

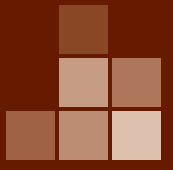
AP[®] World History

Course Planning and Pacing Guide 4

Bram Hubbell

Friends Seminary

New York, New York



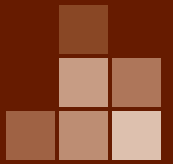
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AP Equity and Access Policy

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



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

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

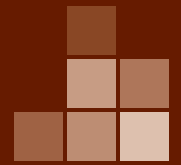
Each guide provides valuable suggestions regarding all aspects of teaching the course, including the selection of readings, the pace of instruction, instructional activities, and types of assessment. The authors have offered their suggestions — displayed in boxes that appear on the right side of the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

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

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

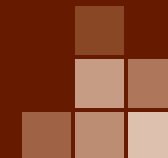
While colleges and universities typically expect that the AP course is taught across no more than one academic year, this AP World History Course Planning and Pacing Guide demonstrates how the course could be taught at the college level over more than one year. When submitting to the AP Course Audit, syllabi for AP courses taught over more than one year need to include both years of study demonstrating how all AP Course Audit curricular requirements are fulfilled across the sequence of courses.

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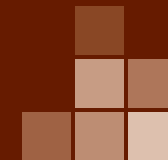
Instructional Setting



Friends Seminary New York, New York

School	Independent K–12 school located in Manhattan
Student population	Enrollment of approximately 750 students: <ul style="list-style-type: none">• 30 percent are students of color• 33 percent receive some degree of financial aid• 5 percent are below the federal poverty level• 100 percent go on to college
Instructional time	The school year begins one week after Labor Day and has 160 instructional days. Class meets every day for 44 minutes. The AP World History class has one extra class session per week.
Student preparation	AP® World History is offered in the 10th grade. In the ninth grade, all students take a world history course that covers the period before 1300 C.E.
Textbook and primary source reader	Marks, Robert B. <i>The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-First Century</i> . 2nd ed. Lanham, MD: Rowman & Littlefield, 2006. Pomeranz, Kenneth, and Steven Topik. <i>The World that Trade Created: Society, Culture, and the World Economy, 1400 to the Present</i> . 2nd ed. Armonk, NY: M.E. Sharpe, 2005. Strayer, Robert W. <i>Ways of the World: A Brief Global History</i> . Boston: Bedford/St. Martins, 2009. Primary sources and handouts posted online — these come from a wide variety of readers and other textbooks. Similar sources can be found in most major world history sourcebooks.

Overview of the Course



Friends Seminary (often referred to as “Friends”) has a strong commitment to the teaching of world history. Not only do we dedicate the first two years of high school history to world history, but world history was first taught at Friends in the early 1980s. We use Robert Strayer’s *Ways of the World* in both ninth and 10th grades. In ninth grade, students take World History I, which covers the period from the beginning of human history to c. 1300. In 10th grade, students may choose to take either AP World History or World History II: The Origins of the Modern World. Most students who take AP World History have strong note-taking, reading, and writing skills. The ninth-grade world history course provides them with a solid understanding of the Key Concepts in Periods 1, 2, and part of 3, as well as the five AP World History course themes. The ninth-grade curriculum focuses on working in small groups and completing graphic organizers, which help students develop note-taking skills. The textbook and other assigned readings, along with the emphasis on the AP Historical Thinking Skills — especially Comparison, Continuity and Change over Time, and Causation — builds students’ reading and writing skills.

Given this background, I am able to focus on the material in Periods 3, 4, 5, and 6 and to work on all of the historical thinking skills in greater depth. Because of the college preparatory aspect of the school, students are accustomed to working on their essay skills and engaging in seminar-style discussions. Therefore almost all assessments that I use are different types of essays which draw on multiple historical thinking skills. Over the course of the year, students write three different types of essays: travel narratives, primary source analyses, and analytical essays. The travel narratives are creative writing assignments that require students to use specific details from relevant primary sources in creative historical essays. The primary source analyses require students to look in-depth at a particular primary source, evaluating its argument and the author’s perspective. A typical analytical essay assignment would be to analyze the factors that shaped the development of an integrated economic system in Afro-Eurasia between 600 and 1450. Students would have to present a broad picture of Afro-Eurasia and support their arguments with

specific evidence. I provide extensive feedback about students’ arguments and use of evidence, expecting that subsequent essays address the feedback given. Focusing on a limited number of essay types and giving lots of written direction ensures that students can learn from previous essays and improve their writing over the course of the year.

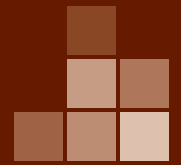
During the majority of class, I engage in discussions with the students. Because they have already read the materials, we review important issues and leave time for questions about reasons. The discussions are focused more on the *how* and *why* and less on the *who*, *what*, and *when*, which students are expected to learn on their own. I also meet with students individually to discuss their essays as they are writing them. These meetings usually focus on crafting theses and identifying relevant supporting evidence.

Because of the interests and concerns of the student body, their strong background in world history, and the Quaker heritage of the school, I have developed a distinctive approach to teaching AP World History. I use all five AP World History themes, but I focus most on the interaction between humans and the environment; the creation, expansion, and interaction of economic systems; and the development and interaction of cultures. The students live in New York City, so they are used to encountering a variety of cultural traditions, both inside and outside the school. The school’s values influence the choice of the other two themes. Many students in Friends have strong views on protecting the environment, so they naturally gravitate to that theme. The Quaker heritage encourages a strong sense of social and economic justice. One of the fundamental topics of all the 10th-grade history courses is understanding how a large gap between rich and poor developed in the world, so the theme about economic systems works well.

An important issue to note in this course planning and pacing guide is the division of the material over two years. This guide focuses on the AP World History course at Friends, which covers Period 3 to the present in the

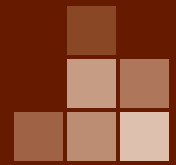
Overview of the Course

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AP World History Curriculum Framework. For the ninth-grade course, which provides the necessary prerequisite college-level knowledge from Periods 1 to 3, I have listed the essential questions, learning objectives, and Key Concept references below. The ninth-grade course uses a college-level textbook and diverse primary and secondary sources. The sequence of courses emphasizes the five AP World History course themes, provides balanced global coverage, and develops student proficiency in the historical thinking skills as described in the curriculum framework.

Essential Questions and Learning Objectives for the Ninth-Grade World History Course (up to 1300 C.E.)



Period 1. The Beginnings of Human Societies, to c. 600 B.C.E.

Essential Questions: How have human societies reflected changes in human adaptations to the environment? How did the development of complex societies change how people lived? How did the advent of agriculture change the relationship between humans and the environment?

Learning Objectives:

- Recognize the reasons for human migrations and the patterns of those migrations (KC 1.1).
- Recognize how environmental factors shaped the early development of human societies (KC 1.2).
- Recognize the reasons for the development of agriculture and analyze its effects on human societies (KC 1.2).
- Compare the origins of pastoralism with agriculture (KC 1.2 and 1.3).
- Analyze how the advent of agriculture and pastoralism affected humanity's relationship with the environment (KC 1.2 and 1.3).
- Identify the regions in which complex societies developed (KC 1.2 and 1.3).
- Recognize the main features of civilization (KC 1.3).
- Compare the civilizations of Mesopotamia and Egypt (KC 1.3).

Period 2. Empires, Religions, and Trade, c. 600 B.C.E. to c. 600 C.E.

Essential Questions: How did the development of belief systems as well as cultural traditions affect social and political structures? How did the development of regional networks of exchange affect political structures and cultural traditions?

Learning Objectives:

- Identify the main features of an empire as a type of state as well as the idea of the classical period (KC 2.2).
- Compare the Persian Empire and Greek city-states (KC 2.2).
- Analyze the relationship between Alexander's empire and the regions he conquered (KC 2.2).

- Compare the political development and organization of the Roman and Chinese empires (KC 2.2).
- Analyze the reasons for the collapse of the Roman and Chinese empires (KC 2.2).
- Recognize characteristics of the Mauryan and Gupta empires (KC 2.2).
- Compare the development of Legalism, Confucianism, and Daoism (KC 2.1).
- Analyze the development of the Vedic religions (KC 2.1).
- Compare how Buddhism and Jainism developed in relationship to Vedic religions (KC 2.1).
- Compare Zoroastrianism and Judaism (KC 2.1).
- Recognize the main features of Greco-Roman culture (KC 2.1).
- Compare the lives of Jesus and the Buddha (KC 2.1).
- Identify the main features of Christianity (KC 2.1).
- Compare the social structures of China, India, and the Roman Empire (KC 2.2).
- Compare gender roles in China and Greece (KC 2.2).
- Recognize the main characteristics of complex societies in Northeast Africa and West Africa (KC 2.3).
- Analyze the causes and effects of the Bantu migrations (KC 3.1).
- Compare the main characteristics of complex societies in Mesoamerica, the Andes, and North America (KC 2.3).

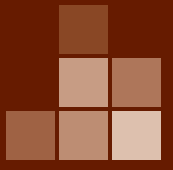
Period 3. An Unconnected World of Connected Regions, c. 600 C.E. to c. 1450

Essential Questions: What was the relationship between regional networks of exchange and empires and cultural traditions? How were existing political institutions maintained and transformed? How did human societies increase their productive capabilities?

Learning Objectives:

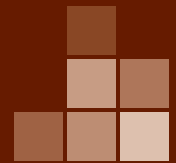
- Identify the main features of the Silk Roads network of exchange (KC 2.3 and 3.1).

Essential Questions and Learning Objectives for the Ninth-Grade World History Course (up to 1300 C.E.) *(continued)*



- Identify the main features of the Indian Ocean network of exchange (KC 2.3 and 3.1).
- Compare the effects of participation in the Indian Ocean network in Southeast Asia and East Africa (KC 2.3 and 3.1).
- Identify the main features of the Trans-Saharan network of exchange (KC 2.3 and 3.1).
- Identify the environmental effects of increased integration (KC 3.1).
- Identify the main features of the Americas' network of exchange (KC 3.1).
- Analyze the revival of empire in China under the Sui, Tang, and Song dynasties (KC 3.2).
- Analyze the relationship between the Chinese and their nomadic neighbors (KC 3.2).
- Compare China's relationship with Korea, Japan, and Vietnam (KC 3.2).
- Analyze the economic relationship between China and the rest of Afro-Eurasia (KC 3.3).
- Identify the main characteristics of the Byzantine Empire (KC 3.2).
- Analyze the relationship between the Byzantine Empire and the rest of Afro-Eurasia (KC 3.2).
- Analyze the decentralized political system of Western Europe (KC 3.2).
- Analyze the role of the Catholic Church in Western Europe (KC 3.3).
- Compare the economic revival of Europe after 1000 C.E. with the Song Commercial Revolution (KC 3.3).
- Compare the economic, technological, and educational development of Europe after 1000 C.E. with the rest of Afro-Eurasia (KC 3.3).
- Recognize the main features of Islam (KC 3.1).
- Analyze the reasons for the rapid spread of the Arab empire and its effects on conquered regions (KC 3.1).
- Compare Islamic civilization in India, Anatolia, West Africa, and Spain (KC 3.1).
- Analyze the relationship between Islamic civilization and the rest of Afro-Eurasia (KC 3.1).

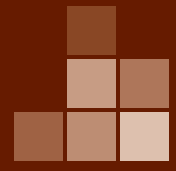
Managing Breadth and Increasing Depth



Unit	Managing Breadth	Increasing Depth
Period 3	Since the ninth-grade world history course covers the period until 1300, I am able to quickly review the 600–1300 part of this period. I focus primarily on providing an overview of the regional networks of exchange. I do not go into detail about the different empires in this period.	I use a case study on Turkish peoples to explore the different effects of migration and the new types of governmental structures that emerged in the Muslim states.
Period 4	I provide only a brief overview that discusses the ways in which rulers of empires used arts and architecture to legitimize their rule. There is also less focus on the different European states and more focus on the broad political patterns in Europe.	There is an ongoing emphasis of the integrated global economy that emerged in this period, with a focus on understanding the role of empires and the silver trade. I spend several days exploring the ways in which a new global network of exchange developed while also stressing the ways in which this new network had links to earlier regional networks.
Period 5	In examining European imperialism, there is less focus on specifically reviewing each region Europe colonized.	To understand the process of state-sponsored industrialization, we investigate in detail Muhammad Ali's efforts to nationalize and reform Egypt, using this as a case study.
Period 6	In examining the World Wars, there is less focus on understanding all the phases and fronts of the wars and more focus on the causation of the wars.	There is a case study on Palestine to understand the effects of colonization and the process of decolonization.

Period 3. An Unconnected World of Connected Regions, c. 600 C.E. to c. 1450

Estimated Time:
6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the relationship between humanity and the sun over the course of human history.	<p>No key concepts</p> <p>Theme 1: Interaction Between Humans and the Environment</p> <p>Skills: Argumentation, Causation, CCOT, Interpretation, Periodization, Synthesis, Use of Evidence</p>	Crosby, <i>Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy</i>	<p>Instructional Activity:</p> <p>Students discuss the summer reading assignment from Alfred Crosby's <i>Children of the Sun</i>.</p> <p>Formative Assessment:</p> <p>Students write a book review of <i>Children of the Sun</i>. In their book reviews, students identify the thesis of the book, assess the strengths of Crosby's argument, and discuss how his argument influences their understanding of history.</p>
Review and recall some of the main historical patterns from Periods 1, 2, and 3.	<p>All key concepts in Periods 1, 2, and 3</p> <p>All themes</p> <p>Skills: Causation, CCOT, Comparison, Periodization, Synthesis</p>	Christian, <i>This Fleeting World: A Short History of Humanity</i>	<p>Formative Assessment:</p> <p>Working in groups, students complete graphic organizers for each of the key concepts for Periods 1, 2, and 3. They share their findings with the rest of the class.</p> <p>The graphic organizers used throughout the year are based on the key concepts in the framework. Each box on the organizers is linked to a different idea in the key concepts. Students work on this review of material from their ninth-grade course for about one week. They use notes from the previous years and relevant information from David Christian's book.</p>
Compare different approaches to the study of world history.	<p>No key concepts</p> <p>All themes</p> <p>Skills: Comparison, Interpretation, Synthesis</p>	Marks, Introduction	<p>Instructional Activity:</p> <p>Students discuss and compare the "Rise of the West" and "Global Narrative" interpretations of world history. This discussion helps students understand how we approach world history using a global perspective and the shortcomings of using a more narrow approach.</p> <p>Formative Assessment:</p> <p>Students write a thesis statement that compares the two interpretations of world history. A few students write their thesis statements on the board, and the rest of the class evaluates the validity of the statements.</p>

I use Crosby's book to introduce the relationship between humanity and the environment as a main theme of the course. The book also raises questions about the nature of history, since it does not discuss political events.

I use this review to assess the students' understanding of Theme 1 and their ability to understand and express in writing a historical argument. I provide written feedback to the students on all of their writing assignments, focusing on their theses and the formulation of their arguments, as well as correcting any misunderstandings.

For all group work, I monitor student progress and provide guiding questions and targeted feedback. By sharing findings from small-group work with the entire class, the students receive feedback from me and their peers.

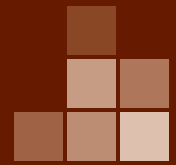
This assessment allows students to practice writing thesis statements while helping them understand Comparison as a historical thinking skill. It also gives students an opportunity to give and receive peer feedback.

Essential Questions:

- ▼ Why did Afro-Eurasia become integrated in this period? ▼ How did the integration of Afro-Eurasia affect the societies within this region? ▼ How did integration in the Americas and Oceania compare to integration in Afro-Eurasia?

Period 3. An Unconnected World of Connected Regions, c. 600 C.E. to c. 1450

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Recognize the major patterns and processes of the 600–1450 period.	<p>KC 3.1. Expansion and Intensification of Communication and Exchange Networks</p> <p>KC 3.2. Continuity and Innovation of State Forms and Their Interactions</p> <p>KC 3.3. Increased Economic Productive Capacity and Its Consequences</p> <p>All themes</p> <p>Skills: CCOT, Comparison, Periodization</p>	Strayer, Chapter 8	<p>Instructional Activity:</p> <p>Students take notes during my lecture focusing on the major events and themes in this period.</p> <p>In the ninth-grade world history course, students learn several different strategies for effective note-taking. In all lectures in the AP World History course in the 10th grade, students are encouraged to take notes using these strategies and share their notes with a peer to practice and improve their note-taking skills.</p>
Recognize the concepts of world-system theory.	<p>No key concepts</p> <p>Theme 1: Environment</p> <p>Theme 2: Development and Interaction of Cultures</p> <p>Theme 3: State-Building, Expansion, and Conflict</p> <p>Theme 4: Creation, Expansion, and Interaction of Economic Systems</p> <p>Skills: Causation, Interpretation, Synthesis</p>	Marks, Chapter 1	<p>Instructional Activity:</p> <p>Students discuss the idea of the world-system and its applicability to the study of world history. This discussion introduces the concept of the world-system, often associated with the work of Immanuel Wallerstein and Janet Abu-Lughod.</p>

I prefer to introduce new periods with a lecture that outlines the main events and essential questions for that period.

I use this concept throughout the year as an analytical tool.

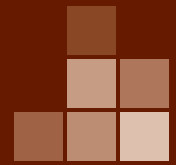
Essential Questions:

- ▼ Why did Afro-Eurasia become integrated in this period? ▼ How did the integration of Afro-Eurasia affect the societies within this region? ▼ How did integration in the Americas and Oceania compare to integration in Afro-Eurasia?

Period 3. An Unconnected World of Connected Regions,

c. 600 C.E. to c. 1450

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the Silk Roads and the Indian Ocean as regional networks of exchange and communication.	<p>KC 3.1</p> <p>All themes</p> <p>Skills: CCOT, Comparison</p>	Strayer, Chapter 8	<p>Instructional Activity:</p> <p>Students discuss and compare the Silk Roads and the Indian Ocean as regional networks of exchange. This discussion assumes students remember the basics from their previous year of study, so we quickly review the main features of these two trade networks and focus on the broader concept of a regional network of exchange.</p>
Analyze the causes of Chinese economic growth during the Tang and Song dynasties and the role of China in the Afro-Eurasian economy.	<p>KC 3.1, 3.2, 3.3</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Contextualization, Use of Evidence</p>	Goucher and Walton, "The Commercial Revolution in China, c. 750–1250"	<p>Instructional Activity:</p> <p>Students discuss the Chinese commercial revolution during the Song Dynasty and the role of China in the Afro-Eurasian world system.</p> <p>Students discuss and analyze a primary source describing Hangzhou.</p> <p>Formative Assessment:</p> <p>Students write two sentences about the role of empires in promoting economic integration using the Chinese empire as an example. Students share their sentences with their classmates who assess the validity of their arguments.</p>
Contextualize the Malabar Coast in the Indian Ocean network of exchange.	<p>KC 3.1, 3.3</p> <p>All themes</p> <p>Skills: Contextualization</p>	<p>Marks, Chapter 2</p> <p>Tignor et al., "Trade and Cultural Diversity on the Malabar Coast"</p>	<p>Instructional Activity:</p> <p>Students discuss how the Malabar Coast was a microcosm of the Indian Ocean network of exchange. This discussion combines images of the Malabar Coast to show one core area of the Indian Ocean trade network. The Malabar Coast is a good example because of the ethnic and religious diversity of its inhabitants and traders.</p>

Networks of exchange become an important feature of my course, and students will frequently be comparing different networks.

All primary sources for the course have been collected from a large variety of sources and are posted online for the students. Similar sources may be found in all major world history readers.

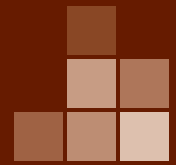
This assessment helps students begin thinking about the way in which categories and patterns are used in world history. I facilitate the discussion about the argument statements, and the students receive feedback from their peers and from me.

Essential Questions:

▼ Why did Afro-Eurasia become integrated in this period? ▼ How did the integration of Afro-Eurasia affect the societies within this region? ▼ How did integration in the Americas and Oceania compare to integration in Afro-Eurasia?

Period 3. An Unconnected World of Connected Regions, c. 600 C.E. to c. 1450

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Analyze the concept of Dar al-Islam and the role of Muslims and Muslim states in Afro-Eurasia.</p>	<p>KC 3.1, 3.2</p> <p>All themes</p> <p>Skills: Argumentation, Causation, Interpretation, Synthesis, Use of Evidence</p>	<p>Fernández-Armesto, <i>The World: A History</i>, Chapter 10</p> <p>Marks, Chapter 2</p> <p>Strayer, Chapter 11</p>	<p>Instructional Activity:</p> <p>Students discuss the concept of Dar al-Islam, the role of Muslim states in the Afro-Eurasian world system, and the Muslim Agricultural Revolution. As part of this discussion, students review the basics of Islam learned in the previous year, although the focus is on the role of the Muslim world in the Afro-Eurasian economy. The Muslim Agricultural Revolution is used as an example of the role of Muslims in diffusing agricultural products throughout the region.</p> <p>Students then analyze primary source excerpts about the role of Jewish merchants in Baghdad and Cairo, such as the Cairo Geniza and the writings of Benjamin of Tudela, to draw conclusions about the participation of non-Muslim traders in the Muslim world.</p> <p>Formative Assessment:</p> <p>Students write two sentences about the role of culture in promoting economic integration using Dar al-Islam as an example. Students then share their sentences with their classmates who assess the validity of their arguments.</p> <p>Summative Assessment:</p> <p>Students write a travel narrative as one of the following:</p> <ul style="list-style-type: none"> • a Baghdadi merchant in Hangzhou comparing it to Baghdad • a Jewish Cairene merchant describing trade with the Malabar Coast

I facilitate the discussion about the argument statements, and the students receive feedback from their peers and from me.

Students are assessed on their ability to use evidence from the primary sources and write in a creative manner. Students are required to write two travel narratives per unit for Units 2 and 3. They may choose from many possible travel narrative topics provided throughout each unit.

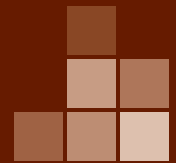
These two narrative essays focus on the historical thinking skill of Comparison, Theme 4, and the essential question, How did the integration of Afro-Eurasia affect the societies within this region?

Essential Questions:

- ▼ Why did Afro-Eurasia become integrated in this period? ▼ How did the integration of Afro-Eurasia affect the societies within this region? ▼ How did integration in the Americas and Oceania compare to integration in Afro-Eurasia?

Period 3. An Unconnected World of Connected Regions, c. 600 C.E. to c. 1450

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the causes and effects of the Trans-Saharan network of exchange and compare it to other networks.	<p>KC 3.1, 3.2</p> <p>All themes</p> <p>Skills: Causation, Contextualization, Use of Evidence</p>	<p>Marks, Chapter 2</p> <p>Strayer, Chapter 8</p>	<p>Instructional Activity:</p> <p>Students discuss the Trans-Saharan network of exchange, focusing on the way in which Islamic culture was transmitted to West Africa via the caravan trade across the Sahara.</p> <p>Formative Assessment:</p> <p>Students discuss and analyze primary source excerpts about Mali.</p> <p>Summative Assessment:</p> <p>Students assume the persona of an Egyptian Muslim and write a travel narrative discussing the social differences between Timbuktu and Cairo.</p>
Contextualize the Swahili Coast in the Indian Ocean network of exchange.	<p>KC 3.1, 3.2</p> <p>All themes</p> <p>Skills: Causation, Contextualization, Use of Evidence</p>	<p>Marks, Chapter 2</p> <p>Strayer, Chapter 8</p> <p>Web Bridging World History, Unit 10</p>	<p>Instructional Activity:</p> <p>Students discuss the Swahili Coast of East Africa as part of the Indian Ocean network of exchange, with a focus both on the transmission of Islamic culture to the Swahili Coast and the wider variety of cultural influence that includes Arabic, Indian, and Chinese cultures.</p> <p>Formative Assessment:</p> <p>Students discuss and analyze primary source excerpts about the Swahili Coast.</p> <p>Summative Assessment:</p> <p>Students assume the persona of a Malabari merchant and write a travel narrative discussing trade potential with the Swahili Coast.</p>
Compare the political and economic development of the Byzantine Empire and Western Europe.	<p>KC 3.1, 3.2, 3.3</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison</p>	<p>Marks, Chapter 2</p> <p>Strayer, Chapter 8</p>	<p>Instructional Activity:</p> <p>Students discuss and compare the patterns of political and economic development in Western Europe and the Byzantine Empire, emphasizing the degree to which each region of Europe was integrated into the Afro-Eurasian economy.</p>

Throughout this discussion, I emphasize the processes of adaptation and synthesis, concepts that can be challenging for students to understand.

Student discussion of the primary sources allows me to reinforce or correct student understanding of the argument and features (such as context, audience, purpose) of the sources analyzed. I use all primary source discussions as opportunities to ask guiding questions to check for student understanding.

This narrative essay focuses on the historical thinking skills of Comparison and Contextualization, Theme 5, and the essential question, How did the integration of Afro-Eurasia affect the societies within this region?

Student discussion of the primary sources provides opportunities for me to reinforce or correct student understanding of the argument and features (such as context, audience, purpose) of the sources analyzed.

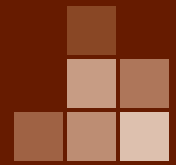
This narrative essay focuses on the historical thinking skills of Comparison and Contextualization, Theme 4, and the essential question, How did the integration of Afro-Eurasia affect the societies within this region?

Essential Questions:

▼ Why did Afro-Eurasia become integrated in this period? ▼ How did the integration of Afro-Eurasia affect the societies within this region? ▼ How did integration in the Americas and Oceania compare to integration in Afro-Eurasia?

Period 3. An Unconnected World of Connected Regions, c. 600 C.E. to c. 1450

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Analyze the reasons for the development of the Mongol Empire, compare the different khanates, and analyze the effects of the Mongols on Afro-Eurasia.</p>	<p>KC 3.1, 3.2, 3.3</p> <p>All themes</p> <p>Skills: Causation, Comparison, Interpretation, Synthesis, Use of Evidence</p>	<p>Marks, Chapter 1</p> <p>Strayer, Chapter 12</p> <p>Web <i>Millennium</i>, Episode 3</p>	<p>Instructional Activity:</p> <p>Students discuss the culture of the Mongols and the reasons for Mongol Expansion. This discussion revolves around the question of the degree to which the Mongols should be perceived as “bloodthirsty barbarian conquerors” or something else. There is an emphasis on looking at the Mongols beyond their military capabilities and considering their role as empire builders.</p> <p>Formative Assessment:</p> <p>Students discuss and analyze primary sources about the Mongol culture.</p> <p>Instructional Activity:</p> <p>Students discuss the effect of the Mongols on Afro-Eurasian economic integration. They pay special attention to the degree to which Europe became economically integrated with the rest of Afro-Eurasia and to the spread of the Black Death.</p> <p>Formative Assessment:</p> <p>Working in groups, students identify the main features of the different khanates of the Mongol Empire and their relationship with the local peoples. Students then share the information with the rest of the class and compare the different khanates.</p> <p>Summative Assessment:</p> <p>Students assume the persona of a French priest and write a travel narrative describing the Mongol culture.</p>
<p>Analyze the increasing influence of Turkish peoples in the Muslim world between 900 and 1450 and compare the different Turkish states.</p>	<p>KC 3.1, 3.2</p> <p>All themes</p> <p>Skills: Causation, CCOT, Comparison, Contextualization</p>	<p>Hubbell, “Turks and the Muslim World”</p> <p>Web <i>Millennium</i>, Episode 4</p>	<p>Instructional Activity:</p> <p>Working in groups, students identify the main features of the different Turkish groups and states before 1400. They then discuss the idea of Turkification in the Muslim world.</p>

Student discussion of the primary sources provides opportunities for me to reinforce or correct student understanding of the argument and features (such as context, audience, purpose) of the sources analyzed.

In this and all group activities, I monitor the discussion to help provide ideas and check for student understanding. Students receive feedback from their peers as part of the classroom discussion. I guide discussion to ensure that all relevant features of the different khanates are analyzed and compared.

This narrative essay focuses on the historical thinking skills of Comparison and Contextualization, Theme 2, and the essential question, How did the integration of Afro-Eurasia affect the societies within this region?

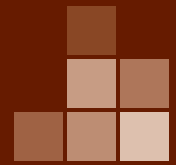
Although this topic is beyond the scope of the curriculum framework, it helps students to understand the cosmopolitan nature of Dar al-Islam.

Essential Questions:

▼ Why did Afro-Eurasia become integrated in this period? ▼ How did the integration of Afro-Eurasia affect the societies within this region? ▼ How did integration in the Americas and Oceania compare to integration in Afro-Eurasia?

Period 3. An Unconnected World of Connected Regions, c. 600 C.E. to c. 1450

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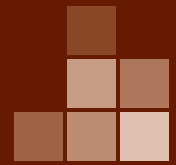
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Compare the Aztec and Inca empires and analyze the patterns of the network of exchange in the Americas.</p>	<p>KC 3.1, 3.2, 3.3</p> <p>All themes</p> <p>Skills: Causation, Comparison</p>	<p>Pomeranz and Topik, Chapter 1</p> <p>Strayer, Chapters 8 and 13</p>	<p>Instructional Activity:</p> <p>Working in groups, students identify the main features of the Aztec and Inca empires. As a class, they discuss how the Americas functioned as a network of exchange and compare it to Afro-Eurasia. This discussion revolves around the question of how much the Aztec and Inca empires were more like states in Asia or Europe. We also reflect on the degree of economic integration in the Americas. There is an emphasis on seeing the broad similarities to Afro-Eurasia in patterns of integration, but we also discuss the differences in the degree of integration.</p>
<p>Analyze the patterns of exchange in the South Pacific and compare them to other networks of exchange.</p>	<p>KC 3.1, 3.3</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation</p>	<p>Hansen and Curtis, <i>Voyages in World History</i>, Chapter 5</p>	<p>Instructional Activity:</p> <p>Students discuss how the South Pacific functioned as a network of exchange compared to Afro-Eurasia and the Americas.</p>

Essential Questions:

- ▼ Why did Afro-Eurasia become integrated in this period? ▼ How did the integration of Afro-Eurasia affect the societies within this region? ▼ How did integration in the Americas and Oceania compare to integration in Afro-Eurasia?

Period 3. An Unconnected World of Connected Regions, c. 600 C.E. to c. 1450

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the causes of economic integration in Afro-Eurasia and its patterns.	<p>KC 3.1, 3.2, 3.3</p> <p>All themes</p> <p>Skills: CCOT, Comparison</p>	<p>Strayer, Chapter 13</p> <p>Shaffer, "Southernization"</p> <p>Web</p> <p>"China and Europe, 1500–2000 and Beyond: What Is 'Modern'?"</p>	<p>Instructional Activity:</p> <p>Working in groups, students identify the main evidence in Shaffer's essay and describe how the author supports her claims with evidence. Then students share their group findings with the rest of the class. Students discuss as a class how Shaffer's argument presents an alternative approach to understanding the process of cultural diffusion.</p> <p>Formative Assessment:</p> <p>Working in groups, students update their graphic organizers for Period 3 and discuss the Afro-Eurasian world system.</p> <p>Summative Assessment:</p> <p>Students write an essay analyzing the causes of economic integration in Afro-Eurasia and how the economy of Afro-Eurasia functioned.</p>

At the end of each period, I have students complete charts that outline the main themes and ideas from the period. These charts are used for both their analytical essays and for exam review at the end of the year. While students are working in groups, I monitor their progress and provide feedback and correction as needed.

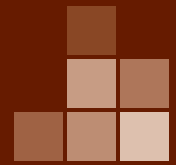
The analytical essay addresses the following essential questions associated with this unit:

- Why did Afro-Eurasia become integrated in this period?
- How did the integration of Afro-Eurasia affect the societies within this region?

It also draws on the historical thinking skills of Argumentation, Causation, CCOT, Comparison, Synthesis, and Use of Evidence.

Essential Questions:

- ▼ Why did Afro-Eurasia become integrated in this period? ▼ How did the integration of Afro-Eurasia affect the societies within this region? ▼ How did integration in the Americas and Oceania compare to integration in Afro-Eurasia?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Evaluate the historical implications of different names for this period and recognize the major patterns for this period.	<p>KC 4.1. Globalizing Networks of Communication and Exchange</p> <p>KC 4.2. New Forms of Social Organization and Modes of Production</p> <p>KC 4.3. State Consolidation and Imperial Expansion</p> <p>All themes</p> <p>Skills: CCOT, Interpretation, Periodization</p>	<p>Marks, Chapter 3</p> <p>Strayer, Chapter 14</p>	<p>Instructional Activity:</p> <p>Students take notes during my lecture, focusing on the major events and themes in this period.</p> <hr/> <p>Instructional Activity:</p> <p>Students discuss the difference between “Late Agrarian Era” and “Early Modern Era” as names for this period and what it suggests about the way we think of models of periodization.</p>
Compare political and cultural developments and maritime expansion in 15th-century China and Europe.	<p>KC 4.1, 4.2, 4.3</p> <p>All themes</p> <p>Skills: Argumentation, Causation, Comparison, Interpretation, Synthesis, Use of Evidence</p>	<p>Marks, Chapter 2</p> <p>Pomeranz and Topik, Chapter 2</p> <p>Strayer, Chapter 13</p> <p>Web</p> <p>“China and Europe, 1500–2000 and Beyond: What Is ‘Modern’?”</p> <p>“Living in the Chinese Cosmos: Understanding Religion in Late Imperial China (1644–1911)”</p> <p><i>Millennium</i>, Episode 5</p>	<p>Instructional Activity:</p> <p>Students discuss and analyze a primary source about Portuguese motivation for overseas expansion.</p> <hr/> <p>Instructional Activity:</p> <p>Students discuss and analyze different interpretations about the multiple factors behind the end of Zheng He’s voyages.</p> <hr/> <p>Instructional Activity:</p> <p>Students discuss images of architecture from Nanjing, with attention to what it suggests about the power of the Ming state.</p> <hr/> <p>Instructional Activity:</p> <p>Students discuss and analyze different interpretations about the benefits of Europe’s decentralized political system.</p>

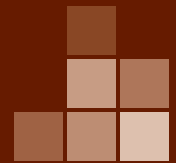
I ask students to think about what each of these period names suggests about the essential features of the period and how a name can shape their understanding of a historical era.

Essential Questions:

- ▼ How did the widespread growth of empires affect human societies? ▼ Why did the first global economy emerge in this period and how did it function? ▼ What was the role of the Indian Ocean in this global economy?
- ▼ What were the roles of Europeans, Americans, and Africans in this global economy? ▼ How did the increased degree of political and economic integration affect cultural developments in this period?

Period 4. An Interconnected World, c. 1450 to c. 1750

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the different types of empires and analyze their roles in contributing to increased global integration in this period.	KC 4.1, 4.2, 4.3 All themes Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence	Marks, Chapter 3 Strayer, Chapter 14	Instructional Activity: Students discuss and analyze the reasons for Spanish conquest of the Americas and their effects, especially the Great Dying and the Columbian Exchange.
		Marks, Chapter 3 Strayer, Chapter 14 Pomeranz and Topik, Chapters 2 and 5 Web <i>Millennium</i> , Episodes 6 and 7	Formative Assessment: Working in groups, students identify the main features of the different types of European maritime empires in the Americas: Spanish colonial plantations and settler colonies. Students then compare them, identifying the different ways in which Europeans interacted with Amerindians. Students share their findings with their peers via a class discussion.
		Hubbell, "From Ming to Qing" Strayer, Chapter 14 Web <i>Millennium</i> , Episode 7	Instructional Activity: From a global perspective, students discuss and analyze the reasons for the collapse of the Ming dynasty and the nature of the Qing imperial system, with a particular focus on the different strategies adopted by the Qing emperors in different circumstances.
		Web "Recording the Grandeur of the Qing: The Southern Inspection Tour Scrolls of the Kangxi and Qianlong Emperors"	Instructional Activity: Students discuss and examine the Qing Southern Inspection Tours Scrolls to understand the ideal role of Qing emperors and the ways in which emperors fulfilled their duties and aspired to be remembered.

Over the course of three weeks, students look at the process of imperial expansion in this period. There is an emphasis on understanding the patterns of imperial expansion, state consolidation, and the effects of expansion on conquered peoples. This discussion focuses on understanding how a relatively small number of Europeans were able to establish large empires in the Americas.

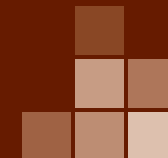
I facilitate the discussion about each group's conclusions, and the students receive feedback from their peers and from me.

Essential Questions:

- ▼ How did the widespread growth of empires affect human societies? ▼ Why did the first global economy emerge in this period and how did it function? ▼ What was the role of the Indian Ocean in this global economy?
- ▼ What were the roles of Europeans, Americans, and Africans in this global economy? ▼ How did the increased degree of political and economic integration affect cultural developments in this period?

Period 4. An Interconnected World, c. 1450 to c. 1750

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Compare the different types of empires and analyze their roles in contributing to increased global integration in this period.</p>	<p>KC 4.1, 4.2, 4.3</p> <p>All themes</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p>Strayer, Chapter 14</p> <p>Web</p> <p><i>Millennium</i>, Episodes 5 and 6</p> <p>The Suleymaniye Mosque: Virtual Walking Tour</p>	<p>Instructional Activity:</p> <p>Working in groups, students identify the main features of the Ottoman, Mughal, Safavid, and Songhai empires and then compare them.</p> <p>Formative Assessment:</p> <p>Students analyze primary sources about Suleyman, Akbar, and Shah Abbas to understand the nature of imperial rule.</p> <p>Instructional Activity:</p> <p>Students take virtual tours of Ottoman Istanbul and Mughal capitals by focusing on the cosmopolitan nature of the Muslim empires.</p> <p>Formative Assessment:</p> <p>Students discuss whether Russian expansion was more similar to land empires of Afro-Eurasia or to European empires in the Americas. After identifying the main characteristics of the Russian empires, students will be able to see the ways in which Russian imperialism had many similarities to the land empires of the Chinese, Mughals, and Ottomans, as well as some with European colonies in the Americas. Students then reflect on the notion of Russia as part of Europe or as part of Asia, and make an argument for one or the other.</p> <p>Summative Assessment:</p> <p>Students write a travel narrative as one of the following:</p> <ul style="list-style-type: none"> • an English EIC official describing the Mughal Emperor Akbar and the Safavid Shah Abbas • a Venetian merchant describing the Ottoman Sultan Suleiman

Student discussion of the primary sources provides opportunities for me to reinforce or correct student understanding of the argument and features (such as context, audience, purpose) of the sources analyzed.

By examining the architecture of the empires, students are able to see the ways in which emperors projected their authority, as well as the synthesis of different cultural traditions in the imperial architecture.

This formative assessment provides an opportunity for students to refine their comparison of Russian expansion and imperialism to that of other major empires of the period, and then, as part of the final reflection, to make an argument. Students rely upon their own analyses as well as feedback from peers and from me during the discussion to formulate their arguments.

These narrative essays focus on the following essential questions:

- How did the widespread growth of empires affect human societies?
- Why did the first global economy emerge in this period and how did it function?
- What was the role of the Indian Ocean in this global economy?

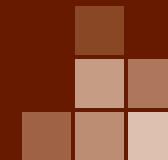
The main historical thinking skills being assessed are Comparison and Contextualization; Theme 3 is also assessed.

Essential Questions:

- ▼ How did the widespread growth of empires affect human societies? ▼ Why did the first global economy emerge in this period and how did it function? ▼ What was the role of the Indian Ocean in this global economy?
- ▼ What were the roles of Europeans, Americans, and Africans in this global economy? ▼ How did the increased degree of political and economic integration affect cultural developments in this period?

Period 4. An Interconnected World, c. 1450 to c. 1750

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the absence of a large empire within Western Europe with the prevalence of empires in much of the world.	<p>KC 4.2, 4.3</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, Comparison</p>	Marks, Chapter 3	<p>Instructional Activity:</p> <p>Students discuss the failed attempt by the Habsburgs to unite Europe under their rule in the 16th century. After identifying Europe as one of the areas of Afro-Eurasia without an empire, and the reasons the Habsburgs were unable to unify their European territories, students reflect on how the lack of a large centralized state in Europe affected Europe compared to other regions of Afro-Eurasia.</p>
Compare European expansion into the Indian Ocean with the continuous role of Chinese, Indian, and Muslim merchants.	<p>KC 4.1, 4.3</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Interpretation, Synthesis, Use of Evidence</p>	<p>Hubbell, “Muslims in the Asian Economy”</p> <p>Pomeranz and Topik, Chapters 1, 2, and 5</p> <p>Strayer, Chapter 15</p> <p>Web</p> <p>“Recording the Grandeur of the Qing: The Southern Inspection Tour Scrolls of the Kangxi and Qianlong Emperors”</p>	<p>Instructional Activity:</p> <p>In the course of a class discussion, students analyze and compare different European trading-post empires in the Indian Ocean.</p> <p>Formative Assessment:</p> <p>Students read and discuss primary sources about Europeans in the Indian Ocean. Then, students discuss the role of Chinese, Indian, and Muslim merchants in the Indian Ocean. Most readings focus on European expansion into the Indian Ocean in this period. After identifying the effects of European expansion, students focus on the ways in which different Asian peoples continued to play a dominant role in Indian Ocean trade and shaped the dynamics of the Indian Ocean system.</p> <p>Summative Assessment:</p> <p>Students adopt the persona of a Gujarati sailor who had worked on a Portuguese ship in the Indian Ocean in order to write a travel narrative.</p>

I use the class discussion to assess the degree to which students understand the ongoing role of Asian participants in Indian Ocean trade.

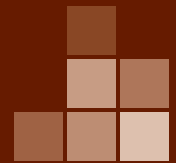
This narrative essay focuses on the following essential questions:

- How did the widespread growth of empires affect human societies?
- Why did the first global economy emerge in this period and how did it function?
- What was the role of the Indian Ocean in this global economy?
- What were the roles of Europeans, Americans, and Africans in this global economy?

Theme 4 is assessed, along with the main historical thinking skills of Comparison and Contextualization.

Essential Questions:

- ▼ How did the widespread growth of empires affect human societies? ▼ Why did the first global economy emerge in this period and how did it function? ▼ What was the role of the Indian Ocean in this global economy?
- ▼ What were the roles of Europeans, Americans, and Africans in this global economy? ▼ How did the increased degree of political and economic integration affect cultural developments in this period?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the development of the Tokugawa Shogunate and its foreign policy.	<p>KC 4.1, 4.2, 4.3</p> <p>All themes</p> <p>Skills: Causation, CCOT, Interpretation, Synthesis</p>	<p>Strayer, Chapter 15</p> <p>Web</p> <p>Yonemoto, "Tokugawa Japan: An Introductory Essay"</p>	<p>Instructional Activity:</p> <p>Students analyze the reasons for the Shogunate's decision to strictly regulate interactions with the rest of the world. This discussion focuses on understanding the economic dynamism of the Tokugawa shogunate and the complexity of Tokugawa foreign policy. Instead of relying on old stereotypes of the Tokugawa shogunate as "isolationist" and "feudal," we use a reading that reevaluates the Tokugawa period.</p> <p>Instructional Activity:</p> <p>Students examine images of urban life in Tokugawa Japan to understand the development of an urban culture that catered to an increasingly prosperous merchant class.</p>
Analyze the global silver trade and its role in the global economy and the development of the Pacific network of exchange.	<p>KC 4.1</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, Interpretation, Synthesis, Use of Evidence</p>	<p>Marks, Chapter 3</p> <p>Pomeranz and Topik, Chapter 1</p> <p>Strayer, Chapter 15</p>	<p>Formative Assessment:</p> <p>Students discuss and analyze maps of trade patterns. By looking at maps of different trade patterns in this period, students are able to understand how the central role of silver and the demand for silver in China shaped all global trade in this period. Students also discuss primary sources about silver mining at Potosí.</p> <p>Summative Assessment:</p> <p>Students assume the persona of a Spanish merchant in order to write a travel narrative that describes the mines and city of Potosí.</p>

I use the class discussion of the various sources about silver mining and trade to reinforce and correct student understanding about the centrality of silver in global trade in this period.

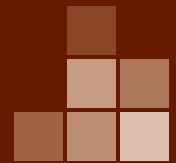
This narrative essay focuses on the following essential questions:

- How did the widespread growth of empires affect human societies?
- Why did the first global economy emerge in this period and how did it function?
- What was the role of the Indian Ocean in this global economy?
- What were the roles of Europeans, Americans, and Africans in this global economy?

Theme 4 is assessed, along with the main historical thinking skills of Comparison and Contextualization.

Essential Questions:

- ▼ How did the widespread growth of empires affect human societies? ▼ Why did the first global economy emerge in this period and how did it function? ▼ What was the role of the Indian Ocean in this global economy?
- ▼ What were the roles of Europeans, Americans, and Africans in this global economy? ▼ How did the increased degree of political and economic integration affect cultural developments in this period?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the development of the fur trade.	<p>KC 4.1</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, Comparison, Interpretation</p>	<p>Pomeranz and Topik, Chapter 4</p> <p>Strayer, Chapter 15</p>	<p>Instructional Activity:</p> <p>Students discuss the reasons for the rise of the fur trade, the roles of the different participants, and the idea of a “Northern” network of exchange.</p>
Analyze the Atlantic slave trade and the development of the Atlantic network of exchange.	<p>KC 4.1, 4.2, 4.3</p> <p>All themes</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Synthesis, Use of Evidence</p>	<p>Marks, Chapter 3</p> <p>Pomeranz and Topik, Chapter 5</p> <p>Strayer, Chapter 15</p> <p>Web <i>Millennium</i>, Episode 7</p>	<p>Formative Assessment:</p> <p>Using the charts in Strayer, students discuss and analyze maps and graphs of the slave trade to understand its basic patterns. Students identify changes in the overall number of slaves traded and where slaves were shipped. Students also discuss primary sources by an English slaver and a former slave.</p> <p>Summative Assessment:</p> <p>Students adopt the role of a British slaver in order to write a travel narrative justifying his participation in the slave trade to his wife.</p> <p>Instructional Activity:</p> <p>Students discuss the development of an Atlantic regional trade network and look at its effects on different participants in that network. This discussion focuses on the Atlantic triangle trade: understanding how it functioned, and comparing it to other regional trade networks.</p>
Compare the voyages of James Cook and the early colonization of Australia with earlier European voyages of expansion and colonization of the Americas.	<p>KC 5.2</p> <p>All themes</p> <p>Skills: Causation, CCOT, Comparison, Contextualization</p>	<p>Hansen and Curtis, Chapter 21</p>	<p>Instructional Activity:</p> <p>Students discuss the role of Captain Cook and the process of European settlement in Australia. This discussion encourages students to compare this period of European expansion with earlier periods of European maritime expansion. We also consider the role of the Enlightenment in shaping Cook’s voyages.</p>

Instead of seeing the fur trade as something only connected to Russian expansion or Europeans in North America, I encourage the students to see the fur trade functioning as a sort of “Northern network,” linking together different states, including China.

Students tend to have many misconceptions about the slave trade. In class discussion, and as a means of addressing such misconceptions, I encourage students to understand the role that Africans had in shaping the slave trade, as opposed to being passive victims of Europeans.

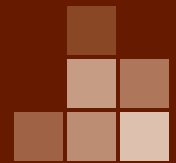
This narrative essay focuses on the essential questions:

- Why did the first global economy emerge in this period and how did it function?
- What were the roles of Europeans, Americans, and Africans in this global economy?

Theme 4 is assessed, along with the historical thinking skills of Comparison and Contextualization.

Essential Questions:

- ▼ How did the widespread growth of empires affect human societies? ▼ Why did the first global economy emerge in this period and how did it function? ▼ What was the role of the Indian Ocean in this global economy?
- ▼ What were the roles of Europeans, Americans, and Africans in this global economy? ▼ How did the increased degree of political and economic integration affect cultural developments in this period?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the different cultural developments in a more interconnected world.	KC 4.1 Theme 2: Cultures Skills: Comparison, Contextualization, Synthesis	Strayer, Chapter 16 Web <i>Millennium</i> , Episodes 7 and 8	Instructional Activity: Over the course of three class periods, students work in groups to identify the main features of the Protestant Reformation, Latin American Catholicism, the Asian Catholic mission, Neoconfucianism, Sikhism, bhakti, the spread of Islam in Africa and Southeast Asia, the Scientific Revolution, and the Enlightenment. Students then share their findings with the rest of the class. The class discussion emphasizes how the increased global integration in this period affected cultural traditions around the world.
Analyze the causes of the first global economy and its patterns.	KC 4.1, 4.3 Theme 4: Economic Systems Skills: Causation, CCOT, Comparison, Contextualization	Marks, Chapter 3 Strayer, Chapter 15 Web “China and Europe, 1500–2000 and Beyond: What Is ‘Modern’?”	Formative Assessment: Working in groups, students organize all the material from this unit into charts that outline the main themes and ideas from the period. Summative Assessment: Students write an analytical essay about the causes of the first global economy and how it functioned.

Students use these charts for both their analytical essays and for exam review at the end of the year. I conduct this type of formative assessment at the end of each historical period. While the students are working in groups, I monitor their progress, checking for understanding and providing corrections as needed.

The analytical essay addresses the following essential questions:

- How did the widespread growth of empires affect human societies?
- Why did the first global economy emerge in this period and how did it function?
- What was the role of the Indian Ocean in this global economy?
- What were the roles of Europeans, Americans, and Africans in this global economy?

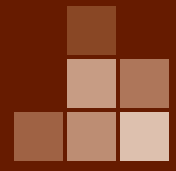
It also draws on the historical thinking skills of Argumentation, Causation, CCOT, Comparison, Synthesis, and Use of Evidence.

Essential Questions:

- ▼ How did the widespread growth of empires affect human societies? ▼ Why did the first global economy emerge in this period and how did it function? ▼ What was the role of the Indian Ocean in this global economy?
- ▼ What were the roles of Europeans, Americans, and Africans in this global economy? ▼ How did the increased degree of political and economic integration affect cultural developments in this period?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

Estimated Time:
8 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Recognize the major patterns and processes of industrialization, global capitalism, imperialism, and new state development from 1750 to 1900.	<p>KC 5.1. Industrialization and Global Capitalism</p> <p>KC 5.2. Imperialism and Nation-State Formation</p> <p>KC 5.3. Nationalism, Revolution, and Reform</p> <p>KC 5.4. Global Migration</p> <p>All themes</p> <p>Skills: CCOT, Comparison, Periodization</p>	Strayer, Chapter 17	<p>Instructional Activity:</p> <p>Students take notes during a teacher lecture that focuses on the major events and themes in this period.</p>
Recognize the challenges to political centralization in the Muslim world in the 18th century and compare how different Muslim states responded.	<p>KC 5.3</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: CCOT, Comparison, Interpretation, Periodization</p>	Fernández-Armesto, Chapter 21	<p>Instructional Activity:</p> <p>Students discuss the different ways in which the Muslim states of the Mughals, Omanis, Ottomans, and Safavids responded to the challenges of the 18th century.</p>
Compare the causes and effects of the Atlantic Revolutions.	<p>KC 5.3</p> <p>All themes</p> <p>Skills: Causation, Comparison, Contextualization</p>	Strayer, Chapter 17	<p>Instructional Activity:</p> <p>Students discuss the Atlantic revolutions and compare the causes and outcomes with an emphasis on the broad similarities of reasons for the revolutions, which differed significantly in their degree of social change.</p>

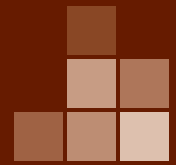
Textbooks tend to focus on the ways in which the Muslim empires declined or collapsed in the 18th century. By including the expanding Omani East African empire and comparing the Ottomans to the Mughals and Safavids, students can see the more complicated nature of Muslim states in this century.

Essential Questions:

▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the challenges to Muslim states in the 18th century with the Atlantic Revolutions.	<p>KC 5.3</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Development and Transformation of Social Structures</p> <p>Skills: Comparison, Contextualization</p>		<p>Instructional Activity:</p> <p>Students discuss the similarities in the causes of the political disturbances between the Atlantic and Muslim worlds. The goal of this comparison is to recognize the broad global pattern of individuals challenging the authority of the state in the 18th and early 19th centuries.</p>
Compare the reasons for the British request of expanded trade privileges in China in 1793 with the reasons for the Chinese denial of this request.	<p>KC 5.1, 5.2</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Comparison, Interpretation, Use of Evidence</p>		<p>Formative Assessment:</p> <p>Working first in groups and then as a class, students discuss and analyze primary sources about the Macartney Mission of 1793.</p>

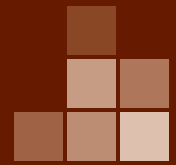
By closely reading and analyzing the British and Chinese perspective on the Macartney Mission, which occurred just as Britain was beginning to industrialize, students are able to understand the Chinese ability to dictate terms of trade between the British and the Chinese. This also helps to set up the significant changes that would occur 50 years later. I monitor student progress toward these understandings and then use the class discussion to reinforce the learning objectives.

Essential Questions:

- ▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the causes of British industrialization.	<p>KC 5.1</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, Interpretation, Synthesis, Use of Evidence</p>	<p>Marks, Chapter 4</p> <p>Pomeranz and Topik, Chapter 7</p> <p>Strayer, Chapter 18</p> <p>Web "China and Europe, 1500–2000 and Beyond: What Is 'Modern'?"</p>	<p>Instructional Activity:</p> <p>Students discuss the different causes of British industrialization and the global nature of these causes.</p>
Analyze how British industrialization affected its relationship with the Chinese and the origins of the opium trade.	<p>KC 5.1, 5.2</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, Comparison, Contextualization, Use of Evidence</p>	<p>Marks, Chapters 4 and 5</p> <p>Pomeranz and Topik, Chapter 3</p> <p>Web <i>Millennium</i>, Episode 9</p>	<p>Formative Assessment:</p> <p>Students discuss the patterns of the opium trade and analyze Lin Zexu's letter to Queen Victoria. This discussion helps students understand the importance of the opium trade to Britain and its colonies as well as how industrialization benefited the British.</p> <p>Summative Assessment:</p> <p>Students adopt the persona of a Portuguese merchant in Macao in order to write a travel narrative about growing tensions over the opium trade.</p>
Recognize the major patterns associated with the economic gap that developed between industrialized and unindustrialized regions of the world during the 19th century.	<p>KC 5.1, 5.2</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Use of Evidence</p>	<p>Marks, Chapter 5</p> <p>Pomeranz and Topik, Chapter 7</p>	<p>Instructional Activity:</p> <p>Using charts from Marks, students discuss the economic shifts that occurred during the 19th century. There is special emphasis on understanding the redistribution of centers of manufacturing in the world and the emergence of a wide gap between rich and poor.</p>

I use the class discussion of the letter to Queen Victoria to reinforce or correct student understanding of the opium trade and how it benefited Britain.

This narrative essay focuses on the following essential questions:

- How was the world's economy transformed, and what did this transformation mean for human societies?
- What effects did European imperialism have on human societies?

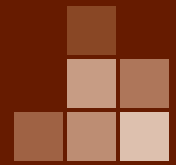
Theme 3 is assessed, along with the historical thinking skills of Comparison and Contextualization.

Essential Questions:

- ▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the social effects of industrialization and the reactions against these effects.	KC 5.1, 5.3 Theme 4: Economic Systems Theme 5: Social Structures Skills: Causation, CCOT Use of Evidence	Marks, Chapter 5 Strayer, Chapter 18	Instructional Activity: Students discuss the emergence of class-based social hierarchy and urbanization caused by industrialization. Formative Assessment: Students discuss and analyze primary sources about life in industrial Manchester.
	KC 5.1 Theme 3: State-Building Theme 4: Economic Systems Theme 5: Social Structures Skills: Causation, Use of Evidence	Strayer, Chapter 18	Instructional Activity: Students discuss the different reactions to the industrial class system, including the different types of socialism. Formative Assessment: Students discuss and analyze excerpts from <i>The Communist Manifesto</i> .
Compare the process and effects of the spread of industrialization to Western Europe, Russia, the United States, and Latin America.	KC 5.1 All themes Skills: Causation, Comparison, Contextualization	Fernández-Armesto, Chapter 23 Marks, Chapter 5 Pomeranz and Topik, Chapters 4, 6, and 7 Strayer, Chapter 18	Formative Assessment: Working in groups, students identify the causes and distinct features of industrialization in France, Germany, the Low Countries, the United States, and Russia. They then share their findings with the rest of the class and discuss what common patterns emerged. Students provide feedback to one another on the data presented. I facilitate the discussions and also provide feedback to students. Summative Assessment: Students adopt the persona of a Russian official returning from England and France in order to write a travel narrative discussing the effects of industrialization.

Students frequently assume that human societies have always been divided into classes based on economic wealth, so this activity helps them understand the way in which class-based division is connected to industrialization.

I use the class discussion to reinforce or correct student understanding of the social effects of industrialization.

I use the class discussion to reinforce or correct student understanding of Marx's reaction to the social conditions created by industrialization.

One of the key features in these lessons is understanding not only the causes of industrialization but how industrialization in one country or region of a country was linked to access to raw materials from another country or region.

This narrative essay focuses on the following essential questions:

- How did modern states emerge?
- How was the world's economy transformed, and what did this transformation mean for human societies?

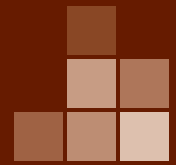
Themes 4 and 5 are assessed, along with the historical thinking skills of Comparison and Contextualization.

Essential Questions:

- ▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the effects of industrialization on Latin America's economy.	<p>K.C 5.1, 5.4</p> <p>All themes</p> <p>Skills: Argumentation, Causation, CCOT, Contextualization, Interpretation, Use of Evidence</p>	<p>Pomeranz and Topik, Chapters 4, 6, and 7</p> <p>Strayer Chapter 18</p>	<p>Instructional Activity:</p> <p>Students discuss how global industrialization contributed to Latin American economies, focusing on the production and export of raw materials in exchange for finished goods from industrialized states. After understanding the basic shifts in the Latin American economy associated with industrialization, students debate whether this transformation was beneficial.</p> <p>Formative Assessment:</p> <p>Students discuss and analyze a primary source about life in Buenos Aires.</p>
Analyze the causes and effects of 19th-century feminist and abolitionist movements.	<p>KC 5.1, 5.3</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison</p>	<p>Strayer, Chapter 17</p>	<p>Instructional Activity:</p> <p>Students discuss the causes and effects of 19th-century feminist and abolitionist movements.</p>
Analyze the causes and effects of the development of nationalism.	<p>KC 5.3</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, Interpretation</p>	<p>Marks, Chapter 5</p> <p>Strayer, Chapter 17</p>	<p>Instructional Activity:</p> <p>Students discuss the idea of nationalism, with emphasis on the process of defining who is part of a nation and how this process also involves excluding peoples from that nation.</p>

In this discussion I introduce the concept of underdevelopment as an analytical tool.

I use class discussion to reinforce or correct students' understanding of the effects of industrialization in Latin America, using Buenos Aires as a representative example.

In both cases, students are encouraged to see how these two major social transformations are connected to earlier developments. In the case of abolitionism, students are encouraged to consider how the end of the slave trade would have affected slavery within Africa.

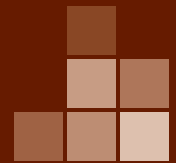
This discussion, drawing on the ideas of Benedict Anderson, helps students to understand the constructed nature of nationalism.

Essential Questions:

▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the causes of Europeans' increased interaction with the rest of the world in the second half of the nineteenth century.	KC 5.1, 5.2 All themes Skills: CCOT, Causation	Marks, Chapter 5 Strayer, Chapter 19 Web <i>Millennium</i> , Episode 9	Formative Assessment: Working in groups, students identify both motives for increased European interaction with the rest of the world, as well as the new technology that made that interaction possible. Students share their results with another group.
Compare the different outcomes of Europeans' encounters with different regions of the world.	KC 5.1, 5.2, 5.3 All themes Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Interpretation, Periodization, Synthesis, Use of Evidence	Strayer, Chapter 19	Instructional Activity: Students discuss the Chinese encounter with Europe in the 19th century and the Chinese response, with a focus on understanding the relationship between the domestic political challenges the Qing faced, along with the increased involvement of Europeans. Formative Assessment: Students discuss and analyze a primary source by Feng Guifen on self-strengthening. Summative Assessment: Students adopt the persona of a British merchant in Beijing in order to write a travel narrative about the self-strengthening movement.
		Strayer, Chapter 19	Instructional Activity: Students discuss the Ottoman encounter with Europe in the 19th century and the Ottoman response. The focus of this discussion is on understanding the relationship between the different ways in which Ottoman subjects defined themselves and the role of increased involvement of Europeans.
		Fernández-Armesto, Chapter 23 Veeseer, <i>Great Leaps Forward: Modernizers in Africa, Asia, and Latin America</i> , Chapter 1	Instructional Activity: Students discuss the Egyptian encounter with Europe in the 19th century and the Egyptian response by Muhammad Ali. The focus of this discussion is on understanding the modernization program initiated by Muhammad Ali and the reasons it did not prove successful.

This discussion draws on the concept of the tools of empire, as originally articulated by Daniel Headrick in Tools of Empire (also discussed in Marks). I monitor group work to guide student discussion and reinforce the learning objective.

I use class discussion to reinforce or correct student understanding of how the self-strengthening movement resulted from European encounters in China.

This narrative essay addresses the following essential questions:

- How did modern states emerge?
- What effects did European imperialism have on human societies?

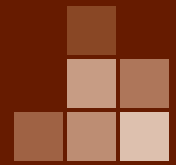
Themes 3 and 4 are assessed, along with the historical thinking skills of Comparison and Contextualization.

Essential Questions:

▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the different outcomes of Europeans' encounters with different regions of the world.	<p>KC 5.1, 5.2, 5.3</p> <p>All themes</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Interpretation, Periodization, Synthesis, Use of Evidence</p>	<p>Marks, Chapter 5</p> <p>Pomeranz and Topik, Chapter 7</p> <p>Strayer, Chapter 19</p>	<p>Instructional Activity:</p> <p>Students discuss the Japanese encounter with Europe and the United States in the 19th century and the Japanese response. The focus of this discussion is on understanding the modernization program of the Meiji Restoration and the reasons it proved successful.</p>
Analyze the political, social, economic, cultural, and environmental effects of imperialism.	<p>KC 5.1, 5.2, 5.3</p> <p>All themes</p> <p>Skills: Argumentation, CCOT, Causation, Comparison, Contextualization, Interpretation, Periodization, Synthesis, Use of Evidence</p>	<p>Marks, Chapter 5</p> <p>Strayer, Chapter 20</p>	<p>Instructional Activity:</p> <p>Students discuss the patterns of European imperialism in Africa, Asia, and the Pacific. They also discuss and analyze maps of Africa's internal borders before and after colonization and the location of different ethnic groups.</p> <p>Formative Assessment:</p> <p>Students discuss and analyze primary sources by Jules Ferry justifying French imperialism.</p>
		<p>Strayer, Chapter 20</p>	<p>Instructional Activity:</p> <p>Students discuss the ways in which Europeans maintained political control over their colonies. The focus of this discussion is on understanding how colonialism depended on collaborative relationships between European officials and local peoples.</p> <p>Formative Assessment:</p> <p>Students discuss and analyze a primary source by a British official on ruling Africa.</p>

After I give a brief lecture on the different patterns of European imperial conquest at the beginning of the class, we analyze maps of Africa before and after its partition to help students understand how European-made borders reflected little concern for the location of indigenous peoples.

I use class discussion to reinforce or correct student understanding of the effects of industrialization in Latin America, using Buenos Aires as a representative example.

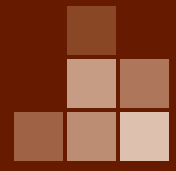
I use class discussion to reinforce or correct student understanding of the primary source.

Essential Questions:

▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the political, social, economic, cultural, and environmental effects of imperialism.	KC 5.1, 5.2, 5.3 All themes Skills: Argumentation, CCOT, Causation, Comparison, Contextualization, Interpretation, Periodization, Synthesis, Use of Evidence	Pomeranz and Topik, Chapters 4, 6, and 7 Strayer, Chapter 20	Instructional Activity: Using the case studies from Pomeranz and Topik, as well as one I developed about clove plantations in Zanzibar, students discuss the ways in which imperialism contributed to a new global economy. This discussion focuses on the new global economy based on the exchange of finished goods for raw materials between different regions of the world, the transition to a wage-based economy, and the role of non-Europeans in this new economy.
		Strayer, Chapter 20	Instructional Activity: Students discuss the role of Westernization in colonial culture, particularly the methods of spreading Western culture, and the ways in which local cultures evolved. Formative Assessment: Students discuss and analyze a primary source by Rammohan Roy on Western education in Bengal.
		Fernández-Armesto, Chapter 25 Pomeranz and Topik, Chapter 20	Instructional Activity: After outlining the basic process of American westward expansion and overseas conquest, students discuss the expansion of the United States in the 19th and early 20th centuries and compare it with European imperialism.
			Formative Assessment: Students discuss and analyze primary sources by Francisco García Calderón on “Yanqui imperialism.”
			Summative Assessment: Students write a travel narrative as one of the following: <ul style="list-style-type: none"> • an Argentine student in New York City describing American actions in Latin America • a French merchant in New York comparing European and American imperialism

I focus on the role of schools and use the development of Hinduism as a case study for illustrating the process of local adaptation. I also use a lot of imperial images to show how imperialism also reshaped the culture of Europeans.

I use class discussion to reinforce or correct student understanding of the effects of imperialism through analysis of the primary source.

I use class discussion to reinforce or correct student understanding of the effects of imperialism through analysis of the primary sources.

These narrative essays focus on the following essential questions:

- How was the world's economy transformed, and what did this transformation mean for human societies?
- What effects did European imperialism have on human societies?

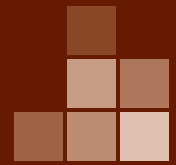
Themes 3 and 4 are assessed, along with the historical thinking skills of Comparison and Contextualization.

Essential Questions:

- ▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the changes in East Asia during the 19th century with other unindustrialized regions of the world.	<p>KC 5.1, 5.2, 5.3</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Comparison, Contextualization, Interpretation, Synthesis</p>	<p>Web</p> <p>Bridging World History, Unit 22</p> <p>“China and Europe, 1500–2000 and Beyond: What Is ‘Modern’?”</p>	<p>Instructional Activity:</p> <p>Students discuss the different regional patterns within China in the 19th century and then compare it to other regions of the world.</p>
Analyze the major patterns of political modernization and the development of nation-states during the 19th century.	<p>KC 5.3</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, Comparison</p>	Fernández-Armesto, Chapter 26	<p>Instructional Activity:</p> <p>After defining the concepts of constitutionalism, centralization, militarization, and bureaucratization, students discuss how these elements of political modernization manifested themselves around the world in the late 19th and early 20th centuries. This discussion helps students to understand how the different elements of modern nation-states in Europe also appeared in many different regions of the world. Some of the examples include the Cherokee Nation, Siam, Ethiopia, and Egypt.</p>
Analyze the causes of increased migration in the 19th century.	<p>KC 5.3, 5.4</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Skills: Causation, CCOT Comparison, Contextualization</p>		<p>Formative Assessment:</p> <p>Students review their notes and identify the main patterns of global migration in the 19th century and share them with the rest of the class. We then discuss how these patterns differed from global migration in the previous period.</p>

By looking at different local developments within China, students are able to see that not all of China experienced the changes of the 19th century in the same way. By comparing this diverse experience with the experience of other regions, such as Africa or Southeast Asia, students are able to understand the different degrees to which European expansion affected different parts of the world.

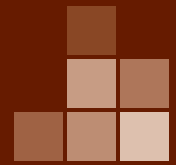
Students receive feedback from their peers and from me as part of the class discussion.

Essential Questions:

▼ How did modern states emerge? ▼ How was the world’s economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?

Period 5. Industry and Empires: The Emergence of the Modern World, c. 1750 to c. 1900

(continued)



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Recognize and review the major patterns of the period 1750 to 1900.	<p>KC 5.1, 5.2, 5.3, 5.4</p> <p>All themes</p> <p>Skills: Causation, CCOT, Comparison, Contextualization</p>		<p>Formative Assessment:</p> <p>Students complete a chart of the major patterns in this period. They must include at least one specific example of every pattern.</p> <p>Summative Assessment:</p> <p>Students write an essay analyzing the causes and workings of global economic integration in the 19th century.</p>

I provide written feedback on the student charts.

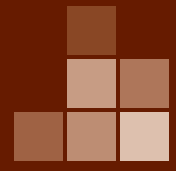
This analytical essay addresses the following essential questions:

- How was the world's economy transformed, and what did this transformation mean for human societies?
- What effects did European imperialism have on human societies?

It also draws on the historical thinking skills of Argumentation, Causation, CCOT, Comparison, Synthesis, and Use of Evidence. Theme 4 is also assessed.

Essential Questions:

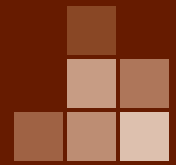
- ▼ How did modern states emerge? ▼ How was the world's economy transformed, and what did this transformation mean for human societies? ▼ What effects did European imperialism have on human societies?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Recognize the major patterns and processes of the 20th century.	<p>KC 6.1. Science and the Environment</p> <p>KC 6.2. Global Conflicts and Their Consequences</p> <p>KC 6.3. New Conceptualizations of Global Economy, Society, and Culture</p> <p>All themes</p> <p>Skills: CCOT, Comparison, Periodization</p>	Marks, Chapter 6 Strayer, Chapter 21	<p>Instructional Activity:</p> <p>Students take notes during teacher lecture, focusing on the major events and themes in this period.</p>
Analyze the impact of major scientific and technological developments on human society and its relationship with the environment.	<p>KC 6.1</p> <p>Theme 1: Environment</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, CCOT, Synthesis, Use of Evidence</p>	Marks, Chapter 6	<p>Instructional Activity:</p> <p>Students discuss the Haber-Bosch process as an example of how technology affected human societies in the 20th century. Students also recall major scientific breakthroughs of the 20th century that they have learned about in their science classes. We then reflect on how a greater understanding of the natural world and humans' place within it might have affected human behavior.</p>

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
- ▼ How did the rise of the United States as a global power affect human societies? ▼ How did humanity's relationship with the environment change in this period? ▼ To what extent do existing global trends seem sustainable?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the causes and effects of World War I and compare the different theaters of the war.	KC 6.1, 6.2 Theme 2: Cultures Theme 3: State-Building Theme 4: Economic Systems Theme 5: Social Structures Skills: Argumentation, Causation, CCOT, Comparison, Use of Evidence	Strayer, Chapter 21	Instructional Activity: Students discuss the causes and effects of World War I, paying special attention to the role of women and colonial peoples.
		Marks, Chapter 6 Strayer, Chapter 21	Formative Assessment: Working first in groups and then with the entire class, students discuss and analyze Woodrow Wilson's 14 Points speech and compare his vision for peace with the Treaty of Versailles.
			Summative Assessment: Students write a short primary source essay about Wilson's speech, analyzing his vision for peace and the reasons it was not realized.
Compare the different challenges to the European-dominated global order in the beginning of the 20th century.	KC 6.2 Theme 2: Cultures Theme 3: State-Building Theme 4: Economic Systems Theme 5: Social Structures Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Interpretation, Synthesis, Use of Evidence	Marks, Chapter 6	Instructional Activity: Students discuss the Bolshevik and Mexican revolutions, the collapse of the Qing dynasty, and the increased anti-imperial sentiment in many colonies in the first two decades of the 20th century.
		Strayer, Chapters 18 and 22	Formative Assessment: Students discuss and analyze primary source excerpts by Gandhi and Nehru to compare their different visions for an independent India.

I use this close analysis of Wilson's speech to show the different ways in which nationalism was shaping states all around the world at the beginning of the 20th century. I guide students toward the learning objectives by asking questions and providing feedback throughout the group and class discussion.

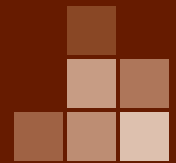
In this short essay assessment, students develop a clear argument through an analysis of Wilson's speech. This assessment focuses on the essential question, How did the rise of the United States as a global power affect human societies? It addresses the historical thinking skills of Argumentation, Contextualization, and Use of Evidence.

By connecting these different issues, students are able to see the widespread resistance to the European-dominated political order at the beginning of the 20th century. They are also able to see the important roles of nationalism and socialism in shaping this resistance. Students look closely at Vietnam, India, and Egypt as case studies of anti-imperialism.

I use class discussion to reinforce or correct students' understanding of the variety of goals of anti-imperial movements in India.

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
- ▼ How did the rise of the United States as a global power affect human societies? ▼ How did humanity's relationship with the environment change in this period? ▼ To what extent do existing global trends seem sustainable?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze causes and effects of the Great Depression and compare the different reactions around the world.	KC 6.2, 6.3 All themes Skills: Argumentation, Causation, Comparison, Contextualization, Interpretation, Periodization, Synthesis, Use of Evidence	Marks, Chapter 6	Instructional Activity: Students discuss the economic challenges in the 1920s around the world.
		Strayer, Chapter 21	
		Marks, Chapter 6	Instructional Activity: Students take notes during my lecture about the causes of the Depression within the United States and the process by which it spread around the world. The lecture emphasizes the interdependent nature of the global economy.
		Strayer, Chapters 21 and 22	
		Marks, Chapter 6	Formative Assessment: Students discuss the response of the United States, Britain, and France to the Depression.
		Strayer, Chapter 21	Instructional Activity: Students discuss the response of Italy, Germany, and Japan to the Depression. This discussion focuses on how new governments in these states implemented the political and economic policies associated with fascism to address the economic challenges of the Depression.
		Formative Assessment: Students discuss and analyze excerpts of Hitler's <i>Mein Kampf</i> . Students focus on how Hitler drew on the ideas of nationalism and Social Darwinism to formulate his arguments and how he offered solutions to Germany's economic and political problems.	
		Summative Assessment: Students write a short primary source analysis of Hitler's <i>Mein Kampf</i> .	
		Instructional Activity: Using their notes, students compare how the four trends of Anti-Imperialism, Reformed Capitalism, Communism, and Fascism all attempted different responses to the economic and political challenges of the early 20th century.	

The 1920s are often thought of as a prosperous decade, based on the United States' experience. By looking at the economic difficulties associated with raw material production around the world, students are able to see the long-term causes of the Depression.

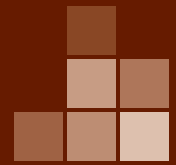
I use class discussion to reinforce or correct students' understanding of how these states attempted to reform capitalism and relied increasingly on their colonies to address the economic challenges of the Depression.

I ask questions and give focused feedback on student comments to guide student understanding toward the learning objective.

*In this short essay assessment, students develop a clear argument through an analysis of excerpts of *Mein Kampf*. This assessment focuses on the essential question, What were the different ways that human societies responded to the economic challenges of the 20th century? It addresses the historical thinking skills of Argumentation, Contextualization, and Use of Evidence.*

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
- ▼ How did the rise of the United States as a global power affect human societies? ▼ How did humanity's relationship with the environment change in this period? ▼ To what extent do existing global trends seem sustainable?

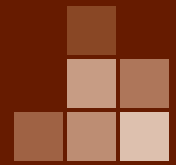


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the causes and effects of World War II and compare the different theaters of the war.	KC 6.1, 6.2 All themes Skills: Causation, Interpretation	Marks, Chapter 6 Strayer, Chapter 21	Instructional Activity: Students discuss the causes and effects of World War II, with a focus on the importance of controlling access to resources (such as oil and metals) and the large death tolls, especially caused by the deliberate targeting of civilian populations by all parties involved.
Recognize the causes and effects of decolonization.	KC 6.2, 6.3 All themes Skills: Causation, CCOT, Comparison, Interpretation, Periodization	Strayer, Chapter 23	Instructional Activity: Students take notes during my lecture that outlines the basic causes and effects of decolonization.
Compare negotiated independence with violent revolutions.	KC 6.2 Theme 3: State-Building Skills: Comparison, Contextualization, Use of Evidence	Marks, Chapter 6 Strayer, Chapter 23	Formative Assessment: Using India, Ghana, Algeria, and Vietnam as examples, students work in groups to identify the main features of decolonization. The groups then share their findings with the rest of the class.
			Instructional Activity: Students discuss and analyze excerpts from Fanon's <i>The Wretched Earth</i> . This discussion focuses on how Fanon justified the use of violence by colonized peoples.

Students receive peer and teacher feedback during the group and class discussions.

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
- ▼ How did the rise of the United States as a global power affect human societies? ▼ How did humanity's relationship with the environment change in this period? ▼ To what extent do existing global trends seem sustainable?



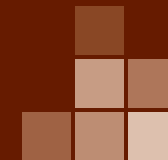
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Contextualize the colonization and decolonization of Palestine within larger patterns of the colonial experience.	<p>KC 6.2</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Argumentation, Causation, Contextualization, Interpretation, Use of Evidence</p>	Hubbell, "Palestine to Israel: A Case Study in Decolonization"	<p>Instructional Activity:</p> <p>Students discuss the process of British colonization of Palestine, its decolonization, and the development of Israeli and Palestinian nationalist movements.</p>
Analyze the causes of the Cold War and the early rhetoric used to describe the nature of the conflict.	<p>KC 6.2</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, Comparison, Interpretation, Use of Evidence</p>	Marks, Chapter 6	<p>Formative Assessment:</p> <p>Working in groups first and then as a class, students analyze primary sources by Stalin, Churchill, and Roosevelt from 1946 and 1947. After looking closely at the sources, students are able to identify the different ideologies used to justify communism and capitalism. I also raise the question, <i>Was the Cold War a struggle between ideologies, or a power struggle between the United States and the Soviet Union?</i> We consider that question throughout our discussion of the Cold War.</p>

Students apply the patterns they have learned about colonization and decolonization to a case study of Palestine.

I monitor each group's work and provide feedback regarding their analyses.

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
- ▼ How did the rise of the United States as a global power affect human societies? ▼ How did humanity's relationship with the environment change in this period? ▼ To what extent do existing global trends seem sustainable?

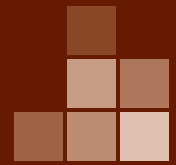


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the political, economic, cultural, social, and environmental effects of capitalism, communism, and Third Worldism.	KC 6.1, 6.2, 6.3 All themes Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Interpretation, Periodization, Synthesis, Use of Evidence	Marks, Chapter 6 Strayer, Chapter 22	Instructional Activity: Students discuss the main goals and features of the Communist productionist model and its political, economic, social, and environmental effects in the Soviet Union and China.
		Marks, Chapter 6 Pomeranz and Topik, Chapter 6 Strayer, Chapter 21	Instructional Activity: Students discuss the main features of the capitalist consumerist model and its political, economic, social, and environmental effects in North America and Europe.
		Marks, Chapter 6 Strayer, Chapter 23	Instructional Activity: Students discuss the main goals and features of the Third World developmentalist model and its political, economic, social, and environmental effects in Latin America, Africa, and Asia. As part of this discussion, students consider why some states were more successful than others in developing their economies.
Compare the different regional conflicts of the Cold War.	KC 6.2 Theme 3: State-Building Skills: Argumentation, Causation, Comparison, Contextualization, Interpretation	Strayer, Chapter 22 John, "Cold War and the 'Third World'"	Formative Assessment: Working in groups, students identify the main patterns of conflicts in Korea, Vietnam, Afghanistan, the Congo, and Chile. Students then share their findings with the rest of the class and discuss overall patterns. I facilitate the discussion, and students receive feedback from their peers and from me.

By looking at these different conflicts together, students are able to see how the Cold War was a global conflict that frequently resulted in violence for peoples outside of the United States and the Soviet Union.

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
- ▼ How did the rise of the United States as a global power affect human societies? ▼ How did humanity's relationship with the environment change in this period? ▼ To what extent do existing global trends seem sustainable?

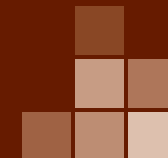


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the end of communism and the transition to capitalism in China and the Soviet Union.	<p>KC 6.2, 6.3</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, CCOT, Comparison Use of Evidence</p>	<p>Marks, Chapter 6</p> <p>Strayer, Chapter 22</p>	<p>Formative Assessment:</p> <p>Working in groups, students identify the process by which communism ended in China and the Soviet Union. They then share their findings with the rest of the class, receiving feedback from their peers and me. Students discuss and analyze a primary source by Deng Xiaoping regarding the changes to the Chinese economic system.</p>
Analyze the extent of United States' political, economic, and cultural influence over the last 20 years and the reactions to U.S. influence.	<p>KC 6.1, 6.2, 6.3</p> <p>All themes</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Interpretation, Periodization, Synthesis, Use of Evidence</p>	<p>Marks, Chapter 6</p> <p>Pomeranz and Topik, Chapter 6</p> <p>Strayer, Chapter 24</p>	<p>Instructional Activity:</p> <p>Students discuss the U.S. foreign policy over the last 20 years.</p> <p>Instructional Activity:</p> <p>Students discuss and analyze President Bush's "New World Order" speech from the end of the First Gulf War. This discussion looks at the goals that President Bush outlined in his speech and compares them to Wilson's vision of the future in his 14 Points speech. We then focus on how the United States has used its economic, military, and political power to influence events around the world. I end the discussion by posing the question, <i>Is the United States an empire?</i></p>

I use primary source discussions to provide feedback to students on their source analysis skills.

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
- ▼ How did the rise of the United States as a global power affect human societies? ▼ How did humanity's relationship with the environment change in this period? ▼ To what extent do existing global trends seem sustainable?

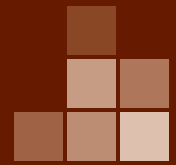


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the causes and effects of increased economic integration over the last 40 years.	KC 6.1, 6.3 Theme 1: Environment Theme 2: Cultures Theme 4: Economic Systems Theme 5: Social Structures Skills: Causation, CCOT, Comparison, Periodization	Marks, Chapter 6 Strayer, Chapter 21	Instructional Activity: Students take notes during my lecture about the causes of increased economic integration since the end of World War II. Specifically, this lecture covers the Bretton Woods System, new technological developments, and neoliberalism. At the end of the lecture we discuss which states have benefited from neoliberal globalization and which states have not. We also consider how neoliberalism has affected the economic gap between rich and poor.
Recognize the patterns of cultural and social transformations of the last 60 years.	KC 6.1, 6.3 Theme 2: Cultures Theme 5: Social Structures Skills: CCOT, Comparison, Contextualization, Use of Evidence	Fernández-Armesto, Chapter 29	Instructional Activity: Students discuss and analyze excerpts from the writings of Aimé Césaire. Instructional Activity: Working in groups, students identify the main patterns of social and cultural change over the last 60 years, focusing on the new ways in which race, ethnicity, gender, and sexuality are conceptualized. Students share their findings with the rest of the class.
Compare the different developments in religion during the 20th century and compare the different ways people around the world have politicized religion.	KC 6.3 Theme 2: Cultures Skills: Causation, CCOT, Comparison, Contextualization, Interpretation, Use of Evidence	Strayer, Chapter 24	Instructional Activity: Working in groups, students identify the main patterns of religious belief in the 20th century. Students compare secularism, different fundamentalist movements, and other forms of spirituality. There is an emphasis on recognizing the global nature of fundamentalism, and the different and competing patterns of religious development. Students share their findings with the rest of the class.

We use a case study on peoples of African descent to highlight the ways in which previously marginalized peoples began to view themselves in a more positive light and not as inferior to peoples of European descent, as had been the view associated with Social Darwinism.

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
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Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the different developments in religion during the 20th century and compare the different ways people around the world have politicized religion.	<p>KC 6.3</p> <p>Theme 2: Cultures</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Interpretation, Use of Evidence</p>	Strayer, Chapter 24	<p>Formative Assessment:</p> <p>Students discuss and analyze Osama bin Laden’s “Declaration of Jihad against the United States.” I facilitate the discussion, and students receive feedback from their peers and from me.</p> <p>Summative Assessment:</p> <p>Students write a short primary source analysis essay on the reasons for bin Laden’s opposition to the United States and the way in which he uses religious ideas in his speech.</p>
Compare the historical experiences of Turkey and Iran in the 20th century.	<p>KC 6.1, 6.2, 6.3</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, Comparison, Contextualization</p>	Strayer, Chapter 23	<p>Formative Assessment:</p> <p>Working in groups, students apply the social and cultural patterns of the 20th century to analyze the history of Iran and Turkey. Students share their findings with the rest of the class, receiving feedback from their peers and me.</p>
Analyze the development of pop culture on a global scale.	<p>KC 6.3</p> <p>Theme 2: Cultures</p> <p>Skills: Causation, CCOT, Comparison, Synthesis</p>	<p>Web</p> <p>Bridging World History, Unit 25</p>	<p>Instructional Activity:</p> <p>Students watch the “Global Popular Culture” episode from Bridging World History and then brainstorm and discuss other examples of globalized culture.</p>

Many students have preconceived ideas about bin Laden and are often surprised by the analytical nature of bin Laden’s reasoning.

In this short essay, students develop a clear argument analyzing bin Laden’s speech. This assessment focuses on the following essential questions:

- What were the different ways that human societies responded to the economic challenges of the 20th century?
- How did the rise of the United States as a global power affect human societies?

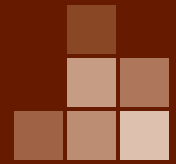
It addresses the historical thinking skills of Argumentation, Contextualization, and Use of Evidence. Themes 2, 3, and 4 are also assessed.

Given the similar patterns of political and economic development in the beginning of the 20th century, a comparison of Iran and Turkey helps students to understand the different ways in which cultural, economic, and political developments of the 20th century affected different peoples and societies.

During this discussion, I encourage students to move beyond examples of American culture being exported and to think about the American adoption of other cultural traditions or the spread of culture between regions not related to the United States.

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
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- ▼ How did humanity’s relationship with the environment change in this period?
- ▼ To what extent do existing global trends seem sustainable?



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the changes in humanity's relationship with the environment during the 20th century.	KC 6.1, 6.3 Theme 1: Environment Skills: Causation, CCOT, Interpretation, Periodization, Synthesis, Use of Evidence	Marks, Chapter 6 Strayer, Chapter 24	Instructional Activity: Students discuss the ways in which humanity's relationship with the environment has changed and how humans are having a greater effect on the environment. We begin this discussion by looking at the concept of the Anthropocene and considering its relevance, and end by assessing the different responses to environmental problems and the greater awareness that humans now have about the environment.
Review historical thinking skills.	All key concepts All themes All skills	Previously released AP World History free-response questions	Instructional Activity: Students spend two days reviewing each essay type and identifying which historical thinking skills are being addressed in each question.
Review the course material from the year.	All key concepts All themes All skills	Students' graphic organizers developed during the year	Instructional Activity: Using the charts they have completed at the end of each unit, students work in groups to review the material from the year. The main goal is to make sure that the historical patterns on their charts are clear to them and that they have recognizable examples of every pattern. Summative Assessment: Students write an essay analyzing the causes of global economic integration from 1300 to the present and the reasons for the rise of Western (Western Europe and the United States) dominance.

I do not spend any time earlier in the school year reviewing the different AP World History exam question types. Instead, I focus on analytical writing and teaching the skills. Over the course of six days, we have a crash course in writing essays similar to those that appear on the AP World History Exam.

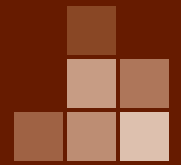
We spend about four days reviewing the material. There is an emphasis on recognizing the patterns of world history, as opposed to the specific details. Student requests shape the format of these days.

This analytical essay addresses many of the year's essential questions about the global economy and imperialism. It also draws on the historical thinking skills of Argumentation, Causation, CCOT, Comparison, Synthesis, and Use of Evidence. All the themes are assessed.

Essential Questions:

- ▼ What were the different ways that human societies responded to the economic challenges of the 20th century?
- ▼ How did the rise of the United States as a global power affect human societies? ▼ How did humanity's relationship with the environment change in this period? ▼ To what extent do existing global trends seem sustainable?

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