PUBLIC SCHOOLS OF EDISON TOWNSHIP

OFFICE OF CURRICULUM AND INSTRUCTION

AP Modern World History

Length of Course:	Term
Elective/Required:	Required
Schools:	High Schools
Eligibility:	Grade 11
Credit Value:	5 Credits
Date Approved:	August 27, 2018
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TABLE OF CONTENTS

Unit 6: Consequences of Industrialization

Period 4: Accelerating Global Change and Realignments, ca. 1900 to the present
Unit 7: Global Conflict

Period 4/Unit 8: Cold War & Decolonization

Period 4: Accelerating Global Change and Realignments, ca. 1900 to the present
Unit 9: Globalization

Modifications will be made to accommodate IEP mandates for classified students.

Statement of Purpose

The Advanced Placement Modern World History program provides an opportunity for students to acquire an understanding from 1200 CE to the present day. This includes a short review of essential features that underpin modern human civilization from approximately 8,000BCE until 1200 CE.

Given the extensive amount of information, utilizing a thematic approach allows for optimal coverage of the material and sharpens student analytical skills. The themes are geography, belief systems, government, economics, social / class organization, and technological innovation provide this framework.

The application of these themes against the development of human civilization uses differing grades of historical evidence (i.e.: material evidence, firs person perspectives, second hand accounts, and historiography) to emphasize historical reasoning. Students learn to craft sound arguments advancing and defending their historical claim across time periods. To stress the contextual considerations behind any historical claim or widely accepted fact the six themes are examined over four periods consisting of nine units. The periodization date breaks of 1450, 1750, and 1914 signify turning points, fundamental contextual shifts in the lived life of human societies.

A variety of resources achieves these pedagogical goals, such as individual and group activities, primary and secondary sources, Socratic dialectic, simulated / scenario based learning, and collegiate level writing assignments. In general, those teaching strategies that provide for the different interests, abilities, and motivations of students will be followed.

The knowledge and skills obtained from the AP Modern World History program provides students with a historical perspective for a lifetime. The ability to weigh and consider current world affairs has become increasingly important over the years. Global economic currents, geopolitical relationships, and computerized social communication still rely on individualized participation. An appreciation of human cultural diversity and the contribution it pays to civilizational development only assists in helping students become confident participants in a more globally connected and integrated world.

This curriculum as outlined aligns with the objectives and skills of the Advanced Placement Modern World History course offered by the College Board. For example, the "Thematic Learning Objectives & Historical Reasoning Skills" as prescribed by the College Board. Each teacher of the course also submits a variation of this guide, along with their assignments and assessments, for approval to the College Board, as part of that organization's newly adopted audit process. This guide also corresponds to the 2014 NJSLS-SS. Relevant indicators are listed alongside the objectives at the outset of each unit.

Course Objectives

1. To acquire an understanding of the development of civilizations from the prehistoric times to present day. The program emphasizes the development of significant ideas, turning points, and events and their relationships during various eras.

2. To develop an historical perspective to current world situations that enables students to gain an appreciation of the diversity of cultures and their contributions to human development.

3. To develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Timeline:

Quarter 1: Strayer textbook, Chapters 1-5

Quarter 2: Strayer textbook, Chapters 6-12

Quarter 3: Strayer textbook, Chapters 13-17

Quarter 4: Strayer textbook, Chapters 18-23

Students will sit for common assessments at the end of each academic marking period. In these quarterly essays, students demonstrate their understanding of the curriculum "content" and ability to write the type of essay that appears on the College Board's annual exam.   The skills embodied in these assessments spring entirely from the Companion Standards of the New Jersey Student Learning Standards for English Language Arts.   The provided sources test students on RH.11-12.10 and the written portion relates to WHST.11-12.1-10.6. The curriculum "content" covered in the essays will run from 6.2.12.A.2a- 6.2.12.D.6.a.

Unit 0: Pre-1200: Foundations of Civilizations, c. 8000 BCE - c. 1200 CE
Unit 0: Migration, Agriculture, Belief Systems, Imperial Life-Cycle, and Expanding Trade
Topic 0.1: Human Development: and Migration

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will properly ground the study of world history on a recognition of global geography on history, often referred to as the concept of Big Geography. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas, demonstrating creativity in adapting to different geographical settings from savannah to desert to Ice Age tundra. Importantly, one of these innovations has been technology. Anthropologists make an analogy with modern hunter- forager societies, inferring strong egalitarian with this mobility. Additionally, students will recognize the short and long-term effects of the human diaspora across the globe. More specifically, student will analyze the location of cities with respect to natural resources needed for the development of the first city-states and the production of culture, especially art and architectural evidence.

Key Concept 0.1: The Physical World and Its Uses: Big Geography and the Peopling of the Earth
Throughout the Paleolithic era, humans developed sophisticated technologies and adapted to different geographical environments as they migrated from Africa to Eurasia, Australasia, and the Americas.

Essential Questions: What were the special necessary features early civilizations needed to develop across the globe? What geographic, climatic and geological features help or hinder the growth of civilizations? How did the environment influence the development of early religions in tandem with the increasing complexity of human society? In what ways did the controlled use of fire assist early humans in hunting and foraging, to protect against predators, and to adapt to cold environments? What were some of the wide array of tools humans developed to assist with living in different environments, from tropics to tundra? How were survival, economics and family related before the establishment of a fixed living location?

Unit Assessment: Summative assessments to include: identification and explanation of global patterns on a map test; multiple choice/open-ended tests; quizzes, essays, interpreting artifacts, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment** **Check Points**
6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.B.3.a 6.2.8.B.3.b 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c 6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.10 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6	Importance of geography, climate, geology in helping or hindering civilization development The impact of the Agricultural Revolution How and why early agricultural villages grew into cities, and, by extension, city-states Development of early religions, their significance and role in society How architectural styles developed and why How developments in writing changed civilization	Identify environments that are conducive or hostile to the growth of civilizations See reasons why agriculture is essential for the growth of cities/civilizations Identify features both religious and secular for the growth of a hierarchal society Compare different forms and functions of ancient writing Identify certain architectural; styles and functions	Completion of climatic and geographic maps Visual presentations of architectural and artistic styles Comparison of art-forms: ancient to modern, ritual to practical, etc. Comparison of literary forms with contemporary and later examples	Maps Quizzes Socratic discussion Comparative essays Chapter test
Resources: Strayer, *The Ways of the World*, *The Big Picture*, pp. 2-7; Chapter 1, *First Peoples*, pp. 11-47. Durant, Will *The Story of Civilization*, Vol. 1, Ch 1*, The Conditions of Civilization* **Primary Sources**: Various examples of art, architecture and literature accumulated over the years, such as Australian Aboriginal Mythology and cave paintings Source 1.1: *Yhi Brings Life to the World p. 50-51* Source: 1.2: *The Platypus* p. 52-53 Source: 1.3: *The Man-Eater: The Mutjinga My*th p. 53-54 Source 1.4: H*ow Death Came: The Purukapali Myth* p. 55-56			**Instructional Adjustments:** Use of technology for visually impaired students; different map projections and 3-D globe for tactile learners.	

Unit 0: Pre-1200: Foundations of Civilizations: Religions c. 8000 BCE - c. 1200 CE
Unit 0: Migration, Agriculture, Belief Systems, Imperial Life-Cycle, and Expanding Trade
Topic 0.2: The Neolithic Revolution and Early Agricultural Societies

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will demonstrate a proficient grasp of the foundations for the first civilizations 5,000 years ago in connection with the Neolithic Revolution approximately 10,000 years ago. The widespread adoption of agriculture occurred in specific areas due to natural resources. This includes defining what is meant by a civilization.
Settled societies with cities turned into powerful states with features shared by all civilizations. These similar characteristics include agricultural surpluses that permitted significant specialization of labor, allowing for the generation of complex institutions, such as political bureaucracies, armies, and religious hierarchies. It also includes clearly stratified social hierarchies and organized long-distance trading relationships, with economic exchanges between civilizations through nomadic-pastoral tribes. Record keeping, a growing population, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion. Lastly, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

Additionally, on a global map students will identify the location of foundational civilizations: 1. Mesopotamia in the Tigris and Euphrates River Valleys, 2. Egypt in the Nile River Valley, 3. Mohenjo-Daro and Harappa in the Indus River Valley, 4. Shang in the Yellow River or Huang He Valley, 5. Olmecs in Mesoamerica, and 6. Chavín in Andean South America.

Key Concept 0.2: The Neolithic Revolution and Early Agricultural Societies
The Agricultural Revolution generated the first urban societies 5,000 years ago laid the foundations for the development of complex, settled civilizations. These civilizations shared several significant social, political, and economic characteristics.

Essential Questions: What does *civilization* mean? What were some examples of core civilizations that emerged during this time? What was the role of religion in legitimizing new ways of ruling whose source of power was believed to be divine or had divine support and/or who was supported by the military? What role did location, natural resources and technology play in State expansion through the military? Why did trade expand during this period from local to regional, and then to transregional? What were some of the items exchanged between Egypt and Nubia, and between Mesopotamia and the Indus Valley? What were some of the monuments and urban planning techniques associated with this early complexity of society and how did this contribute to human culture? Providing examples, how did political and religious elites promote the arts and artisanship?

How did new religious beliefs of this period, such as the Vedic religion, Hebrew monotheism and Zoroastrianism, set the tone for future religious continuities? Why did systems of record keeping originate independently in all early civilizations? What is meant by the phrase *cultural diffusion* and how did record keeping assist it? What impact did hierarchy have on social stratification and treatment of gender groups?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.8.A.7.a. 6.2.8.B.7.a. 6.2.8.C.7.a. 6.2.8.C.7.b. 6.2.8.D.7.a. 6.2.8.D.7.b. 6.2.8.D.7.c. 6.2.8.D.7.d.	Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley. Relationship of technology with society through warfare, such as new weaponry, like the compound bow and iron weapons Early civilizations developed monumental architecture and urban planning. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art. Literature as culture.	Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations	Civilization game Illustrative Example: New modes of transport -Chariots; Horseback riding	Maps Quizzes Classroom discussions Comparative essays Chapter test

	Cultural diffusion and grades of regional trade			
6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.B.3.a 6.2.8.B.3.b 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c 6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e	Importance of the Nile in forming and defining Egypt The significance of hieroglyphics The unification of Egypt Importance of the afterlife to the Egyptians and its impact on art & architecture Early beginnings of China and the development of its dynastic rule	Identify the reasons of the Nile's importance to Egypt Understand the significance of written records by what they say and don't say Recognize societal, religious, political and artistic similarities and differences between these cultures See the differences in development between these cultures	Maps of each culture Visual presentations of architectural and artistic styles Comparison of art-forms: ancient to modern, ritual to practical, etc. Comparison of forms with contemporary and later examples Primary source reading Class debate on different political & religious practices and philosophies	
RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	Development of the early Mesoamerican cultures Evolution of the South American cultures/empires			

	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
Resources: Strayer, Chapter 2, First Civilizations; pp. 59-95 **Primary Sources**: Various examples of art, architecture and literature accumulated over the years: *The Epic of Gilgamesh; Rig Veda; Book of the Dead;* ziggurats; pyramids; temples; Code of Hammurabi; defensive walls; street and roads; new transportation systems; sewage and water systems; sculpture; painting; wall decorations; elaborate weaving; cuneiform; Hieroglyphics; pictographs; alphabets; quipu. **Resources:** Strayer, Chapter 1, *First Peoples; First Farmers*, pp. 11-47; Strayer, Chapter 2, First Civiilizations; pp. 59-95 **Primary Sources**: Various examples of art, architecture and literature accumulated over the years: Tacitus, *Germania*; Jomo Kenyatta, *Facing Mount Kenya*; Las Casas, *Apologetic History of the Indies* (1566); river valley artifacts lending insight into the role of women and cosmology, such as Stonehenge. Visual Sources: p. 91-95, 2.1: Seal from the Indus Valley 2.2: Man from Mohenj-Daro 2.3: Dancing Girl	

Unit 0: Pre-1200: Foundations of Civilizations: Religions c. 8000 BCE - c. 1200 CE
Unit 0: Migration, Agriculture, Belief Systems, Imperial Life-Cycle, and Expanding Trade
Topic 0.3: Religious Belief Systems and Civilizational Development

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand the basic history, beliefs and practices of the world's major religions. This includes Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, Daoism, and Legalism. Shared religious traditions provided a bond among the people and an ethical code for living life. Societies and large governmental states developed around these particular religious beliefs. Unity of belief reinforced political, economic, and occupational stratification.

Shared religious beliefs helped to concentrate political power into a highly bureaucratic centralized government. With no separation between church and state, religious leaders often worked in tandem with governmental authorities. As imperial states formed trade expanded. Empires increased in size and contacts between regions multiplied, leading to the exchange of belief systems and transformation of cultural ides and social practices. Importantly, this included gender roles.

As new belief systems and cultural traditions emerged that built off preexisting ones new universal truths were espoused. Buddhism developed from Hinduism, Christianity from Judaism which eventually led to the development of Islam (i.e.: prophetic tradition), and Confucianism remained the backbone of Chinese society but mixed with Daoism and Legalism to remain at the forefront of organized civilization.

Students will analyze and identify various factors involved in the rise and fall of empires, including the multifaceted relationships between religion, government, class, domestic social norms, foreign trade, and warfare. New techniques of imperial administration derived from earlier ones, where elites organized human activities to support powerful military machines.
The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states, leading to new policies to govern their relationships with ethnically and culturally diverse populations: Conquest for land, resource wealth, and security led to unsustainability and societal collapse.

Students will recognize that after 600 CE Islam expanded outside the Arabia Peninsula, reintegrating and expanding trace networks, especially across Afro-Eurasia and the Indian Ocean. Importantly, China and the greater East recovered and centralized political authority after 600 CE and leading in wealth and power by 1200 CE.

Key Concept 0.3.1: Standardized Belief Systems and Civilizational Expression

The establishment of religious belief systems provided early unity for greater centralization of political states into empires. As states and empires increased in size and contacts between regions intensified, human communities transformed their religious and ideological beliefs and practices. Important implications for social and gender structures and social norms followed. Religion influenced the legal code through artistic expression, including literature and drama, architecture, and sculpture, show distinctive cultural developments. Many rulers represented the margining of religious and political authority to justify their rule through legal and military methods.

Key Concept 0.3.2: Early Trade Networks and Cultural Exchanges
A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

Key Concept 0.3.3: The Rise and Fall of the Classical Empires
As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.

Essential Questions: What is religion? What functions does it serve? What are the connections between geography & climate to religious beliefs? What are the similarities and differences between the religions? Is Judaism monotheistic or polytheistic, and why does this matter when reading the Hebrew scriptures? How did the conquests of the Assyrian, Babylonian, and Roman empires contribute to the growth of Jewish diasporic communities around the Mediterranean and Middle East? How did the beliefs of Hinduism contribute to the formation, and perpetuation, of a social caste system? In contrast to Hinduism, what did Buddhism preach regarding desire, suffering, and the search for enlightenment? How and why do religions transform themselves through cultural diffusion as they travel to new regions through regional and transregionally? In what ways did politics, religion and art join forces to create meaningful educational and artistic institutions? What were some religiously founded principles that lent credibility to the establishment of political authority over the masses of people? What are some of the core ideas in Greco-Roman philosophy and science and how did these concepts help create the two strands of thought called Platonic idealism and Aristotelian teleology?

What is meant by 'empire'? How do the empires of the Akkadians, Egyptians and Persians compare to those of Greece, Macedonia and Rome? Was conquest the only method of building an empire? What makes an empire "great"? What were some of the administrative methods empires used to centralize power in order to manage their size, wealth and mixed populations? In what ways did governments project military power over vast areas? What were some of the public, economic and legal functions served by cities in the Classical Era? When empires expanded, in what ways were social structures upheld and others overthrown? What were some of the ways gender roles were ingrained, and others dismissed, as empires grew across the globe? What were some reasons that caused empires to collapse?

What are the core beliefs of Islam? How does expansion affect the greater European world? How does Islam compare in India, Arabia and Africa? How did the Chinese and Indian empires develop? Were there parallels between those cultures? How did the stabilization or decline of empires effect world trade?

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment** **Check Points**

6.2.8.A.3.a
6.2.8.A.3.b
6.2.8.B.3.a
6.2.8.B.3.b
6.2.8.C.3.a
6.2.8.C.3.b
6.2.8.C.3.c
6.2.8.D.3.a
6.2.8.D.3.b
6.2.8.D.3.c
6.2.8.D.3.d
6.2.8.D.3.e
	The basic beliefs of the world's major religions: Judaism, Hinduism, Buddhism, Taoism, Christianity, Islam
	
	The effects of geography and climate on the emergence of belief systems
	
	Commonalities running through these religions; determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
	
	The meaning and significance of *empire* with respect to centralized governments and elaborate legal systems
		Recognize the geographic origins of the religions
		
		Explain the base similarities and differences of the religions
		
		Exhibit a deeper understanding and toleration for beliefs different from their own
		
		Differentiate the differing styles of art, music, literature and architecture exhibited by these religions
		
		Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor
			Maps of each religion's area of origin
			
			Class discussion on the nature and development of religion in general
			
			Visual presentations of various forms of religious art and architecture
			
			Visual presentations of architectural and artistic styles
			
			Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion through the production of a class chart.
			
			Compare and contrast the tenets of various world religions that developed in or around this time period (i.e.,
				Maps
				
				Quizzes
				
				Classroom discussions
				
				Comparative essays
				
				Chapter test
				
				Instructional Adjustments:
				
				Recommended Coverage—
				    Hinduism (South
				    Asia, c. 2000 BCE)
				    Gupta Empire (600) BCE
				    – 600 CE)
				    Chapter 3, *State and Empire in Eurasia / North Africa* pp. 105-145

6.2.8.A.7.a. 6.2.8.B.7.a. 6.2.8.C.7.a. 6.2.8.C.7.b. 6.2.8.D.7.a. 6.2.8.D.7.b.	Daoist belief in social harmony and religious adherence, such as rituals and social relationships for all people in China, including the rulers.			

6.2.8.D.7.c. 6.2.8.D.7.d. RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic, as well as cultural policies & philosophies Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine The impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.	Students must know key states and locations of the following empires: Southwest Asia: Persian Empires; East Asia: Qin and Han Empire; Mediterranean region: Phoenicia and its colonies; Greek city-states and colonies' Hellenistic and Roman Empires; Mesoamerica: Teotihuacan, Maya city-states; and Andean South America: Moche. Explain how geography and the availability of natural resources led to both the development of imperial powers, their expansion and also eventual collapse. Distinguish between the Golden Age of empires and their decline and determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires through a structured debate. Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations by comparing primary sources from one Ancient Empire to another. Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over	Intermittent India, pp.131 145; influence of geography and religion. **Chapter 4, *Culture and Religion in Eurasia / North Africa*, pp. 146-189** Hinduism and Buddhism, pp. 157-164 **Chapter 5, *Society and Inequality in Eurasia / North Africa,* pp. 191-227** Class and Caste in India, pp. 198-203 Comparisons between the Buddha and Jesus, pp. 172-189; widespread influence Buddhism (South Asia, c. 500 BCE review summer work) Ancient Greece, Birth of the West (1200 BCE-323 BCE) **Chapter 3, *State and Empire in Eurasia / North Africa* pp. 105-145;** **n**otes due: Ancient Greece and Alexander the Great, pp. 105-117; policy of fusion **Chapter 4, Culture and Religion in Eurasia / North Africa, pp. 146-189**

			time with connections to current events.	Greek Rationality and Birth of the West, pp. 168-171
			Maps showing the location and expansion of the empires; regions where rulers created administrative institutions: China; Persia; Rome; South Asia	Judaism (Southwest Asia, c 1600 BCE) Christianity (Southwest Asia, c. 35 CE Ancient Rome (600 BCE – 600 CE):
6.2.8.A.4.a. 6.2.8.A.4.b. 6.2.8.B.4.a. 6.2.8.B.4.b. 6.2.8.C.4.a. 6.2.8.C.4.b. 6.2.8.D.4.a. 6.2.8.D.4.b. 6.2.8.D.4.c	The rise of empires through military conquest Barbarians and the fall of the Empire External problems resulted from security issues along their frontiers, including the threat of invasions.	Identify the varying tactics and weapons of various imperial armies Imperial governments projected military power over larger areas using a variety of techniques, like diplomacy, developing supply lines, and building fortifications, such as defensive walls, and roads.	Drawing new groups of military officers and soldiers from the local populations or conquered peoples Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites, such as corvée, slavery, rents and tributes.	**Chapter 3,** *State and Empire in Eurasia / North Africa* **pp. 105-145** Imperial Rome and Han China, 117-131; expansion techniques; boosting merchants. **Chapter 4,** *Culture and Religion in Eurasia / North Africa,* **pp. 146-189** Zoroastrianism and Judaism, pp. 165-168
RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	Islam and their relationship with Jews & Christians Islam in Spain, Africa & Asia	Through excessive mobilization of resources, imperial governments caused environmental damage and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites. Environmental damage -Deforestation; Desertification; Soil erosion; Silted rivers	Visual comparisons of art and architecture; Class readings of selections of ancient plays of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups. Patriarchy continued to shape gender and family relations in all imperial societies of this period. Maps showing trade routes	**Chapter 5,** *Society and Inequality in Eurasia / North Africa,* **pp. 191-227** Roman Slavery and comparing Patriarchies, pp. 203-227 Greece and Rome: Special Focus on Citizenship and Slavery, pp. 203-210 Islam (Southwest Asia, c. 630 CE)

6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.a. 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c. 6.2.12.D.2.d. 6.2.12.D.2.e.		External problems along the frontiers between Han China and the Xiongnu; Between the Gupta and the White Huns; Between the Romans and their northern and eastern neighbors	Seeing the 'export' of architectural, artistic, literary and cultural factors of China & India Visual comparison of arts and artifacts between the Americas and Africa Maps showing trade routes Seeing the 'export' of architectural, artistic, literary and cultural factors of China & India Contrast the fall of India with China's longevity	**Chapter 9,** *The World of Islam,* **pp. 362-407** Prophetic Tradition and a New Messenger and United Arabia Builds an Empire, pp. 362-382 Daoism (East Asia, c. 500 BCE) Legalism (East Asia, c. 280 BCE) and Warring States (East Asia, 476 - 221 BCE) Confucianism (East Asia, c. 551 to c. 479 BCE) and Neo- Confucianism (East Asia, 1100 CE) Han Dynasty (600 BCE – 600 CE); notes due:
6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.A.1.a. 6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.a 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c. 6.2.12.D.2.d. 6.2.12.D.2.e.	Rise and fall of the Qin & Han Dynasties Disintegration and reunification of China Introduction of Buddhism to China Sui & Tang Dynasties China's imperialism, focusing on Vietnam, Korea and Japan Rise and fall of the Maurya & Gupta Empires Invasions and the end of	Understand the forces behind China's dynastic cycle Identify the stronger economic forces driving India & China's foreign trade See the differing paths and fates of the Chinese & Indian empires Understand the impact of trade both within and without each empire	Visual comparison of arts and artifacts between the Americas and Africa Economic legacies: trade with other empires	**Chapter 3,** *State and Empire in Eurasia / North Africa* **pp. 105-145** Warring States and Consolidation of Power, pp. 121-131 **Chapter 4, Culture and Religion in Eurasia / North Africa, pp. 146-189** Daoism, Legalism and Confucianism, pp. 149-156 **Chapter 5,** *Society and Inequality in Eurasia / North Africa,* **pp. 191-227** Religion, politics and

RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	India's empires Economic legacies: trade with other empires Contrast the developments of the societies of Africa & the Americas Internal contacts/trade of Africa & the Americas	Contrast the developments in North America and Africa with those in Asia & Europe	social structure in China, pp. 191-198

Resources: Strayer, Chapter 2, First Civilizations; p. 80-90; Chapter 4, Culture & Religion in Eurasia/North Africa p. 147-189

Primary Sources: Hebrew Scriptures; Vedic literature, including the *Bhagavad Gita*; Dhammapada and visual representations of the Buddha across geographic locations; Plato's *Apology;* Gospel of Matthew; Pliny the Younger on the Vesuvius Eruption and the Christian Controversy; examples of ancestor veneration turned cultural practice in Africa, the Mediterranean region, East Asia and the Andean areas.

Resources: Strayer, Chapter 3, State & Empire p. 105-142

Primary Sources: *Homer, The Iliad; Herodotus on the Story of Thermopylae; Thucydides, Herodotus, The Histories, From Confederacy to Empire; "The City-State of Sparta;" Tacitus, The Transition from Republic to Principate; Sidonius Appolinaris, Rome's Decay, and a Glimpse of the New Order; Sophocles,Oedipus Tyrannos of the Lysistrata ; works by Aristophanes, architectural styles in India; Greece, the Roman Empire and Mesoamerica, Tacitus: Germania, Xiongnu: Sima Qian*

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
-Strayer, Chapter 9, The World of Islam: Afro-Eurasian Connections, 600-1450
-Strayer Primary Resource Documents: The Life of the Prophet:
9.1: Muhammad and the Archangel Gabriel
9.2: The Night Journey of Muhammad
9.3: The Battle of Badr
9.4: The Destruction of the Idols

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

The Quran, The Hadith, The Sharia, The Voice of the Sufi
-Visual Source: An Arab Camp Scene, City Life in Islamic Persia, The Night Journey of Muhammad

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
-Strayer, Chapter 8: China and the World: East Asian Connections 600-1300, p. 323-362
—Spodek Chapters 7, 8,
—Spodek CD documents 2.2 "The Spirit World;" 2.4 "Confucius: Analects;" 2.6 "Taoism;" 2.8 "Shi Huang Ti of Qin: A Study in Absolutism;" 9.1 "The Tang Dynasty (618-907): The Art of Government"
—selections from Gary Jennings *Aztec*; Charles C. Mann *1491: New Revelations of the Americas Before Columbus*; Colin G. Calloway *One Vast Winter Count: The Native American West Before Lewis and Clark*; Jake Page *In the Hands of the Great Spirit: The 20,000-Year History of American Indians*; John Iliffe *Africans: The History of a Continent*; John Reader *Africa: A Biography of the Continent*; Kevin Shillington *History of Africa* (Revised 2nd edition); the Maya *Popol Vuh*; José de Acosta, "Human Sacrifice Among the Aztecs"
—Stearns Chapters 2, 3, 4, 5, 13, 14
-Strayer – Shotoku, The Seventeen Article Constitution,
 -Dogen, The Writings on Zen Buddhism
- The Chronicle of the Direct Descent of Gods & Soverigns
- The Pillow Book, Sei Shongon
-Yosi,masa, Advice to a Young Warrior, Royshun – The Imagawa Letter
-The Leisure Life of China's Elite:
8.1: A Banquet with the Emperor
8.2: A Table With the Empress
8.3: A Literary Gathering
8.4: An Elite Night Party

Unit 0: Pre-1200: Foundations of Civilizations: Religions c. 8000 BCE - c. 1200 CE
Unit 0: Migration, Agriculture, Belief Systems, Imperial Life-Cycle, and Expanding Trade
Topic 0.4: Commerce, Trade and Culture after 600 CE

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand the rise of the Chinese and Indian states, their development as empires, and their role in the expansion of world trade. What emerged post-600 CE were transregional networks of communication and exchange through the Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean Sea lanes. With land and water the basis for transregional trade, communication, new technologies emerged to assist in the organization of large-scale empires. The volume of long-distance trade increased dramatically, with much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across far-flung networks of communication and exchange. Furthermore, after 600 CE in the West, where political fragmentation was the rule across Europe, feudalism took hold but a vibrant domestic road network remained. In the Americas and Oceania localized networks developed. Religion was freely transmitted along these well-travelled paths. An unintended major unintended consequence was the spread of disease.

Key Concept: 0.4: Trade, Technology and Transmissions of Empires
With the development of new technologies pre-existing trade routes on land and sea were strengthened and new ones created, notably throughout Afro-Eurasia and the Indian Ocean (i.e.: sand and sea). The organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange. Religious beliefs spread with trade, notably in Indonesia. This also included the transmission of diseases within and between various societies.

Key Concept: 0.4.1: Post-600 CE Ascendency of the East
The Islamic Empire brought, an example of the general centralization of power that took place in the East where decentralization took hold in the West. Muslim rule expanded to many parts of Afro–Eurasia due to military expansion. In China and India state formation and development demonstrated continuity, innovation, and diversity in various regions. The European Middle Ages brought with it a corporate society run by the Catholic Church.

Key Concept: 0.4.2: Commerce & Culture
A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies. Importantly, this included increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as in trading technologies.

Key Concept: 0.4.3:
Trade influenced state formation and development demonstrated continuity, innovation, and diversity in various regions. Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family.

Essential Questions:
What were some of the key civilizational characteristics that allowed the East in general, China in particular, to re-centralize political power after 600 CE? What did the West, more specifically Europe, lag behind in development during the Middle Ages?
How did the Chinese, Indian, and Muslim empires develop? Why and how did European Christendom differ? Were there parallels between these dominant cultures? How did the histories of Byzantine Empire & Western Europe differ? What accounts for the different historical trajectories of the two expressions of Christendom? How does post-classical Europe compare with T and & Song China? How did the stabilization or decline of empires effect world trade? What were some new technologies that facilitated long-distance communication and exchange over both land and sea? How did trade networks act as vehicles of cultural diffusion for religious beliefs to new areas? How does the spreading of diverse ideas to new areas lead to syncretism? How is intercultural trade begun? What is more significant, the trading of goods and materials, or of ideas? Is intercultural trade always a good thing?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.8.A.4.a. 6.2.8.A.4.b. 6.2.8.B.4.a. 6.2.8.B.4.b. 6.2.8.C.4.a. 6.2.8.C.4.b 6.2.8.D.4.a. 6.2.8.D.4.b. 6.2.8.D.4.c	Religious and cultural traditions were transformed as they spread, mixing with pre-existing social norms Rise and fall of the Qin & Han Dynasties Disintegration and reunification	Recognition of cultural diffusion and syncretic aspects of belief systems Understand the forces behind China's dynastic cycle and Mandate of Heaven	Maps showing trade routes and the diffusion of Buddhism, Christianity, Islam and Neo-Confucianism with impact on social gender relations. Create and export list of architectural, artistic, literary and cultural factors of China & India	Maps Quizzes Classroom discussions / Socratic Dialogue DBQs

6.2.12.A.1.a. 6.2.12.A.1.b. 6.2.12.A.1.c. 6.2.12.B.1.b 6.2.12.C.1.a 6.2.12.C.1.b 6.2.12.C1.c 6.2.12.C.1.d 6.2.12.C.1.d 6.2.12.C.1.e WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	of China after 600 CE. Introduction of Buddhism to China, Han China (first century CE) Sui & Tang Dynasties China's imperialism, focusing on Vietnam, Korea and Japan Economic legacies: trade with other empires Rise and fall of the Maurya & Gupta Empires Invasions and the end of India's empires Islam spreads via the land and sea across the Indian Ocean Contrast the developments of the societies of Africa & the Americas Internal and external contacts and trade between regions, including Africa & the Americas The movement of peoples caused environmental & linguistic effects. Trade routes often depended on peoples' understanding & technological adaptations.	Identify the stronger economic forces driving India & China's foreign trade Observe the differing paths and fates of the Chinese & Indian empires Understand the impact of trade both within and without each empire after 600 CE The influence of Buddhism in China reached its peak during the Tang Dynasty (618 to 907); connection to Sanskrit in India. Recognize the necessity of a strong bureaucracy to re-centralize power. Distinguish Hemispheric trade, communication and exchange networks climate and location of the routes, the typical trade goods along the Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean Sea lanes Lack of global trade in Certain areas of the world led to differing regional Developments.	Locate on a map older and newer urban centers of commerce, as well as new global trading state on land and sea trading routes. Create an origin-exportation chart depicting trade of goods, exchange of people, technology, religion, cultural beliefs, food crops, domesticated animals, and disease pathogens across far reaching trade networks of exchange. Contrast the fall of India with China's longevity by developing an argument from primary sources. Maritime technologies, monsoon winds Illustrative Example: Innovations in maritime technologies and land, including lateen sail; Dhow ships, ship design and domesticated pack animals. Contrast the developments in North America and Africa with those in Asia & Europe; visual comparison of arts and artifacts between the Americas and Africa Students will trace out the Bantus migration that spread iron technology around Africa as well as diffusion/creation of language (Swahili) because of Arab contacts	Comparative essays Chapter test

	Empires of Byzantium & Kingdom of the Franks The Great Schism of 1054 Political Life in Western Europe Society & the Church	Stimulated exchanges along maritime routes from East Africa to East Asia. Migrations related to specific environment with a region; emergence of transregional networks of communication and exchange related to new technologies Innovations and demands for luxury goods, as well as the spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques. Changes in farming and irrigation techniques, including the qanat system European trade & religion—cultural exchanges during The Crusades. Understand the Crusades and its effects on the west	in East Africa; sub-Saharan Africa mixing of African, Christian, and Islamic influences (into the Iberian Peninsula) Students will create a chart of poular goods transported around the gretaer Eurasian and eastern regions. Including major Chinese inventions: -Paper Making (105 CE) -Gunpowder -Block printing (ca. 600 CE) -Compass (Widely used in the Song Dynasty, 11th century) -Silk (Fourth millennium BCE) -Tea (2737 BCE) -Porcelain -Textiles The spread of disease pathogens diminished urban populations and contributed to the decline of some empires. Illustrative Example: The effects of the spread of cultural exchanges (including disease) on empires and trade interactions; intended and unintended consequences. Map out the expanse of the Byzantium & western Europe, including the conversion of Russia. Compare and contrast the motivations for and methods of effective trading transportations.	

			Primary source readings of differing perspectives of the Crusades and motivations for fighting	
Resources: Strayer, Chapter 5, Society & Inequality in Eurasia/North Africa, p. 191-226; Chapter 6, Commonalities & Variations: Africa, the Americas & Pacific Oceania, p. 229-269 **Primary Sources:** New Technologies like yokes, saddles and stirrups; domesticated pack animals such as horses, oxen, llamas and camels. Strayer Source: 6.1: A Guidebook to the World of Indian Ocean Commerce: The Periplus of the Erythraean Sea 6.2 The Making of the Axumite Empire: Inscription on a Stone 6.4: Axum & the Gold Trade: Cosmas, The Christian Topography **Resources:** Essential Materials, Supplementary Materials, Links to Best Practices -Strayer, Chapter 7 Commerce & Culture, p. 281-320; Chapter 8 China & the World, p. 323-361 —Spodek Ch. 12 & 13 —Spodek CD documents 11.1 "Mansa Musa: The 'King Who Sits on a Mountain of Gold';" 11.2 "The Cities of Zanj and the Indian Ocean Trade;" 11.6 "The Book of Ser Marco Polo" -Strayer Sources: Traveler's Tales & Observations: 7.1: A Chinese Buddhist in India: Huili, A Biography of the Tripitaka Master, 7th c., Xuangzang, Record of the Western region, 7th c. 7.2: A European Christian in China: Marco Polo, The Travels of Marco Polo, 1299 7.3 A Moroccan Diplomat In West Africa: Leo Africanus, The History & Description of Africa, 1526 **Resources:** Essential Materials, Supplementary Materials, Links to Best Practices -Strayer, Chapter 10, p. 409-456 — Spodek Ch. 14, 15, pp 485-499 —Spodek CD documents 14.1 "Kilwa, Mombassa, and the Portuguese: Realties of Empire;" 14.4 " 'Cut Off Their Ears, Hands and Noses!': Gaspar Correa;" 14.5	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings			

"Christopher Columbus;" 15.1 "The 'Black Legend' of Spain: Bartolomé de las Casas;"
—Stearns Ch. 15, 16, 18, 19
Strayer, Doc. 10.1, The Conversion of Clovis,
10.2: Advice on Dealing with the "Pagans": Pope Gregory, Advice to the English Church, 601
10.3, Charlemagne & the Saxons: Capitulary on Saxony
10.4: Willibald, Life of Boniface
10.5: The Leechbook

Period 1/Unit 1: The Global Tapestry (c.1200-c.1450)
Topic – 1.1: Development in East Asia

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Explain the systems of government employed by Chinese dynasties and how they developed over time.
Explain the effects of Chinese cultural traditions on East Asia over time. Explain the effects of innovation on the Chinese economy over time.

Key Concept: 1.1
Explaining the system of government employed by the Chinese dynasties, cultural development and their innovations on the economy of East Asia and their development over time.

Essential Questions: How did the dynastic system develop? How did Chinese innovation affect both domestic and international societies? How did cultural traditions affect the people of China?
Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a 6.2.12.A.1.b. 6.2.12.A.1.c.	Neo-confucianism & Buddhism in East Asia	Compare the political, economic and social systems of East Asia	Maps showing East Asia Visual showing different	Maps Quizzes

6.2.12.D.2.e. 6.2.12.D.2.e. 6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c. RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	Women filial piety & confucianism Spread of culture to Japan, Korea & Vietnam Chinese tribute system Buddhism: Theravada, Mahayana & Tibetan Technology: Champa rice, Grand Canal. Steel & iron production Textile & poreclains gunpowder	Describe the effects China had on their East Asian neighbors List major technological advancements See the beginnings of a global society	innovations Comparison of different dynasties Class discussion of the implications of the growing importance of China as a leader in Asia Compare topic of period to all other topics in the period	Classroom discussions Short answer questions DBQs Comparative essays Chapter test Unit test
Resources: Essential Materials, Supplementary Materials, Links to Best Practices -Strayer, Chapter 8: China and the World: East Asian Connections 600-1300, p. —Spodek Chapters 7, 8, —Spodek CD documents 2.2 "The Spirit World;" 2.4 "Confucius: Analects;" 2.6 "Taoism;" 2.8 "Shi Huang Ti of Qin: A Study in Absolutism;" 9.1 "The Tang Dynasty (618-907): The Art of Government" -Strayer – Shotoku, The Seventeen Article Constitution,			**Instructional Adjustments: Modifications, student difficulties, possible misunderstandings**	

-Dogen, The Writings on Zen Buddhism
- The Chronicle of the Direct Descent of Gods & Sovereigns
- The Pillow Book, Sei Shongon
-Yosi,masa, Advice to a Young Warrior, Royshun – The Imagawa Letter
-The Leisure Life of China's Elite:
8.1: A Banquet with the Emperor
8.2: A Table With the Empress
8.3: A Literary Gathering
8.4: An Elite Night Party
AMSCO MODERN EDITION: chapter 1, p. 3-11

Period 1/Unit 1: The Global Tapestry (c.1200-c.1450)
Topic 1.2 – Developments in Dar al-Islam

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand the beliefs of the Islamic religion, it's conquest for new land and it's political, social & economic impact upon society c. 1200 to c. 1450.

Key Concepts:
3.1.III.D.iii: Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.
3.2.I: As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.
3.2.II.A: Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.
3.2.II.A.i: Muslim states and empires encouraged significant intellectual innovations and transfers.

Essential Questions: What are the core beliefs of Islam? How did Islamis states rise? How did they shape society? How does Islam compare in India, Arabia and Africa?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a. 6.2.12.A.1.b. 6.2.12.A.1.c.	Muhammad and his beliefs The Arabian Peninsula: Mecca & Medina The Transformation of Arabia War & Conquest of Islam Sunni-Shiite schism & controversies Economics & trade Women and other societal aspects of Islam	Accurately describe the social/political climate of the lesson's empires Identify the core beliefs of Islam Understand the conquest of Islam around the Globe Compare the Uymaayad & Abbasid Dynasties	Charts showing population growth and movement of Islam Maps to delineate empires and show trade routes Comparative essay - Uymaayad & Abbasid Dynasties Compare topic of period to all other topics in the period	Maps Quizzes Classroom discussions Short answer questions DBQs Comparative essays Chapter test
6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.a. 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d 6.2.12.C.2.a.	Islam and their relationship with Jews & Christians Innovations in mathematics, optics, literature & medicine - House of Wisdom			

6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c. 6.2.12.D.2.d. 6.2.12.D.2.e. RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	Islam in Christian Spain & Africa - scholarly, cultural transfers		

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
-Strayer, chapter 9, The World of Islam: Afro-Eurasian Connections, 600-1450 -Strayer Primary Resource Documents: The Life of the Prophet: 9.1: Muhammad and the Archangel Gabriel 9.2: The Night Journey of Muhammad 9.3: The Battle of Badr 9.4: The Destruction of the Idols *The Quran, The Hadith, The Sharia, The Voice of the Sufi* -Visual Source: An Arab Camp Scene, City Life in Islamic Persia, The Night Journey of Muhammad AMSCO MODERN: CHAPTER 1, p. 15-23	

Period 1/Unit 1: The Global Tapestry (c.1200-c.1450)
Topic: 1.3: Developments in South and Southeast Asia c. 1200-1400

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand the rise of the Southeast Asian & Indian states, their development as empires, and their role in the expansion of world trade.

Key Concepts:
3.1.III.D.iv: Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia**.**
3.2.I.B.i: State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

Essential Questions: How did the Southeast Asia and Indian empires develop? Were there parallels between those cultures? How did their various beliefs and practices affect society and the developments of the states?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a. 6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.a 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c. 6.2.12.D.2.d. 6.2.12.D.2.e. RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	Beliefs & practices: Bhakti movement, Sufism & Buddhist monasticism 2 of Hindu/Budhist states of: Vijayangara Empire Srivijaya Empire Rajput Empire Khmer Empire Majapahit Empire Sukhothai kingdom Sinhala Dynasties	Understand the political, social & cultural structures of Southeast Asia & Southern India Understand the religious aspects of this area and how the assimilation of Islam changed the landscape of the area. Understand the impact of trade both within and without each empire - Sea Routes	Maps showing political boundaries & trade routes Seeing the 'export' of architectural, artistic, literary and cultural factors of Southeast and South Asia Compare topic of period to all other topics in the period	Maps Quizzes Classroom discussions Short answer questions DBQs Comparative essays Chapter test
Resources: Essential Materials, Supplementary Materials, Links to Best Practices -Strayer, chapter 7: Commerce & Culture, p.291; 295-299 -AMSCO MODERN, Chapter 1, p. 23-32			**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings	

Period 1/Unit 1: The Global Tapestry
Topic 1.4 & 1.5 State Building in the Americas & Africa up to c.1450

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Understand the internal and external factors that contributed to the state formation, expansion, and decline in the Americas Mesoamerica: Teotihuacan, Maya city-states; and Andean South America: Chavin, Moche, Mexica, Chaco, Mesa Verde, Cahokia, Inca, Aztec, North America: Ancestral Pueblo & Mound Builders. Also in Africa, Meroe, Axum & the Niger River Valley

Key Concept:
3.2.I.D.i: In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
3.2.I.D.ii: In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.

Essential Questions: What types of states developed in the Americas & Africa, and how did they change over time?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a. 6.2.12.A.1.b.	Contrast the developments of the societies politically,	Contrast the developments in North America and Africa	Visual comparison of arts and artifacts between the	Maps

6.2.12.A.1.c. 6.2.12.B.1.b 6.2.12.C.1.a 6.2.12.C.1.b 6.2.12.C1.c 6.2.12.C.1.d 6.2.12.C.1.e RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9	socially & economically of Africa & the Americas Internal contacts/trade of Africa & the Americas The decline of the American civilizations, Maya, Aztec & Inca	with those in Asia Domesticated pack animals to transport goods across longer routes.	Americas and Africa Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires. Compare topic of period to all other topics in the period	Quizzes Classroom discussions Short answer questions DBQs Comparative essays Chapter test

Resources: Strayer, Chapter 5, Society & Inequality in Eurasia/North Africa, p. 191-226; Chapter 6, Commonalities & Variations: Africa, the Americas & Pacific Oceania, p. 229-269 **Primary Sources:** New Technologies like yokes, saddles and stirrups; domesticated pack animals such as horses, oxen, llamas and camels. Strayer PRD's: 6.2, The Making of an Axumite Empire, 6.3, The Coming of Christianity to Axum, 6.3 Axum & the Gold Trade, AMSCO MODERN; chapter 1, p. 33-52	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Period 1/Unit 1: The Global Tapestry
Topic: 1.6 Developments on Europe from c.1200-1450

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings:
Explain how the beliefs and practices of the predominant religions in Europe affected European society.
Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.
Explain the effects of agriculture on social organization in Europe

Key Concepts:
3.1.III.D.v: Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe
3.2.I.B.ii: Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.
3.3.III.C: Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.

Essential Questions: How did the histories of Byzantine Empire & Western Europe differ? What accounts for the different historical trajectories of the two expressions of Christendom? How does post-classical Europe compare with Song China/Asia?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a. 6.2.12.A.1.b. 6.2.12.A.1.c.	Review empires of Byzantium & Kingdom of the Franks The Great Schism of 1054 Conversion of Russia Political Life in Western Europe Society & the Church European trade & religion; The Crusades Faith & Reason	Map out the expanse of the Byzantium & western Europe The political, social & economic development of Russia Identify political leaders of east & west Understand the Crusades and its effects on the west Discuss the impending of the Reformation Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	Maps showing growth and extent of empires Primary source readings of differing perspectives Compare topic of period to all other topics in the period	Maps Quizzes Classroom discussions Short answer questions DBQs Comparative essays Chapter test

6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.a. 6.2.12.B.2.b. 6.2.12.B.2.c 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a 6.2.12.D.2.b. 6.2.12.D.2.c. 6.2.12.D.2.d. 6.2.12.D.2.e. RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10			

Sources: Essential Materials, Supplementary Materials, Links to Best Practices	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
-Strayer, Chapter 10, p. 409-456 — Spodek Ch. 14, 15, pp 485-499 —Stearns Ch. 15, 16, 18, 19 Strayer, , Doc. 10.1, The Conversion of Clovis, 10.2: Advice on Dealing with the "Pagans": Pope Gregory, Advice to the English Church, 601 10.3, Charlemagne & the Saxons: Capitulary on Saxony 10.4: Willibald, Life of Boniface 10.5: The Leechbook AMSCO MODERN: chap. 1, p. 53-62	

Period 1/ Unit 2: Networks of Exchange (c.1200-c.1450)
Topics: 2.1, 2.3 & 2.4 The Silk Road/Exchange in the Indian Ocean/Trans-Saharan Trade Routes c. 1200 to c.1450

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand inter-cultural connections created by road, sea and sand trade.

Key Concepts:
A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, environmental and biological diffusion within and between various societies.
KC-3.1.I.A.i:, KC-3.1.I.C.i, KC-3.3.I.B, KC-3.1.I.A.ii, KC-3.1.I.C.ii,KC-3.1.I.A.iii, KC-3.1.III.B & KC-3.2.II.A.iii, KC-3.1.II.A.i, KC-3.1.II.A.ii, KC-3.1.I.A.iv, KC-3.1.I.E.ii (all of 3.1-3.3)

Essential Questions: How is intercultural trade begun? What is more significant, the trading of goods and materials, or of ideas? Is intercultural trade always a good thing?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a 6.2.12.A.1.b. 6.2.12.A.1.c. 6.2.12.D.2.e. 6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c. RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	Growing trade networks New forms of credit & money economies: Bills of exchange, banking houses & use of paper money Silk Road Exchange Sub-Saharan Sand African trade - caravans Trade in the Middle East; Muslim Jewish trading practices Indian Ocean trade: India (Gujarat), China, Polynesia (Malacca) & Swahili Coast Gold, Salt & Slave trade Commercial Beginnings in West Africa	Compare the economic and social effects of international trade between its participants Trace major trade routes across the globe List major traded commodities Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. See the beginnings of a global society	Maps showing trade routes Visuals showing different types of trading vessels Comparison of different methods of navigation and cartography Class discussion of the implications of the growing importance of notes, specie and bullion in business and trade	Maps Quizzes Classroom discussions DBQs Short-answer questions Comparative essays Chapter test Unit test

Major Trading cities: Kashgar/Samarkand Diasporic Communities: Arab/Persian- East Africa, Malay - Indian Ocean basin, Chinese in SE Asia Trade affects society in Europe		

Resources: Essential Materials, Supplementary Materials, Links to Best Practices -Strayer, Chapter 7 Commerce & Culture, p. 281-320; Chapter 8 China & the World, p. 323-361 —Spodek Ch. 12 & 13 —Spodek CD documents 11.1 "Mansa Musa: The 'King Who Sits on a Mountain of Gold';" 11.2 "The Cities of Zanj and the Indian Ocean Trade;" 11.6 "The Book of Ser Marco Polo" -Strayer Sources: Traveler's Tales & Observations: 7.1: A Chinese Buddhist in India: Huili, A Biography of the Tripitaka Master, 7th c., Xuangzang, Record of the Western region, 7th c. 7.2: A European Christian in China: Marco Polo, The Travels of Marco Polo, 1299 7.3 A Moroccan Diplomat In West Africa: Leo Africanus, The History & Description of Africa, 1526 AMSCO- MODERN: pp. 77-84; 95-133	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Period 1/ Unit 2: Networks of Exchange (c.1200-c.1450)
Topics: 2.5, 2.6 & 2.7: Cultural & Environmental Consequences of Connectivity c. 1200 to c.1450

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand inter-cultural connections created by road, sea and sand trade.

Key Concepts:
A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, environmental and biological diffusion within and between various societies.
KC-3.1.III.D, KC-3.3.II, KC-3.1.III.C (all of 3.1-3.3)

Essential Questions: What are the cultural,environmental & intellectual effects of cross-cultural trade? What is more significant, the trading of goods and materials, or of ideas? Is intercultural trade always a good thing? What are the positive & negative aspects of trade?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a 6.2.12.A.1.b. 6.2.12.A.1.c. 6.2.12.D.2.e.	Growing trade networks Silk Road Exchange	Compare the environmental & social effects of international trade between its	Maps showing trade routes Visuals showing different types of trading vessels	Maps Quizzes

6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c. RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	Sub-Saharan Sand African trade - caravans Trade in the Middle East; Muslim Jewish trading practices Indian Ocean trade: India (Gujarat), China, Polynesia (Malacca) & Swahili Coast Gold, Salt & Slave trade: West African trade Major Trading cities: Kashgar/Samarkand Diasporic Communities: Arab/Persian- East Africa, Malay - Indian Ocean basin, Chinese in SE Asia Diffusion of Cultural traditions: -spread of religions Diffusion of scientific & technological innovations: gunpowder/paper, etc. Major travelers: Ibn Battuta, Marco Polo & Margery Kempe	participants Trace major trade routes across the globe List major traded commodities - it's cultural & environmental effects See the beginnings of a global society Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument.	Comparison of different methods of navigation and cartography Class discussion of the implications of the growing importance of notes, specie, bullion, crops, disease & religion in business and trade	Classroom discussions DBQs Comparative essays Short answer questions Chapter test Unit test

	Diffusion of crops: bananas, rice & citrus from Africa, Asia & Mediterranean Trade affects society in Europe			

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
-Strayer, Chapter 7 Commerce & Culture, p. 281-320; Chapter 8 China & the World, p. 323-361
—Spodek Ch. 12 & 13
—Spodek CD documents 11.1 "Mansa Musa: The 'King Who Sits on a Mountain of Gold';" 11.2 "The Cities of Zanj and the Indian Ocean Trade;" 11.6 "The Book of Ser Marco Polo"
-Strayer Sources: Traveler's Tales & Observations:
7.1: A Chinese Buddhist in India: Huili, A Biography of the Tripitaka Master, 7th c., Xuangzang, Record of the Western region, 7th c.
7.2: A European Christian in China: Marco Polo, The Travels of Marco Polo, 1299
7.3 A Moroccan Diplomat In West Africa: Leo Africanus, The History & Description of Africa, 1526
AMSCO- MODERN: pp. 77-84; 95-133

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Period 1/ Unit 2: Networks of Exchange (c.1200-c.1450)
Topic 2.2: The Mongols & the Making of the Modern World

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand the need for Pastoral Societies like the Mongols and their effects upon society

Key Concepts:
-A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.
-State formation and development demonstrated continuity, innovation, and diversity in various regions.
-Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.
-Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.
KC-3.2.I.B.iii: Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.
KC-3.1.I.E.i: The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.
KC-3.2.II.A.ii: Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.

Essential Questions: Describe the rise and fall of the Mongol movement. How the Mongols affected China, Persia & Russia?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a. 6.2.12.A.1.b. 6.2.12.A.1.c.	History of pastoralist: Xiongnu/Arabs & Turks History of the Mongols: Temunjin – Chinggis Khan Mongols in Persia Mongols in China Mongols in Russia Trade & the Black Plague	Accurately describe the social/political climate of the Mongol empires Understand the conquest of Mongols around the Globe Compare the area taken over by the Mongols	Charts showing population growth and movement of Mongols Maps to delineate empires and show trade routes Comparative essay - Effects of Mongol society Trial of Ghengis Khan - war criminal or not	Maps Quizzes Classroom discussions Short Answer Questions DBQs Comparative essays Chapter test

6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.a. 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c. 6.2.12.D.2.d. 6.2.12.D.2.e. RH.11-12.1 RH.11-12.10			

Resources: Essential Materials, Supplementary Materials, Links to Best Practices -Strayer, Chapter 11, Pastoral Peoples on the Global Stage: The Mongol Movement, 1200-1450 -Strayer Primary Resource Documents: 11.1: Mongol History from a Mongol Source: The Secret History of the Mongols, cs. 1240 11.2: Chinggis Khan & Vhangchun: Chinggis Khan, Letter to Changchun, 1219 11.3: The Conquest of Buhara: A persian View: Juvaini, The History of the World Conqueror, 1219 11.4: A Russian View of the Mongols: *The Chronicle of Novgorod, 1238* *11.5: Mongol Women through European Eyes: Journey to the Land of the Mongols -* William of Rubbuck, ca. 1255 *-Epitaph for the Honorable Menggu* Visual Sources : *The Flagellants*	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Burying the Dead
A Culture of Death
The Face of Catastrophe

AMSCO MODERN: pp. 85-90

Period 2/Unit 3: Land Based Empires c.1450-c.1750
Topic:3.1-3.4: Expansion, Administration & Belief Systems

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will comparatively examine China & Europe, the Islamic empires and the Western Empires (in the 15th c,) individually and collectively.

Key Concepts: KC 4.1-4.3
-A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.
 - State formation and development demonstrated continuity, innovation, and diversity in various regions.
 - Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.
 - Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

Essential Questions: Examine and determine the rise of European powers. How is Europe different from China? How does the Islamic world compare with one another? Describe the differences between the Aztecs & the Incas.

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a. 6.2.12.A.1.b. 6.2.12.A.1.c.	Ming China European state building – Limited vs. Absolute Monarchy - Centralizing power Empires of Spain & Portugal France & Britain gain supremacy Divine Right of Kings - Europe Renaissance Europe Maritime voyages in MING China & Europe Trade & the Black Plague Gunpowder empires:	Accurately describe the social, economic & political climate of the European monarchs Understand the conquest of Chinese & Europeans around the Globe Comparison of economies, governmental structures and social aspects of the various areas.	Charts showing population growth and movement of the different groups Maps to delineate empires and show trade routes Comparative essay - of each of the sub-groups: Europe vs. China, Islamic world and then Aztec vs. Incas	Maps Quizzes Classroom discussions Short answer questions DBQs Comparative essays Chapter test

	The Ottomans The Safavids Mughal India Rise & decline Differences between the Ottomans vs. Safavids Songhay vs. Mughal Empires			
6.2.12.A.2.a. 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.a. 6.2.12.B.2.b. 6.2.12.B.2.c. 6.2.12.B.2.d. 6.2.12.C.2.a. 6.2.12.D.2.a 6.2.12.D.2.b. . 6.2.12.D.2.c. 6.2.12.D.2.d. 6.2.12.D.2.e. RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8	The Russian Empire under Peter the Great - modernization Diversity in cultures and trading systems: Ottomans & Mughals, Ming & Qing China, Tokugawa Japan Aztec/Incan societies The Protestant Reformation: Martin Luther & the 95 Thesis Similar movements: John Calvin, Ulrich Zwingli King Henry VIII – English Reformation			

RH.11-12.9 RH.11-12.10				
	Reformation's effects on Arabia/Asia – Wahabbism, Sikism, etc. Wars of Religion			

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
-Strayer, Chapter 12, The Worlds of the 15th Century - p.499 - 545
-Strayer Primary Resource Documents:
12.1: Gentile Bellini, Portrait of Mehmed II
12.2: The Venetian Ambassador Visits Damascus
12.3: Aristotle and Averroes
12.4: St. George Baptizes the Pagans of Jerusalem
12.5: Giovanni da Modena, Muhammad in Hell
Strayer: Islam & Renaissance Europe p. 536

-Diego Duran – Book of Gods and Rites
Laws, Ordinances & Regulations – King Moctezuma I
- Chronicles of the Incas – Pedro De Cieza de Léon
Visual Sources: of Sacred Places in the 15th century
-The Hall of Prayer for Good harvest at the Temple of Heaven
-Kinkauji: Buddhist Temple
-The Dome of the Rock, Jerusalem
-The Church of St. George, Ethiopia

AMSCO:MODERN - pp.141-185

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Period 2/Unit 4: Transoceanic Interconnections c.1450 – c.1750
Topics: 4.1-4.8: Exploration upon a Global Society

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able to see the rise of the Spanish & Portuguese empires and the development of the Atlantic Trade and the Columbian Exchange. Also, examine Russian and Islamic trading empire

Key Concepts —The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world. Identify continuity and change over time.
-Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

Essential Questions: What led to the rise of Spain as a world power? How did the Reformation affect international trade? What was the impact of the Atlantic trade/Columbian Exchange on both sides of the Atlantic? What are the causes & effects of state sponsored exploration? How were the empires of European states established and what economic and labor systems fueled them? What are the new methods to global trade? How is global trade different from the previous trading system? What is more significant, the trading of goods and materials, or of ideas? Is global trade always a good thing?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.1.a. 6.2.12.A.1.b 6.2.12.A.1.c 6.2.12.C.1.a 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.C.1.e 6.2.12.D.1.a 6.2.12.A.1.b 6.2.12.A.1.c 6.2.12.A.1.d 6.2.12.A.1.e 6.2.12.A.1.f 6.2.12.A.2.a 6.2.12.A.2.b. 6.2.12.A.2.c. 6.2.12.B.2.a. 6.2.12.B.2.b. 6.2.12.B.2.c 6.2.12.B.2.d 6.2.12.C.2.a. 6.2.12.D.2.a. 6.2.12.D.2.b. 6.2.12.D.2.c.	The Great Dying Growing trade networks Joint stock companies Atlantic trade and its effect on trade in Asia Exploitation of the New World Trade affects society in Europe Slave trade in Context & practice Effects of slave trade Belief systems: syncretism	Compare the economic and social effects of international trade between its participants Examine the purpose of joint stock companies and its effects on trade Trace major trade routes across the globe List major traded commodities See the beginnings of a global society Continuity & change from 1450-1750	Maps showing growth and extent of empires Visuals showing routes and commodities of the Atlantic trade/Columbian Exchange Primary source readings of differing perspectives Maps showing trade routes Visuals showing different types of trading vessels Comparison of different methods of navigation and cartography Class discussion of the implications of the growing importance of notes, specie and bullion in business and trade	Maps Quizzes Classroom discussions DBQs Short answer questions Comparative essays Chapter test

| 6.2.12.D.2.d.
6.2.12.D.2.e.

RH.11-12.1
RH.11-12.2
RH.11-12.3
RH.11-12.4
RH.11-12.5
RH.11-12.6
RH.11-12.7
RH.11-12.8
RH.11-12.9
RH.11-12.10 | | | | |

| **Resources:** Essential Materials, Supplementary Materials, Links to Best Practices
-Strayer, Chapter 13 & 14
-Strayer documents: *13.1: Reflections; Emperor Kangxi*
13.2: Janhangir: Memoirs
13.3: The Turkish Letters by Ogier Ghiselin DeBusbecq
13.4: Louix XIV, Memories
— Spodek Ch. 14, 15, pp 485-499
—Spodek CD documents 14.1 "Kilwa, Mombassa, and the Portuguese: Realties of Empire;" 14.4 " 'Cut Off Their Ears, Hands and Noses!': Gaspar Correa;" 14.5 "Christopher Columbus;" 15.1 "The 'Black Legend' of Spain: Bartoloméo de las Casas;"
—Stearns Ch. 15, 16, 18, 19
Strayer PRD: 14.1: *Tea & Porcelain in Europe*
14.2 A chocolate Party in Spain
14.3 An Ottoman Coffeehouse
14.4 Clothing and Status in Colonial Mexico | **Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings |

Period 3: Industrialization and Global Integration ca.1750 - 1900
Unit 5. Revolutions
5.1: The Enlightenment
5.2: Nationalism and Revolutions in the Period from 1750 to 1900

Targeted State Standards: 5.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Student will be able to identify and explain how the ideological movement known as the Enlightenment affected societies over time. This also includes an emphasis on the empirical approach to understanding, Importantly, Enlightenment thinkers questioned the veracity of religious claims and instead embraced reason to look for truths applicable to everyone.

Students will explain causes and effects of the various revolutions in the period from 1750 to 1900. Students will examine how these new ideas permeated into other aspects of European society and eventually all around the world. Particularly in the realm of politics students will connect ideas about the individual, natural rights, and the social contract to their originating sources, changing as they spread. The global diffusion of these ideas precipitated revolutions against government tyranny.

Students will identify the reasons behind and the consequences of the rise of nationalism across the globe and the struggle for minority rights in both older countries and newly formed nations, including the revolutions in both. Importantly, this includes the rise of abolitionism and women's rights.

Students will analyze the relationship between industrialization and colonization, as well as the resultant multifaceted social revolutions therein. These new trading relationship underpin the current status of globalization.

Key Concept 5.1—The process of industrialization changed the way in which goods were produced and consumed, with far reaching effects on the global economy, social relations, and culture.

Key Concept 5.2 —The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

Key Concept 5.2.1— As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

Essential Questions: What is the difference between rational and empirical? What were the political and religious causes of the Glorious Revolution? Are there connections between the English Civil War and the American Revolution? How did Enlightenment thinkers challenge the divine right of kings and argued for liberty and rights? How did salons assist the dissemination of ideas? What were some of the impacts of a literacy and cheap printing in the spreading of ideas across Europe and the globe? What do the English, French, American and Haitian revolutions have in common? How did the traditional view of women as housewives, mothers, and not equals to men evolve with ideas inspired by the Enlightenment? What were some of the ways that women's status improved around the globe? How did the ideology of nationalism exert a major influence around the globe in the nineteenth century? How was a major factor in the unification of both Italy and Germany? To what extent does nationalism affect contemporary foreign policy? How did colonies use Enlightenment ideas to build a sense of nationalism and revolt against the mother country?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.3.e 6.2.12.A.3.a 6.2.12.A.3.b 6.2.12.A.3.c. 6.2.12.B.3.a. 6.2.12.C.3.a. 6.2.12.C.3.b. 6.2.12.C.3.c. 6.2.12.C.3.d. 6.2.12.D.3.a. 6.2.12.D.3.b. 6.2.12.D.3.c. 6.2.12.A.4.a. 6.2.12.A.4.b. 6.2.12.A.4.c. 6.2.12.A.4.d. 6.2.12.B.4.a.	Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships

Enlightenment thinkers also reexamined the role that religion played in public life and emphasized the importance of reason.

Philosophers developed new political ideas about the individual, natural rights, and the social contract. | Identify the main causes of each revolution, noting their similarities and differences

Compare the short- and long-term results of each revolution

See the influences each revolution had beyond its nation

Compare methods and philosophies of each revolution

Identify and describe a claim and/or argument in a text-based or non-text-based source. | Map of Napoleon's conquests

Map of the new and emerging nations in the Americas

Students will identify through primary source readings of Enlightenment philosophers and connect 18th century ideas to an Intense period of revolution and rebellion against existing governments. This led to the establishment of new nation-states around the world. | Maps

Quizzes

Classroom discussions

DBQs

Comparative essays

Chapter test |

6.2.12.C.4.a. 6.2.12.C.4.b. 6.2.12.D.4.a. 6.2.12.D.4.b. 6.2.12.D.4.c. WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	England's Glorious Revolution and the English Bill of Rights North American Revolution; the US Constitution and Bill of Rights The French Revolution, its origins and route to Napoleon and the Napoleonic Wars Inspired by the success of the American Revolution colonies fought back. New independent states formed in the Americas that precipitated the Haitian slave revolution. Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom. Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including	Explain how the Enlightenment affected societies over time. Critical thinking and analysis; scenario based learning. Critical reasoning—resistance to existing political authority, often in pursuit of independence and democratic ideals. Examples of new social and political demands from women Compare the arguments or main ideas of two sources with a thematic focus on governance, focusing on the creation of new nation states. This includes administrative institutions to retain power for newly created nations Compare and contrast how older nations were transformed and new nation-states were developed.	Explain the quote "When France sneezes, Europe catches cold." Comparisons of the various documents created by the revolutions (i.e., English Bill of Rights, US Constitution, French Declaration of the Rights of Man, etc.) Students will play an alliance scenario based on the Congress of Vienna and the conservative backlash against the revolutionary unrest in Europe. Socratic Seminar: Assign students' excerpts from the *Declaration of Independence*, the *Declaration of the Rights of Man and of the Citizen*, and Bolivar's *Letter from Jamaica*. Compare how social and gender hierarchies were challenged in each of the following primary documents: §Mary Wollstonecraft's *A Vindication of the Rights of Woman* §Olympe de Gouges's *Declaration of the Rights of Woman and of the Female Citizen* §Seneca Falls Conference	

democracy and 19th-century liberalism. Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies. Nationalism also became a major force shaping the historical development of states and empires with the rise and diffusion of Enlightenment thought People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions		(1848) organized by Elizabeth Cady Stanton and Lucretia Mott, *Declaration of Sentiments* Comparative essay on differing senses of Nationalism was a major factor in the unification of both Italy & Germany Comparative essay on nationalism in two differing global regions, such as: §Propaganda Movement in the Philippines §Maori nationalism and the § New Zealand wars in New Zealand §Puerto Rico—writings of Lola Rodríguez de Tió §German and Italian unifications §Balkan nationalisms §Ottomanism	

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
--Strayer Chapter 16 16.1 The Patriotic Snack, Reunion of the Three Estates, August 4, 1789 16.2 A Reversal of Roles: The Three Estates of the Old Regime 16.3 Revolution and Religion: "Patience, Monsignor, your turn will come." 16.4 An English Response to the Revolution: "Hell Broke Loose the Murder of Louis" —Spodek Ch. 16, —Spodek CD documents 18.2 "The Ideal Absolute State (1697): Jean Domat;" 18.4 "Declaration of Independence: Revolutionary Declarations;" 18.5 " 'What Is The Third Estate?' (January 1789): The Abbé Sieyès; 18.7 "Declaration of the Rights of Man & Citizen" —Stearns Ch. 19, 21 -- Mary Wollstonecraft's *A Vindication of the Rights of Woman* --Olympe de Gouges's *Declaration of the Rights of Woman and of the Female Citizen* --Seneca Falls Conference (1848) organized by Elizabeth Cady Stanton and Lucretia Mott Mott, *Declaration of Sentiments* **Resources:** Essential Materials, Supplementary Materials, Links to Best Practices —Strayer Chapter 18 Chapter 19 19.1 An appeal to Emperor Guangxu, 1898 19.2 Editorial on China's Examination System, 1898 19.3 Address to Two Hundred Million Countrywomen, 1904 19.4 The Three Principles of the People and the Future of China, Sun Yat-sen, 1906 20.1 Mein Kampf, 1926 20.2 Cardinal Principles of the National Equity Of Japan, 1937 **Spodek Ch. 18** **—**Spodek CD documents 20.3 "Fustel de Coulanges, 'What Is a Nation?' A	

Reply to Mr. Mommsen, Professor in Berlin;" 20.5 "The Scramble for Africa;" 20.6 "Rudyard Kipling: 'The White Man's Burden';" 21.2 " 'Use the Barbarians to Fight the Barbarians' (1842): Wei Yuan;" 21.3 " 'Why are Western Nations Small and Yet Strong?': Feng Guifen;" 21.6 "Geisha: Glimpse of Unfamiliar Japan;" 21.8 "Russo-Japanese War, 1904-1905, Imperial Rescript"
—Stearns Ch. 20, 22, 23, 24, 25

Period 3: Industrialization and Global Integration ca.1750 - 1900
Unit 5. Revolutions
5.3: Industrial Revolution Begins

Targeted State Standards: 5.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand the societal, economic, political and artistic effects of the Industrial Revolution, as well as explain how environmental factors contributed to industrialization from 1750 to 1900. Student will differentiate between the former and the "second industrial revolution" led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.

Key Concepts:
5.3 — Explain how technology shaped economic production over time.

5.3.1— Explain how different modes and locations of production have developed and changed over time.

5.3.2 — Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.

5.3.3 —The First Industrial Revolution precipitated a Second Industrial Revolution that built on and furthered industrialized production.

Essential Questions: Why was the Industrial Revolution led by the British? How was the concept and practice of warfare affected? What were the main changes in society and what new concerns did they raise? What new philosophies arose during the Industrial Revolution? What were some economic changes of the late 19th century had far-reaching social and political impacts? What important social, political, and economic effects emerged as a result of the 2nd industrial revolution? How did economic changes of the late 19th century establish the conditions for the economic disasters looming in the twentieth century?
What impact did the second industrial revolution have on the demographic structure of Europe? How did the second industrial revolution change opportunities for women? In what ways di the Second Industrial Revolution differ greatly from the First Industrial Revolution in terms of living and working conditions, political control, and production? How did the Second Industrial Revolution reorganize capital in Europe and transformed Western European methods of investment and distribution?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.3.a. 6.2.12.A.3.b. 6.2.12.B.3.a. 6.2.12.C.3.a. 6.2.12.C.3.b. 6.2.12.C.3.c. 6.2.12.C.3.d. 6.2.12.D.3.a. 6.2.12.D.3.b 6.2.12.D.3.c. 6.2.12.A.4.a. 6.2.12.A.4.b. 6.2.12.A.4.c. 6.2.12.A.4.d. 6.2.12.B.4.a. 6.2.12.C.4.a. 6.2.12.C.4.b 6.2.12.A.3.c. WHST.11-12.1	Britain leads the way A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor. New products and nations in the mid- to late-19th century Industrialization and warfare Social concerns: workers' lives, change in gender relationships Social reforms and labor organization Marx and communism	Identify the factors behind Britain's lead Identify and discuss the social and political impact of the industrial revolution Identifying how environment shapes human societies, and as populations grow and change, these populations in turn shape their environments. Explain a historical concept, development, or process that focuses on technology and innovation. Understand the roots and flaws of Marx's philosophy, as well as the dehumanizing effects of industrial capitalism on the working class	Students will create a web diagram of key environmental and social characteristics that led to industrialization including: §Proximity to waterways; access to rivers and canals §Geographical distribution of coal, iron, and timber §Urbanization §Improved agricultural productivity §Legal protection of private property §Access to foreign resources §Accumulation of capital Schematics of major pieces of machinery Primary sources depicting the point of view of the working class and dehumanizing factory conditions.	Quizzes Classroom discussions DBQs Comparative essays Chapter test

WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	Labor in the non-industrialize The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies. Second Industrial Revolution led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.	Differentiation between the two Industrial Revolutions and their key differences	Visual presentations of working conditions Students will trace the development of railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration	

Resources: Essential Materials, Supplementary Materials, Links to Best Practices --Strayer Chapter 17 17.1 Socialism According to Marx KARL MARX AND FRIEDRICH ENGELS The Communist Manifesto 17.2 Socialism without Revolution EDUARD BERNSTEIN Evolutionary Socialism 17.3 Socialism and Women CLARA ZETKIN The German Socialist Women's Movement 17.4 Lenin and Russian Socialism V. I. LENIN What Is to Be Done? —Spodek Ch. 17 —Spodek CD documents 19.2 "Women Miners in the English Coal Pits;" 19.3 "Sadler Report: Child Labor;" 19.4 "A Defense of the Factory System;" 19.5 "The Chartist Demands (1838);" 19.6 "Luddism: An Assault on Technology;" 19.8 "Karl Marx and Friedrich Engels" —Stearns Ch. 22	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Period 3: Industrialization and Global Integration ca.1750 - 1900
Unit 5. Revolutions
5.4: Industrialization Spreads in the Period from 1750 to 1900
5.5: Industrialization: Government's Role from
5.6: Industrialization: Government's Role from 1750 to 1900
5.7: Economic Developments and Innovations in the Industrial Age
5.8: Reactions to the Industrial Economy from 1750 to 1900
5.9: Society and the Industrial Age

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings
Explain the extent to which industrialization brought change from 1750 to 1900.

Students will identify and trace the development of dominating global economic ideology and practice emerging from the nineteenth century. Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith's theories of laissez-faire capitalism and free markets. The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

Students will recognize the global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.

Students will investigate the rise of organized workers in industrialized states, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society. Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.

Students will also analyze the response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.

The need to compete on the global scale led to the development of national identities and new nation-states. The story of the 19th century largely concerns the process by which the world became divided into the developed and the underdeveloped, the rich and the poor, the industrialized and what became known as the "third" world

Key Concepts:
5.4 – As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

5.5 — Industrialization: Government's Role from 1750 to 1900
Explain the causes and effects of economic strategies of different states and empires.

5.6 — Industrialization: Government's Role from 1750 to 1900
Explain the causes and effects of economic strategies of different states and empires. A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

5.7— Economic Developments and Innovations in the Industrial Age
Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900. As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

5.8 — Reactions to the Industrial Economy from 1750 to 1900
Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900. In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.

5.9 — Society and the Industrial Age
Explain how industrialization caused change in existing social hierarchies and standards of living.
New social classes, including the middle class and the industrial working class, developed.
While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development. The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.

Essential Questions: How did the French Revolution inspire the rise of nationalism in Europe? How are the unifications of Italy and Germany similar and dissimilar? How did Europe react to Zionism? Can one explain the Opium War and the Boxer Rebellion in terms of nationalism? How did Japan's sense of nationalism move them towards modernization?
How did the growing political power of the working class in England led to the growth of the labor movement and the demands for greater reform around the globe? How does society deal with unlimited wants and limited resources? Why were Asia and Africa targeted for imperialism? How

is imperialism still affecting the world today? What is Social Darwinism? Was progress achieved as a result of imperialism? Why Western dominance?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.3.a. 6.2.12.A.3.b. 6.2.12.A.3.c. 6.2.12.B.3.a. 6.2.12.C.3.a. 6.2.12.C.3.b. 6.2.12.C.3.c. 6.2.12.C.3.d. 6.2.12.D.3.a. 6.2.12.D.3.b. 6.2.12.D.3.c. 6.2.12.A.4.a. 6.2.12.A.4.b. 6.2.12.A.4.c. 6.2.12.A.4.d.	The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined. As new methods of industrial production became more common in	Thematic focus on technology and innovation, including Innovation, in increased efficiency, comfort, and security Identify patterns among or connections between historical developments and processes. Trace the geographic changes brought about by nationalism, and those by imperialism Explain the differences and similarities in European, African and Asian nationalism See the consequences of imperialism both for the	Students will create a regional chart depicting the technological advances have shaped human development and interactions with both intended and unintended consequences. Visual presentations of contemporary editorial cartoons Aural presentations of nationalistic songs/anthems Reading of nationalistic and imperialistic literature from several nations and viewpoints Maps showing the extent of imperialistic expansion; examination of the *Balfour*	Maps Quizzes Classroom discussions DBQs Comparative essays Chapter test Unit test

6.2.12.B.4.a 6.2.12.C.4.a. 6.2.12.C.4.b. 6.2.12.D.4.a 6.2.12.D.4.b. 6.2.12.D.4.c WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan. Zionism India under the British China; Opium War & Boxer Rebellion The Scramble for and Partition of Africa Industrialization and the Rise of Japan As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own state-sponsored visions of industrialization. The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.	vanquished and the victor. Draw thematic based conclusion focused on government The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance. The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods. Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration. Explain how a specific historical development or process is situated within a broader historical context. Explain the point of view, purpose, historical situation, and/or audience of a source. Identify patterns among or connections between historical	*Declaration.* Students will interpret and speculate motive according to POV in primary sources DBQ essay on state-sponsored visions of industrialization: Students will examine a case study of Japanese industrialization Students will make a chart comparing the following impacted by Western influence— Decline of Middle Eastern and Asian share in global manufacturing §Shipbuilding in India and Southeast Asia §Iron works in India §Textile production in India and Egypt Students will create a map with short descriptions to illustrate the currents of global capital in the nineteenth century and into the twentieth: Transnational businesses: §Hong Kong and Shanghai Banking Corporation (HSBC) §Unilever based in England and the Netherlands and operating in British West Africa and the Belgian Congo Financial instruments: §Stock markets §Limited-liability corporations	

	Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith's theories of laissez-faire capitalism and free markets. The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods. In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms. Responses to the expansion of industrializing states, some governments in Asia and Africa, including	developments and processes. Identify how discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism. Explain the causes and effects of economic strategies of different states and empires, as well as demonstrated the rise of new elites and struggles around the globe.	Students will have a debate—Place students into groups of five. Assign each student a technology from this topic and provide them a reading about it. Present students with this scenario: Imagine you are on the writing staff of Scientific American magazine. Your team is going to write an article entitled "Five Technologies that Changed the World." The steam engine, railroad, internal combustion engine, steamship, and telegraph will be the featured technologies; your job is to decide how to rank them. After reading about your assigned technology, engage in a debate with your group about each technology's relative importance. As a group, rank them from most important to least and write a few paragraphs justifying your decision. Critique Reasoning In groups of three, assign the descriptions of Manchester from Friedrich Engels's The Condition of the Working-Class in England in 1844 and the preface to the Wheelan and Co. business directory, 1852. Ask students to discuss the differences in the descriptions; how the point of view, purpose, and intended audience of the authors might explain the differences; and which description	

	the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups. In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society. The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.		they believe is the most accurate and why. Interpretation of primary source documents illustrating the rise of new social classes, including the middle class and the industrial working class, developed around the world. Examination of primary source documents detailing reform efforts were often resisted by some members of government or established elite groups. This includes the differing unequal status of women, along with regional cultural variations. Students will compare the status of children and women Examination of primary source documents laying out the environmental impacts of industrialization and the notion of environmental justice that emerged in the twentieth century.	

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
—Strayer Chapter 18 Chapter 19 19.1 An appeal to Emperor Guangxu, 1898 19.2 Editorial on China's Examination System, 1898 19.3 Address to Two Hundred Million Countrywomen, 1904 19.4 The Three Principles of the People and the Future of China, Sun Yat-sen, 1906 20.1 Mein Kampf, 1926 20.2 Cardinal Principles of the National Equity Of Japan, 1937 Spodek Ch. 18 —Spodek CD documents 20.3 "Fustel de Coulanges, 'What Is a Nation?' A Reply to Mr. Mommsen, Professor in Berlin;" 20.5 "The Scramble for Africa;" 20.6 "Rudyard Kipling: 'The White Man's Burden';" 21.2 " 'Use the Barbarians to Fight the Barbarians' (1842): Wei Yuan;" 21.3 " 'Why are Western Nations Small and Yet Strong?': Feng Guifen;" 21.6 "Geisha: Glimpse of Unfamiliar Japan;" 21.8 "Russo-Japanese War, 1904-1905, Imperial Rescript" —Stearns Ch. 20, 22, 23, 24, 25	

Period 3: Industrialization and Global Integration ca.1750 - 1900
Unit 6. Consequences of Industrialization
Topic 6.1: Rationales for Imperialism from 1750 to 1900
Topic 6.2: State Expansion from 1750 to 1900
Topic 6.3: Indigenous Responses to State Expansion from 1750 to 1900
Topic 6.4: Global Economic Development from 1750 to 1900
Topic 6.5: Economic Imperialism from 1750 to 1900
Topic 6.6: Causes of Migration in an Interconnected World
Topic 6.7: Effects of Migration
Topic 6.8: Causation in the Imperial Age

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able to critically analyze the myriad causes, conduct and far-reaching impact of the ideologies and methodologies that contributed to the development of imperialism from 1750 to 1900.
Compare processes by which state power shifted in various parts of the world from 1750 to 1900. Social Darwinism dominated Western thinking about colonies, also marking the decisive turn toward a scientific outlook of how societies operate and countries survive. This prompted different internal and external factors have influenced the process of state building from 1750 to 1900.

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world. Increasing questions about political authority and growing nationalism contributed to anticolonial movements. European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined. Many European states used both warfare and diplomacy to expand their empires in Africa.

The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods. People were shifted around the globe because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies. Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders. The new global capitalist economy continued to rely on coerced and semi-coerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor. Many people voluntarily travelled looking for work.

As states industrialized, to differing degrees, they also expanded existing overseas empires and established new colonies and transoceanic relationships. A global capitalist economy was created. The spread of industrial capitalism led to increased standards of living for many people but not everyone. A variety of consumer goods along with advances in science led to advances in communication, transportation, industry, agriculture, and medicine.

Key Concept 6.1 — Rationales for Imperialism from 1750 to 1900
Explain how ideologies contributed to the development of imperialism from 1750 to 1900. A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.

Key Concept 6.2 — State Expansion from 1750 to 1900
Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.
Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.

Key Concept 6.3 — Indigenous Responses to State Expansion from 1750 to 1900
Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.
Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.

Key Concept 6.4 — Global Economic Development from 1750 to 1900
Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900. Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America. Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

Key Concept 6.5 — Economic Imperialism from 1750 to 1900
Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900. Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.

Key Concept 6.6 — Causes of Migration in an Interconnected World
Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900. Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

Key Concept 6.7— Effects of Migration
Explain how and why new patterns of migration affected society from 1750 to 1900. Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men. Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.

Key Concept 6.8— Causation in the Imperial Age
Explain the relative significance of the effects of imperialism from 1750 to 1900. As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly. The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods. Rapid advances in science altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

Essential Questions: How did the dual pressures of militarism and nationalism increase the political tensions that led to the war? What events outside of Europe added to these tensions? What were the main factors leading to the Bolshevik Revolution? How did the war impact society, the arts and politics?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.3.a. 6.2.12.A.3.b. 6.2.12.A.3.c. 6.2.12.B.3.a. 6.2.12.C.3.a. 6.2.12.C.3.b. 6.2.12.C.3.c. 6.2.12.C.3.d.	The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global	Draw thematic based conclusion focused on technology and innovation Identify patterns among or connections between historical developments and processes. Trace the geographic changes brought about by nationalism, and those by imperialism Explain the differences and Similarities in European, African	Visual presentations of contemporary editorial cartoons Aural presentations of nationalistic songs/anthems Reading of nationalistic and imperialistic literature from several nations and viewpoints Maps showing the extent of imperialistic expansion	Maps Quizzes Classroom discussions DBQs Comparative essays

6.2.12.D.3.a. 6.2.12.D.3.b. 6.2.12.D.3.c. 6.2.12.A.4.a. 6.2.12.A.4.b. 6.2.12.A.4.c. 6.2.12.A.4.d. 6.2.12.B.4.a 6.2.12.C.4.a. 6.2.12.C.4.b. 6.2.12.D.4.a 6.2.12.D.4.b. 6.2.12.D.4.c WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10 RH.11-12.1 RH.11-12.2 RH.11-12.3	manufacturing declined. India under the British China; Opium War & Boxer Rebellion The Scramble for and Partition of Africa Industrialization and the Rise of Japan As new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan. Europeans established settler colonies in some parts of their empires.	and Asian nationalism Students will contrast the differing ways the United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories. See the consequences of imperialism both for the vanquished and the victor according to the main precepts of Social Darwinism. Draw thematic based conclusion focused on technology and innovation, governance and ideological exchange.	Examine the spread of industrial capitalism and fall of previously powerful states; such as the decline of Middle Eastern and Asian share in global manufacturing: §Shipbuilding in India and Southeast Asia §Iron works in India §Textile production in India and Egypt In preparation for the AP exam students will make a historically defensible argument using any of the following essay prompts from the College Board: 2019 - LEQ 4: New Elites Between 1750-1900 2018 - DBQ: Effects of railroads on empire-building 2017 - SAQ 3: Industrialization as a turning point 2016 - LEQ: Compare causes of Atlantic Revolutions 2015 - LEQ: CCOT in labor systems 1450-1900 2011 - LEQ: CCOT long-distance migrations	Chapter test Unit test

			2010 - DBQ: Mechanization of cotton industry
RH.11-12.4			
RH.11-12.5			2009 - LEQ: Compare racial ideologies & effects
RH.11-12.6			
RH.11-12.7			2008 - LEQ: Compare emergence of nation-states
RH.11-12.8			
RH.11-12.9			2004 - LEQ: CCOT labor systems
RH.11-12.10			
			2003 - DBQ: Indentured Servitude
			2003 - LEQ: Compare roles of women
			2002 - LEQ: CCOT global trade patterns
			2002 - LEQ: Compare responses to westernization

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
—Strayer Chapter 18 Chapter 19 19.1 An appeal to Emperor Guangxu, 1898 19.2 Editorial on China's Examination System, 1898 19.3 Address to Two Hundred Million Countrywomen, 1904 19.4 The Three Principles of the People and the Future of China, Sun Yat-sen, 1906 20.1 Mein Kampf, 1926 20.2 Cardinal Principles of the National Equity Of Japan, 1937 Spodek Ch. 18 —Spodek CD documents 20.3 "Fustel de Coulanges, 'What Is a Nation?' A Reply to Mr. Mommsen, Professor in Berlin;" 20.5 "The Scramble for Africa;" 20.6 "Rudyard	

Kipling: 'The White Man's Burden';" 21.2 " 'Use the Barbarians to Fight the Barbarians' (1842): Wei Yuan;" 21.3 " 'Why are Western Nations Small and Yet Strong?': Feng Guifen;" 21.6 "Geisha: Glimpse of Unfamiliar Japan;" 21.8 "Russo-Japanese War, 1904-1905, Imperial Rescript"
—Stearns Ch. 20, 22, 23, 24, 25

Period 4: Accelerating Global Change and Realignments, ca. 1900 to the present
Unit 7: Global Conflict
Topic 7.1 Shifting Power After 1900
Topic 7.2 Causes of World War I
Topic 7.3 Conducting World War

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able to critically analyze the myriad causes, conduct and far-reaching impact of the Great War. Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I

Key Concept 7.1— Shifting Power After 1900
Explain how internal and external factors contributed to change in various states after 1900. Rapid advances in science altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

Key Concept 7.2— Causes of World War I

Explain the causes and consequences of World War I. The causes of World War I included imperialist expansion and competition for resources. Accompanying these imperial endeavors colonies achieved independence through either negotiation or armed struggle during and after the Great War. Older land-based empires collapsed, declining for reasons including economic hardship, political and social discontent, technological stagnation and military defeats

Key Concept 7.3 — Conducting World War

Explain how governments used a variety of methods to conduct war WWI (followed by WWII) was the first total war.
Governments used ideologies to mobilize resources, including political speeches, art, media & intensified forms of nationalism. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict. In many cases colonial boundaries were redrawn and people resettled.

Essential Questions: How did the dual pressures of militarism and nationalism increase the political tensions that ld to the war? What events outside of Europe added to these tensions? What were the main factors leading to the Bolshevik Revolution? How did the war impact society, the arts and politics? What were the MAIIN causes of World War One? How did nations mobilize entire populations to wage war? What were some of

the effects of industrialized warfare on soldiers and civilians? Which older states fell and what new countries emerged as a result of WWI? How did issues of displacement and genocide set the stage for crimes against humanity during WWII?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.4.a 6.2.12.A.4.b 6.2.12.A.4.d 6.2.12.B.4.a 6.2.12.B.4.c 6.2.12.C.4.c 6.2.12.C.4.d 6.2.12.D.4.a 6.2.12.D.4.b 6.2.12.D.4.c 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.f 6.2.12.D.4.g 6.2.12.D.4.h 6.2.12.D.4.i 6.2.12.D.4.j 6.2.12.D.4.k

WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 | The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.

The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors.

These changes in Russia eventually led to the Russian Revolution (1917)

States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis. | Identify the belligerent nations on a map

Identify the nations created or modified by the Treaty of Versailles

Identify the main causes and results of the Bolshevik Revolution

Draw thematic based conclusion focused on government variety of internal and external factors contribute to state formation, expansion, and decline.

Draw thematic based historical and motivational conclusions focused on technology and innovation; such as interactions with both intended and unintended consequences. | Maps of pre- and post-war Europe depicting the older, land-based Ottoman, Russian, and Qing empires

Readings from the literature of the period

Visual presentations showing the changes in art

Identify the use of techniques of propaganda in posters produced by the belligerent states

Students will complete a DBQ pertaining to World War I as the first total war.

New military technology led to increased levels of wartime casualties

Students will compare the differences between the following primary sources: *The White Man's Burden* – poem referenced in the chat (relates to the | Maps

Quizzes

Classroom discussions

DBQs

Comparative essays

Chapter test |

RH.11-12.1 RH.11-12.2	Militarization of industry and society	Explain how a specific historical development or process is situated within a broader historical context.	"civilizing mission" rationale)	
	Outside Europe: India, China, Mexican Revolution		*The Black Man's Burden* - response to Kipling's poem from African-American poet, H. T. Johnson	
	The Great War	Explain a historical concept, development, or process.	Students will compare primary sources giving first hand account s of the aftermath of WWI and setting up lingering issues for WWII. Document themes will include: colonial subjects migrating to imperial metropole while maintaining cultural and economic ties, displacement of peoples and refugee populations created, and ethnic violence and genocide.	
	Post-war expectations & reality	Identify the evidence used in a source to support an argument		
	Impact of the war on society and politics	Identify and explain the changes in art, music, literature and drama caused by the war		
	Use of mass propaganda			
	Changes the war wrought in art, music and literature		Students will compare the different types of ways governments manufactured consent among the people. This includes a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war.	
			Aural presentations exemplifying the changes in music	

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	**Instructional Adjustments: Modifications, student difficulties, possible misunderstandings**
—Strayer Chapter 20 20.1 Mussolini on Fascism BENITO MUSSOLINI The Political and Social Doctrine of Fascism 20..2 Hitler on Nazism ADOLF HITLER Mein Kampf (My Struggle) 20.3 The Japanese Way Cardinal Principles of the National Entity of Japan —Spodek CD documents 22.1 "The Horror of Battle;" 22.2 "Slaughter on the Somme;" 22.4"The Perversion of Technology: War in 'No Man's Land';" 22.6 "The Balfour Declaration;" 22.8 "The Covenant of the League of Nations" —reprints of contemporary propaganda posters	

Period 4: Accelerating Global Change and Realignments, ca. 1900 to the present
Unit 7: Global Conflict
7.4 Economy in the Interwar Period
7.5 Unresolved Tensions After World War

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able to recognize the sociopolitical developments that led to the rise of totalitarian governments and a new form of imperialism in Europe and Asia after the First World War.

Key Concept 7.4 — Economy in the Interwar Period
Explain how the end of World War One allowed some regions to prosper during the economic book of the 1920s. Newly established powers, such as Japan, became major players in the global economy. China was still findings its industrial footing. The British Empire was at its height and the American economy was roaring before the 1929 Great Depression.

Key Concept 7.5 — Unresolved Tensions After World War
Explain being left out of the economic benefits after WWI, accompanied by the global economic depression after 1929, enabled the rise of fascist dictatorships around the globe. This led to the development of nationalism and militarization. Germany, Italy and Japan were defeated by the Allies. This brief friendship between the Soviet Union and America was short lived in the context of a now collapsed British Empire.

Essential Questions: What factors led to the development of the Russian, Italian and German totalitarian governments? How are these forms similar and/or different? How does the Japanese sociopolitical climate compare with the European totalitarian states? How did the Western democracies react to such developments in Europe and Asia? How did the Great Depression help or hinder the totalitarian regimes? Given the rise of such states and their base philosophies and actions, was World War II inevitable?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

7.4 Economy in the	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.A.4.a 6.2.12.A.4.b 6.2.12.B.4.a 6.2.12.B.4.c 6.2.12.A.4.d 6.2.12.D.4.h 6.2.12.D.4.i 6.2.12.D.4.j 6.2.12.D.4.k WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 RH.11-12.1 RH.11-12.2 RH.11-12.3	Rise of the "Isms," Fascism and Communism in Italy, Germany, Japan, USSR Lenin to Stalin: development of the USSR's totalitarian state Mussolini and Fascism Post-war Germany: society and politics Rise of the NSDAP and Hitler Role of technology in the slide to war Political/social climate in Japan Japan's moves against China Political, social and geographic roots of the next war	Differentiate between the different 'isms' in theory and practice Understand the changes in the governments of Lenin and Stalin Compare the similarities between Musolini's fascism and Hitler's Naziism Identify the roots of the coming war See Japanese imperialism in a global context	Map detailing Japanese imperialism Map showing the territorial gains of the totalitarian states in Europe Primary source readings from within and without these regimes Visual presentations showing the use of propaganda by these states and those in opposition	Maps Quizzes Classroom discussions DBQs Comparative essays Chapter test

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings
—Strayer Chapter 21 Visual Sources: 21.1 Smashing the Old Society 21.2 Building the new Society: People's Commune 21.3 Women, nature, and Industrialization 21.4 Cult of Mao —Spodek CD documents 23.2 "Nadezhda K. Krupskaya, 'What a Communist Ought to Be Like';" 23.5 "The Rise of Benito Mussolini;" 23.6 "Adolf Hitler, Selection from Mein Kampf;" 24.2 "Japanese Imperialism" —Stearns Ch. 26 DVD: the BBC's *The World at War*, Episode 1, "A New Germany: 1933-1939"	

Period 4: Accelerating Global Change and Realignments, ca. 1900 to the present
Unit 7: Global Conflict
7.6 Causes of World War II
7.7 Conducting World War II
7.8 Mass Atrocities After 1900
7.9 Causation in Global Conflict

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able to recognize the sociopolitical developments that led to the rise of totalitarian governments and a new form of imperialism in Europe and Asia after the First World War. Uneven prosperity after WWI saw new movements of peoples and states around the world who challenged the existing political and social order in varying ways. This led to led to unprecedented worldwide conflicts, World War II. The West continued to dominate the global but was soon locked into a global fight to control the political order. The Cold War determined the dominant geopolitical dividing line between Western capitalism and Eastern leaning socialism. The Soviet Union eventually succumbed to the United States in a global arms race and proxy struggle near the end of the twentieth century.

Key Concept 7.6 — Causes of World War II
Explain the MAIIN causes and consequences of World War II.

Key Concept 7.7— Conducting World War II
Explain similarities and differences in how governments used a variety of methods to conduct war.

Key Concept 7.8 — Mass Atrocities After 1900
Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.

Key Concept 7.9 — Causation in Global Conflict
Explain the relative significance of the causes of global conflict in the period 1900 to the present.

Key Concept 7.6 — Causes of World War II
Explain the causes of World War II included the unsustainable peace settlement after World War I, the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.

Key Concept 7.7— Conducting World War II
Explain the ways governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.

Key Concept 7.8 — Mass Atrocities After 1900
Explain the rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence

Key Concept 7.9 — Causation in Global Conflict
Explain rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

Essential Questions: What factors led to the development of the Russian, Italian and German totalitarian governments? How are these forms similar and/or different? How does the Japanese sociopolitical climate compare with the European totalitarian states? How did the Western democracies react to such developments in Europe and Asia? How did the Great Depression help or hinder the totalitarian regimes? Given the rise of such states and their base philosophies and actions, was World War II inevitable?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.f 6.2.12.D.4.g 6.2.12.D.4.h 6.2.12.D.4.i 6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.B.4.b	The start of the war in Europe American neutrality Blitzkrieg Britain alone Operation: Barbarossa	Identify the opening strategy of Germany & Japan Understand the feeling of neutrality in the USA Identify and discuss the turning points of the war in its two major theatres	Maps detailing the major campaigns in both theatres Primary source readings from the major combatants Visual presentations showing the use of propaganda by these states and those in opposition	Maps Quizzes Classroom discussions DBQs

6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.e 6.2.12.B.4.d WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	Pearl Harbor Midway "Island Hopping" Stalingrad and the turning of the tide in Europe Defeat of Germany Hiroshima & Nagasaki Surrender of Japan The non-combatant human cost in Europe and Asia The UN & recovery; identify the importance of the formation of the UN Understand the reasons behind the cooling of relations between the Western Allies and the Soviet Union	Describe the impact of the war on non-combatants Identify the major problems facing the victors Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source Thematic focus—Governments maintained order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes. Thematic focus—Societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization. Explain how a historical development or process relates to another historical development or process.	Classroom debate on the use of atomic weapons Students will analyze the impact of the Holocaust on literature: *Night* by Elie Wiesel. An accompanying Life as a Jew in Germany during WWII and in Auschwitz, based on author's actual experiences as a Holocaust survivor. Students will corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument in a mock UN meeting of the General Council: §Explain nuance of an issue by analyzing multiple variables §Explain relevant and insightful connections within and across periods. §Explain the relative historical significance of a source's credibility and limitations. §Explain how or why a historical claim or argument is or is not effective Students will be divided into two groups representing the US and Soviet Union and hold a summit to end tensions between the two countries.	Comparative essays Chapter test Practice Questions 2017 - LEQ #3: CCOT of Global Balance of Power 2018 - LEQ #4: 20th Century Political Ideologies 2018 - SAQ #1: Mass Violence and Governance 2019 - LEQ #4: State Controlled Economies

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
—Strayer Chapter 20 20.1 Mussolini on Fascism BENITO MUSSOLINI The Political and Social Doctrine of Fascism 20.2 Hitler on Nazism ADOLF HITLER Mein Kampf (My Struggle) 20.3 The Japanese Way Cardinal Principles of the National Entity of Japan —Spodek Ch. 20, pp 696-720 —Spodek CD documents 25.1 "Adolf Hitler, The Obersalzberg Speech;" 25.3 "The Rape of Nanjing;" 25.4 "Hiroshima & Nagasaki;" 25.6 "The Charter of the United Nations" —Stearns Ch. 27	

Period 4/Unit 8: Cold War & Decolonization
Topics: 8.1- 8.9

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will understand the changes around the world in the post-war years, the changes in the great powers of the USSR and the USA, the decline of the imperial powers, the emergence of new nations, and the tensions arising between former allies.

Key Concepts—
KC-6.2.II: Hopes for greater self-government were largely unfulfilled following World War I; however, in
the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.
KC-6.2.IV.C.i;Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.
KC-6.2.IV.C.ii: The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.
KC-6.2.V.B: Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.
KC-6.2.IV.D: The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.
KC-6.2.I.i: As a result of internal tension and Japanese aggression, Chinese communists seized power. These changes in China eventually led to communist revolution.
KC-6.3.I.A.ii: In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.
KC-6.2.II.D.i: Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.
KC-6.2.II.A: Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.
KC-6.2.I.C: After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.
KC-6.2.II.B: Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.

KC-6.2.III.A.i: The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.
KC-6.2.III.A.ii: The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel.
KC-6.3.I.C: In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.
KC-6.2.III.B: The migration of former colonial subjects to imperial metropoles (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.
KC-6.2.V: Although conflict dominated much of the 20th century, many individuals and groups— including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.
KC-6.2.V.A: Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.
KC-6.2.V.C: Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.
KC-6.2.V.D: Some movements used violence against civilians in an effort to achieve political aims.
KC-6.2.IV.E: Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.

Essential Questions: How did Mao Zedong come to power in post-war China? How did the West react to Communist China? What factors led to the Korean War? How did the USSR change after the death of Stalin? How did the emergence of new nations in Africa, Latin America and the Middle East affect the stability of the post-war world? What factors/people led to India's independence? What were the historical contests of the Cold War and what the effects of the Cold War were seen in the USA and USSR and in the rest of the world?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.B.3.b 6.2.12.A.5.d 6.2.12.B.5.b	Triumph of Communism in China	Understand the significance of Mao's takeover in China	Maps showing the new nations Primary source reading from the	Maps Quizzes

6.2.12.D.5.a 6.2.12.D.5.b WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	Korean War Post-Stalin USSR New nations emerge in Africa Emergence of the Third World; Latin America, Middle East Independence for India The Cold War	See the causes and results of the Korean War Understand the changes in post-Stalin USSR Identify the era's new nations on regional and world maps Understand the causes and effects of newly-won independence in the Third World Identify the causes of the Cold War Understand the changes wrought by the Cold War both with and without the main protagonists	major participants on both sides of the independence movements Visual presentations showing the use of propaganda by all sides in the Cold War Classroom debate on the clash of ideologies of the era	Classroom discussions Short-answer essays DBQs Comparative essays Chapter test

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
——Strayer Chapter 22 22.1 Mustafa Kemal Ataturk Speech to the General Congress of the Republican Party 1927 22.2 The Muslim Brotherhood, Toward the Light 1936 22.3 Kabir Helminski, Islam and Human Values, 2009 22.4 emaan, Hijab: The Beauty of Muslim Women 2010 --Spodek Ch. 21, 22 —Spodek CD documents 26.1 "The Soviet Victory: Capitalism versus Communism (February 1946): Joseph Stalin;" 26.5 "Korea: The Thirty-eighth Parallel;" 26.8 " 'The Victory of Communism Is Inevitable!': Speech to the 22nd Communist Party Congress (1962): Nikita Khrushchev;" 27.4 "Kwame Nkrumah, I Speak of Freedom: A Statement of African Ideology;" 24.6 " 'From the Countryside to the City' (May 1949): Mao Zedong;" 27.2 "Gandhi & Nehru: 'Two Utterly Different Standpoints': Jawaharlal Nehru" AMSCO: MODERN:pp. 545-626	

Period 4: Accelerating Global Change and Realignments, ca. 1900 to the present
Unit 9: Globalization
9.1 Advances in Technology and Exchange After 1900
9.2 Technological Advances and Limitations After 1900: Disease
9.3 Technological Advances: Debates About the Environment After 1900
9.4 Economics in the Global Age
9.5 Calls for Reform and Responses After 1900
9.6 Globalized Culture After 1900
9.7 Resistance to Globalization After 1900
9.8 Institutions Developing in a Globalized World
9.9 Continuity and Change in a Globalized World—REVIEW UNIT

Targeted State Standards: 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able to see the shrinking of the world through technology; the redefining of peoples through religious and cultural means; and the move towards a virtual 'borderless' world. To achieve this type of global integration new developments in technology continues to take place. This includes cellular communication, and the internet, transportation, air travel, and shipping effectively shrunk the geographic distance. Advances in science and technology saw the rise of petroleum based energy, longevity in human life, and gave women more control over their reproductive rights around the world.

Nonetheless, diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America. Consumer culture became more global. This includes arts, entertainment, and popular culture increasingly reflected the influence of a globalized society, as well as a consumer culture became globalized and transcended national borders

The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change. Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world. Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.

Key Concept 9.1— Advances in Technology and Exchange After 1900

Explain how the development of new technologies changed the world from 1900 to present. Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods. Explain the Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.

Key Concept 9.2 —Technological Advances and Limitations After 1900: Disease
Explain how environmental factors affected human populations over time. Explain the dramatic advances in medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives. This includes more effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.

Key Concept 9.3 —Technological Advances: Debates About the Environment After 1900
Explain the causes and effects of environmental changes in the period from 1900 to present. As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before.

Key Concept 9.4 — Economics in the Global Age
Explain the continuities and changes in the global economy from 1900 to present. In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century throughout the world.

Key Concept 9.5 — Calls for Reform and Responses After 1900
Explain how social categories, roles, and practices have been maintained and challenged over time. Rights-based discourses challenged old assumptions about race, class, gender, and religion. In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.

Key Concept 9.6 — Globalized Culture After 1900
Explain how and why globalization changed culture over time. Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global. This includes arts, entertainment, and popular culture increasingly reflected the influence of a globalized society, as well as a consumer culture became globalized and transcended national borders

Key concept 9.7 — Resistance to Globalization After 1900
Explain the various responses to increasing globalization from 1900 to present, as well as varying responses to rising cultural and economic globalization.

Key Concept 9.8 — Institutions Developing in a Globalized World
Explain how and why globalization changed international interactions among states. New international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.

Key Concept 9.9 — Continuity and Change in a Globalized World
Explain the extent to which science and technology brought change in the period from 1900 to the present

Key Concept 9.9 Continuity and Change in a Globalized World—REVIEW UNIT

Essential Questions: What factors hastened the fall of European Communism? What are the main goals of globalization?   Why have people moved to reassert their cultural and religious identities? How do the practices of fundamentalists contrast with their religion's original message? What are the pros and cons of a truly global economy? What can be expected in the coming years?
What were some of the uneven distributions of medical and scientific developments on populations around the world?
 How did Mao Zedong come to power in post-war China? How did the West react to Communist China? What factors led to the Korean War? How did the USSR change after the death of Stalin? How did the emergence of new nations in Africa, Latin America and the Middle East affect the stability of the post-war world? What factors/people led to India's independence? What effects of the Cold War were seen in the USA and USSR and in the rest of the world?

Unit Assessment: Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content		Instructional Actions	
Indicators Common Core	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
6.2.12.D.5.c. 6.2.12.D.5.d 6.2.12.A.6.a 6.2.12.A.6.b 6.2.12.A.6.c 6.2.12.A.6.d 6.2.12.B.6.a 6.2.12.C.6.a 6.2.12.C.6.b 6.2.12.C.6.c 6.2.12.C.6.d 6.2.12.D.6.a	The decline and fall of the USSR Fall of the Communist states in Eastern Europe Reassertion of religious and cultural identities Globalization: arguments for and against Global criminal economy	Recount the reasons for the fall of the USSR Understand the reasons behind the resurgence in religious and regional identities See the danger in fundamentalism Identify the era's new nations on regional and world maps	Maps showing the new nations Classroom debates on globalization, technology, new identities Visual presentations showing changing demographics, immigration Student presentations on the race of technology Students will collaborate in groups, each one focusing on the new ways	Maps Quizzes Classroom discussions DBQs Comparative essays Chapter test Unit test

6.2.12.B.3.b 6.2.12.A.5.d 6.2.12.B.5.b 6.2.12.D.5.a 6.2.12.D.5.b 6.2.12.B.5.d 6.2.12.B.5.e 8.1.12.C.1 WHST.11-12.1 WHST.11-12.2 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RH.11-12.10	New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine. Changing regional identities; Europe, Africa, Latin American, China & India, Israel & Palestine Impact of technology on society in general and groups of people specifically Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both	Rationally debate both the pros and cons of globalization Make logical predictions about the future may hold for humanity in this far too rapid changing world Identify patterns among or connections between historical developments and process Identification of thematic analysis in history—development of global capital tied to new technologies. Explain how a historical development or process relates to another historical development or process. Explain how a specific historical development or process is situated within a broader historical context. Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source. Explain how a specific historical development or process is situated within a broader historical context.	humans interacted with the environment and how differing populations in turn shape their environments. This also includes how societies developed, they affect and are affected by the ways that they produce, exchange, and consume goods and services. Students will— Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might §Explain nuance of an issue by analyzing multiple variables. §Explain relevant and insightful connections within and across periods. §Explain the relative historical significance of a source's credibility and limitations. §Explain how or why a historical claim or argument is or is not effective. Students will formulate and develop thematically focused essays in preparation for the AP Modern World History Examination: --Government --Social Interactions and Organization --Environment	Thematic essays Practice: LEQ #3 - Continuity and Change after 1900 ✍Practice: FRQ #1 - Totalitarian vs. democratic states and violence ✍Practice: LEQ #4 - Political ideologies challenging traditional order ✍Practice: LEQ #4 - State involvement in the economy

	intended and unintended consequences.	Explain how a specific historical development or process is situated within a broader historical context.	--Cultural Developments and Interactions	

Resources: Essential Materials, Supplementary Materials, Links to Best Practices —Strayer Chapter 23 23.1 Globalization and Work 23.2 Globalization and Consumerism 23.3 Globalization and Protest 23.4 Globalization and Social Media 23.5 Globalization and Culture 23.6 Globalization: one World or Many? —Spodek Ch. 23, 24 —Spodek CD documents 29.4 "Deng Xiaoping, A Market Economy for Socialist Goals;" 29.5 "Pope John Paul II, Centesimus Annus;" 29.6 "Saddam's Invasion of Kuwait: Two Rationales;" 29.8 "Henry A. Myers, 'Now, in the Twenty-first Century'" **Post-colonialism Resources** **Resources:** Essential Materials, Supplementary Materials, Links to Best Practices ——Strayer Chapter 22 22.1 Mustafa Kemal Ataturk Speech to the General Congress of the Republican Party 1927 22.2 The Muslim Brotherhood, Toward the Light 1936 22.3 Kabir Helminski, Islam and Human Values, 2009 22.4 emaan, Hijab: The Beauty of Muslim Women 2010 --Spodek Ch. 21, 22 —Spodek CD documents 26.1 "The Soviet Victory: Capitalism versus Communism (February 1946): Joseph Stalin;" 26.5 "Korea: The Thirty-eighth Parallel;" 26.8 " 'The Victory of Communism Is Inevitable!': Speech to the 22nd Communist Party Congress (1962): Nikita Khrushchev;" 27.4 "Kwame Nkrumah, I Speak of Freedom: A Statement of African Ideology;" 24.6 " 'From the Countryside to the City' (May 1949): Mao Zedong;" 27.2 "Gandhi & Nehru: 'Two Utterly Different Standpoints': Jawaharlal Nehru	**Instructional Adjustments: Modifications, student difficulties, possible misunderstandings**