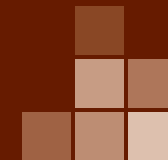


AP[®] World History

Course Planning and Pacing Guide 1

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About the College Board

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AP[®] Equity and Access Policy

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

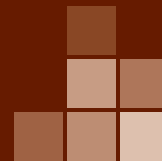
Welcome to the AP World History Course Planning and Pacing Guides

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

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

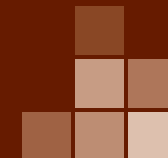
Each CPPG also highlights how the different components of the AP World History Curriculum Framework — the key concepts, course themes, and historical thinking skills — are taught over the course of the year. The CPPGs are designed to demonstrate how to successfully teach the AP World History Curriculum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

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



Instructional Setting	1
Overview of the Course	2
Managing Breadth and Increasing Depth	3
Course Planning and Pacing by Unit	
Unit 1: Period 1. Technological and Environmental Transformations to c. 600 B.C.E.	5
Unit 2: Period 2. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.	9
Unit 3: Period 3. Regional and Transregional Interactions, c. 600 C.E. to c. 1450.	13
Unit 4: Period 4. Global Interactions, c. 1450 to c. 1750	17
Unit 5: Period 5. Industrialization and Global Integration, c. 1750 to c. 1900	22
Unit 6: Period 6. Accelerating Global Change and Realignment, c. 1900 to the Present	27
Resources	33

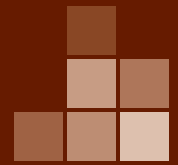
Instructional Setting



Dunwoody High School Dunwoody, Georgia

School	Public high school with 1,600 students
Student Population	Community is suburban and ethnically diverse. Students are: <ul style="list-style-type: none">• 42 percent Caucasian• 31 percent African American• 18 percent Hispanic• 7 percent Asian American
	<ul style="list-style-type: none">• 30 percent below federal poverty level• 85 percent mobility rate
Instructional time	School year begins mid-August (180 days) 80 minutes every day
Student preparation	AP® World History/World Literature is a yearlong seminar course offered during the sophomore year. Students must complete ninth-grade Civics/World Geography before enrolling.
Textbook and primary source reader (if used)	Textbook: Strayer, Robert. <i>Ways of the World: A Brief Global History with Sources</i> . Boston: Bedford/St. Martin's, 2011. Primary Source Reader: Reilly, Kevin. <i>Worlds of History: A Comparative Reader</i> , 3rd ed. Boston: Bedford/St. Martin's, 2009. Literature Reader: Davis, Paul, Gary Harrison, David M. Johnson, and John F. Crawford, <i>The Bedford Anthology of World Literature</i> , 6 vols. Boston: Bedford/St. Martin's, 2004.

Overview of the Course



As an interdisciplinary course, AP® World History/World Literature offers 10th-grade students many opportunities to explore the literature, history, myths, poetry, art, architecture, philosophy, belief systems, geography, and music of past civilizations. My colleague and I believe this is a far richer experience than more traditional, single-discipline courses because it fosters the ability to see connections and parallels between world literature, world history, and the arts. Further, an 80-minute block period offers an opportunity to concentrate on developing good intellectual habits — skills and approaches to learning that students can carry with them throughout their years at Dunwoody, through college, and (we hope) for the rest of their lives.

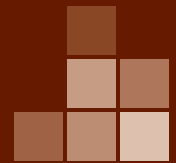
Our syllabus is organized around the six periods and 19 key concepts that define the AP World History Curriculum Framework. The essential questions for each unit are broad and open-ended and are supported by learning objectives derived from the language of the key concepts. These questions require students to take a stand on a subject and cite evidence to support their positions when offering responses during end-of-unit oral reviews, which we conduct regularly.

Since we have to allot time to the teaching of history and literature, we try to choose activities that expose students to aspects of both. Fortunately, many of the lesson plans from *World History for Us All (WHFUA)*, which we use extensively, incorporate texts and materials such as poetry, art, short stories,

and novels. Further, our approach to teaching reading and writing draws much from the AP Language and Literature curriculum; we find that students learn to read and write more critically and analytically when they are asked to consider how authors use tone, diction, rhetoric, and other literary devices in their texts. Interwoven throughout this approach, and in many of our formal assessments, are the historical thinking skills that serve as the foundation for the APWH course: Argumentation, Chronological Reasoning, Comparison, Contextualization, Interpretation, and Synthesis.

Our classroom audience is diverse, and we use a variety of formative assessments to engage multiple learning styles. In Unit 6, for example, students are given options for demonstrating their learning. With the help of our art history teacher, they can choose to write a substantive critique of one example of 20th-century Dada art and draw evidence from the historical record to contextualize their chosen piece, or they can produce their own example of “Dada” art, addressing a 21st-century conflict or problem, and then present it for a formal critique to the whole class as part of a gallery-walk activity. We find that offering students a variety of ways to demonstrate their learning, while not always explicitly and directly tied to the AP Exam, promotes interest in the curriculum and drives retention of the knowledge students need to apply to end-of-unit review activities and summative assessments.

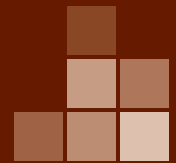
Managing Breadth and Increasing Depth



Unit	Managing Breadth	Increasing Depth
Period 1	<p>With limited time, I find it impossible to systematically cover <i>all</i> of the early civilizations in this unit. So, I adopt a comparative, skills-based approach that emphasizes key themes, such as the role of agriculture in creating complex social and political institutions, and draw evidence from multiple civilizations at a time to illustrate these bigger ideas. This helps my students get a sense of the “bigger picture” and teaches them that they can speak broadly, but intelligently, about history without becoming bogged down in the facts.</p>	<p>The revisions to the curriculum in the new Curriculum Framework allow me to develop the environmental theme much more than I did previously, as well as address the concept of “Big History” as historical context for the rise of early civilizations, a topic that features prominently in this unit. I also spend more time teaching basic world geography skills and breaking down each of the historical thinking skills than I have done in the past. I find this to be important foundational work for later units. My primary supplemental resource for this topic is David Christian’s <i>Maps of Time</i>.</p>
Period 2	<p>In this unit, I streamline my discussion of the main tenets and principles of the major belief systems because I have found that students all too often get mired in doctrine and endless debates about universal truths. Instead, I spend more time discussing how each belief system’s core values influenced social, political, and economic institutions in different civilizations. This allows me to piggyback on the comparative approach that I introduced in Unit 1 and helps to focus my students on the kinds of topics and higher-order thinking questions more likely to show up on the exam.</p> <p>Additionally, I often hold off on addressing pre-Columbian civilizations in the Americas until Unit 3 or 4. This gives me more time to discuss changes and continuities in Afro-Eurasia during this time period.</p>	<p>In this unit we focus on the subject of empire in some depth, usually by comparing the experience of the Han, Roman, and Gupta empires through a critical reading of a variety of texts, including primary sources, visuals, and secondary source materials. The secondary source material allows me to expose my students to some of the debates in the historiography of empire. Specifically, in previous years, I have used Paul Kennedy’s imperial overstretch thesis from <i>The Rise and Fall of the Great Powers</i> and the Conrad-Demarest model of empire to provoke discussions about the rise and fall of empires. Crane Brinton also provides a useful schema for analyzing empire in his 1938 <i>The Anatomy of Revolution</i>, but I usually hold off on introducing this source until period 5.</p>
Period 3	<p>As with Unit 1, I spend less of my time addressing the issue of how any one ruler or dynasty administered a government during this time period and more time discussing the fact that many of the political institutions created during the previous period in world history endured through this time period, especially in the Mediterranean area, South Asia, and East Asia. This approach allows me to reinforce the concept of change and continuity over time, as well as broach the concept of periodization in world history.</p>	<p>In this unit, I introduce the theme of interactions through a focused study of trade networks and the societies that participated in them. We look at three case studies — the Silk Roads, the Indian Ocean trade network, and the Trans-Saharan gold and salt routes — in depth, and in addition to identifying the economic exchange that takes place across these networks, we discuss the technological and cultural diffusion that both causes and results from trade between societies. I use a variety of resources for these case studies, including Annenberg Media’s <i>Bridging World History (BWH)</i>, the Web-based <i>WHFUA</i> curriculum, and Kenneth Pomeranz’ <i>The World That Trade Created</i>, just to name a few.</p>
Period 4	<p>Many of my students come to the course with prior knowledge of the “Age of Exploration.” So, rather than focus on individual explorers such as Columbus or da Gama, I turn our attention to the short- and long-term causes and consequences of exploration on Europe, the Americas, and Africa. We discuss the development of an “Atlantic world,” or “Atlantic system,” as a unifying concept and spend time studying the Columbian Exchange before moving on to the subject of colonialism. Through this approach, students come to see the exploits and experiences of individual explorers and countries as part of a larger story about the rise of Europe as a dominant political and economic power in the world by the end of this time period.</p>	<p>To lay the foundation for a later debate in Unit 6, I introduce the idea that the world truly became globalized during this time period. I begin with the effects of the outflow of silver from the Americas on the Chinese economy and continue with the commercial and cultural connections between the Old World and the New World that, although created during this time period, accelerate in the next time period. As far as resources go, <i>BWH</i> has an entire unit (#15) devoted to early global commodities in which silver figures prominently. There is also the 2006 AP World History Exam DBQ (document-based question) on the same subject, and quite a good overview lecture by Prof. Peter Stearns (#36) for the Teaching Company’s series “A Brief History of the World.”</p>

Managing Breadth and Increasing Depth

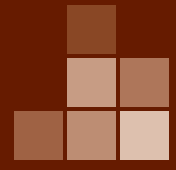
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Unit	Managing Breadth	Increasing Depth
Period 5	<p>Since most of my students have some knowledge of the American Revolution, it is relatively easy to place the example of the United States in the context of other “Atlantic world” revolutions. We identify the Enlightenment (specifically, social contract theory) as an important catalyst for revolutions in the United States, France, the Caribbean, and Latin America and debate how effective the revolutionaries were in accomplishing their goals. To do this, I have found Brinton’s “fever” model of revolutions to be a useful schema/tool to help students compare revolutionary goals and outcomes.</p> <p>In the past, I have also asked students to compare the Atlantic world revolutions with revolutions that occur later, such as the Mexican, Chinese, and Russian revolutions. As part of a research project, students learn to identify important similarities and differences within and among the revolutions. The basic research that students conduct on the 20th-century examples here means I can spend less time going over these examples in the last unit, when we’re ramping up for the exam.</p>	<p>I use the Industrial Revolution as an example of revolutionary activity with a more expressly economic (rather than political) character. I also introduce and teach the subject of consumerism in world history, which is something that many of my students are interested in but a topic that many world history textbooks neglect. I usually begin with an interactive, Web-based activity called the “Urban Game,” which effectively illustrates the fact that the pace of life in urban areas accelerated after 1750 as new technologies were applied to industry. This activity also draws attention to many of the latent problems/concerns inherent in industrialization that would become focal points for late 19th-century reform movements and their critics. As a case study, the Industrial Revolution also allows me to preteach some of the basic economics that later help students understand the causes and consequences of the Great Depression. As far as resources go, I’ve drawn from released AP U.S. History and AP European History FRQs (free-response questions) and DBQs on the Industrial Revolution. Also, I found Peter Stearns’ <i>Consumerism in World History: The Global Transformation of Desire</i> (2001) particularly helpful when thinking about how to integrate the teaching of consumer culture into the AP World History curriculum.</p>
Period 6	<p>I try not to get bogged down in the particulars of the world wars during this last unit, mostly because of time pressure, but also because my students come into the class with a fair command of the facts. Instead, I focus on the issue of causality, identifying both long-term and proximate causes for 20th-century global conflicts while encouraging my students to think about how conflict impacted the non-western world. This naturally (and typically) leads to a discussion of decolonization and the legacy of imperialism in parts of Africa, South Asia, and Southeast Asia, but it also opens the door for a discussion of the Cold War as the ideological backdrop for world history after 1945.</p>	<p>I have found discussing popular culture, especially video-game culture, a fun and effective way of keeping students interested in the course as we wind down the year. I have discovered that it also serves as a bridge to some of the other global processes that define the 20th century. Specifically, I have used the original Nintendo game “Contra” as a way of teaching about the Cold War; “Sim City” and “Civilization” as ways of addressing the issue of resource scarcity and the environmental consequences of development; and the more recent “Call of Duty” franchise as a platform for discussing everything from ethnic conflict to terrorism.</p> <p>In addition to video games, I have often used films as useful vehicles to explore the same topics. We have used the movie <i>Invictus</i> to discuss the subject of racism and classism in post-apartheid South Africa, <i>Slumdog Millionaire</i> to debate the continued relevance of caste as a useful concept for understanding social life in present-day India, and the documentary <i>Life and Debt</i> to discuss the inequities of global trade.</p>

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

Estimated Time:
1–2 weeks

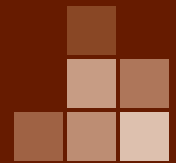


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Use archeological evidence to trace the migration of hunting-foraging bands of humans from East Africa throughout Eurasia, Australia, and the Americas.</p>	<p>KC 1.1. Big Geography and the Peopling of the Earth</p> <p>Theme 1: Interaction Between Humans and the Environment</p> <p>Skills: CCOT; Comparison, Interpretation, Use of Evidence</p>	<p><i>Bridging World History (BWH)</i>, Unit 3, “Human Migrations”</p> <p><i>Christian, Maps of Time</i></p> <p>Davis et al., <i>The Bedford Anthology of World Literature</i>, Book 1</p> <p>Strayer, <i>Ways of the World</i>, Chapter 1</p>	<p>Instructional Activity: In this activity, students complete a map activity tracing patterns of early human migrations over time, watch and discuss video clips about peopling the Pacific and the Americas and the Bantu expansion throughout sub-Saharan Africa, and analyze samples of creation myths and linguistic evidence from early human societies.</p> <p>Formative Assessment: Students will respond to 3–4 short, constructed-response questions addressing the environmental consequences for migration and its impact. I derive the questions from the four “Questions to Consider” listed in the Unit Overview section for Unit 3 of <i>BWH</i>. These questions ask students to consider the “how” and “why” of human outmigration from Africa, the archeological evidence for migration, and the environmental challenges that humans faced as they moved across the landscape.</p>

Constructed-response questions challenge students to work on their written expression. I provide written feedback to students on the organization of content knowledge, how they marshal evidence, and the conciseness of their responses. I provide this kind of written feedback on all constructed-response questions.

Essential Question: ▼ In what ways did the Neolithic Revolution lead to new and more complex economic and social systems within human societies after 10,000 B.C.E.?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Describe how practice of agriculture and pastoralism associated with the Neolithic Revolution transformed human societies and led to new and more complex social and economic systems over time.</p>	<p>KC 1.2. The Neolithic Revolution and Early Agricultural Societies</p> <p>Theme 4: Creation, Expansion and Interaction of Economic Systems</p> <p>Theme 5: Development and Transformation of Social Systems</p> <p>Skills: Argumentation, Causation, CCOT, Contextualization, Interpretation, Synthesis, Use of Evidence</p>	<p><i>BWH</i>, Unit 4, "Agricultural and Urban Revolutions"</p> <p>Davis, Book 1</p> <p>Diamond, <i>Guns, Germs, and Steel</i></p> <p>Reilly, <i>Worlds of History</i>, Volume 1, Chapters 1 and 2</p> <p>Strayer, Chapter 2</p> <p><i>World History for Us All (WHFUA)</i>, Big Era 3, Panorama Teaching Unit (PTU) 3.0, "Farming and the Emergence of Complex Societies"</p>	<p>Instructional Activity:</p> <p>Students will read and discuss excerpts from Diamond's text, analyze video clips, brainstorm, conduct small and large group research and discussion, and evaluate primary and secondary source material on the role and importance of agriculture for the development of civilization, drawing from Reilly. Through the use of constructed-response questions and graphic organizers, they will use this information to begin analyzing major similarities and differences in the characteristics of early civilizations. I divide students into "expert groups" by assigning each a representative foundational civilization and require that they use the lesson plan materials to research the development of social and economic institutions in their society before "reporting out" to their peers.</p> <p>Formative Assessment:</p> <p>Students will write a thesis statement that responds to the following prompt: "Based on your understanding of Diamond's thesis, analyze at least one economic and one social change that resulted from the Neolithic Revolution. Draw evidence from at least two early human societies." Diamond clearly identifies the creation of food surpluses as one of the major economic consequences of the development of sedentary agriculture. This food surplus led to population increases and, over time, social stratification.</p>

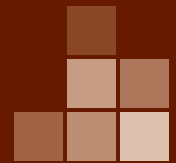
Even though the important historical content in BWH and WHFUA is already tied to relevant course themes, I usually make modifications to suit my classroom needs.

The "reporting out" to their peers can take the form of a jigsaw discussion, as students from different expert groups meet together to share information that they individually note on a graphic organizer, or, developed further, can take the form of formal presentations that might serve as an alternative unit assessment.

In my written feedback to students, I ensure that they account for these and other changes, while requiring that they draw evidence from the historical record.

Essential Question: ▼ In what ways did the Neolithic Revolution lead to new and more complex economic and social systems within human societies after 10,000 B.C.E.?

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



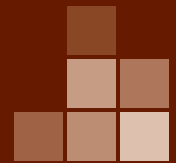
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Understand why geography, climate, and other aspects of the physical environment helped to determine why core and foundational civilizations first emerged in certain regions of the world but not others.	<p>KC 1.3.I. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies</p> <p>Theme 1: Environment</p> <p>Skills: Causation, CCOT, Comparison</p>	<p>Davis, Book 1</p> <p>Reilly, Volume 1, Chapter 2</p> <p>Strayer, Chapter 2</p> <p><i>WHFUA</i>, Big Era 3, Landscape Teaching Unit (LTU) 3.3, “River Valleys and the Development of Complex Societies in Afro Eurasia”</p>	<p>Instructional Activity: Students will complete a graphic organizer, comparing three of the early civilizations profiled in the <i>WHFUA</i> lesson plans across social, economic, and political characteristics. They will color-code for similarities and draft a thesis statement, analyzing similarities and differences between any two of these civilizations in the categories specified.</p> <p>Formative Assessment: Students will participate in a seminar based on the subject of “The Urban Revolution and ‘Civilization’: Mesopotamia and Egypt, 3500–1000 B.C.E.” and write a reflection paper based on their discussion. The subject is the title of Chapter 2 in Reilly’s text. Students will be asked to consider how external conditions (such as the physical environment) and internal dynamics shaped the process of urbanization and related institutions in these two cultures and to reflect on the extent to which the environment determines social, economic, and political development.</p>
Understand how control over resources influenced state formation within core and foundational civilizations and be able to cite evidence for social stratification in these early civilizations.	<p>KC 1.3.II</p> <p>Theme 3: State-Building, Expansion and Conflict</p> <p>Skills: Argumentation, Comparison, Interpretation, Synthesis, Use of Evidence</p>	<p>Boulding, “Women and the Agricultural Revolution” in Reilly, Volume 1, Chapter 1</p> <p><i>BWH</i>, Unit 6, “Order and Early Societies”</p> <p>Davis, Book 1</p> <p>Strayer, Chapter 3</p> <p>Lerner, “The Urban Revolution: Origins of Patriarchy” in Reilly, Volume 1, Chapter 1</p>	<p>Instructional Activity: Students will watch and discuss video clips about the development of political and social structures among the Maya in Shang China and within the communities of the Igbo-Ukwu. They will also use a graphic organizer to evaluate and compare two historians’ accounts of the origins of patriarchy in early civilizations (both in Reilly, Volume 1, Chapter 1).</p> <p>Formative Assessment: Students will write a comparative thesis statement analyzing political and social structures in two of the communities profiled in this lesson and complete a Venn diagram outlining each historian’s argument about the origins of patriarchy, noting similarities and differences for use during an in-class discussion on the same subject.</p>

Seminars of various types require students to practice and refine their verbal expression. This one allows for the examination of two early civilizations in depth. As part of the seminar discussion, students receive and give feedback to their peers, and I provide written feedback on their reflection papers on these topics.

Thesis-writing exercises allow for a quick, easy assessment of whether students understand content and can organize that content into the basic structure of one of the AP essays (in this case, the comparative essay). The Venn diagram facilitates this process by offering students a visual aid and is a useful tool for helping students pull information out of secondary sources. The discussion of alternative points of view engages the students in historical interpretation, one of the core thinking skills.

Essential Question: ▼ In what ways did the Neolithic Revolution lead to new and more complex economic and social systems within human societies after 10,000 B.C.E.?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Evaluate the ways in which culture is both cause and consequence of the increasing complexity of core and foundational civilization and how it helped to reinforce social and political institutions during this time period.	<p>KC 1.3.III</p> <p>Theme 2: Development and Interaction of Cultures</p> <p>Skills: Argumentation, Contextualization, Interpretation, Use of Evidence</p>	<p>Andrea and Overfield, <i>The Human Record</i>, Volume 1, Chapters 3 and 4</p> <p>Davis, Book 1</p> <p>Mann, “The Birth of Religion”</p> <p>Reilly, Volume 1, Chapter 3</p> <p>Strayer, Chapter 5</p>	<p>Instructional Activity:</p> <p>As part of the class discussion, students will critically evaluate the thesis and evidence of Charles Mann’s article against other interpretations of the origins, role, and importance of culture in early civilizations in order to understand how humans viewed themselves in relation to the natural world. Students will also examine select primary sources for evidence of the historical causes of the development of early belief systems in Eurasia (e.g., excerpts from the Confucian <i>Analects</i> and <i>Book of Rites</i> about the importance of ritual and its social purpose in early China).</p> <p>Formative Assessment:</p> <p>Students will respond in writing to a constructed-response prompt in which they analyze similarities and differences between Mann’s thesis for the development of culture with that offered by their textbook.</p>
All of the learning objectives in Unit 1	<p>All of the key concepts for Period 1</p> <p>Themes: all</p> <p>Skills: all</p>	<p>2002 and 2007 released exams</p> <p>2008 audit practice exam</p> <p>2011 AP World History Course and Exam Description</p>	<p>Summative Assessment:</p> <p>Unit Test:</p> <p>50–70 multiple-choice questions (MCQs); one essay question evaluating patterns of continuity and change over time derived from the unit Essential Question: “In what ways did the Neolithic Revolution lead to new and more complex economic and social systems within human societies after 10,000 B.C.E.?”</p>

Mann’s article draws on archeological evidence to reverse the conventional view that sedentary village life led to the emergence of new and complex cultural traditions over time. I use the article to formally introduce the skill of historical interpretation and to challenge a common misperception that causation in history is always and everywhere simple and easy to determine.

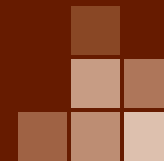
Alongside introducing the skill of historical interpretation, this writing exercise challenges students’ commonly held belief that the textbook is “Truth.” They learn to appreciate their textbook as just one (albeit an amalgam) of many interpretations of history.

The MCQs on summative assessments include items derived from the 2002 and 2007 released exams, the 2008 audit practice exam, the 2011 Course and Exam Description and Practice Exam Notes, and new questions I wrote. All of the questions measure the key concepts from Period 1, the course themes, and the skills. The essay question measures Key Concepts 1.2 and 1.3, all of the course themes, and multiple skills (argumentation, causation, and CCOT).

Essential Question: ▼ In what ways did the Neolithic Revolution lead to new and more complex economic and social systems within human societies after 10,000 B.C.E.?

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

Estimated Time:
4–5 weeks



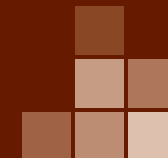
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare the core beliefs, requirements for “right living,” and prescriptions for an orderly society of new and existing religious and cultural traditions during this time period.	<p>KC 2.1. I-IV. The Development and Codification of Religious and Cultural Traditions</p> <p>Theme 2: Cultures</p> <p>Skills: Comparison, Interpretation, Use of Evidence</p>	<p>Andrea, Volume 1, Chapters 3 and 4</p> <p>Davis, Books 1 and 2</p> <p>Reilly, Volume 1, Chapter 6</p> <p>Strayer, Chapter 5</p>	<p>Instructional Activity: Students will complete graphic organizers about the core values/tenets of the major belief systems discussed in this unit. They will analyze a selection of primary sources, including excerpts from <i>The Analects</i> and <i>Book of Rites</i>, the <i>Old and New Testaments</i>, the <i>Rig Veda</i> and various <i>Sutras</i> drawn from the Andrea and Reilly texts.</p> <p>Formative Assessment: Students will participate in a fishbowl seminar using a Document Based Question (DBQ) titled “Considering the Evidence: The Good Life in Classical Eurasia,” from Chapter 4 of the Strayer text. During a fishbowl seminar, a group of 5–7 students form an “inner circle” and carry on a discussion while an “outer circle” of 5–7 students listens and takes notes.</p>
Analyze the causes and consequences of the spread of major belief systems from their places of origin.	<p>KC 2.1.I-IV</p> <p>Theme 2: Cultures</p> <p>Skills: Causation, CCOT, Contextualization</p>	<p><i>BWH</i>, Unit 7, “The Spread of Religions”</p> <p>Davis, Books 1 and 2</p> <p>Reilly, Volume 1, Chapter 7</p> <p>Strayer, Chapter 5</p> <p><i>WHFUA</i>, Big Era 3, Closeup Teaching Unit (CTU) 4.2.1, “Belief Systems in China: Confucianism, Daoism and Buddhism.”</p>	<p>Instructional Activity: Students will generate maps to trace the diffusion of major belief systems from their places of origin, evaluate the role of missionaries and merchants as vectors for cultural diffusion, and consider the linguistic evidence for religious syncretism in Diaspora communities (e.g., Yiddish among the Jews). They will also have an opportunity to examine religion and cultural diffusion in China and India during this time period.</p> <p>Formative Assessment: Students will complete a jigsaw-poster essay activity based on the 2004 DBQ, which asked students to analyze responses to the spread of Buddhism in China. In the jigsaw-poster essay activity, groups of students are given copies of the primary sources from the DBQ and asked to discuss how they can be grouped using a template that I provide. They are then asked to analyze the POV (point of view) of at least one document in each group and ultimately to assemble their documents together into a poster essay that we then post on the walls in the classroom and critique by means of a gallery walk/discussion.</p>

Before the groups switch, the instructor and outer circle students critique inner-circle participants on their discussion. This ensures that students receive both instructor and peer feedback on content knowledge, fidelity to the source materials, and presentation skills.

By circulating among students in the room, I can provide immediate feedback to students as they process the documents, answer questions, and correct misperceptions. The gallery-walk critique gives students a chance to defend their interpretation of the documents and see how their classmates may have handled the task differently. This activity works well as a “bridge” to a final form DBQ essay if your students cannot jump directly into writing a DBQ on their own and need more time practicing the elements.

Essential Question: ▼ To what extent was the organization and reorganization of human societies between 600 B.C.E. and 600 C.E. the result of internal changes and external challenges, including environmental challenges?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Explain why the number and size of key states and empires grew dramatically.	<p>KC 2.2.I. The Development of States and Empires</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, Comparison, Synthesis, Use of Evidence</p>	<p>Davis, Books 1 and 2</p> <p><i>WHFUA</i>, LTU 4.4, “From the Mediterranean to India: An Age of Greek and Persian Power” and 4.5, “Giant Empires of Afroeurasia”</p> <p>Reilly, Volume 1, Chapter 4</p> <p>Strayer, Chapter 4</p>	<p>Instructional Activity:</p> <p>Students will research basic geographical, political, economic, and social information about select empires and synthesize that information into a graphic organizer; they will annotate a map on which they identify the location of these empires and, from primary sources, trace their expansion over time. They will also use notes from a lecture on the Conrad-Demarest model to analyze similarities and differences in the rise and fall of empires in two cases.</p> <p>Formative Assessment:</p> <p>Students write a comparative thesis statement analyzing similarities and differences in how any two of these empires were formed in light of any one of the following: (1) physical geography and natural resource constraints; (2) extent of trade; (3) technology.</p>
Compare how rulers in different societies maintained control over their people.	<p>KC 2.2.II</p> <p>Theme 3: State-Building</p> <p>Skills: Comparison, Interpretation, Use of Evidence</p>	<p>Davis, Books 1 and 2</p> <p>Reilly, Volume 1, Chapter 4</p> <p>Strayer, Chapter 4</p>	<p>Instructional Activity:</p> <p>Students will work in groups to analyze primary sources for evidence of how political authority was used to maintain control in classical Greece, Rome, China, and India.</p> <p>Formative Assessment:</p> <p>Students simulate a Town Hall meeting in which representative leaders from these classical-era empires discuss the different ways they mobilized authority to legitimize their regimes. The students draw lots to determine who will play the roles of the classical-era leaders. They prepare responses to pre-written questions given from the instructor, but they must also do additional research to respond to audience questions. Audience members write 3–5 questions to ask during the meeting and submit those questions to the instructor at the end of the simulation. After the seminar, students write a modified version of the comparative essay question from the 2010 AP Exam: “Analyze similarities and differences in techniques of imperial administration in any TWO of the following empires in the Classical period: Han China, Maurya/Gupta India, or Imperial Rome.”</p>

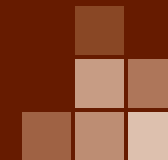
*The Conrad-Demarest model facilitates a comparative approach to analyzing empire. It provides an easy-to-understand and easy-to-apply framework for my students. (I use a similar model derived from Crane Brinton’s (1938) *Anatomy of Revolution in Unit 4.*)*

At this point, most students are familiar with the structure of a comparative thesis. Instead of collecting these, I may ask 3–5 students to read out their thesis statements at the beginning of class and allow students to offer a “wow” and “wonder” (i.e., one positive compliment of the thesis and one way that it might be improved). As an informal check for understanding, it saves times and opens up student writing to additional peer review.

Whenever possible, I integrate released exam questions into my formative and summative assessments to test my students under exam conditions, usually by giving them a time limit during which to complete an in-class essay. This comparative question adopts the revised language recommended by the College Board to more closely align with the curriculum framework. Students are able to draw on their textbook reading, analysis of primary source materials, and Town Hall discussions in their responses.

Essential Question: ▼ To what extent was the organization and reorganization of human societies between 600 B.C.E. and 600 C.E. the result of internal changes and external challenges, including environmental challenges?

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



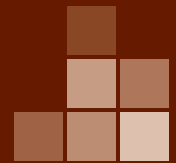
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Compare imperial societies in Afro-Eurasia and the Americas in terms of their social and economic institutions.	<p>KC 2.2.III</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Causation, Comparison, Contextualization, Periodization</p>	<p>Davis, Books 1 and 2</p> <p><i>WHFUA</i>, LTU 4.4, “From the Mediterranean to India: An Age of Greek and Persian Power” and 4.5, “Giant Empires of Afroeurasia”</p> <p>Reilly, Volume 1, Chapters 3 and 5</p> <p>Strayer, Chapter 7</p>	<p>Instructional Activity:</p> <p>Students will continue to work with select activities/materials from Landscape Teaching Units 4.4 and 4.5 for Big Era 4 on <i>WHFUA</i>. They will also discuss and write essays on two chapters from the Reilly text.</p> <p>Formative Assessment:</p> <p>Students will write two comparative essays, one analyzing similarities and differences in the role of caste in identifying and shaping social structures in Classical Greece and India, and a second analyzing similarities and differences in the role of women in India, China, and the Mediterranean world during the Classical period.</p>
Analyze the causes of the decline of empires during this time period.	<p>KC 2.2.IV</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, Comparison, Interpretation, Synthesis</p>	<p>Davis, Books 1 and 2</p> <p>Paul Kennedy, <i>The Rise and Fall of the Great Powers</i> (excerpts)</p>	<p>Instructional Activity:</p> <p>Students will analyze the thesis and evidence of Paul Kennedy’s argument for the decline of empires. They will compare Kennedy’s thesis with that provided by the Conrad-Demarest model and use both to analyze the collapse of empire in India, the Mediterranean, and China by the end of the classical period.</p> <p>Formative Assessment:</p> <p>Students will produce annotated timelines charting the rise and fall of one classical-era empire of their choice and will write a CCOT thesis statement and supporting paragraph in which they analyze the causes for the decline of empire in their chosen example and evaluate the extent to which Kennedy’s argument explains the decline. They will then report on their conclusions during a whole-class discussion.</p>

For formal essays, students will be evaluated by means of a rubric written to conform to the generic rubrics in the Course and Exam Description. Where students respond to released exam questions, the rubrics will conform to the scoring guidelines used to score the operational exams that year.

The annotated timelines provide students with a visual aid in analyzing change over time. As the instructor, I can easily circulate among students in the room to monitor student work and ensure that they are identifying the moments of transition that signal the beginning of change and continuity. The whole-class discussion ending the assignment engages students in historical interpretation and allows for comparison of why and how classical empires declined, substituting for a comparative essay on the same topic.

Essential Question: ▼ To what extent was the organization and reorganization of human societies between 600 B.C.E. and 600 C.E. the result of internal changes and external challenges, including environmental challenges?

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



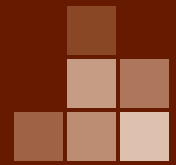
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Explain how physical environment and technology influenced the development of transregional communication and exchange networks during this time period.</p>	<p>KC 2.3.I-III. Emergence of Transregional Networks of Communication and Exchange</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Contextualization</p>	<p>“Along the Silk Road” curriculum module (www.silkroadproject.org)</p> <p><i>BWH</i>, Unit 9, “Connections Across Land” and Unit 10, “Connections Across Water”</p> <p>Davis, Books 1 and 2</p> <p>Pomeranz and Topik, <i>The World That Trade Created</i></p> <p>The College Board, “Special Focus: Teaching About the Indian Ocean World”</p>	<p>Instructional Activity:</p> <p>Students will complete select activities that include, but are not limited to, interactive, Web-based maps to trace the growth of new and existing trade routes, evaluating primary and secondary sources for evidence of travel and trade across land- and sea-based trade routes during this time period, and synthesizing what they’ve learned about communication and exchange networks by completing modified versions of either the 2008 Operational CCOT essay question or the 2009 Operational CCOT essay question.</p>
<p>All the learning objectives in Unit 2.</p>	<p>All key concepts in Period 2</p> <p>Themes: all</p> <p>Skills: all</p>		<p>Summative Assessment:</p> <p>Unit Test:</p> <p>50–70 multiple-choice questions (MCQs); one comparative-essay question derived from the unit Essential Question: “Analyze similarities in how any TWO classical-era societies responded to both internal and external challenges during this time period.”</p>

See previous note about MCQs for summative assessments. The essay question measures all the key concepts in Period 2, all of the themes, and several skills (argumentation, causation, comparison).

Essential Question: ▼ To what extent was the organization and reorganization of human societies between 600 B.C.E. and 600 C.E. the result of internal changes and external challenges, including environmental challenges?

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

Estimated Time:
6–7 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Discuss how technological developments and new commercial practices helped to create and accelerate trade, communication, and exchange across existing networks during this time period.	<p>KC 3.1.I. Expansion and Intensification of Communication and Exchange Networks</p> <p>Theme 4: Economic Systems</p> <p>Skills: CCOT, Comparison, Synthesis, Use of Evidence</p>	<p>Andrea, Volume 1, Chapter 11</p> <p>Davis, Book 2</p> <p>Strayer, Chapter 8</p> <p><i>WHFUA</i>, Big Era 5, PTU 5.0 “Patterns of Interregional Unity”</p>	<p>Instructional Activity:</p> <p>Students will further develop work begun in the previous unit for KC 2.3.I-III but draw new materials from Lessons 3 and 5 from the Panorama Unit for Big Era 5 on <i>WHFUA</i>. They will also write a document-based question on “Traveler’s Tales and Observations” (in Strayer) and complete a multimedia project on the subject of Art, Religion, and Cultural Exchange in Central Asia, drawing materials from the Strayer and Reilly texts, as well as Internet research.</p>
Describe some of the environmental and cultural effects of increased human migration and trade during this time period.	<p>KC 3.1.II, III</p> <p>Theme 1: Environment</p> <p>Skills: Argumentation, CCOT, Interpretation, Use of Evidence</p>	<p>Davis, Book 2</p> <p>Strayer, Chapters 8 and 12</p> <p>Reilly, Volume 1, Chapter 11</p> <p><i>WHFUA</i>, Big Era 5, LTU 5.2, “Afroeurasia and the Rise of Islam”</p>	<p>Instructional Activity:</p> <p>Students will analyze primary sources from the Reilly text to understand the impact of pastoral nomadic peoples on settled societies; they will revisit map work on the Bantu migrations to consider the environmental impact of migrations and analyze Swahili as an example of the linguistic diffusion that often results from migrations and new commercial contacts; finally, students will learn about Muslim merchant communities in the Indian Ocean region as just one example of diaspora communities established by merchants along trade routes that emerged and expanded in this time period.</p>
Identify the biological effects of intensified trade and human migration during this time period.	<p>KC 3.1.IV</p> <p>Theme 1: Environment</p> <p>Theme 4: Economic Systems</p> <p>Skills: CCOT; Contextualization, Interpretation, Synthesis, Use of Evidence</p>	<p>Davis, Book 2</p> <p><i>WHFUA</i>, Big Era 5, LTU 5.5, “Calamities and Recoveries” and CTU 5.5.1 “Coping with Catastrophe: The Black Death of the Fourteenth Century”</p>	<p>Instructional Activity:</p> <p>Students will learn about how human societies coped with the spread of epidemic diseases, such as the Black Death. Specifically, they will: (1) trace the spread of the Black Death and relate its spread to historical conditions in Afro-Eurasia during the 14th century; and (2) describe contemporary reactions to the Black Death and explain how social and cultural values, beliefs, and conditions influenced those reactions.</p> <p>Formative Assessment:</p> <p>Students will write a response to a modified version of the 1995 AP European History DBQ on the Plague.</p>

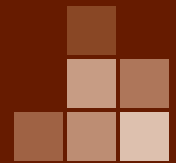
Whenever and wherever possible, I try to bridge work from one unit into the next. This helps my students appreciate the continuity of certain themes in world history (in this case, trade) while giving them extended time to develop expertise in a certain area or topic.

A great way to help students learn about the concept of diaspora is to consider a field trip to a local ethnic community, such as a “Little Italy” or “Chinatown.” If you’re in proximity to a big city, this can be a fun and interesting way of letting students do “field work” of sorts to explore how different cultures can mix in an urban environment yet retain certain traditions, be it language, certain foods, styles of dress, etc.

Most students come into the class with at least some knowledge of the Plague; this gives me a chance to discuss the importance of disease in world history, drawing evidence from an example students are familiar with. It further allows me to seed the ground for discussions of 20th-century epidemics, such as influenza, malaria, and AIDS.

Essential Question: ▼ What were the primary causes and consequences of the expansion and intensification of communication and exchange networks between 600 C.E. and 1450?

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

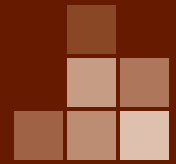


Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Describe changes and continuities in state formation during this time period and identify the causes and consequences of those changes.	<p>KC 3.2.I. Continuity and Innovation of State Forms and Their Interactions</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, Comparison</p>	<p><i>BWH</i>, Unit 3, “Early Empires”</p> <p>Davis, Book 2</p> <p>Strayer, Chapter 11</p> <p><i>WHFUA</i>, Big Era 4, LTU 4.6, “Empires and City States of the Americas”</p> <p><i>WHFUA</i>, Big Era 5, LTU 5.2, “Afroeurasia and the Rise of Islam”</p>	<p>Instructional Activity:</p> <p>Students will learn about the role of Islam in introducing a new concept — the caliphate — into Eurasian statecraft during this time period. They will also watch video clips and analyze primary sources to compare the growth and expansion of the Inca Empire in South America with empires and city-states in Afro-Eurasia.</p>
Discuss examples of technological and cultural transfer that resulted from interregional contacts and conflicts among states and empires during this time period.	<p>KC 3.2.II</p> <p>Theme 2: Cultures</p> <p>Skills: CCOT, Comparison, Use of Evidence</p>	<p>Bulliet, <i>The Earth and Its Peoples</i></p> <p>Davis, Book 2</p> <p><i>WHFUA</i>, Big Era 5, LTU 5.4, “The Mongol Moment”</p> <p>Wiesner-Hanks et al., <i>Discovering the Global Past</i>, Volume 1, Chapter 9</p> <p>Strayer, Chapter 12</p> <p>The College Board, “Zones of Interaction: Long-Distance Trade and Long-Term Connections Across Afro-Eurasia”</p>	<p>Instructional Activity:</p> <p>Students will analyze primary sources drawn from the Reilly and Wiesner-Hanks texts to learn about cultural and technological exchange that occurred during the Mongol Imperium and consider the extent to which the historical evidence supports the claims made by Gregory Guzman in his article “Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History?” (Reilly).</p> <p>Formative Assessment:</p> <p>Students will prepare a Mongols Mock Trial to evaluate the extent to which the Mongols were “Fiends from Hell” or “Culture Brokers.” The mock trial is an adaptation of a <i>Taking Sides</i> debate on the same topic. It engages the students in role-play, which drives interest in the activity and stresses the skill of historical interpretation, as students are forced to evaluate Guzman’s thesis in light of the historical evidence in the primary sources.</p>

Feedback is provided to trial actors by a jury of their peers, who engage in a seminar following closing statements to evaluate the arguments presented by the prosecution and defense teams and, ultimately, to deliver a verdict on Guzman’s charges.

Essential Question: ▼ What were the primary causes and consequences of the expansion and intensification of communication and exchange networks between 600 C.E. and 1450?

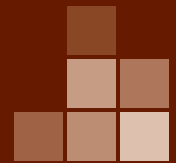
Period 3. Regional and Transregional Interactions, c. 600 C.E. to c. 1450 *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Debate how intensified trade and human migration during this time period can be considered both a product and a cause of innovations in agriculture and industry.</p>	<p>KC 3.3.I. Increased Economic Productive Capacity and Its Consequences</p> <p>Theme 1: Environment</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Synthesis, Use of Evidence</p>	<p>Davis, Book 2</p> <p>Reilly, Volume 2, Chapter 14</p> <p>The College Board, "Zones of Interaction: Long-Distance Trade and Long-Term Connections Across Afro-Eurasia"</p>	<p>Instructional Activity: Students participate in a fishbowl seminar on the subject of "Ecology, Technology, and Science: Europe, Asia, Oceania, and Africa, 500–1550 C.E.," drawing evidence from the collection of primary and secondary sources from the Reilly text.</p> <p>Formative Assessment: Students will prepare thesis statements and evidence to respond in writing to a CCOT essay prompt on the same subject and be expected to cite evidence of at least one specific example of technological innovation and explain how that innovation catalyzed or resulted from changes in trade and productivity during this time period.</p>
<p>Discuss the ways in which the role and function of cities during this era display both change from and continuity with the previous period in world history.</p>	<p>KC 3.3.II</p> <p>Theme 1: Environment</p> <p>Skills: CCOT, Comparison</p>	<p>Davis, Book 2</p> <p>Wiesner-Hanks, Volume 1, Chapter 10</p>	<p>Instructional Activity: Students will analyze primary sources and archeological evidence from Constantinople and Tenochtitlan, and from centers of commerce and culture in the Mediterranean and the Americas in order to understand the multiple causes for the rise and fall of cities during this time period.</p>

Essential Question: ▼ What were the primary causes and consequences of the expansion and intensification of communication and exchange networks between 600 C.E. and 1450?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Describe how social structures, such as labor management systems, gender roles, and family life, display both change and continuity during this era as compared with the previous period in world history.	<p>KC 3.3.III</p> <p>Theme 5: Social Structures</p> <p>Skills: CCOT, Comparison, Use of Evidence</p>	<p><i>BWH</i>, Unit 13, “Family and Household”</p> <p>Davis, Book 2</p> <p>Reilly, Volume 1, Chapter 9</p> <p>Strayer, Chapter 15</p>	<p>Instructional Activity:</p> <p>Students will examine primary sources and engage in film analysis in order to understand how families and households, as basic units of social organization, influenced and were influenced by the social hierarchies and political life of the wider world during this time period. Specifically, students will analyze Confucian views of the family and household in China, the early Islamic family and household over time, and the European family and household from antiquity to 1450.</p> <p>Formative Assessment:</p> <p>Students will prepare informal skits showcasing changes in social life during this time period, drawing examples from multiple regions. Informal skits are a fun way to engage students and offer yet another way of getting them to think about change over time and how to articulate it. After students present their skits, hold a general discussion about similarities and differences across all the examples presented. You could formalize this discussion into a seminar and/or ask students to conclude the lesson by writing a CCOT essay on the same subject.</p>
All the learning objectives in Unit 3	<p>All key concepts in Period 3</p> <p>Themes: all</p> <p>Skills: all</p>	<p>Pomeranz and Topik, <i>The World That Trade Created</i></p>	<p>Summative Assessment:</p> <p>Unit Test:</p> <p>50–70 multiple-choice questions (MCQs); one CCOT essay derived from the Pomeranz and Topik text that mirrors the unit’s Essential Question: “Analyze changes and continuities in global trade networks from 600–1450.”</p>

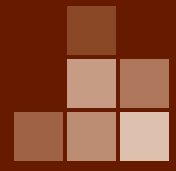
In the past, I have used this exercise to good effect, but I strongly encourage you to require that each group use a narrator or otherwise include specific dialogue in their reenactments so that audience members have a clear understanding of how the skits flow and what specific aspects of household and family life the group wants the audience to focus on in their presentations.

See previous note about MCQs for summative assessments. The CCOT essay question measures Key Concept 3.1, Theme 4, and multiple skills (argumentation, causation, CCOT, and contextualization).

Essential Question: ▼ What were the primary causes and consequences of the expansion and intensification of communication and exchange networks between 600 C.E. and 1450?

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

Estimated Time:
5–6 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Describe the new global circulation of goods that resulted from the intensification of existing trade networks during this time period and discuss the prosperity and disruption that resulted for merchant communities and states in the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.	<p>KC 4.1. Globalizing Networks of Communication and Exchange</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison, Use of Evidence</p>	<p>Davis, Books 3 and 4</p> <p>Strayer, Chapters 13 and 15</p> <p>WHFUA, Big Era 6, LTU 6.0, “The Great Global Convergence”</p>	<p>Instructional Activity:</p> <p>Students will continue map work begun in Unit 3 to chart the growth and expansion of new and existing trade routes during this time period, noting where merchant communities were established in the Indian Ocean, Mediterranean, Sahara, and overland Eurasia. They will analyze primary source materials to learn about the differential impact on merchant communities that resulted from the arrival of the Europeans by the 17th century.</p>
Describe how developments in European maritime technologies and cartography, built on existing knowledge from the classical, Islamic and Asian worlds, facilitated transoceanic travel and then trace patterns of transoceanic maritime reconnaissance that occurred in this period.	<p>KC 4.1.II and III</p> <p>Theme 2: Cultures</p> <p>Skills: Comparison, Contextualization</p>	<p>Davis, Books 3 and 4</p> <p>WHFUA, Big Era 6, LTU 6.1, “Oceanic Ventures and the Joining of Continents”</p> <p>Reilly, Volume 2, Chapter 15</p> <p>Strayer, Chapters 14 and 16</p>	<p>Formative Assessment:</p> <p>Students will work in groups to plan presentations about what would be involved in executing a voyage of exploration to Mars. They will be asked to consider the knowledge and technology needed to make such a voyage and compare modern space exploration to the experience of early explorers navigating the uncharted waters of the Atlantic.</p>

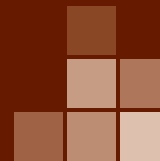
As a possible formative assessment for this learning objective, consider assigning students the task of developing a 3–5 minute, informal skit that focuses on the impact of trade on a merchant community in one of the regions listed.

The formative assessment builds on an introductory activity in Lesson 1 of LTU 6.1 and asks students to make connections between two distant but related historical experiences. The instructor monitors the research and planning process and helps students draw parallels between individuals (e.g., explorers versus astronauts), the institutional support needed to facilitate such voyages (e.g., royal patronage versus NASA), and the technological knowledge needed to navigate unknown environments (cartography, astronomy versus. telemetry, physics).

Essential Questions:

▼ To what extent did technological and cultural developments within human societies result in the “globalizing” of communication and exchange networks between 1450 and 1750? ▼ In what ways did the communication and exchange networks during this era reflect changes from and continuities with exchange networks in the previous period of world history?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Describe the role played by chartered European monopoly companies in facilitating global commodity trade and the commercial practices used by European merchants in global and regional markets during this time period.	<p>KC 4.1.IV</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Comparison</p>	<p><i>BWH</i>, Unit 15, “Early Global Commodities”</p> <p><i>WHFUA</i>, Big Era 6, LTU 6.4, “The Global Economy Takes Shape”</p>	<p>Instructional Activity: Students will research factors that facilitated commodity trade in fur, indigo, and tobacco, using maps to mark the origins of commodity production and the diffusion of these products to their points of sale. They will watch video segments to learn about the role and importance of silver in helping to globalize trade during this time period.</p> <p>Formative Assessment: Students will write a response to the 2006 DBQ, which asked students to analyze the social and economic effects of the global flow of silver from the mid-16th century to the early 18th century.</p>
Describe the new connections between the Eastern and Western hemispheres that resulted from the Columbian Exchange and its consequences.	<p>KC 4.1.V</p> <p>Theme 4: Economic Systems</p> <p>Skills: Causation, CCOT, Use of Evidence</p>	<p><i>BWH</i>, Unit 16, “Food, Demographics and Culture”</p> <p>Davis, Books 3 and 4</p> <p>Strayer, Chapters 14 and 15</p>	<p>Instructional Activity: Students will watch two video segments and complete select activities from <i>BWH</i> in order to relate shifting patterns of food production and consumption to the process of globalization. Students will also trace the social and cultural changes that resulted from the introduction of new foods to China, West Africa, the Caribbean, and Europe between the 16th and 17th centuries. Finally, students will analyze the effects of the introduction of new foods on local and regional environments.</p> <p>Formative Assessment: Students will participate in a “Talk Aloud” document-based question on the subject of “Exchange and Status in the Early Modern World,” based on visual sources drawn from Chapter 15 of the Strayer text. In a “Talking DBQ,” students are arranged into groups, and each group has a set of discussion questions for each of the visual sources in the DBQ. The instructor introduces the topic and provides background information. Students are given 5–7 minutes to consider each image and discuss first impressions with their group members, using the discussion questions as a guide. The instructor then asks the students to write a single group response to the prompt, based on their analysis of the sources. These responses are collected and scored using a modified DBQ rubric.</p>

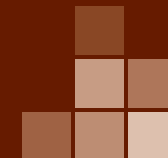
The 2006 DBQ may also substitute for BWH video clips to drive a focused discussion about the role of silver in promoting economic exchange between the eastern and western hemispheres during this time period, especially since silver figures prominently in this key concept. Students will be evaluated based on how well their responses conform to the DBQ Scoring Guidelines.

Alternatively, the instructor may call for discussion after each “viewing period,” soliciting responses to each of the discussion questions from different groups. The instructor may still require groups to produce a written response, assign the task to each individual student, or conduct a whole-class debriefing of the exercises in lieu of a written response.

Essential Questions:

▼ To what extent did technological and cultural developments within human societies result in the “globalizing” of communication and exchange networks between 1450 and 1750? ▼ In what ways did the communication and exchange networks during this era reflect changes from and continuities with exchange networks in the previous period of world history?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Trace the diffusion of existing religious beliefs across hemispheres and the syncretic beliefs and practices that resulted from increased interactions between hemispheres during this time period.	<p>KC 4.1.VI</p> <p>Theme 2: Cultures</p> <p>Skills: Causation, CCOT, Comparison, Interpretation, Synthesis, Use of Evidence</p>	<p>Davis, Books 3 and 4</p> <p>Mitchell and Mitchell, <i>Taking Sides</i>, Volume 2</p> <p>Reilly, Volume 2</p> <p>Strayer, Chapter 16</p> <p><i>WHFUA</i>, LTU 6.7, “The Long Road of Major Religions”</p> <p>Wiesner-Hanks, Volume 2</p>	<p>Instructional Activity:</p> <p>Students will annotate maps and analyze primary sources to trace and evaluate the impacts of Christian and Muslim expansion throughout Afro-Eurasia by 1800 C.E. Additionally, students will engage in a focused reading of a collection of primary and secondary sources drawn from Strayer, Reilly, and Wiesner-Hanks et al., in order to learn about Sikhism in Southeast Asia as an example of syncretic religions that resulted from cultural interaction during this time period.</p> <p>Formative Assessment:</p> <p>Students will participate in a fishbowl seminar on the subject of “Cultural Change in the Early Modern World,” drawing on sources in the Strayer text.</p>
Relate increased commercial profits to government funding for the arts for popular audiences.	<p>KC 4.1.VII</p> <p>Theme 2: Cultures</p> <p>Skills: Contextualization, Interpretation</p>	<p>Andrea, Volume 2</p> <p>Berdan and Anawalt, <i>The Essential Codex Mendoza</i></p> <p>Davis, Books 3 and 4</p>	<p>Instructional Activity:</p> <p>In consultation with their Spanish and art teachers, students will critique a selection of Renaissance paintings and sculpture, as well as folios from the <i>Codex Mendoza</i> and other post-conquest Mesoamerican codices, to learn about innovations in visual arts that resulted from increased government funding of popular art during this time period.</p>
Analyze changes and continuities in traditional peasant agriculture and the resulting demand for labor.	<p>KC 4.2. New Forms of Social Organization and Modes of Production</p> <p>Theme 4: Economic Systems</p> <p>Theme 5: Social Structures</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Synthesis, Use of Evidence</p>	<p><i>BWH</i>, Unit 14, “Land and Labor Relationships”</p> <p>Reilly, Volume 2, Chapter 16</p> <p>Wiesner-Hanks, Volume 2, Chapter 4.</p>	<p>Instructional Activity:</p> <p>Students will watch video clips and complete select activities from <i>BWH</i> to analyze slavery and serfdom from the ancient world to Tsarist Russia during this time period. They will relate slavery and changes in labor systems in Islamic Southeast Asia to the globalization of labor and growing demand for commodities by analyzing primary sources in the Wiesner-Hanks text and read excerpts from Olaudah Equiano’s <i>The Interesting Narrative of the Life of Olaudah Equiano</i> (in Reilly).</p> <p>Formative Assessment:</p> <p>Students will participate in a Harkness Table discussion based on Chapter 4 in Volume 2 of the Wiesner-Hanks text.</p>

Feedback is provided as described in previous fishbowl activities.

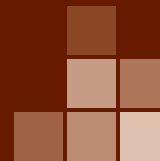
Consider a field trip to a local museum to tour exhibitions of period artwork. We are fortunate to have the High Museum and the Carlos Museum (at Emory University) in Atlanta. Docents will often tailor their talks to suit your instructional needs if you call them ahead of time and discuss the content and concepts you’d like your students to learn about.

Essential Questions:

▼ To what extent did technological and cultural developments within human societies result in the “globalizing” of communication and exchange networks between 1450 and 1750? ▼ In what ways did the communication and exchange networks during this era reflect changes from and continuities with exchange networks in the previous period of world history?

Period 4.

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



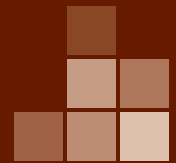
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze changes and continuities in ethnic, racial, and gender hierarchies during this time period.	KC 4.2.II Theme 5: Social Structures Skills: Comparison, Contextualization, Use of Evidence	Davis, Books 3 and 4 Strayer, Chapter 15	Instructional Activity: Working in groups, students will participate in a “Talking DBQ” (described above) on the subject of “Exchange and Status in the Early Modern World,” from Chapter 15 of the Strayer text.
Discuss the variety of methods rulers used to legitimize and consolidate their power during this time period.	KC 4.3. State Consolidation and Imperial Expansion Theme 3: State-Building, Expansion Skills: Comparison, Contextualization, Use of Evidence	Davis, Books 3 and 4 Strayer, Chapter 14	Instructional Activity: Students will analyze a selection of primary sources on the subject of “State Building in the Early Modern Era,” from Chapter 14 of the Strayer text. Formative Assessment: Students will simulate a Town Hall meeting similar to the one described above for Unit 2, KC 2.2.II, in which they analyze the different methods that rulers used to consolidate their authority during this time period.
Relate the establishment of large empires to increased use of gunpowder weaponry and armed trade.	KC 4.3.II Theme 3: State-Building Skills: Causation, Comparison, Contextualization, Interpretation, Synthesis, Use of Evidence	WHFUA, Big Era 6, LTU 6.3, “Rulers with Guns, the Rise of Powerful States”	Instructional Activity: Students will complete select lessons and activities from WHFUA in order to compare societies that made use of or were affected by gunpowder weapons in various parts of the world between 1400 and 1800, focusing on the Ottoman, Safavid, and Mughal empires. Students will then analyze the material and cultural impact of powerful monarchies that made use of gunpowder weaponry during this time period. Formative Assessment: Students will prepare annotated timelines tracing the expansion of different states and empires that relied on gunpowder weaponry during this time period and participate in a discussion in which they compare how each of the three empires profiled in their lessons utilized gunpowder weaponry.

I provide verbal feedback to students during their discussions.

Essential Questions:

▼ To what extent did technological and cultural developments within human societies result in the “globalizing” of communication and exchange networks between 1450 and 1750? ▼ In what ways did the communication and exchange networks during this era reflect changes from and continuities with exchange networks in the previous period of world history?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Provide at least one example of how competition over trade routes, state rivalries, and/or local resistance provided significant challenges to state consolidation and expansion during this time period.	KC 4.3.III Theme 3: State-Building Skills: Argumentation, Interpretation, Use of Evidence	Karras, <i>Smuggling and Corruption in World History</i>	Instructional Activity: Students watch a History Channel documentary and critique excerpts from Karras's text to learn about smuggling and piracy as examples of the challenges states faced in maintaining control over their empires during this time period.
All learning objectives for Unit 4	All key concepts for Period 4 Themes: all Skills: all		Summative Assessment: Unit Test: 50–70 multiple-choice questions (MCQs); one DBQ in which students are asked to analyze the factors that contributed to the “globalizing” of communication and exchange networks from 1450–1750.

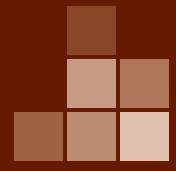
See previous note about MCQs for summative assessments. This DBQ measures Key Concept 4.1, Theme 4, and multiple skills (argumentation, causation, synthesis, and use of evidence).

Essential Questions:

▼ To what extent did technological and cultural developments within human societies result in the “globalizing” of communication and exchange networks between 1450 and 1750? ▼ In what ways did the communication and exchange networks during this era reflect changes from and continuities with exchange networks in the previous period of world history?

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

Estimated Time:
6–7 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Describe how industrialization fundamentally changed the way goods and services were produced.	<p>KC 5.1. Industrialization and Global Capitalism</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, CCOT, Contextualization, Interpretation, Periodization, Synthesis, Use of Evidence</p>	<p>Landes, <i>The Wealth and Poverty of Nations</i></p> <p>Davis, Book 5</p> <p>Strayer, Chapter 18</p> <p>Reilly, Volume 2, Chapter 21</p>	<p>Instructional Activity: Students will read and critique excerpts from Landes’s text and complete an interactive activity called “The Urban Game” to learn about the factors that gave rise to industrial production in Europe. The Urban Game is an interactive activity in which an instructor narrates a series of events that occur within an 18th-century English village as industrialization changes social, economic, and political life over time. Students interpret the changes by drawing pictures of the changes (e.g., construction of factories and houses, laying of railroad tracks, etc.) and discussing how industrialization alters the landscape. The CCOT thesis statement requires that students summarize these changes.</p> <p>Formative Assessment: Students will write one thesis statement, analyzing similarities and differences between Landes’s thesis for the rise of industrial production in Europe with that offered by their textbook. Students will then write another thesis statement tracing changes and continuities in the European landscape between 1750 and 1900 owing to industrialization.</p>
Describe how global trade patterns changed as a result of industrialists’ need for raw materials and new markets for their finished products.	<p>KC 5.1.II-IV</p> <p>Theme 4: Economic Systems</p> <p>Skills: Argumentation, Causation, Comparison, Contextualization, Interpretation, Use of Evidence</p>	<p><i>BWH</i>, Unit 19, “Global Industrialization”</p> <p>Davis, Book 5</p> <p>Strayer, Chapter 18</p>	<p>Instructional Activity: Students watch video clips and complete select activities from <i>BWH</i> to learn about the transformation of the sugar industry in Cuba, the beef export industry in Germany, and the silk industry in Japan. For context, they will read and critique excerpts from Arnold Pacey’s “Asia and the Industrial Revolution,” John Coatsworth’s “Economic Trajectories in Latin America,” and Peter Stearns’ “The Industrial Revolution Outside the West” (in Reilly).</p> <p>Formative Assessment: Students participate in a fishbowl seminar to evaluate Pacey’s and Stearns’ theses before writing a comparative essay analyzing similarities and differences in the impact of industrialization on two of the case studies profiled in this lesson.</p>

I provide written feedback to students regarding their thesis statements.

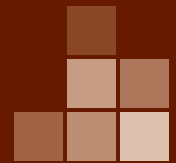
Consider supplementing the *BWH* video clips with activities drawn from *WHFUA*, *Big Era 7*, *LTU 7.1*, “The Industrial Revolution as a World Event.”

See previous discussion of evaluating fishbowl seminars and scoring formal essays.

Essential Questions:

▼ Why might this period in world history be considered the “Age of Revolution”? ▼ What were the causes and consequences of these revolutions? ▼ How effective were revolutionaries in achieving their goals? ▼ Why might this time period be considered the “Age of Imperialism”? ▼ How did revolutions in one part of the world compare with those in another part of the world? Consider both causes and consequences.

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Discuss at least one example of the economic and social transformations that resulted from the restructuring of the global economy during this time period.	<p>KC 5.1.V</p> <p>Theme 2: Cultures</p> <p>Skills: Argumentation, Causation, Comparison, Use of Evidence</p>	<p>Andrea, Volume 2, Chapter 3</p> <p>Davis, Book 5</p> <p>Polanyi, <i>The Great Transformation</i></p> <p>Wiesner-Hanks, Volume 2, Chapter 8</p>	<p>Instructional Activity:</p> <p>Students will analyze excerpts from Marx and Engels' <i>Communist Manifesto</i> (in Andrea and Overfield) and Karl Polanyi's <i>The Great Transformation</i> to learn about the economic and social dislocations that resulted from industrialization and the critiques that emerged. Students will also complete a focused study of industrialization in Japan and Germany, drawing from primary and secondary source materials in the Wiesner-Hanks text.</p> <p>Formative Assessment:</p> <p>Students will research and present mock Hyde-Park speeches on the social reform movements that resulted from industrialization. They will conclude the activity by writing a comparative thesis statement analyzing two different reform movements. In this simulation, students research some of the responses to 19th-century industrialization that came from communists, utopian socialists, and liberalizing reformers. Select students are asked to prepare a short speech to deliver to their classmates from a mock Hyde-Park "Speaker's Corner" on the campus grounds during which they will address the social and economic costs of industrial progress as they see them and their plans for reforming capitalism.</p>
Discuss how various states established and expanded transoceanic empires during this time period.	<p>KC 5.2. Imperialism and Nation-State Formation</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Contextualization, Use of Evidence</p>	<p><i>BWH</i>, Unit 20, "Imperial Designs"</p> <p>Davis, Book 5</p> <p>Reilly, Volume 2, Chapter 22</p> <p>Strayer, Chapter 20</p>	<p>Instructional Activity:</p> <p>Students will watch video clips and complete select activities from <i>BWH</i>, Unit 20, "Imperial Designs," to learn about imperialism and state formation in Portuguese Brazil, South Africa, and East Asia. Further, they will analyze primary sources about the European Scramble for Africa, drawing materials from the Strayer and Reilly texts and from secondary source materials that include excerpts from Chinua Achebe's <i>Things Fall Apart</i> and Joseph Conrad's <i>Heart of Darkness</i> (in Reilly).</p> <p>Formative Assessment:</p> <p>Students will generate maps and identify the locations of different colonies and spheres of influence of various European states and trace the expansion of their transoceanic empires over time.</p>

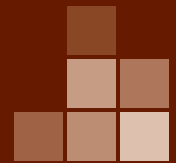
Audience members participate in the simulation by heckling speakers and asking questions about their platforms. The instructor facilitates the activity and assesses speakers and hecklers using a rubric prepared for the activity.

I provide written and/or verbal feedback to students regarding the accuracy of their maps.

Essential Questions:

▼ Why might this period in world history be considered the "Age of Revolution"? ▼ What were the causes and consequences of these revolutions? ▼ How effective were revolutionaries in achieving their goals? ▼ Why might this time period be considered the "Age of Imperialism"? ▼ How did revolutions in one part of the world compare with those in another part of the world? Consider both causes and consequences.

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Discuss how ideology, especially Social Darwinism, justified imperialism.	<p>KC 5.2.III</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Comparison, Contextualization, Interpretation, Synthesis, Use of Evidence</p>	<p><i>BWH</i>, Unit 20, "Imperial Designs"</p> <p>Davis, Book 5</p> <p>Reilly, Volume 2, Chapter 22</p> <p>Strayer, Chapter 20</p>	<p>Instructional Activity:</p> <p>Students will analyze Achebe's "An Image of Africa: Racism in Conrad's <i>Heart of Darkness</i>" and compare it with their reading of excerpts from Conrad's work and Rudyard Kipling's poem "The White Man's Burden" (in Bedford). They will also analyze the role of Social Darwinism in influencing negotiations at the Berlin Conference, drawing evidence from the document-based question titled "The Scramble for Africa" in Chapter 20 of the Strayer text.</p> <p>Formative Assessment:</p> <p>With the aid of their literature teacher, students will prepare a comparative essay in which they analyze the use of literary devices to create images of the African "other" in the Conrad and Kipling texts — images that suggest the influence of Social Darwinism on the authors' work. To score this essay, we modify the generic comparative rubric to allow for scoring literary analysis. We maintain the same "basic core" versus "expanded core" distinction but require that students address the historical context of these works in addition to analyzing their literary merits to earn an 8 or 9.</p>
Evaluate the role of the Enlightenment in fomenting revolution during this time period.	<p>KC 5.3. Nationalism, Revolution, and Reform</p> <p>Theme 2: Cultures</p> <p>Theme 3: State-Building</p> <p>Skills: Contextualization, Use of Evidence</p>	<p>Davis, Book 5</p> <p>Reilly, Volume 2, Chapter 20</p> <p>Strayer, Chapter 17</p>	<p>Instructional Activity:</p> <p>Students will analyze a collection of primary and secondary source materials on the role of the Enlightenment in fomenting revolution in the Atlantic world.</p> <p>Formative Assessment:</p> <p>Students will write a response to the DBQ essay on "Claiming Rights" in Chapter 17 of the Strayer text.</p>

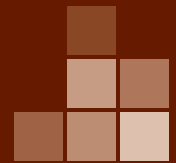
A "Talking DBQ" (described above) based on Chapter 20 of the Strayer text may also serve as a formative assessment for this key concept, provided that students have been introduced to the concept of Social Darwinism so as to be able to identify evidence of it in the visual sources.

I provide written feedback to students regarding their responses.

Essential Questions:

▼ Why might this period in world history be considered the "Age of Revolution"? ▼ What were the causes and consequences of these revolutions? ▼ How effective were revolutionaries in achieving their goals? ▼ Why might this time period be considered the "Age of Imperialism"? ▼ How did revolutions in one part of the world compare with those in another part of the world? Consider both causes and consequences.

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



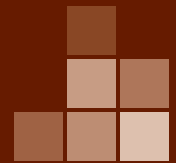
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Define nationalism and evaluate its role in fomenting rebellion against imperial rule in different areas of the world during this time period.	<p>KC 5.3.II, III</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, Comparison, Contextualization, Interpretation, Synthesis, Use of Evidence</p>	<p>Brinton, <i>Anatomy of Revolution</i></p> <p>Davis, Book 5</p> <p>Reilly, Volume 2, Chapter 23</p> <p>Strayer, Chapter 19</p> <p><i>WHFUA</i>, Big Era 7, LTU 7.2, “Atlantic Revolutions as a World Event,” and 7.6, “New Identities: Nationalism and Religion, 1850–1914”</p>	<p>Instructional Activity:</p> <p>Students read excerpts from Crane Brinton’s text and apply his “fever model” to analyze several 18th- and 19th-century revolutions in the Atlantic world, drawing additional materials and activities from <i>WHFUA</i>. Students will also analyze anti-colonial reaction in Japan, India, and the Americas through a focused analysis of primary and secondary source materials drawn from the Reilly text.</p> <p>Formative Assessment:</p> <p>Students are assigned to groups to research an Atlantic world or 20th-century revolution. They participate in a Revolutions-Reenactments project in which they apply the Brinton model to compare the role of nationalism in catalyzing rebellion in the 18th- and 19th-century Atlantic world with select 20th-century revolutions (Mexican, Russian, and Chinese). They prepare a 10- to 15-minute formal presentation in which they apply the Brinton model to draw out the motives and outcomes of their selected revolution. Students also conduct a seminar on reactions to Westernization and write a comparative essay analyzing similarities and differences in the goals and outcomes of two revolutions in the Atlantic world.</p>
Discuss how liberalism, communism, and socialism may be considered the products of (and reactions to) the global spread of European social and political thought during this time period.	<p>KC 5.3.IV</p> <p>Theme 2: Cultures</p> <p>Skills: Contextualization, Use of Evidence</p>	<p>Wiesner-Hanks, Volume 2, Chapter 10</p>	<p>Instructional Activity:</p> <p>See earlier activity for Key Concept 5.1.IV. Students will also analyze a selection of primary source materials from the Wiesner-Hanks text to learn about demands for women’s suffrage and an emergent feminism that challenged existing political and social hierarchies.</p>

For the formal presentation, students may perform a skit, show a PowerPoint presentation or video, or present the information in another format, as long as the required information is communicated clearly. While groups present, audience members take notes, record observations, and critique their classmates after the activity. During debriefing, the instructor facilitates discussion and asks how well the Brinton model applied to each case.

Essential Questions:

▼ Why might this period in world history be considered the “Age of Revolution”? ▼ What were the causes and consequences of these revolutions? ▼ How effective were revolutionaries in achieving their goals? ▼ Why might this time period be considered the “Age of Imperialism”? ▼ How did revolutions in one part of the world compare with those in another part of the world? Consider both causes and consequences.

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Discuss how changes in migration patterns during this time period resulted from the challenges of industrialization.	<p>KC 5.4. Global Migration</p> <p>Theme 1: Environment</p> <p>Skills: Causation, CCOT, Comparison, Contextualization, Use of Evidence</p>	WHFUA, Big Era 7, LTU 7.4, “Humans in a Hurry: Nineteenth Century Migrations, 1830–1914”	<p>Instructional Activity: Students listen to a guest speaker from the International Rescue Committee’s Atlanta office to learn about the issue of forced migration. They will complete select activities and lessons from Land WHFUA to learn about the multiple causes for human migration and its consequences for both sending and receiving societies.</p> <p>Formative Assessment: Students will produce graphs in which they present and analyze data on changes in demographic patterns and rates of urbanization. They will further map migration patterns of different groups, noting their places of origin and destination.</p>
All the learning objectives for Unit 5	<p>All the key concepts in Period 5</p> <p>Themes: all</p> <p>Skills: all</p>		<p>Summative Assessment: Unit Test: 50–70 multiple-choice questions (MCQs); one comparative essay based on the unit essential questions and modified slightly from the essay that students wrote for Key Concept 5.3 above: “Using the Brinton model, analyze similarities and differences in the goals and outcomes of one Atlantic world revolution with the goals and outcomes of a 20th-century revolution of your choice. Conclude by evaluating the extent to which the Brinton model was useful in analyzing the revolution in each case.”</p>

Students often struggle with generating and interpreting graphs. As a primer for this activity, the instructor might give a short lecture/tutorial on the subject of graphs, tables, and charts and how to read them so that students are familiar with the ways information can be presented in these different formats. An instructor might also cite examples from released DBQs that included data and discuss how students interpreted those sources when responding to the prompt.

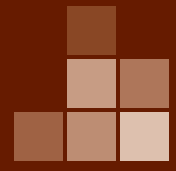
See previous note about MCQs for summative assessments. The essay question measures Key Concept 5.3, Theme 3, and multiple skills (argumentation, causation, comparison, and synthesis).

Essential Questions:

▼ Why might this period in world history be considered the “Age of Revolution”? ▼ What were the causes and consequences of these revolutions? ▼ How effective were revolutionaries in achieving their goals? ▼ Why might this time period be considered the “Age of Imperialism”? ▼ How did revolutions in one part of the world compare with those in another part of the world? Consider both causes and consequences.

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

Estimated Time:
6–7 weeks



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Discuss specific examples of advances in science and technology and their impact.	<p>KC 6.1. Science and the Environment</p> <p>Theme 1: Environment</p> <p>Skills: Causation, Comparison</p>	<p><i>WHFUA</i>, Big Era 8, LTU 8.6, “Revolutions in Science and Technology,”</p> <p>Strayer, Chapters 23 and 24</p>	<p>Instructional Activity: Students will complete select activities and lessons from <i>WHFUA</i> to learn about revolutions in science and technology that occurred during this period.</p> <p>Formative Assessment: Students will answer the 2011 DBQ on the Green Revolution.</p>
Analyze the environmental consequences of population growth during this time period.	<p>KC 6.1.II</p> <p>Theme 1: Environment</p> <p>Skills: Causation, CCOT, Comparison, Use of Evidence</p>	<p><i>WHFUA</i>, Big Era 8, LTU 8.7, “Environmental Change: The Great Acceleration and Big Era 9, LTU 9.6, “Population Explosion and Environmental Change Since 1950”</p> <p>Reilly, Volume 2, Chapter 28</p> <p>Strayer, Chapters 23 and 24</p>	<p>Instructional Activity: Students will complete select activities and lessons from <i>WHFUA</i> to learn about the environmental consequences of economic growth and demographic changes during the 20th century. Students will also analyze a selection of primary and secondary source materials drawn from the Reilly text to analyze 20th-century public health challenges.</p> <p>Formative Assessment: Students will examine data on population trends from the United Nations (UN) Office of Population Studies and, where possible, link evidence of population growth in developing countries to the impact of Green Revolution technologies on crop yields since the 1950s. They will further analyze data on climate change from the United Nations Environment Programme (UNEP).</p>
Evaluate the impact of epidemic diseases on demographic patterns.	<p>KC 6.1.III</p> <p>Theme 1: Environment</p> <p>Skills: Argumentation, CCOT, Comparison, Interpretation, Synthesis, Use of Evidence</p>	<p>McNeill, <i>Plagues and Peoples</i></p>	<p>Instructional Activity: Students will analyze excerpts from William McNeill’s text and compare them to selections from the <i>Cambridge World History of Human Disease</i>, Parts V, VI, and VIII.</p> <p>Formative Assessment: Based on their analysis of the McNeill text, students will write a CCOT thesis statement analyzing changes and continuities in the incidence and prevalence of two global epidemics since 1000 C.E.</p>

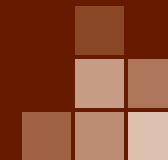
Assign one or more students to be Norman Borlaug and/or another agricultural scientist, such as Gary Strobel, who is in favor of botanical research for medical purposes and have them argue against a representative group of individuals who are against such research, such as a conservative against GMOs (genetically modified organisms) or further “manipulation” of the environment, or a Mayan farmer (who’s point of view is given, though indirectly, in the 2011 document-based question) concerned about the loss of his heritage in the wake of the exploitation of forest resources in the Amazon.

The instructor will collect students’ thesis statements for review, select 3–5 examples, project them on the overhead/Smartboard, and solicit critiques from the class about how each thesis statement could be improved.

Essential Questions:

- ▼ To what extent does ideology play a role in explaining the frequency and duration of conflict in the 20th century?
- ▼ What are the economic, social, and political characteristics of globalization? ▼ Does 20th-century globalization represent a new phenomenon in world history? Why or why not? ▼ In what ways does popular culture (art, film, sport, etc.) reflect the major political, economic, and social issues of the time period?

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



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Discuss how and why the European-dominated global politics gave way to new forms of transregional political organization by the end of this time period.	<p>KC 6.2. Global Conflicts and Their Consequences</p> <p>Theme 3: State-Building, Expansion</p> <p>Skills: Causation, CCOT, Comparison</p>	<p><i>BWH</i>, Unit 21, "Colonial Identities"</p> <p>Davis et al., <i>The Bedford Anthology of World Literature</i>, Books 5 and 6</p> <p>Strayer, Chapters 22 and 23</p> <p><i>WHFUA</i>, Big Era 8, LTU 8.4, "Nationalism and Social Change in Colonial Empires"</p>	<p>Instructional Activity: Students will watch video segments from <i>BWH</i> and complete select activities from <i>WHFUA</i> to analyze the role of nationalism in challenging a European-dominated global political order during this time period.</p> <p>Formative Assessment: Students will write two comparative essays, one analyzing the internal and external factors that led to the collapse of the Qing, Russian, and Ottoman empires, and another analyzing similarities and differences in the independence struggles of two colonies, India and Algeria.</p>
Analyze how anti-imperialist ideologies contributed to the dissolution of empires during this time period and the demographic and social consequences that resulted from these political changes.	<p>KC 6.2.II, III</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, CCOT, Comparison, Interpretation, Use of Evidence</p>	<p>Andrea, Volume 2, Chapter 12</p> <p>Davis, Books 5 and 6</p> <p>Strayer, Chapter 23</p>	<p>Instructional Activity: Students will analyze a selection of primary sources from the Andrea and Overfield text to learn about anti-colonialism in the non-Western world and how it led to social and political change over time. Students will consider the examples of Gandhi and Mandela.</p> <p>Formative Assessment: Students will participate in a Talking DBQ (described above) titled "Representing Independence," drawn from the Strayer text.</p>

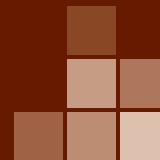
See previous discussion about scoring formal essays.

See previous discussion about evaluating/scoring Talking DBQs.

Essential Questions:

- ▼ To what extent does ideology play a role in explaining the frequency and duration of conflict in the 20th century?
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Period 6. Accelerating Global Change and Realignments, c. 1900 to the Present *(continued)*



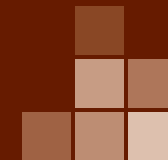
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Describe how and why the scale and scope of military conflicts during this time period were different from conflicts in previous eras of world history.	<p>KC 6.2.IV</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, Causation, CCOT, Comparison, Interpretation, Periodization, Synthesis, Use of Evidence</p>	<p>Andrea, Volume 2, Chapter 13</p> <p>Davis, Books 5 and 6</p> <p>Reilly, Volume 2, Chapters 24 and 25</p> <p>Strayer, Chapters 21 and 22</p> <p>Wieser-Hanks, Volume 2, Chapter 13.</p> <p><i>WHFUA</i>, Big Era 8, LTU 8.1, “The Causes and Consequences of World War I” and 8.5, “The Causes and Consequences of World War II”</p>	<p>Instructional Activity: Students will complete select activities and lessons from <i>WHFUA</i> to analyze the causes and consequences of the world wars. They will also analyze a selection of primary sources from the Wiesner-Hanks and Andrea and Overfield texts to understand the origins of the Cold War conflict between the United States and the U.S.S.R. (Union of Soviet Socialist Republics).</p> <p>Formative Assessment: Students read and critique George Orwell’s essay “Shooting an Elephant” and apply it to a discussion about causality in world history (in this case, the causes of global conflict in the first part of the 20th century). They will then analyze arguments for periodizing the world wars based on historians’ assessments of the long-term versus proximate causes of these conflicts.</p>

I like to work a periodization activity into our discussion of the world wars because so many of my students enter the class with misperceptions that the war(s) started with United States involvement. Through the essay, students are reminded that historical events often have multiple causes, and by exposing students to historians’ claims about the long-term versus proximate causes of conflict, they begin to see that the wars’ beginning and ending dates are subjectively determined and open for debate.

Essential Questions:

- ▼ To what extent does ideology play a role in explaining the frequency and duration of conflict in the 20th century?
- ▼ What are the economic, social, and political characteristics of globalization? ▼ Does 20th-century globalization represent a new phenomenon in world history? Why or why not? ▼ In what ways does popular culture (art, film, sport, etc.) reflect the major political, economic, and social issues of the time period?

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



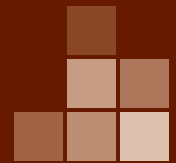
Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Describe the variety of social, cultural, and political responses to conflict during this time period.	<p>KC 6.2.V</p> <p>Theme 3: State-Building</p> <p>Skills: Causation, Comparison, Interpretation, Synthesis, Use of Evidence</p>	<p>Davis, Books 5 and 6</p> <p>Reilly, Volume 2, Chapters 24 and 25</p> <p>Strayer, Chapters 21 and 22</p>	<p>Instructional Activity:</p> <p>Students analyze Picasso's <i>Guernica</i> and examples of Dada art as expressions of anti-war sentiment. Students also compare Gandhi's philosophy of nonviolence with that of Martin Luther King, Jr., examine the apartheid and post-apartheid regime in South Africa, and consider the activities of the Irish Republican Army and Al-Qaeda in terms of achieving political change in a post-1945 world.</p> <p>Formative Assessment:</p> <p>Students will produce their own examples of "Dada" art in response to a 21st-century conflict or problem and present them for critique during a gallery-walk viewing. Students will write thesis statements and participate in a seminar, analyzing similarities and differences in the methods used by at least two historical figures for catalyzing political and social change during this time period.</p>
Discuss how different states responded to the economic challenges of the 20th century.	<p>KC 6.3. New Conceptions of Global Economy, Society, and Culture</p> <p>Theme 4: Economic Systems</p> <p>Skills: Comparison</p>	<p>WHFUA, Big Era 8, LTU 8.3, "The Great Depression"</p>	<p>Instructional Activity:</p> <p>Students will analyze The Great Depression as a case study of one 20th-century economic challenge. They will examine in depth the strategies used by communist governments in Russia and China to confront those economic challenges after the 1930s and contrast those with policies pursued by governments in Latin America, Africa, and the West during the same time period. Finally, students will investigate the new institutional agencies created to manage the global economy in the wake of the Great Depression and World War II, focusing on the role of the United Nations, the International Monetary Fund (IMF), and the World Bank.</p> <p>Formative Assessment:</p> <p>Students write a comparative essay analyzing the effectiveness of state-sponsored versus free-market economic policies in achieving development goals by drawing evidence from at least two case studies.</p>

See previous discussion about gallery walks and about scoring formal essays.

Essential Questions:

- ▼ To what extent does ideology play a role in explaining the frequency and duration of conflict in the 20th century?
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Period 6. Accelerating Global Change and Realignments, c. 1900 to the Present *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
<p>Define 20th-century globalization as a process of increasing interconnectivity and compression and compare this process with that which occurred during the early modern period of world history.</p>	<p>KC 6.3.II</p> <p>Theme 3: State-Building</p> <p>Skills: Argumentation, CCOT, Comparison, Interpretation, Periodization, Use of Evidence</p>	<p><i>BWH</i>, Unit 24, "Globalization and Economies"</p> <p>Stearns, <i>Globalization in World History</i></p> <p>Strayer, Chapter 24</p> <p><i>WHFUA</i>, Big Era 9, LTU 9.5, "The World at War Speed: Science, Technology and the Computer Revolution"</p>	<p>Instructional Activity:</p> <p>Students will complete select activities and lessons from <i>BWH</i> and <i>WHFUA</i> to analyze the characteristics of 20th-century globalization. Further, students will analyze excerpts from Peter Stearns' text to learn about the major changes in global interactions since 1000 C.E. and the turning points that have accelerated the process of globalization over time.</p> <p>Formative Assessment:</p> <p>Students write a DBQ essay on the subject of "Experiencing Globalization," drawn from Chapter 24 of the Strayer text and a CCOT essay analyzing changes and continuities in global interactions based on the Stearns text.</p>
<p>Discuss how new conceptions of society and culture challenged assumptions about race, gender, class, and religion during this time period.</p>	<p>KC 6.3.III</p> <p>Theme 2: of Cultures</p> <p>Theme 5: Social Structures</p> <p>Skills: Argumentation, Causation, Comparison, Interpretation, Synthesis, Use of Evidence</p>	<p>Reilly, Volume 2, Chapter 25</p>	<p>Instructional Activity:</p> <p>Students will use materials from Amnesty International to learn about the concept of human rights and then apply that concept to acts of violence perpetrated against different ethnic groups in the 20th century, such as the Holocaust and the Rwandan genocide. To do this, students will analyze a selection of primary and secondary source materials from the Reilly text alongside the teaching materials from Amnesty International.</p> <p>Formative Assessment:</p> <p>Students research and simulate a mock session of the UN Security Council or the ICC (International Criminal Court) to debate issues of human rights abuse and conflict in the Sudan and, where possible, draw parallels to the Rwandan case. This simulation asks students to draw parallels between mid-20th-century and contemporary examples of ethnic violence. It involves a library research component and analysis of primary sources, while helping students to learn about the institutional structure of the United Nations and the procedures/rules for debate within the Security Council.</p>

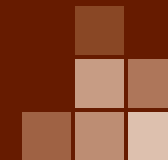
See previous discussion about scoring formal essays.

The instructor has multiple opportunities to provide direction and feedback during the research and planning process and evaluates students by means of a rubric that has been modified from an earlier use during the Mongols mock trial (see description above for KC 3.2).

Essential Questions:

- ▼ To what extent does ideology play a role in explaining the frequency and duration of conflict in the 20th century?
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Period 6. Accelerating Global Change and Realignments, c. 1900 to the Present *(continued)*



Learning Objectives	Key Concepts, Themes, and Historical Thinking Skills	Materials	Instructional Activities and Assessments
Analyze the process by which popular and consumer culture become global.	<p>KC 6.3.IV</p> <p>Theme 2: Cultures</p> <p>Skills: CCOT, Comparison, Interpretation, Synthesis, Use of Evidence</p>		<p>Instructional Activity: Students analyze the spread of popular culture through sport by analyzing the popularity of World Cup soccer, cricket, and the modern Olympics, and through popular music and film styles, such as reggae and Bollywood.</p> <p>Formative Assessment: Students choose a genre of music or film, a popular sport, or even a genre of video games (e.g., the <i>Call of Duty</i> franchise) and prepare multimedia presentations in which they discuss what that genre represents about the social attitudes and cultural beliefs of the Millennial generation.</p>
All of the learning objectives for Unit 6	<p>All of the key concepts for Period 6</p> <p>Themes: all</p> <p>Skills: all</p>		<p>Summative Assessment: Unit Test: 50–70 multiple-choice questions (MCQs); one comparative essay that draws on additional evidence from the Pomeranz and Topik text and is based on the unit essential question: “Analyze similarities and differences between the process of globalization that occurred during the modern period (1750–1900) and 20th-century globalization (1900–present).”</p>
Exam Review Estimated Time: 1–2 weeks	All Key Concepts, Themes, and Skills		<p>Instructional Activity: Students will review the DBQ and FRQ rubrics, write thesis statements for released FRQs, practice MCQs and create annotated timelines for each historical theme in each historical period to prepare for the CCOT essay.</p>

See previous discussion about evaluating presentations and simulations.

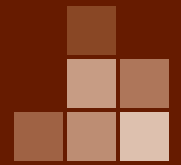
See previous note about MCQs for summative assessments. The essay measures all the key concepts in this period, all the themes, and multiple skills (argumentation, causation, comparison, contextualization, and synthesis).

I start holding content review sessions in mid-March so that I can focus the remaining class time on activities that specifically prepare students for exam questions/conditions or otherwise sharpen skills. It really depends on what my students feel they need to review and what we, as instructors, feel will deliver the best return for our time. In the past, we've targeted the DBQ and CCOT essays, since these have been areas of weakness for our students on past exams.

Essential Questions:

- ▼ To what extent does ideology play a role in explaining the frequency and duration of conflict in the 20th century?
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