole creates a list of characteristics of Islamic society.

◀ *We collect the written analyses and give each student individualized feedback. We expect that our students will be mastering the four-level-analysis skills at different times throughout the year, so our feedback will reflect their current level of mastery. For example, some students may still be working on summarizing a primary source document, while others will be struggling to identify point of view.*

Module 2	Learning Objectives:	Key Concepts:	Estimated Time:
Problem: Where Should Islamic Scholars Build the New House of Wisdom?	▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	▸ 3.2.I, 3.3.I, 3.3.II, 3.3.III	8 instructional hours

Essential Questions

▸ What were the characteristics of Islamic civilization compared to other civilizations of the time period?

▸ Why did Islam spread so rapidly? ▸ How did dar al-Islam affect the diffusion of technologies and scientific knowledge? ▸ What accounts for the similarities and differences in different regions of the Islamic world at this time?

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization Comparison		**Instructional Activity: Debate Preparation** Based on their interests, students work in PBL teams based on one of five regions in the Islamic world: East Africa, South Asia, Southeast Asia, West Africa, or western Europe. Students prepare arguments as to why their assigned region best represents the characteristics of dar al-Islam.	◀ *To prepare for the debate, students are given excerpts from several AP World History textbooks. Some textbooks cover certain regions with more depth, which gives us an opportunity to point out how different textbooks choose to cover the same topic.*
Analyzing Historical Evidence Argument Development Contextualization Comparison		**Instructional Activity: House of Wisdom Debate** In their regional teams, students participate in a debate on the following questions: ▸ Where should Islamic scholars build the new House of Wisdom? ▸ Which region best represents the characteristics of dar al-Islam?	◀ *We have found that one of the most important aspects of this debate is that it requires students to focus on the characteristics of Islam that best represent their region. Each regional team is given the opportunity to frame the debate differently (e.g., the West African team may choose to focus on syncretism as the most significant characteristic of Islamic civilization). In this way, students are practicing multiple disciplinary practices and reasoning skills, most significantly contextualization, argument development, and analyzing historical evidence.*

Module 2 Problem: Where Should Islamic Scholars Build the New House of Wisdom?	Learning Objectives: ▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	Key Concepts: ▸ 3.2.I, 3.3.I, 3.3.II, 3.3.III	Estimated Time: 8 instructional hours

Essential Questions

▸ **What were the characteristics of Islamic civilization compared to other civilizations of the time period?**

▸ **Why did Islam spread so rapidly?** ▸ **How did dar al-Islam affect the diffusion of technologies and scientific knowledge?** ▸ **What accounts for the similarities and differences in different regions of the Islamic world at this time?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Comparison		**Summative Assessment: Characteristics of Islam DBQ** Students write an essay comparing Islam in three regions, responding to the prompt, *Compare the extent to which the spread of Islam brought about cultural responses in different regions.* The DBQ includes Ibn Battuta documents, images of art from the Islamic world, and documents on the role of women in various regions. **Learning objectives addressed:** ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	◂ *This summative assessment addresses the essential question,* What accounts for the similarities and differences in different regions of the Islamic world at this time?

Module 3	Learning Objectives:	Key Concepts:	Estimated Time:
How Should History View the Mongol Empire?	▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	▸ 3.1.I, 3.1.II, 3,1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.II	*12 instructional hours*

Essential Questions

▸ **What were the similarities and differences between Mongol rule in East Asia, Russia, and the Middle East?**

▸ **What were the political, economic, cultural, and environmental impacts of Mongol rule in these three regions?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Contextualization Comparison Continuity and Change over Time	Strayer, chapter 9 (topic: Tang and Song China) **Web** "600–1000: Expanding Zones of Exchange and Encounter" AP World History 2004 Free-Response Questions, Section II, Part A "The Song Dynasty in China"	**Instructional Activity: Tang and Song Dynasties — Looking West and Looking East** In pairs, students use the DBQ documents on the spread of Buddhism from the 2004 exam to analyze the changes during the Tang dynasty, noting these in a graphic organizer. As a class, students read and analyze one of the DBQ documents to explain the context. Back in pairs, students write a headline for this document on a whiteboard, which is then shared with the class. Using information from a brief PowerPoint lecture on the Song dynasty, students create a T-chart comparing the Tang and Song dynasties. As an exit ticket, each student writes a compare and contrast thesis on the social and cultural aspects of the Tang and Song dynasties.	*Writing headlines allows students to practice their ability to summarize a document in a concise way. Students often get creative with this and a bit competitive when headlines are compared. Past headlines from the DBQ have included "Confucian Scholar to Emperor: Buddhism Is Bad to the Bone."*
Analyzing Historical Evidence Argument Development Comparison Causation	Strayer, chapter 10 (topic: the Byzantine Empire and Kievan Rus) **Web** The Metropolitan Museum of Art	**Instructional Activity: Connecting the Byzantine Empire and Kievan Rus** During an interactive PowerPoint lecture, students examine the rise of the Byzantine Empire through images of Byzantine art (from the museum website) and they take notes on a T-chart. In pairs, students identify what they think are the three main characteristics of the Byzantine Empire, writing them on whiteboards and sharing them with the class. After briefly discussing these characteristics, the lecture continues, focusing now on Kievan Rus. Students take notes to compare both empires. As an exit ticket, each student writes down what he or she thinks is the most important way the Byzantine Empire influenced Kievan Rus, using evidence from the lecture to support the claim.	*In this module, students put the Mongols on trial by analyzing the impact of the Mongol Empire on the Middle East, East Asia, and Russia.* *These first two lessons provide context for the trial by presenting the regions before Mongol rule. This will help students analyze continuity and change over time in each region after the Mongol Empire.*

| **Module 3**
How Should History View the Mongol Empire? | **Learning Objectives:**
▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | **Key Concepts:**
▸ 3.1.I, 3.1.II, 3,1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.II | **Estimated Time:**
12 instructional hours |

Essential Questions

▸ **What were the similarities and differences between Mongol rule in East Asia, Russia, and the Middle East?**

▸ **What were the political, economic, cultural, and environmental impacts of Mongol rule in these three regions?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Contextualization Causation	Strayer, chapter 12 (topic: Mongol conquests) **Web** "Imperial History of the Middle East" "The Mongols in World History"	**Instructional Activity: Factors of Mongol Conquest** Students watch an animated map on the imperial history of the Middle East that illustrates the growth of the Mongol Empire. In pairs, students write down their hypotheses about what factors aided the Mongols in their conquests. We discuss these factors as a class. During a brief PowerPoint lecture, we clarify factors of attack. Students take notes on a regional graphic organizer.	
Analyzing Historical Evidence Argument Development Comparison Causation	Strayer, chapter 12 (topic: Mongol conquests) **Web** "Genghis Khan: The History of the World Conqueror" Various primary and secondary sources on the Mongol Empire	**Instructional Activity: Introduction to the Mongol Trial** Students are assigned a region — Russia, East Asia, or the Middle East — and a role as a lawyer, witness, or court justice for the upcoming Mongol trial, and they are given primary and secondary source materials related to their roles and regions. Students prepare for the trial by finding evidence related to the charges brought against the Mongols by world historians. Charges include: ▸ Destruction of Eurasian cities ▸ Mass slaughter of civilians ▸ Ineffective administration of empire For homework, students read chapter 12 and complete a graphic organizer on the impact of the Mongols on Russia, East Asia, and the Middle East, focusing now on their assigned region. (As the trial prep progresses, they will add information about the other two regions.)	◂ *Witnesses include a plague victim, a Russian prince, a Chinese peasant, and a resident of Baghdad.* *Rather than doing outside research, students must synthesize the information they are given. Students like this because it sets parameters and allows them to focus deeply on a limited but thorough set of information.*

Module 3 How Should History View the Mongol Empire?	**Learning Objectives:** ▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	**Key Concepts:** ▸ 3.1.I, 3.1.II, 3,1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.II	**Estimated Time:** 12 instructional hours

Essential Questions

▸ **What were the similarities and differences between Mongol rule in East Asia, Russia, and the Middle East?**

▸ **What were the political, economic, cultural, and environmental impacts of Mongol rule in these three regions?**

Practices and Skills	**Materials**	**Instructional Activities and Assessments**	
Analyzing Historical Evidence Argument Development Contextualization	Strayer, chapter 12 (topic: Mongol conquests) **Web** "Genghis Khan: The History of the World Conqueror" Various primary and secondary sources on the Mongol Empire	**Instructional Activity: Evaluating Sources — the Mongols** An outside expert on the Mongols visits class and models for students how historians think about primary source documents, in particular how they use historical context to make sense of conflicting accounts of the Mongols. After giving students a brief overview of this context, the expert guides students as they read and analyze contradictory sources on the Mongols. Along with the outside expert, we facilitate discussion between student groups about the usefulness and limitations of the documents. Students conclude by individually giving each of the documents a numerical rating of its usefulness and writing a brief justification for that rating.	*The skills the visiting expert models will be used by lawyers and court justices to challenge the credibility of witnesses during the trial.*
Comparison	**Video** *Mongol Hordes: Storm from the East* (episode 4: "The Last Khan of Khans")	**Instructional Activity: Case Study of Mongol Rule in China** Students watch portions of the video on the Mongol conquest and rule in China. Using the graphic organizer on the impacts of Mongol rule from two activities ago, pairs of students compare Mongol rule in China with that of Mongol rule in Russia and in the Middle East.	
Analyzing Historical Evidence Argument Development	Strayer, chapter 12 (topic: Mongol conquests) **Web** Various primary and secondary sources on the Mongol Empire	**Instructional Activity: Trial Planning Time** Students continue to prepare for the Mongol trial by further analyzing primary and secondary sources. Lawyers read about witnesses and begin formulating questions. Witnesses research their characters and develop a narrative. Court justices research the impact of the Mongols on their region and develop questions for the witnesses.	*We preview the trial format and procedure and have lawyers practice their objections. We also encourage lawyers to "refresh a witness' memory" by referring to specific primary sources, which requires both lawyers and witnesses to use the sources to support their arguments.*

| **Module 3**
How Should History View the Mongol Empire? | **Learning Objectives:**
▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | **Key Concepts:**
▸ 3.1.I, 3.1.II, 3,1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.II | **Estimated Time:**
12 instructional hours |

Essential Questions

▸ **What were the similarities and differences between Mongol rule in East Asia, Russia, and the Middle East?**

▸ **What were the political, economic, cultural, and environmental impacts of Mongol rule in these three regions?**

Practices and Skills	**Materials**	**Instructional Activities and Assessments**	
Analyzing Historical Evidence Argument Development	Strayer, chapter 12 (topic: Mongol conquests)	**Formative Assessment: Patterns of Mongol Conquest and Rule** Students are given a map quiz that requires them to locate broad patterns of Mongol rule in each of the three regions. They are allowed to use their graphic organizer notes from the first Mongol trial activity. After students complete the quiz, we review their answers as a class.	◂ *For this assessment, we want to identify common misperceptions or gaps in students' understanding before the trial. We collect their quizzes and give brief feedback, especially on their assigned regions. After identifying common misperceptions, at the beginning of the next class, we briefly review them. This formative assessment helps students be prepared to take an active role in the Mongol trial and it gives them the content knowledge for the DBQ summative assessment to come.*
Analyzing Historical Evidence Argument Development	Strayer, chapter 12 (topic: Mongol conquests) **Web** Various primary and secondary sources on the Mongol Empire	**Instructional Activity: Deposing the Witnesses** Continuing in their roles, lawyers meet with witnesses to review initial drafts of trial questions and take depositions. Court justices work in regional teams to share and revise questions they have developed.	◂ *The trial format presents both the witnesses and the lawyers with a compelling "need to know," which is critical for PBL simulations. Lawyers must identify what evidence they want to elicit from the witnesses so they can persuade the court justices; witnesses want to make sure they are prepared to testify in the face of challenging questions.*

| **Module 3**
How Should History View the Mongol Empire? | **Learning Objectives:**
▶ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | **Key Concepts:**
▶ 3.1.I, 3.1.II, 3,1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.II | **Estimated Time:**
12 instructional hours |

Essential Questions

▶ **What were the similarities and differences between Mongol rule in East Asia, Russia, and the Middle East?**

▶ **What were the political, economic, cultural, and environmental impacts of Mongol rule in these three regions?**

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Argument Development	Strayer, chapter 12 (topic: Mongol conquests) **Web** Various primary and secondary sources on the Mongol Empire	**Formative Assessment: The Mongol Trial** In a mock trial, students evaluate the impact of the Mongols on Russia, the Middle East, and East Asia to determine their legacy. Prosecuting and defense attorneys make opening statements that frame their arguments. Attorneys question each witness. Their questions for witnesses about the impact of the Mongols should elicit factual information that supports their side. Witnesses can use notes from the assigned primary and secondary sources to answer. On the last day of trial, after the closing statements, the court justices elect a chief justice who facilitates their deliberations over the charges — fishbowl-style, to allow everyone to observe — and they must use evidence from the trial to support their decisions about the Mongols' guilt. During the trial, all students take notes, adding to their graphic organizer on the impact of the Mongols.
Analyzing Historical Evidence Argument Development Contextualization Comparison	Strayer, chapter 12 (topic: Mongol conquests) **Web** Various primary and secondary sources on the Mongol Empire	**Instructional Activity: Debrief of the Mongol Trial** In mixed-region groups of three (a student from each: East Asia, Russia, and the Middle East), using their graphic organizer notes, students discuss and prioritize the most important impacts of the Mongols in their regions and debate the most important characteristics of the period.

Using a scoring guide, we evaluate students based on how they use the resources provided as evidence to support their arguments. If there are historical debates over their region or character, they must be prepared to explain those as well. All participants are also assessed on the clarity of their performance. Students are provided with feedback the following day. This formative assessment parallels the summative DBQ they will take by having them interpret, analyze, and evaluate sources.

Module 3 How Should History View the Mongol Empire?	**Learning Objectives:** ▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	**Key Concepts:** ▸ 3.1.I, 3.1.II, 3,1.III, 3.1.IV, 3.2.I, 3.2.II, 3.3.II	**Estimated Time:** 12 instructional hours

Essential Questions

▸ **What were the similarities and differences between Mongol rule in East Asia, Russia, and the Middle East?**

▸ **What were the political, economic, cultural, and environmental impacts of Mongol rule in these three regions?**

Practices and Skills	**Materials**	**Instructional Activities and Assessments**
Analyzing Historical Evidence Argument Development Contextualization Comparison Causation Continuity and Change over Time		**Summative Assessment: Unit Test** Students answer a document-based question, writing an essay about the impact of the Mongols on three regions in response to the prompt, *Compare the extent of Mongol impact on East Asia, Russia, and the Middle East (Southwest Asia).* The documents, which students haven't seen before, include maps of trade routes and disease diffusion, a graph of monumental building, and disparate accounts of Mongol conquests of cities. Students take a 50-question, multiple-choice test with questions covering the entire unit. Questions are based on stimulus documents, some of which students see in the DBQ. Questions measure both knowledge of concepts and disciplinary practices and reasoning skills. **Learning objectives addressed:** ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6

◂ *The DBQ portion of this summative assessment addresses all of the essential questions for this module.*

The multiple-choice portion of this summative assessment addresses all of the essential questions for this unit.

Module 1 What Was the Global Context for European Exploration in the Late 15th Century?	Learning Objectives: ▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-3, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	Key Concepts: ▸ 3.1.III, 4.1.II, 4,1.III, 4.1.V, 4.1.VII, 4.2.III	Estimated Time: 8 instructional hours

Essential Questions

▸ **What were the characteristics of pre-Columbian empires in the Americas?** ▸ **What changes in European society facilitated exploration in the late 15th and 16th centuries?** ▸ **What were the environmental and economic consequences of contact between the eastern and western hemispheres?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Argument Development Comparison	Strayer, chapter 13 (topic: the Aztec empire) **Video** *In Search of History: The Aztec Empire*	**Instructional Activity: Aztec Empire** Students watch clips from *In Search of History: The Aztec Empire* while taking notes in a graphic organizer on the political, religious, and social structure in the empire.	*This module serves to set the stage for our next PBL project. For the most part, the lessons in this module stand alone, and they cover some of the content from the previous historical period (Period 3), such as the diffusion of Greek and Roman ideas back into Europe and the civilizations of the Americas. Placing those ideas in this unit helps us create the context for European exploration and the subsequent changes in world trade and increased cross-cultural interactions.*
Analyzing Historical Evidence Argument Development Contextualization Comparison	Strayer, chapter 13 (topic: the Inca empire)	**Instructional Activity: Inca Empire** Students are given a list of priorities of the Inca elite, and using only this information from the textbook, they complete a problem-solving activity in which they act as advisers to the Inca emperor and offer advice on how to handle the challenge of running the empire (how to treat conquered peoples, who should own land, etc.). Students then take notes during a mini-lecture to compare their decisions with actual decisions made by Inca leaders.	*This activity is adapted from a lesson created by Andy Aiken, an AP World History teacher in Boulder, Colorado.*

Module 1 What Was the Global Context for European Exploration in the Late 15th Century?	Learning Objectives: ▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-3, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	Key Concepts: ▸ 3.1.III, 4.1.II, 4,1.III, 4.1.V, 4.1.VII, 4.2.III	Estimated Time: 8 instructional hours

Essential Questions

▸ What were the characteristics of pre-Columbian empires in the Americas? ▸ What changes in European society facilitated exploration in the late 15th and 16th centuries? ▸ What were the environmental and economic consequences of contact between the eastern and western hemispheres?

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization Comparison	Strayer, chapter 13 (topic: civilizations in the Americas)	**Formative Assessment: Comparison of Inca and Aztec Societies** In pairs, students complete a graphic organizer to compare political, religious, and social structures in Inca and Aztec pre-Columbian empires. Students write a compare and contrast thesis statement.	◂ *The written thesis statements are turned in as an exit ticket on post-it notes that students put on the door before leaving the room. Since they are public, students can read their classmates' work. The next day, as an intro activity, we will show some exemplars and correct common mistakes for the class.*
Comparison Continuity and Change over Time	Strayer, chapter 13 (topic: 15th-century European art)	**Instructional Activity: European Renaissance** Students take notes during a mini-lecture on the characteristics of medieval versus Renaissance art. They then complete a gallery walk, viewing art from both time periods and identifying which time period each piece fits into.	◂ *We use Renaissance art to illustrate the transformations happening in Europe during the Renaissance and on the eve of European exploration. For example, we can use humanism in art to show not just a more secular society, but also the increased wealth and power of the merchant class patronizing the arts. Many options for the gallery walk can be found on The Metropolitan Museum of Art's website.*

Module 1	Learning Objectives:	Key Concepts:	Estimated Time:
What Was the Global Context for European Exploration in the Late 15th Century?	▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-3, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	▸ 3.1.III, 4.1.II, 4,1.III, 4.1.V, 4.1.VII, 4.2.III	8 instructional hours

Essential Questions

▸ **What were the characteristics of pre-Columbian empires in the Americas?** ▸ **What changes in European society facilitated exploration in the late 15th and 16th centuries?** ▸ **What were the environmental and economic consequences of contact between the eastern and western hemispheres?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Contextualization Comparison	Strayer, chapter 13 (topic: 15th-century European and Chinese exploration)	**Instructional Activity: Comparing Chinese and European Exploration** Using chapter 13, in pairs, students compare the means and motivations behind China's maritime explorations in the Ming dynasty and European expeditions of the late 15th century on a graphic organizer. Students identify the reasons Chinese exploration stopped and European exploration continued despite China's superior technology. Comparing the maritime explorations requires students to contextualize the expeditions and, in doing so, compare the societies in which they took place.	
Analyzing Historical Evidence Argument Development Causation		**Instructional Activity: Data Analysis — Columbian Exchange** In groups of three, students analyze various Columbian Exchange data charts and maps (available online or in most textbooks) to make a list of the consequences from contact between the eastern and western hemispheres in one of three categories: disease, plants and/or animals, or the global economy, including the spread of silver. Groups present the findings of their analysis to their classmates and each group makes a master list of consequences. After making the list, students rank the consequences from most to least significant. Students then engage in a brief debate with classmates on which consequences they believe are most significant and why.	◂ *We guide the discussion by choosing which consequences students will discuss during the debate. We make sure to choose consequences that students have ranked at different levels of significance in order to ensure a meaty discussion. We also make sure students spend some time discussing the impact of silver on the global economy in order to prepare them for the DBQ they will write in the next class.*
Analyzing Historical Evidence Argument Development Contextualization	**Web** AP World History 2006 Free-Response Questions, Section II, Part A	**Summative Assessment: Global Silver Trade DBQ** Students complete the 2006 document-based question on the global silver trade. **Learning objectives addressed:** SB-3, SB-6, ECON-2, ECON-3, ECON-5, ECON-7	◂ *This summative assessment addresses the essential question:* What were the environmental and economic consequences of contact between the eastern and western hemispheres?

Module 1	Learning Objectives:	Key Concepts:	Estimated Time:
What Was the Global Context for European Exploration in the Late 15th Century?	▶ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-3, SB-6, ECON-2, ECON-3, ECON-5, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	▶ 3.1.III, 4.1.II, 4,1.III, 4.1.V, 4.1.VII, 4.2.III	8 instructional hours

Essential Questions

▶ **What were the characteristics of pre-Columbian empires in the Americas?** ▶ **What changes in European society facilitated exploration in the late 15th and 16th centuries?** ▶ **What were the environmental and economic consequences of contact between the eastern and western hemispheres?**

Practices and Skills	Materials	Instructional Activities and Assessments
Causation Continuity and Change over Time	Various cookbooks **Web** "Hungry History"	**Instructional Activity: Columbian Exchange Food Research** Students are asked to identify the recipe of a dish that is significant to their culture and/or family. Students individually research the ingredients of the recipe to determine if it originated in the eastern or western hemisphere. Each student presents his or her recipe to the class, sharing a personal story about its significance and the origins of the ingredients.

◀ *This lesson falls on the day before winter break and most students choose to bring in the dish that they're presenting to share with the class. This is a great way to reinforce the far-reaching consequences of the Columbian Exchange while also celebrating the diverse cultures represented in the classroom.*

| Module 2
What Intelligence Do Empires Need to Gather When Building Diplomatic Relationships? | Learning Objectives:
▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6 | Key Concepts:
▸ 4.1.I, 4,1.III, 4.1.IV, 4.1.VI, 4.2.I, 4.2.II, 4.3.I, 4.3.II, 4.3.III | Estimated Time:
8 instructional hours |

Essential Questions

▸ **What similarities and differences existed across empires during the early modern era?** ▸ **To what extent did new global patterns of trade and communication affect the priorities of early modern empires?**

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization Comparison	Strayer, chapters 13 and 14 (topic: early modern empires), pp. 658–659: "The Turkish Letters," pp. 704–705: "A Journal of a Voyage Made in the Hannibal of London," pp. 706–707: "Letters to King Jao of Portugal," and pp. 758–759: "The Poetry of Kabir" **Web** "Bishop Burnett, Peter the Great 1698" "Matteo Ricci: On Chinese Government, Selections from His Journals (1583–1610 CE)" "Pope Pius V's Bull Against Elizabeth (1570)" Sultan Selim I, "Letter to Shah Ismail of Persia" Yang Guangxian, "I Cannot Do Otherwise (Budeyi)"	**Instructional Activity: Overview of the Diplomacy Challenge** Students are assigned to PBL teams focused on one empire (e.g., Mughal, Ottoman, Spanish) during the early modern era. After a brief introductory lecture, we explain the components of the challenge to come. There will be: ▸ Intelligence briefings: diplomats sharing important information about their empires ▸ Diplomatic receptions: diplomats wooing potential allies with a toast, meal, and gift ▸ Treaty negotiations: diplomats negotiating a trade treaty Students meet in their empire teams to review the factors to consider and initially prioritize the three most important characteristics about their empire. These are reported out on whiteboards and note the characteristics of other empires. As an exit ticket, students identify one other empire they might wish to engage with in trade.

For most projects, we produce a master packet, which consists of key information gathered from AP World History textbooks as well as primary source documents about each role or empire that we call "Factors to Consider." We give these to students on the first day of the cycle because we made the conscious decision not to include extensive research as an element of our projects in order to allow time for students to analyze the provided information in more depth.

UNIT 3: GLOBALIZING NETWORKS OF COMMUNICATION AND EXCHANGE c. 1450 to c. 1750

Module 2	Learning Objectives:	Key Concepts:	Estimated Time:
What Intelligence Do Empires Need to Gather When Building Diplomatic Relationships?	▶ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	▶ 4.1.I, 4,1.III, 4.1.IV, 4.1.VI, 4.2.I, 4.2.II, 4.3.I, 4.3.II, 4.3.III	8 instructional hours

Essential Questions

▶ **What similarities and differences existed across empires during the early modern era?** ▶ **To what extent did new global patterns of trade and communication affect the priorities of early modern empires?**

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Argument Development Contextualization Comparison	Strayer, chapters 13 and 14 (topic: early modern empires)	**Instructional Activity: Gathering Geographic Intelligence** Students are given a blank map of the world. In their empire teams, students gather geographic intelligence by quickly mapping the location and boundaries of all three empires. Teams analyze the map to determine the geographic advantages and disadvantages of their empire in relation to others.
Analyzing Historical Evidence Argument Development Contextualization	Strayer, pp. 658–659: "The Turkish Letters"	**Instructional Activity: Reading like a Spy** As a class, students read Busbec's accounts of the Ottoman Empire aloud. After analyzing the intercepted intelligence with their team, students individually write a diplomatic dispatch to their emperors advising them on how they should use this intelligence. The teams report out on whiteboards how important this document is to their empire on a scale of 1 to 10.

◀ *In this project, we refer to primary sources as "intercepted intelligence." Because many of the primary source documents from this period were written by diplomats, when we hand them to groups of students we tell them their "spies" have found the "intelligence" for them to analyze. The "So what?" question we ask them to consider is,* How can my empire use this information to its advantage?

Module 2	Learning Objectives:	Key Concepts:	Estimated Time:
What Intelligence Do Empires Need to Gather When Building Diplomatic Relationships?	▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	▸ 4.1.I, 4,1.III, 4.1.IV, 4.1.VI, 4.2.I, 4.2.II, 4.3.I, 4.3.II, 4.3.III	8 instructional hours

Essential Questions

▸ **What similarities and differences existed across empires during the early modern era?** ▸ **To what extent did new global patterns of trade and communication affect the priorities of early modern empires?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development		**Formative Assessment: Document Analysis** Each empire team selects one document of this time period from this module's master packet to analyze. Each member of the empire team then writes an additional diplomatic dispatch to his or her emperor based on this document. After sharing the dispatches in their teams, each empire selects the best dispatch and shares it with the class.	*This formative assessment allows us to surface existing misinterpretations of documents and clarify misperceptions before students give their intelligence briefings. Students are given the opportunity to share their analysis with their teammates and improve their document analysis, and then groups present their document to the class, where we can ask questions and so can their classmates. This kind of feedback helps students think more deeply about the document and improve their own understanding.*

| Module 2
What Intelligence Do Empires Need to Gather When Building Diplomatic Relationships? | Learning Objectives:
▶ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6 | Key Concepts:
▶ 4.1.I, 4,1.III, 4.1.IV, 4.1.VI, 4.2.I, 4.2.II, 4.3.I, 4.3.II, 4.3.III | Estimated Time:
8 instructional hours |

Essential Questions

▶ **What similarities and differences existed across empires during the early modern era?** ▶ **To what extent did new global patterns of trade and communication affect the priorities of early modern empires?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Contextualization	Strayer, chapters 13–16 (topic: globalized trade and religions in the early modern empires)	**Instructional Activity: Prep for Intelligence Briefing, Part I** The empire teams identify which team member will be the "lead diplomat" for each of the three components of the Diplomacy Challenge to come. We model a sample intelligence briefing on the Portuguese Empire. This briefing identifies the most important cultural, economic, and political aspects of the Portuguese Empire that other empires need to know if they want to trade with Portugal. As we deliver the briefing, students take notes on both the content about the Portuguese Empire and the format of the intelligence briefing, so that they know how to organize their own.	*We use a model of rotating leadership for the Diplomacy Challenge. Each student plays the role of lead diplomat for one component of the challenge and the other students are supporting diplomats. The lead diplomat is ultimately responsible for the polished product and receives the bulk of the grade for it. Supporting diplomats receive the same grade but weighted less. Students like this as they know upfront what each team member will contribute to the group.*
Analyzing Historical Evidence Contextualization		**Instructional Activity: Prep for Intelligence Briefing, Part II** Empire teams, under the guidance of the lead diplomat they chose for this component, work both together and independently using their textbook and the primary source documents from this module's master packet to prepare a 5–7 minute briefing on their empire, including the important cultural, economic, and political information they believe other empires should know about them. Empire teams are only allowed to use images to present their empire to the rest of the class. For homework, students continue to work on the presentation. The lead diplomat assembles and edits the final briefing.	*The use of images requires students to think carefully about how best to represent information. It also helps our ELL students better understand the material.*

Module 2	Learning Objectives:	Key Concepts:	Estimated Time:
What Intelligence Do Empires Need to Gather When Building Diplomatic Relationships?	▸ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	▸ 4.1.I, 4,1.III, 4.1.IV, 4.1.VI, 4.2.I, 4.2.II, 4.3.I, 4.3.II, 4.3.III	8 instructional hours

Essential Questions

▸ **What similarities and differences existed across empires during the early modern era?** ▸ **To what extent did new global patterns of trade and communication affect the priorities of early modern empires?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization Comparison		**Instructional Activity: Intelligence Briefings** The empire teams present the briefings they prepared in the previous activity, and the class "gathers intelligence" on a graphic organizer. Between presentations, empire teams consult and then indicate on whiteboards how inclined they are to engage in diplomacy with the presenting empire. Lead diplomats submit a written explanation of the rationale for the information they chose to include in the intelligence briefing, and why the information shared is important information for a diplomatic relationship with their empire.	*The empire team check-ins between briefings allow us to see how teams are analyzing the new information they are given and allows empire teams to signal to other empires their diplomatic interests. Students enjoy these breaks between presentations.*
Analyzing Historical Evidence Argument Development Causation	Williams, "Economics, Not Racism, as the Root of Slavery"	**Formative Assessment: Economics as the Root of Slavery** As a homework assignment, students read and annotate "Economics, Not Racism, as the Root of Slavery" by historian Eric Williams. Students also answer a series of questions identifying Williams's key arguments and evaluating the validity of his claims. The next day in class, students share their completed assignments with the class to prepare for a seminar on the reading.	*While students are preparing, we walk around and check in with them to determine how well they understood the reading, and we provide feedback. The informal check-ins allow us to help students understand Williams's key arguments before the seminar.*

Module 2	Learning Objectives:	Key Concepts:	Estimated Time:
What Intelligence Do Empires Need to Gather When Building Diplomatic Relationships?	▶ ENV-2, ENV-3, ENV-5, CUL-1, CUL-2, CUL-3, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	▶ 4.1.I, 4,1.III, 4.1.IV, 4.1.VI, 4.2.I, 4.2.II, 4.3.I, 4.3.II, 4.3.III	8 instructional hours

Essential Questions

▶ **What similarities and differences existed across empires during the early modern era?** ▶ **To what extent did new global patterns of trade and communication affect the priorities of early modern empires?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Causation	Williams, "Economics, Not Racism, as the Root of Slavery"	**Instructional Activity: The Origins of Slavery** In this activity, students engage in a triad seminar discussion similar to the one used in The Worst Mistake activity in Unit 1. In this discussion, the focus is on interpreting and evaluating Williams's argument that economic factors were the ultimate cause of slavery in the Americas. Students sit in groups of three (one in the inner circle and two in the outer circle). We introduce the initial discussion questions, and the triads discuss the question amongst themselves before the group member in the inner circle shares his or her triad's thoughts in the inner circle. Triads rotate after each question to ensure that all students spend time in the inner circle. As an exit ticket, each student writes a paragraph on whether or not he or she agrees with Williams's argument.	
Comparison	Strayer, chapters 13–16 (topic: early modern empires) **Web** "State Dinner with President Hu of China"	**Instructional Activity: Preparing for the Reception** Using the intelligence gathered from the briefings and this module's master packet, empire teams decide which other empire they will invite to their reception. Teams write invitations and a new lead diplomat plans the reception with the help of his or her teammates. Teams must research and prepare the following: ▶ A toast to their empire guests ▶ A dish that represents their empire ▶ A gift to their empire guests To prepare for the reception, students watch a clip of President Obama toasting President Hu of China at a state dinner in 2011. As a class we tease out the deliberate choices made for this reception from who was invited to the dinner and what the seating arrangements were to the choice of words in the toast.	◀ *Students, in trying to simulate a real reception, find it necessary to understand the culture of their own empire and that of their empire guests. They also must be careful to push their own interests while not alienating another empire. For these reasons, we find the reception to be an authentic simulation of the work of a diplomat and an excellent way for students to create a deeper understanding of the early modern empires.*

Module 3 How Can Empires Use Diplomacy to Build and Maintain Power?	**Learning Objectives:** ▸ ENV-2, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	**Key Concepts:** ▸ 4.2.II, 4.3.I, 4.3.II, 4.3.III	**Estimated Time:** 6 instructional hours

Essential Questions

▸ **What factors united and divided early modern empires?** ▸ **To what extent did existing empires change and/or stay the same as a result of the intensification of cross-cultural contacts in the early modern era?**

Practices and Skills	**Materials**	**Instructional Activities and Assessments**	
Argument Development Contextualization Comparison	Strayer, chapters 13, 14, and 15 (topic: early modern empires and global commerce)	**Instructional Activity: Diplomatic Reception** Working in their empire teams, the lead diplomats and their teams plan a meal and toast, to be part of a diplomatic reception, for an empire with which they wish to build a diplomatic relationship. On the day of the reception, in front of the entire class, each empire takes turns giving a toast and presenting a symbolic gift to the empire they are wooing. When the toasts are completed, all students strategically mingle and visit each other's diplomatic spaces (tables with a representative meal and map). Throughout the mingling, students, using the information they have gleaned from the toasts, lay the groundwork for agreements regarding trade and diplomacy that they will soon write into a treaty.	*To prepare for the diplomatic reception, students decorate tables to represent their empire and bring a dish that represents its culture. Decorations usually include a tablecloth, dishes, centerpieces, pictures, maps, and/or music. Students also prepare a gift for the empire they are hosting. Gifts highlight why they would be a good trading partner; for example the Qing empire might give silk or tea. As in real life, all empires may not be "wooed" and teams must adjust their diplomacy accordingly.*

Module 3
How Can Empires Use Diplomacy to Build and Maintain Power?

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

Key Concepts:
▸ 4.2.II, 4.3.I, 4.3.II, 4.3.III

Estimated Time:
6 instructional hours

Essential Questions
▸ **What factors united and divided early modern empires?** ▸ **To what extent did existing empires change and/or stay the same as a result of the intensification of cross-cultural contacts in the early modern era?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization	Strayer, chapters 13, 14, and 15 (topic: early modern empires and global commerce) **Web** "Treaty Between Spain and Portugal Concluded at Tordesillas; June 7, 1494"	**Instructional Activity: Trade Treaty Preparation** Under the guidance of the third lead diplomat, each empire team fills in a graphic organizer of an outline of a trade treaty between their empire and another empire. This may be the empire they toasted at the reception or another empire based on whether the interest was reciprocated. To fill out the organizers, students consult their textbook and master packet to review the history of both empires and the historic relationship between the two of them, use this information to write a list of historic justifications for their treaty (this is done in the form of "whereas" statements that precede the provisions in the treaty), and evaluate and choose from a variety of trade options to include in their treaty (e.g., "allow unlimited trade at any port" or "establish factories [armed warehouses] on the coast").	◂ *The master packet includes a sample treaty, which we've created ourselves, and a list of trading options. Because we use the Portuguese Empire as a model throughout this unit, the sample treaty we create is between the Portuguese Empire and the Mughal Empire. The trading options came from actual historic relationships in the time period.*
Analyzing Historical Evidence Argument Development Contextualization		**Formative Assessment: First Draft of Treaty** Using the graphic organizer created by their empire teams, the trade-treaty lead diplomats write a first draft of the treaty between their empire and the empire they are choosing to trade with.	◂ *We collect the treaties, read them, and write comments for revision. We are looking for misunderstandings about the empires or outlandish provisions. While we allow students to make choices that do not align with the historic record, they must have clear historic justifications in the "whereas" statements for these provisions. Sometimes a group will come back and argue that their provisions aren't unreasonable, citing specific historic events as support. When they do that, we know we've done our job!*

| Module 3
How Can Empires Use Diplomacy to Build and Maintain Power? | Learning Objectives:
▸ ENV-2, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6 | Key Concepts:
▸ 4.2.II, 4.3.I, 4.3.II, 4.3.III | Estimated Time:
6 instructional hours |

Essential Questions

▸ **What factors united and divided early modern empires?** ▸ **To what extent did existing empires change and/or stay the same as a result of the intensification of cross-cultural contacts in the early modern era?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence

Argument Development

Contextualization

Comparison | | **Instructional Activity: Treaty Negotiations**
In this activity, armed with their treaties, empire groups engage in negotiations with another empire to come to a mutual agreement on trade. At their tables, students set up a diplomatic space, similar to the reception, and either play host to an empire who wants to trade or visit with an empire with which they wish to trade. Usually in a group of three, two students will visit another empire, while one remains at "home" to negotiate with visitors. Lead diplomats mark up the written treaties with changes and have a goal of signing a mutual treaty with another empire by the end of the period. | *The preparation for the treaties and the justifications that go into writing them are the heart of this project. While we collect the final treaties, we do not grade them; rather we use them as a tool to structure the project debrief in the next class period. This process gives students insight into the broad trends of the time period and foreshadows the next time period. For example, we often hear from European groups, "the Qing don't want to trade with us. We had to sign a very one-sided treaty."* |
| Analyzing Historical Evidence

Argument Development

Contextualization

Continuity and Change over Time | | **Instructional Activity: Diplomacy Debrief**
Students are given time in class to reflect on their experiences during this entire diplomacy unit, including the intelligence briefings, the diplomatic receptions, and the treaty negotiations. As a class, we then extrapolate what their experiences tell us about the reality of the role of a diplomat and the early modern era. We do this by completing a T-chart as a class, comparing the class experience with the real experience. This discussion helps students identify the historic trends of this time period, such as the shift from large land-based empires to sea-based empires focused on trade. At the end of the discussion, each empire group creates a visual representation of these trends by drawing a visual timeline of the growth or decline of their assigned empire's power during the era. | |

Module 3 How Can Empires Use Diplomacy to Build and Maintain Power?	**Learning Objectives:** ▸ ENV-2, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	**Key Concepts:** ▸ 4.2.II, 4.3.I, 4.3.II, 4.3.III	**Estimated Time:** 6 instructional hours

Essential Questions

▸ **What factors united and divided early modern empires?** ▸ **To what extent did existing empires change and/or stay the same as a result of the intensification of cross-cultural contacts in the early modern era?**

Practices and Skills	**Materials**	**Instructional Activities and Assessments**	
Analyzing Historical Evidence Argument Development Contextualization Comparison		**Summative Assessment: Unit Test** Students complete a unit exam, answering 50 multiple-choice questions and responding to two short-answer questions. Multiple-choice questions are largely stimulus based and mostly drawn from documents used in the unit project; however, they also include some visual and written documents that will be new to students. **Learning objectives addressed:** ENV-2, CUL-2, CUL-5, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	◂ *This summative assessment addresses all of the essential questions for this unit.*

| **Module 1**
Were the Atlantic Revolutions Truly Revolutionary? | **Learning Objectives:**
▸ CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-4, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6 | **Key Concepts:**
▸ 5.3.I, 5.3.II, 5.3.III, 5.3.IV | **Estimated Time:**
4 instructional hours |

Essential Questions

▸ **What were the causes of the Atlantic revolutions?** ▸ **To what extent did the revolutions live up to the Enlightenment ideals that inspired them?** ▸ **What were the short- and long-term consequences of the Atlantic revolutions?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Contextualization Continuity and Change over Time	Strayer, pp. 770–778: an introduction to 1750–1914	**Instructional Activity: Unit Introduction** To begin, the class writes a definition of *progress*, taking into consideration political, economic, and technological progress. Next, students take notes during a lecture that introduces the unit themes and projects. This lecture is organized by the three unit projects on the following topics: ▸ Atlantic revolutions ▸ Responses to the Industrial Revolution ▸ Imperialism After being introduced to the projects and the key concepts that will be addressed in these projects, students consider to what extent 1750–1900 should be considered a time of progress. Working in pairs, students give the time period a progress rating of 1 to 5 on their whiteboards. We have a brief classroom discussion as students explain their ratings.	◂ *Students tend to come into class with a fair amount of background knowledge on this unit. It's interesting to ask them their opinions about progress at the beginning of the unit and again at the end when they have a much more nuanced understanding of the dramatic changes that took place.*
Analyzing Historical Evidence Argument Development Contextualization	Strayer, chapter 16 (topic: the Scientific Revolution and the Enlightenment) **Web** "Jean Jacques Rousseau, The Social Contract, 1762" "John Locke: Two Treatises of Government, 1690" "Montesquieu: The Spirit of the Laws, 1748"	**Instructional Activity: Enlightenment Thought** Students are introduced to Enlightenment ideas by taking notes on a mini-lecture that puts the Enlightenment in the context of European history, including a brief overview of the Renaissance, the Scientific Revolution, and absolute monarchy. Then, in small groups, students briefly summarize and analyze three quotes from Enlightenment philosophers. As a closing activity, the class comes up with a list of characteristics of Enlightenment thought. Students must include characteristics such as having liberal ideas on political life, being secular in nature, and challenging established authority. We identify and clarify any characteristics students may have overlooked by the end of class.	

Module 1 Were the Atlantic Revolutions Truly Revolutionary?	Learning Objectives: ▶ CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-4, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6	Key Concepts: ▶ 5.3.I, 5.3.II, 5.3.III, 5.3.IV	Estimated Time: 4 instructional hours

Essential Questions

▶ **What were the causes of the Atlantic revolutions?** ▶ **To what extent did the revolutions live up to the Enlightenment ideals that inspired them?** ▶ **What were the short- and long-term consequences of the Atlantic revolutions?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization Comparison	Strayer, chapter 17 (topic: the American, French, Haitian, and Spanish–American revolutions) Declaration of Independence **Web** "Declaration of the Rights of Man - 1789" "A Letter by Simón Bolívar"	**Instructional Activity: Applying Enlightenment Ideas to Atlantic Revolutions** At stations set up around the room, in groups of three, students read one of three revolutionary documents and look for examples of Enlightenment ideas in the documents. Student groups annotate each document, summarizing in the margins and speculating on the intentions of the author(s). They rotate around the room until they've gone though every document. As a closing activity, while taking notes on a graphic organizer of each of the documents, the class discusses what kinds of government the author(s) of these documents were trying to create, and they rank how revolutionary those governments would have been.	*Rotating through the documents and allowing students to see previous groups' annotations is useful, as it gives them insight into their classmates' thinking on the documents.*
Comparison	Strayer, chapter 17 (topic: the American, French, Haitian, Spanish–American revolutions)	**Instructional Activity: Atlantic Revolutions** Using chapter 17, students complete a comparison chart on the American, French, Haitian, and Spanish–American revolutions. The chart includes identifying the goals of each revolution, key dates and events, and the outcome of each revolution. Students then rank how revolutionary each revolution was by assigning them a score from 1 to 10 with 1 being the least revolutionary and 10 being the most. Student groups of three are then assigned one of the four Atlantic revolutions. Each group writes a brief opening statement, such as "We believe ..." or "Our revolution is more revolutionary because ..." and they review their comparison chart and chapter 17 to find evidence that supports their statement.	

| Module 1
Were the Atlantic Revolutions Truly Revolutionary? | Learning Objectives:
▸ CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-4, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6 | Key Concepts:
▸ 5.3.I, 5.3.II, 5.3.III, 5.3.IV | Estimated Time:
4 instructional hours |

Essential Questions

▸ What were the causes of the Atlantic revolutions? ▸ To what extent did the revolutions live up to the Enlightenment ideals that inspired them? ▸ What were the short- and long-term consequences of the Atlantic revolutions?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Argument Development Comparison	Strayer, chapter 17 (topic: the American, French, Haitian, Spanish–American revolutions)	**Instructional Activity: The Most Revolutionary Revolution** In the triad Socratic discussion that students are now familiar with, they deliberate which revolution was most revolutionary. The revolution triads come up with questions for other revolutions based on political, economic, and/or social changes brought about by revolution (e.g., "North American revolution team, how can you say your revolution was the most revolutionary if the social structure of the new country continued to include slavery?"). Each group's inner circle representative asks their question and responds to questions. The triads rotate after each question. About halfway through the deliberation, students drop their revolution's position and base their arguments on their personal opinions of which revolution is most revolutionary. As an exit ticket, students rerank the revolutions, posting their scores on whiteboards.
Argument Development Contextualization Comparison Causation Continuity and Change over Time		**Summative Assessment: Long Essay** Students write an essay that compares the causes and consequences of two Atlantic revolutions. **Learning objectives addressed:** CUL-1, CUL-2, CUL-4, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-4, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6

◂ *This summative assessment addresses the following essential questions:*

- *What were the causes of the Atlantic revolutions?*
- *What were the short- and long-term consequences of the Atlantic revolutions?*

Module 2	Learning Objectives:	Key Concepts:	Estimated Time:
Did the Industrial Revolution Bring Progress for Everyone?	▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4	▸ 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.1.VI	8 instructional hours

Essential Questions

▸ What were the political, economic, social, and environmental impacts of industrialization? ▸ How did different groups respond to the changes brought about by industrialization? ▸ What government reforms attempted to mitigate the problems caused by the Industrial Revolution? ▸ What were international responses to European industry and global capitalism?

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization Comparison Continuity and Change over Time	Strayer, chapter 18 (topic: the Industrial Revolution) and pp. 867–874: "Art and the Industrial Revolution" **Web** "Aspects of the Industrial Revolution in Britain" Common industrial-era photos and art	**Instructional Activity: Perspectives on the Industrial Revolution** Students view pictures from the industrial era in a gallery walk. They use the images to make an extensive list of the impacts of the Industrial Revolution. Students then brainstorm how different groups of the time might have responded to the Industrial Revolution. We model this by displaying one of the gallery-walk pictures and asking students to consider how the people depicted might have responded to the dramatic social changes brought about by the Industrial Revolution. This discussion is centered on the question, *Should the Industrial Revolution be considered progress?*	
Analyzing Historical Evidence Argument Development Comparison		**Instructional Activity: Introducing the Speakers' Corner** We give students a mini-lecture about Hyde Park Speakers' Corner in London — a free-speech space where speakers from all backgrounds came to speak and debate on important issues. We assign pairs of students a perspective (capitalist, socialist, imperialist, or reformer) and a historical speaker that represents that perspective (e.g., Adam Smith, Karl Marx, Lord Frederick Lugard).	◂ *This activity serves as an introduction to the module project, Hyde Park Speakers' Corner, in which students deliver speeches in a public forum on their responses to the Industrial Revolution.*

| **Module 2**
Did the Industrial Revolution Bring Progress for Everyone? | **Learning Objectives:**
▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4 | **Key Concepts:**
▸ 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.1.VI | **Estimated Time:**
8 instructional hours |

Essential Questions

▸ What were the political, economic, social, and environmental impacts of industrialization? ▸ How did different groups respond to the changes brought about by industrialization? ▸ What government reforms attempted to mitigate the problems caused by the Industrial Revolution? ▸ What were international responses to European industry and global capitalism?

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Contextualization Comparison Continuity and Change over Time	Strayer, chapter 18 (topic: the Industrial Revolution) and pp. 863–864: "The Internationale" **Web** "1839 Chartist Petition" AP European History 2002 Free-Response Questions, Section II, Part A (documents 3, 7, and 10) "Capt. F.D. Lugard: The Rise of Our East African Empire, 1893" "The Life of the Industrial Worker in Nineteenth Century England" Marx and Engels, "Manifesto of the Communist Party" "Samuel Courtauld" (the speech in 1833 on proposed factory legislation) *(materials continue)*	**Instructional Activity: Getting to Know the Speakers** As a homework the night before, students read a profile and excerpts from primary source documents that express the opinions of their assigned speaker. In class, in their speaker pairs, students read and annotate the profiles and the primary source documents of the other assigned speakers to identify which other speakers might be potential allies or adversaries. As an exit ticket, pairs write the name of one potential ally and one potential adversary on the front whiteboard.	*As with other projects, we create a master packet for this one; it includes excerpts from primary sources listed in the materials column. These sources are used throughout the module. In addition, for this project, we write profiles for each speaker that pair with excerpts from primary sources. We find that the accompanying profiles help our students who struggle with reading the primary sources access the content and participate fully in the Speakers' Corner activity.*

| Module 2
Did the Industrial Revolution Bring Progress for Everyone? | Learning Objectives:
▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4 | Key Concepts:
▸ 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.1.VI | Estimated Time:
8 instructional hours |

Essential Questions

▸ **What were the political, economic, social, and environmental impacts of industrialization?** ▸ **How did different groups respond to the changes brought about by industrialization?** ▸ **What government reforms attempted to mitigate the problems caused by the Industrial Revolution?** ▸ **What were international responses to European industry and global capitalism?**

Practices and Skills	Materials	Instructional Activities and Assessments	
	(continued) Sennett, "Why I Want the Vote" Smith, "An Inquiry into the Nature and Causes of the Wealth of Nations"		
Analyzing Historical Evidence Contextualization Continuity and Change over Time		**Formative Assessment: Four-Level Analysis** Students individually complete a four-level analysis on the document that aligns with the perspective they were previously assigned.	*We collect the document analyses and give feedback using a scoring guide that is tied to specific skills (summary, point of view, contextualization). Since students master skills at different rates, the scoring guide allows us to target the skills each individual needs to work on. Reviewing these analyses allows us to clarify any misunderstandings before students present their speeches. Students are able to incorporate the feedback they receive into their speeches.*

| Module 2
Did the Industrial Revolution Bring Progress for Everyone? | Learning Objectives:
▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4 | Key Concepts:
▶ 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.1.VI | Estimated Time:
8 instructional hours |

Essential Questions

▶ What were the political, economic, social, and environmental impacts of industrialization? ▶ How did different groups respond to the changes brought about by industrialization? ▶ What government reforms attempted to mitigate the problems caused by the Industrial Revolution? ▶ What were international responses to European industry and global capitalism?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Argument Development Contextualization Comparison Continuity and Change over Time	**Web** Marx and Engels, "Manifesto of the Communist Party" Smith, "An Inquiry into the Nature and Causes of the Wealth of Nations"	**Instructional Activity: Capitalism and Communism** Working in their speaker pairs, students analyze excerpts from *The Communist Manifesto* and *An Inquiry into the Nature and Causes of the Wealth of Nations*. Students write a headline for each primary source on a small whiteboard, which they hold up and read to the entire class. With their partners, students then determine to what extent their assigned speaker would agree with each author. Finally, in a whole-class activity, student pairs visually represent their speaker's perspective by standing on a spectrum that ranges across the classroom from pure capitalism to pure communism.
Analyzing Historical Evidence Argument Development		**Instructional Activity: Preparing for Speakers' Corner** Students individually write a brief (2–3 minute) speech for the Speakers' Corner event, considering the essential questions from the unit and drawing on a speech we have given them. In their speeches, students try to rally supporters to address a problem caused by industrialization or praise an opportunity created by it. Most students also create signs that represent their belief system and buttons (small stickers are used to represent buttons) to hand out at the event.

Though Smith's writings predate the Industrial Revolution, we place him in this activity to represent capitalist ideology.

By visually representing the variety of responses to the documents, students are able see the spectrum of economic responses that came out of the Industrial Revolution.

| **Module 2**
Did the Industrial Revolution Bring Progress for Everyone? | **Learning Objectives:**
▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4 | **Key Concepts:**
▸ 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.1.VI | **Estimated Time:**
8 instructional hours |

Essential Questions

▸ What were the political, economic, social, and environmental impacts of industrialization? ▸ How did different groups respond to the changes brought about by industrialization? ▸ What government reforms attempted to mitigate the problems caused by the Industrial Revolution? ▸ What were international responses to European industry and global capitalism?

Practices and Skills	**Materials**	**Instructional Activities and Assessments**
Comparison Causation		**Summative Assessment: Speakers' Corner — The Speeches** Each student comes with a speech, but within each pair only one student is chosen to speak. In character, onlookers heckle, cheer, and try to sway the crowd to support opinions similar to their own during each speech. **Learning objectives addressed:** ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4
Analyzing Historical Evidence Argument Development Causation Continuity and Change over Time		**Instructional Activity: Debriefing the Speakers' Corner** Students take notes on a mini-lecture that reviews how successful the various groups represented at our Speakers' Corner were at bringing about reform. As a class, students then engage in a discussion centered around the questions, *Did reforms do enough to mitigate the problems caused by the Industrial Revolution?* and *To what extent did industrialization bring about progress?* To structure this discussion, students first remain in their roles and present their opinions. After some discussion, we ask students to drop their roles and discuss their own personal opinions on the essential questions.

We grade students' speeches according to a scoring guide. We are looking for understanding of the documents, the ability to make connections to other speakers, and how well they address the essential questions.

This summative assessment addresses the following essential questions:

- *What were the political, economic, social, and environmental impacts of industrialization?*
- *How did different groups respond to the changes brought about by industrialization?*

| **Module 2**
Did the Industrial Revolution Bring Progress for Everyone? | **Learning Objectives:**
▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4 | **Key Concepts:**
▸ 5.1.I, 5.1.II, 5.1.III, 5.1.IV, 5.1.V, 5.1.VI | **Estimated Time:**
8 instructional hours |

Essential Questions

▸ **What were the political, economic, social, and environmental impacts of industrialization?** ▸ **How did different groups respond to the changes brought about by industrialization?** ▸ **What government reforms attempted to mitigate the problems caused by the Industrial Revolution?** ▸ **What were international responses to European industry and global capitalism?**

Practices and Skills	**Materials**	**Instructional Activities and Assessments**
Analyzing Historical Evidence Argument Development Comparison Causation Continuity and Change over Time		**Summative Assessment: Industrial Revolution DBQ** Using some of the documents from the activity, students write a DBQ essay in response to the prompt, *Compare and contrast two responses to the spread of industry and global capitalism and the extent to which the responses drove reform*. **Learning objectives addressed:** ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-3, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4

◂ *We created this DBQ to align with our Speakers' Corner activity, drawing from the documents in the packet we created. This summative assessment addresses the following essential questions:*

▪ *How did different groups respond to the changes brought about by industrialization?*

▪ *What government reforms attempted to mitigate the problems caused by the Industrial Revolution?*

Module 3 Do the Benefits of an Imperial Empire Outweigh the Costs?	Learning Objectives: ▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-6, SB-1, SB-2, SB-3, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	Key Concepts: ▸ 5.2.I, 5.2.II, 5.2.III, 5.4.I, 5.4.II, 5.4.III	Estimated Time: 8 instructional hours

Essential Questions

▸ What drove European, American, and Japanese empire building in the 19th century? ▸ How did European economic and/or political control impact the peripheries? ▸ How did people in the peripheries resist imperial rule?

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Contextualization	Strayer, chapter 20 (topic: imperialism) **Web** "Capt. F.D. Lugard: The Rise of Our East African Empire, 1893"	**Instructional Activity: Motivations and Justifications for Imperialism** As a transition from the Industrial Revolution in the previous module, one of the students who played the imperialist (i.e., Lord Frederick Lugard) in the Speakers' Corner delivers an abbreviated version of his or her speech to the class. Students listen to the speech and identify the motivations behind European imperialism, which we list as a class on the front board. Students complete a gallery walk of images related to imperialism, including photographs, political cartoons, and advertisements. Students consider the images as they take notes on a graphic organizer on political, economic, ideological, and religious motivations for imperialism.	
Causation		**Formative Assessment: Exit Ticket** In writing, students briefly describe the motivations behind European imperialism.	◂ *We collect the exit tickets, read them over, and provide feedback, addressing common misconceptions at the start of the next class.*
Analyzing Historical Evidence Argument Development Contextualization Comparison Causation Continuity and Change over Time	Strayer, chapter 20 (topic: imperialism) **Video** *The Opium War*	**Instructional Activity: Introduction to Parliamentary Debate** For this PBL project, students represent either liberals in the British Parliament, arguing that British Empire should relinquish control of its peripheries, or Tories in Parliament, arguing that empire is needed for Britain's continued success. Each student is assigned a political position and a periphery, and they must convince Parliament to keep the periphery or grant it independence. To begin, students consider how their assigned peripheries changed over time, individually recording their insights on a continuity and change over time (CCOT) graphic organizer. To help students understand the structure of the debate to come, we show a brief clip of Parliament debating the Opium Wars. We then model a presentation of sample speeches that argue for and against India remaining in the British Empire.	◂ *We use India as a model throughout this module. Using the India model allows us to be sure that most students have at least two strong examples of imperialism (their assigned peripheries and India). We also assign our struggling students India for the parliamentary debate because the model provides additional scaffolding for those students.*

Module 3 Do the Benefits of an Imperial Empire Outweigh the Costs?	**Learning Objectives:** ▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-6, SB-1, SB-2, SB-3, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	**Key Concepts:** ▸ 5.2.I, 5.2.II, 5.2.III, 5.4.I, 5.4.II, 5.4.III	**Estimated Time:** 8 instructional hours

Essential Questions

▸ **What drove European, American, and Japanese empire building in the 19th century?** ▸ **How did European economic and/or political control impact the peripheries?** ▸ **How did people in the peripheries resist imperial rule?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Comparison	Strayer, chapter 20 (topic: imperialism)	**Instructional Activity: Mapping the British Empire** Students annotate a map of the British Empire, labeling all of the peripheries and making note of the geostrategic importance of their assigned peripheries in comparison to the others.	
Analyzing Historical Evidence Contextualization Causation Continuity and Change over Time	Strayer, chapter 20 (topic: imperialism) **Video** *Mangel Panday: The Rising*	**Instructional Activity: Case Study: Imperialism in India** Students take notes during an interactive lecture, which includes a video clip from *Mangel Panday: The Rising*, an Indian film about the Sepoy Rebellion. While listening to the lecture, students take notes on a graphic organizer to track changes and continuities in India during the time of British imperialism. This lecture, and the accompanying graphic organizer, model for students the types of details they should find about their assigned peripheries.	
Argument Development Causation Continuity and Change over Time	Strayer, chapter 20 (topic: imperialism)	**Formative Assessment: CCOT Thesis Statement** After listening to the lectures in the previous activity, students individually write a thesis statement and briefly outline an essay in response to the prompt, *Evaluate the extent of the impact of European imperialism on South Asia*.	◂ *We collect the thesis statements and return them with comments. In particular, we are making sure both changes and continuities are addressed. This formative assessment prepares students for the final unit assessment, a CCOT essay.*

Module 3 Do the Benefits of an Imperial Empire Outweigh the Costs?	Learning Objectives: ▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-6, SB-1, SB-2, SB-3, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	Key Concepts: ▸ 5.2.I, 5.2.II, 5.2.III, 5.4.I, 5.4.II, 5.4.III	Estimated Time: 8 instructional hours

Essential Questions

▸ **What drove European, American, and Japanese empire building in the 19th century?** ▸ **How did European economic and/or political control impact the peripheries?** ▸ **How did people in the peripheries resist imperial rule?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Comparison Causation	Strayer, chapter 19 (topic: China, Japan, and the West) **Web** "Excerpts from 'The Treaty of Nanjing,' August 1842"	**Instructional Activity: China's Versus Japan's responses to the West** Students individually analyze excerpts from the Treaty of Nanking, signed between Britain and China at the end of the Opium Wars. As a class, we make a list of what China was forced to give up when signing this treaty. Students then complete a problem-solving activity in which they act as advisers to the Japanese emperor and advise him on how to respond to American imperialism following the arrival of Commodore Matthew Perry. Working individually, students write a brief letter to the Japanese emperor, advising him how to proceed. After finishing their letters, students view images of Japan during the Meiji Restoration and interpret Japan's response to Western imperialism.	
Argument Development Comparison		**Formative Assessment: Compare and Contrast Thesis Statement** Students individually write a thesis statement and briefly outline an essay that responds to the prompt, *Compare and contrast China's and Japan's responses to European imperialism*.	◂ *Because students have written many compare and contrast thesis statements at this point, we find it more effective to incorporate peer feedback for this assessment instead of providing it ourselves. Students share their thesis statements with classmates in groups of four and they are given feedback on how to revise. This allows all students to see several examples of thesis statements.*

Module 3	Learning Objectives:	Key Concepts:	Estimated Time:
Do the Benefits of an Imperial Empire Outweigh the Costs?	▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-6, SB-1, SB-2, SB-3, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	▸ 5.2.I, 5.2.II, 5.2.III, 5.4.I, 5.4.II, 5.4.III	8 instructional hours

Essential Questions

▸ **What drove European, American, and Japanese empire building in the 19th century?** ▸ **How did European economic and/or political control impact the peripheries?** ▸ **How did people in the peripheries resist imperial rule?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development	Strayer, chapter 20 (topic: imperialism)	**Instructional Activity: Prepping for Parliamentary Debate** Students write the first draft of their 3–5 minute speech for the parliamentary debate, which they share with their political party. They give each other feedback on the drafts (we also offer advice), and they revise their speeches accordingly for homework.	
Analyzing Historical Evidence Argument Development		**Instructional Activity: The Debate** Students present their speeches to the class and answer questions regarding their assigned peripheries. Students are encouraged to hiss when the opposing political party presents something they do not agree with and cheer when they hear something they like from a member of their own party.	
Analyzing Historical Evidence Argument Development Contextualization Comparison Causation Continuity and Change over Time		**Summative Assessment: Unit Test** Students take a 50-question, multiple-choice exam covering all topics from this unit. They also write a CCOT essay in response to the prompt, *Evaluate the extent to which a world region experienced changes OR continuities as a result of European imperialism in one world region from 1750–1900.* **Learning objectives addressed:** ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-6, SB-1, SB-2, SB-3, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, ECON-7, SOC-1, SOC-3, SOC-4, SOC-5, SOC-6	◂ *This summative assessment addresses all of the essential questions for this unit.*

UNIT 5: ACCELERATING GLOBAL CHANGE c. 1900 to the Present

Module 1	Learning Objectives:	Key Concepts:	Estimated Time:
Should the Nation-State Be Considered Progress?	▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	▶ 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II	8 instructional hours

Essential Questions

▶ **What factors contributed to the decline of large land-based and oceanic empires?** ▶ **What were the causes and the consequences of both world wars?** ▶ **What is the role of the individual in the nation-state?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Contextualization Comparison	Strayer, chapter 21 (topic: the First World War) **Web** "Giuseppe Mazzini: On Nationality, 1852" "Johann Gottlieb Fichte: Address to The German Nation, 1807"	**Instructional Activity: From Empire to Nation-State** In groups of three, students analyze excerpts from two primary source documents detailing the ideology behind German and Italian unification in the late 19th century. Students use these documents to determine characteristics of a modern nation-state. As a class, students generate a list of characteristics using the documents as evidence. In their triads, students analyze maps of Europe in 1914, comparing political boundaries with languages and ethnicities. When analyzing the maps, students identify groups that may feel marginalized, and they attempt to redraw the map into nation-states according to these groups' concerns. In doing so, students begin to see the challenges inherent in empires and nation-states.	◀ *Throughout this unit, students grapple with the implications of an international shift from empires to nation-states. This will include defining the nation-state and the role of the individual within the state. We first look at this in Europe in the buildup to World War I, and then we shift to a global approach as the world wars bring about the demise of large empires.*
Analyzing Historical Evidence Contextualization Comparison	Strayer, chapter 21 (topic: the First World War) **Web** "Propaganda Posters – Introduction"	**Instructional Activity: Propaganda Versus Reality — World War I** We introduce the concept of propaganda and its critical attributes in a brief lecture. In pairs, students conduct a gallery walk to analyze various propaganda posters from World War I, including those aimed at colonial empires, and they identify the techniques used to influence support of the war. In the same pairs, students are then given photographs of the war to juxtapose the propaganda images with the reality of World War I and the impact of military technology. As a class, students anticipate the impact the devastation the war might have had on Europeans and colonial troops who participated in the fighting. As an exit ticket, students write a prediction, identifying the most significant impact of World War I.	◀ *Our students appreciate the opportunity to move that gallery walks provide. We use a timer to keep the activity moving and require that students view a certain number of posters during a given time period.*

| Module 1
Should the Nation-State Be Considered Progress? | Learning Objectives:
▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | Key Concepts:
▸ 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II | Estimated Time:
8 instructional hours |

Essential Questions

▸ **What factors contributed to the decline of large land-based and oceanic empires?** ▸ **What were the causes and the consequences of both world wars?** ▸ **What is the role of the individual in the nation-state?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization	Strayer, chapter 21 (topic: the First World War) Keogh, *Wilson's Vision and the League of Nations Debate*, TRB p. 29 **Web** "President Woodrow Wilson's Fourteen Points"	**Instructional Activity: Paris Peace Talks, Part I** Each student is assigned the role of a representative from a country, colony, or interest that will be impacted by the Paris Peace Talks following War War I. From the perspective of their assigned roles, students read President Woodrow Wilson's Fourteen Points for Peace and then write a brief speech (2–3 minutes) outlining what they would like to see out of the peace talks. The speeches should be largely a response to Wilson's speech and directed at the "Big Three": the U.S., Great Britain, and France.	◂ *This and the next activity are based on an alternative lesson from the Choices Program: "Madame Claire's Salon." We adapt the lesson by adding more roles that preview future lessons. For example, we add a Chinese representative and a Turkish nationalist.* *Because not every nation and interest was invited to the Paris Peace Talks, this activity takes liberties with the historic record. For example, though Germany and Russia did not have representatives in Paris, students are still assigned these roles.*

UNIT 5: ACCELERATING GLOBAL CHANGE c. 1900 to the Present

| Module 1
Should the Nation-State Be Considered Progress? | Learning Objectives:
▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | Key Concepts:
▸ 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II | Estimated Time:
8 instructional hours |

Essential Questions

▸ **What factors contributed to the decline of large land-based and oceanic empires?** ▸ **What were the causes and the consequences of both world wars?** ▸ **What is the role of the individual in the nation-state?**

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence Argument Development Contextualization Comparison Causation		**Instructional Activity: Paris Peace Talks, Part II** For the presentation of the speeches, students are grouped together based on similar interest; for example, colonies asking for sovereignty (e.g., India, Vietnam, and Ireland) present together, and speeches of those with an interest in the Middle East (e.g., Zionist, Arab, and Turkish nationalists) present together. After the speeches, students who were assigned to be one of the Big Three deliberate and decide on three major issues: ▸ What will happen to the colonies? ▸ What will happen to land in the Middle East lost by the Ottoman Empire? ▸ Will the losers be punished? Will the winners be rewarded? The Big Three can question any of the representatives. If they are not being questioned, non–Big Three students keep track of the decisions made on a graphic organizer.	
Analyzing Historical Evidence Argument Development Contextualization Continuity and Change over Time	**Web** "The Versailles Treaty, June 28, 1919"	**Instructional Activity: Treaty of Versailles Press Conference** For homework the night before, students read the provisions of the Treaty of Versailles that correspond with what their assigned country, colony, or interest requested of the Big Three. In class, students write a press release on their response to the treaty from that perspective. The releases should express each participant's satisfaction or frustration with the actual decisions made and attempt to clearly sway public opinion toward his or her side. For example, colonies will most often choose to use liberal terms such as *self-determination* and *nationalism* to protest the decisions made by the Big Three. Students present their responses in a press conference. Nonpresenting students should ask questions as members of their countries' press corps.	◂ *Writing a press release is a good way for students to consider how to present their opinions in a public forum and how to spin decision makers. In this activity, the press release gives students the chance to highlight the obvious disconnect between the rhetoric of war and the reality of peace.*

Module 1	Learning Objectives:	Key Concepts:	Estimated Time:
Should the Nation-State Be Considered Progress?	▶ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	▶ 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II	8 instructional hours

Essential Questions

▶ **What factors contributed to the decline of large land-based and oceanic empires?** ▶ **What were the causes and the consequences of both world wars?** ▶ **What is the role of the individual in the nation-state?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development		**Formative Assessment: An Analysis of the Treaty of Versailles** After the press conference in the previous activity, students drop their political roles and take on the role of journalist. Each student writes a short newspaper article on the impact the Treaty of Versailles had on one region and how the treaty was received by the different affected groups.	*We collect and read the newspaper articles, looking for historic inaccuracies or a misunderstanding of perspectives. We give written feedback and make sure students are ready to apply the decisions made at the Paris Peace Talks to its impact on future events.*
Argument Development Contextualization Causation	Strayer, chapter 21 (topic: the Great Depression and authoritarianism in Italy, Germany, and Japan) *Historical Maps on File*	**Instruction Activity: Japanese Decision Making** In pairs, students act as advisers to the Japanese government during the world economic crisis of the 1930s. Students analyze charts representing economic trends and maps to determine how Japan should respond to a significant decrease in exports and a need for raw materials. They prepare a response and present their recommendations to the class. After presenting, students take notes during a mini-lecture that outlines what Japan actually did to address its economic crisis and how this precipitated World War II. As an exit ticket, each student gives a response to the question of how the League of Nations, formed by the Treaty of Versailles, should respond to Japanese aggression in Asia.	*This is another activity adapted from a lesson created by Andy Aiken.*
Analyzing Historical Evidence Contextualization	Strayer, chapter 21 (topic: the Great Depression and authoritarianism in Italy) and pp. 1011–1012: "The Political and Social Doctrine of Fascism"	**Formative Assessment: Four-Level Analysis** After a mini-lecture on the global economic depression that followed World War I, students individually complete a four-level analysis of Mussolini's *The Political and Social Doctrine of Fascism* to define *fascism*.	*The document analyses are collected and students are given feedback based on a standard scoring guide. Common misunderstandings are addressed in class the next day.*

UNIT 5: ACCELERATING GLOBAL CHANGE c. 1900 to the Present

| **Module 1**
Should the Nation-State Be Considered Progress? | **Learning Objectives:**
▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | **Key Concepts:**
▸ 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II | **Estimated Time:**
8 instructional hours |

Essential Questions

▸ **What factors contributed to the decline of large land-based and oceanic empires?** ▸ **What were the causes and the consequences of both world wars?** ▸ **What is the role of the individual in the nation-state?**

Practices and Skills	**Materials**	**Instructional Activities and Assessments**
Analyzing Historical Evidence Contextualization Comparison	Strayer, chapter 21 (topic: authoritarianism in Germany and Japan), pp. 1013–1015: "Mein Kampf (My Struggle)," and pp. 1016–1017: "Cardinal Principles of the National Entity of Japan"	**Instructional Activity: Ideology of the Axis Powers** Building off the previous lesson, pairs of students complete a four-level analysis on two more primary source documents, Hitler's *Mein Kampf* and *Cardinal Principles of the National Entity of Japan*. Next, students complete a tri-Venn diagram, comparing the ideologies of the Axis Powers.
Analyzing Historical Evidence Contextualization Comparison	Strayer, pp. 1013–1015: "Mein Kampf (My Struggle)" **Web** "President Woodrow Wilson's Fourteen Points"	**Instructional Activity: Nation-State Debate Prep** Each student completes a four-level analysis on the following two documents to prepare for a debate on the merits of nationalism: Wilson's Fourteen Points and *Mein Kampf*.

Module 1 Should the Nation-State Be Considered Progress?	Learning Objectives: ▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	Key Concepts: ▸ 6.1.III, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II	Estimated Time: 8 instructional hours

Essential Questions

▸ **What factors contributed to the decline of large land-based and oceanic empires?** ▸ **What were the causes and the consequences of both world wars?** ▸ **What is the role of the individual in the nation-state?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization Comparison	Strayer, pp. 1013–1015: "Mein Kampf (My Struggle)" **Web** "President Woodrow Wilson's Fourteen Points"	**Summative Assessment: Nation-State Debate** Students complete a debate preparation sheet. The sheet and the discussion to come are centered around the following questions: ▸ Should the nation-state be considered progress? ▸ Which is more important, the individual or the nation? ▸ What is the role of the individual within the nation? In groups of three, students first consider how Wilson and Hitler would have answered these questions, using the texts as evidence. They then debate from their own individual perspectives on the merits of nationalism. **Learning objectives addressed:** ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	◂ *Students are graded on their preparation for the discussion and their participation, with a focus on how they use the texts as evidence to support their opinions. Depending on their readiness level, some students are given sentence starters to facilitate participation in the discussion.* *This summative assessment addresses the module question and the essential question,* What is the role of the individual in the nation-state?

Module 2	Learning Objectives:	Key Concepts:	Estimated Time:
How Did Global Communism Shape the 20th Century?	▶ CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	▶ 6.2.II, 6.2.V, 6.3.I	4 instructional hours

Essential Questions

▶ **What were the causes and consequences of the communist revolutions in Russia and China?** ▶ **How was communism similar and different in Russia and China?** ▶ **What was the impact of global communism during the Cold War?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Contextualization Comparison	Strayer, chapter 22 (topic: global communism)	**Instructional Activity: Russian Communist Revolution** In groups of four, students take on one of four roles: peasant, factory worker, solider, or communist party leader. In the groups, students read excerpts from various primary sources related to the Russian Revolution. They respond to the documents from the perspective of their roles, sharing their responses with the class at a town hall meeting. Students record the interests of every role on a graphic organizer.	
Analyzing Historical Evidence Argument Development Continuity and Change over Time	Strayer, chapter 22 (topic: global communism) **Video** *People's Century* (episode: "Great Leap")	**Instructional Activity: Chinese Communist Revolution** Students watch a video that traces the Chinese Revolution from World War II through the Cultural Revolution. Students take notes on a CCOT graphic organizer.	◀ *We do not show full videos very often but find the* People's Century *series by PBS very engaging and we show the entirety of "Great Leap." During the video, we pause to emphasize a key point and allow students to check-in about what notes they write down.*
Analyzing Historical Evidence Argument Development Comparison		**Summative Assessment: Long Essay** Students write a long essay in response to one of the following prompts: ▶ Compare and contrast the goals and methods used in communist revolutions in East Asia and Russia. ▶ Analyze political and social changes that occurred as a result of revolution in East Asia or Russia. **Learning objectives addressed:** CUL-2, SB-1, SB-2, SB-3, SB-4, ECON-1, ECON-2, ECON-3, ECON-4, ECON-5, ECON-6, SOC-2, SOC-3, SOC-5, SOC-6	◀ *This summative assessment addresses the following essential questions:* ▪ *What were the causes and consequences of the communist revolutions in Russia and China?* ▪ *How was communism similar and different in Russia and China?*

Module 2 How Did Global Communism Shape the 20th Century?	Learning Objectives: ▸ CUL-1, CUL-2, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	Key Concepts: ▸ 6.2.II, 6.2.V, 6.3.I	Estimated Time: 4 instructional hours

Essential Questions

▸ **What were the causes and consequences of the communist revolutions in Russia and China?** ▸ **How was communism similar and different in Russia and China?** ▸ **What was the impact of global communism during the Cold War?**

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization Continuity and Change over Time	Strayer, chapter 22 (topic: global communism)	**Instructional Activity: Mapping Global Communism** Students create and annotate a map that traces the spread of communism after World War II, and they identify hot spots to come in the Cold War. Students rank which locations would be most important from the perspective of the Soviet Union and the United States.

UNIT 5: ACCELERATING GLOBAL CHANGE c. 1900 to the Present

Module 3	Learning Objectives:	Key Concepts:	Estimated Time:
How Do States in the 20th Century Define Themselves to Build and Maintain Power?	▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	▸ 6.1.I, 6.1.II, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II, 6.3.III, 6.3.IV	8 instructional hours

Essential Questions

▸ **What factors drove decolonization after World War II?** ▸ **What challenges did the newly independent nations face?** ▸ **How did globalization of technology and modern thought impact newly independent nations?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Contextualization Comparison	Strayer, chapter 23 (topic: struggles for independence)	**Instructional Activity: Gaining Independence** To help them understand independence movements in the mid-20th century, students take notes on a mini-lecture that puts independence movements in a historical context and addresses reasons for decolonization. They then create an annotated world map to identify when former colonies gained independence. To conclude the lesson, students are assigned the perspective of a leader in one of eight newly independent African nations: Ghana, Tanzania, Kenya, Egypt, Algeria, South Africa, Zimbabwe, or Lesotho.	*Throughout this module, students are preparing for an independence symposium in which they discuss the issues facing their assigned African nations.*
Analyzing Historical Evidence Argument Development Contextualization	Strayer, chapter 23 (topic: comparing African nations and India)	**Instructional Activity: The Challenges of Newly Independent Nations** In small groups, students read and annotate excerpts from primary sources (in chapter 23) that address the challenges facing newly independent nations in Africa. They identify the problems and then rank the problems from most to least significant. Problems addressed in the documents include pan-Africanism versus nationalism, industrialization versus an agricultural economy, the role of women, and government corruption.	
Analyzing Historical Evidence Argument Development Contextualization Comparison	Strayer, chapter 23 (topic: comparing African nations and India)	**Instructional Activity: Comparing Africa and India** For homework, students read chapter 23 and complete a comparison chart on the experiences of independence movements in India and Africa. The chart asks students to compare methods of decolonization, challenges in forming democratic institutions, history of postcolonial leadership, and economic development. After completing the chart, students answer the following questions: ▸ What accounts for the challenges in creating democracy in postcolonial Africa? ▸ How will you (from the perspective of your newly independent nation) address these challenges at the postcolonial African summit?	

Module 3	Learning Objectives:	Key Concepts:	Estimated Time:
How Do States in the 20th Century Define Themselves to Build and Maintain Power?	▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	▸ 6.1.I, 6.1.II, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II, 6.3.III, 6.3.IV	**8 instructional hours**

Essential Questions

▸ **What factors drove decolonization after World War II?** ▸ **What challenges did the newly independent nations face?** ▸ **How did globalization of technology and modern thought impact newly independent nations?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Contextualization	Strayer, chapter 23 (topic: Turkey and Iran) and p. 1168: "Speech to the General Congress of the Republican Party"	**Formative Assessment: Turkey and Modernization** Students individually complete a four-level analysis of Atatürk's Speech to the General Congress of the Republican Party, focusing on the question, *How did Turkey respond to modernization and Westernization?*	◂ *The primary source analysis on Turkey and the next lesson on Iran offer conflicting examples of how new nations responded to modernization and Westernization in the 20th century. Students are expected to use these examples in the postcolonial Africa summit. We collect the written analyses and give each student individualized feedback.*
Analyzing Historical Evidence Contextualization	Strayer, pp. 1172–1173: "Sayings of the Ayatollah Khomeini"	**Instructional Activity: Iran and Modernization** Students complete a four-level analysis of "Sayings of the Ayatollah Khomeini," focusing on the question, *How did Iran respond to modernization and Westernization after the 1979 revolution?*	
Analyzing Historical Evidence Argument Development Comparison		**Formative Assessment: Comparing Turkey and Iran** Students individually write an outline for a long essay in response to the prompt, *Compare and contrast Turkey's and Iran's responses to modernization and Westernization in the 20th century.*	◂ *This formative assessment is a homework assignment. Students share their thesis statements at the beginning of the next class, and as a class we evaluate the statements, provide feedback, and write a model thesis statement.*

| **Module 3**
How Do States in the 20th Century Define Themselves to Build and Maintain Power? | **Learning Objectives:**
▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6 | **Key Concepts:**
▸ 6.1.I, 6.1.II, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II, 6.3.III, 6.3.IV | **Estimated Time:**
8 instructional hours |

Essential Questions

▸ **What factors drove decolonization after World War II?** ▸ **What challenges did the newly independent nations face?** ▸ **How did globalization of technology and modern thought impact newly independent nations?**

Practices and Skills	**Materials**	**Instructional Activities and Assessments**
Analyzing Historical Evidence Argument Development Contextualization Causation	Strayer, chapter 24 (topic: globalization) **Web** AP World History 2011 Free-Response Questions, Section II, Part A	**Instructional Activity: The Green Revolution and the Developing World** In groups of three, students look at the documents from the 2011 document-based question on the Green Revolution. They organize the documents into groups, considering the benefits and drawbacks of the Green Revolution. In this activity, students begin a class discussion on the benefits of globalization for the developing world. They rank the Green Revolution on a scale of 1 to 5 (harmful to beneficial). Then, while referring to chapter 24, they apply the ranking to globalization as a whole.
Analyzing Historical Evidence Argument Development Contextualization Continuity and Change over Time	Strayer, pp. 1113–1114: "Africa Must Unite," pp. 1115–1116: "The Arusha Declaration," and pp. 1117–1118: "Women: Critical to Africa Development" **Web** AP World History 2005 Free-Response Questions, Section II, Part A	**Instructional Activity: Preparing for the New Nation Summit** Students are given primary source documents that reflect their perspectives' opinions. Some documents support pan-Africanism, some modern nation-states, some an Islam state, and some a secular state. After reading their documents, students answer the following questions to prepare for the summit: ▸ What challenges do new nations face after decolonization? ▸ Should your nation support pan-Africanism? Why or why not? ▸ To what extent should your nation embrace modernization and Westernization?

Module 3	Learning Objectives:	Key Concepts:	Estimated Time:
How Do States in the 20th Century Define Themselves to Build and Maintain Power?	▸ ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	▸ 6.1.I, 6.1.II, 6.2.I, 6.2.II, 6.2.III, 6.2.IV, 6.2.V, 6.3.II, 6.3.III, 6.3.IV	8 instructional hours

Essential Questions

▸ **What factors drove decolonization after World War II?** ▸ **What challenges did the newly independent nations face?** ▸ **How did globalization of technology and modern thought impact newly independent nations?**

Practices and Skills	Materials	Instructional Activities and Assessments	
Analyzing Historical Evidence Argument Development Contextualization Continuity and Change over Time		**Instructional Activity: The Summit** Students attend the New Nation Summit. To begin, there's an informal mix and mingle in which students meet the other leaders present. After getting to know each other, students gets down to the business of the module question, *How do states in the 20th century define themselves to build and maintain power?* The summit is organized around three themes: ▸ How democratic can and should your new nation be? ▸ To what extent should your nation accept Westernization and ▸ modernization? To what extent should your nation preserve its traditional values? ▸ Should your nation embrace pan-Africanism or work on creating a modern nation-state? For each theme, students argue the merits of different strategies using primary sources and examples from other nations discussed in this module to support their ideas.	*By this time in the year, students are well practiced in facilitating debate and discussion and we have a student act as the Chair of the Summit.*
Analyzing Historical Evidence Argument Development Contextualization Comparison Causation Continuity and Change over Time		**Summative Assessment: Unit Test** Students complete a 50-question, multiple-choice exam covering all topics from this unit. They also write a long essay in response to one of the following prompts: ▸ Analyze changes and continuities in the global south from the mid-20th century to the present. ▸ Compare and contrast the impact of globalization on the West and one of the following regions: Sub-Saharan Africa, South Asia, or East Asia. **Learning objectives addressed:** ENV-2, ENV-3, ENV-4, ENV-5, CUL-1, CUL-2, CUL-3, CUL-4, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-6, ECON-1, ECON-2, ECON-3, ECON-4, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-5, SOC-6	*This summative assessment addresses all of the essential questions for this unit.*

Resources

General Resources

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Unit 1 (Foundations and the Classical World, c. 8000 B.C.E. to c. 600 C.E.) Resources

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Unit 2 (Regional and Transregional Interactions, c. 600 C.E. to c. 1450) Resources

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