

**Randolph Township Schools  
Randolph High School  
Advanced Placement World History: Modern Curriculum**

*“Education is the most powerful weapon which you can use to change the world.”*

-Nelson Mandela

**Humanities Department**  
Dr. Amelia Wright, Supervisor

**Curriculum Committee**  
Nicole Dixon  
Stephen Barrow

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**Randolph Township Schools  
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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS**  
**VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

The *AP World History: Modern* course is a comprehensive, college-level survey of global history and interaction from 1200 to the present. To achieve this goal, this course will be guided by AP College Board requirements, the New Jersey Core Content Standards in Social Studies, and the standards and goals established by the Randolph Township Board of Education. This course provides for advanced work and rigorous, systematic study of major ideas and concepts found in global history in order to prepare students for the College Board *AP World History: Modern* Exam. This challenging course requires students to engage fully in problem-seeking; scholarly and creative processes; critical analysis and application; reflective thinking; and historical writing. Students are also expected to acquire knowledge of current issues and relate them to themes studied throughout the duration of the course. The course will include a balance of materials from Europe, Asia, Africa, the Americas, and the Middle East. This program will, where applicable, integrate and infuse examples of cultural diffusion and global interaction. This program will also integrate and infuse information regarding New Jersey history, Holocaust studies, and social studies-oriented vocations as mandated by the New Jersey Department of Education.

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 Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>1 week</b>	<b>I</b>	<b>Foundations</b>
<b>3 weeks</b>	<b>II</b>	<b>The Global Tapestry</b>
<b>3 weeks</b>	<b>III</b>	<b>Networks of Exchange</b>
<b>4 weeks</b>	<b>IV</b>	<b>Land-Based Empires</b>
<b>4 weeks</b>	<b>V</b>	<b>Transoceanic Interconnections</b>
<b>4 weeks</b>	<b>VI</b>	<b>Revolutions</b>
<b>4 weeks</b>	<b>VII</b>	<b>Consequences of Industrialization</b>
<b>3 weeks</b>	<b>VIII</b>	<b>Global Conflict</b>
<b>3 weeks</b>	<b>IX</b>	<b>Cold War and Decolonization</b>
<b>3 weeks</b>	<b>X</b>	<b>Globalization</b>

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**Unit I: Foundations**

<b>TRANSFER:</b> Draw connections between the humans and the environment and the impact these connections have on the development of culture, governance, economic systems, social interactions, and innovation.		
<p><b>GOALS:</b></p> <p>6.2.8.A.2.b Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.</p> <p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Spatial and chronological frameworks influence the ways historians comprehend, interpret, and depict the past.	<ul style="list-style-type: none"> <li>Whose story does history reflect?</li> </ul>
	The emergence of civilizations transformed how humans lived and how societies were shaped and structured.	<ul style="list-style-type: none"> <li>How does culture influence a civilization?</li> </ul>
	Cultural traditions can support or undermine political and social authority and provide guidance, meaning, and order to life.	<ul style="list-style-type: none"> <li>What impact do cultural traditions have on society?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Various cultures and generations approach the concept of time and the study of world history differently, resulting in multiple worldviews and depictions of the past.	Compare and contrast worldviews by investigating various concepts of time, historical periodization, and depictions of the past.
	Civilizations developed in a variety of geographical and environmental settings where agriculture flourished.	Analyze the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of settlements.

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**Unit I: Foundations**

<p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>6.2.8.B.3.a 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.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief</p>	<p>Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.</p> <p>Codifications and further developments of existing religious traditions provided a bond among people and an ethical code to live by.</p> <p>New belief systems and cultural traditions emerged and spread, often asserting universal truths.</p> <p>Belief systems generally reinforced existing social structures while also offering new roles and status to some men and women.</p>	<p>Assess the impact of writing, language, religion, and art on the political, social and economic systems in development of civilizations.</p> <p>Assess the extent to which religions systems shaped the values of classical societies.</p> <p>Trace the spread of religious and cultural traditions and chart the changes and continuities over place and time.</p> <p>In writing, connect belief systems to the development of rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of early civilizations.</p> <p>Read and analyze primary source materials relating to the unit’s enduring understandings and essential questions.</p>
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**Unit I: Foundations**

<p>systems shaped the values of classical societies.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p><b>VOCABULARY AND KEY TERMS:</b> migration, pastoral, domestication, horticulture, stateless, chiefdoms, diffusion, ziggurats, pyramids, cuneiform, hieroglyphs, pictographs, quipu, social hierarchies, patriarchy, hunter-gatherers, shamans, pharaoh, polytheism, monotheism, filial piety, monastery, shamanism, animism, ancestor veneration, tribute, colony, city-states, empire, rationalism, dharma, karma, moksha, nirvana, hierarchy, caste, slavery, gentry, Paleolithic Era, Neolithic Revolution, Fertile Crescent, Mesopotamia, Tigris River Valley, Euphrates River</p>	<p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding world history.</p> <p>Demonstrate proficiency in historical writing.</p> <p>Use historical artifacts and texts to identify and interpret shifting ethical, intellectual, moral, political and social trends.</p>
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**Unit I: Foundations**

	Valley, Nile River Valley, Indus River Valley, Yellow River Valley, Huang He Valley, Mandate of Heaven, Olmecs, Mesoamerica, Chavín, Code of Hammurabi, Nubia, Phoenicians, Bantu migration, Venus figurines, Vedic religion, Hebrews, Zoroastrianism, Stonehenge, Legalism, Confucianism, Daoism, Buddhism, Siddhartha Gautama, Thervada/Mahayana, Christianity, Hinduism, Vedas, Upanishads, Bhagavad Gita, Zoroastrianism, Judaism, Persia, Jesus, Saint Paul, Constantinople, Brahmins, Ksatriya, Varna, Untouchables	
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	<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing a unit test based on the AP Exam.</li> <li>• Analyzing primary source documents.</li> <li>• Writing a DBQ essay.</li> <li>• Writing a comparative essay thesis and outline on unit topic.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Practice skills needed to study AP World History (e.g., definition of “history,” themes and periodization in AP World History, importance of geography and connections, understanding worldviews, primary source analysis).</li> <li>• Define and debate the definition of “progress” (patriarchy, agriculture, civilization, etc.).</li> <li>• Compare early civilizations through group presentations.</li> <li>• Compare the development and foundational principles of Zoroastrianism, Judaism, Hinduism, Buddhism, Christianity, and Islam.</li> <li>• Explore political philosophies through jigsaw readings, debates, role play, or student presentations.</li> <li>• Trace the development of social hierarchies in a country, from historical origins of class systems to current prospects for social mobility.</li> </ul>	
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**Unit I: Foundations**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>1 Week</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><i>Bridging World History: Maps, Time and World History</i>  <a href="http://www.learner.org/courses/worldhistory/unit_video_1-3.html#">http://www.learner.org/courses/worldhistory/unit_video_1-3.html#</a>.</p> <p><i>The Big History Project, Humans.</i>  <a href="https://www.bighistoryproject.com/chapters/4#intro">https://www.bighistoryproject.com/chapters/4#intro</a>.</p> <p>Diamond, Jared. <i>Guns, Germs and Steel</i>. WW. Norton and Co., 1999.</p> <p><i>Guns, Germs, and Steel: Out of Eden</i>. National Geographic, 2005.</p> <p>McNeill, John Robert., and William Hardy McNeill. <i>The Human Web: a Bird's-Eye View of World History</i>. W.W. Norton, 2003.</p> <p>Confucius, <i>The Analects</i>.</p> <p>Buddha, <i>First Sermon</i>.</p> <p><i>Sacrifice as Creation. Rig Veda</i>.</p> <p><i>Karma and Reincarnation. The Upanishads</i>.</p> <p><i>Caste and Self. The Bhagavad Gita</i>.</p>

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**Unit II: Global Tapestry**

<b>TRANSFER:</b> Analyze internal and external factors that impact the formation, expansion, and decline of governmental and administrative institutions.		
<p><b>GOALS:</b></p> <p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.d Compare and contrast the</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	States formed during this era were defined by their ability to adapt to previous power structures, innovate, and integrate diverse peoples and traditions.	<ul style="list-style-type: none"> <li>How do newly formed states reflect prevailing culture of the peoples within the state?</li> </ul>
	The development of ideas, beliefs, and religions illustrates how groups in society view themselves.	<ul style="list-style-type: none"> <li>How can beliefs and practices of predominant religions impact society?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	<p>Various new states were formed, both from the ashes of collapsed empires and via wholly new forms of governance.</p> <p>Urban life became especially varied; many cities declined rapidly due to reduced political importance, while others flourished due to productivity and trade.</p>	<p>Contrast a newly formed state or empire with one built upon the ruins of a previous power.</p> <p>Evaluate the factors that eventually allowed for urban growth and indicate why those factors were not present before.</p>

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**Unit II: Global Tapestry**

<p>roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.</p> <p>6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p> <p>6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p>	<p>Despite continuity in social and economic structures, important changes in labor and gender relations stemmed from religious conversion.</p> <p>Chinese dynasties utilized various forms of governments that both reflected and challenged cultural traditions.</p> <p>Technological and economic innovation and expansion had effects on all levels of Chinese society.</p> <p>Islam, Judaism, Christianity and the core beliefs and practices of these religions shaped societies in Africa and Asia c. 1200-1450.</p> <p>Islam continued to spread across Afro-Eurasia under new identities as the Abbasid Caliphate fragmented through military conquest, merchants, missionaries and Sufis.</p> <p>Muslim states and empires encouraged significant intellectual innovations and transfers.</p>	<p>Analyze why some social structures changed and some social structures continued despite opposition.</p> <p>Analyze the impact of various Chinese governmental structures and methods on internal and external stakeholders.</p> <p>Evaluate the extent to which technological innovation and economic policy benefitted the people of China.</p> <p>Evaluate the extent to which religion impacted the lives of people in Africa and Asia.</p> <p>Through writing and discussion, evaluate the continuities and changes of Islamic states between c. 1200-1450.</p> <p>Analyze the impact of Dar al-Islam.</p>
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<p>6.2.8.C.3.c 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.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China.</p> <p>6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major</p>	<p>Various states in South and Southeast Asia were impacted by Hinduism, Islam, and Buddhism, and their core beliefs and practices and demonstrated continuity, innovation and diversity.</p> <p>State building in the Americas (Maya, Inca, Cahokia, etc.) and Africa (Great Zimbabwe, Ethiopia, etc.) expanded in scope and reach while they demonstrated continuity, innovation, and diversity.</p> <p>Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.</p>	<p>Evaluate the various influences on South and Southeast Asia state formation and development, including religion.</p> <p>Evaluate the extent to which early state systems in the Americas and Africa developed and changed over time.</p> <p>Analyze the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.</p> <p>Read and analyze primary source materials relating to the unit’s enduring understandings and essential questions.</p> <p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding world history.</p>
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**Unit II: Global Tapestry**

<p>achievements that represent world legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	<p style="text-align: center;"><b>VOCABULARY AND KEY TERMS:</b></p> <p>bureaucracy, dynasties, commercial, artisanal, Islam, Judaism, Christianity, Hinduism, Buddhism, merchants, missionaries, monarchy, feudalism, manor system, agriculture, coerced labor, serfdom, Song Dynasty, Confucianism, Filial Piety, Neo-Confucianism, Buddhism: Theravada, Mahayana &amp; Tibetan, Champa Rice, Grand Canal, Seljuk Empire, Mamluk sultanate, Delhi sultanates, Abbasid Caliphate, Turkic peoples, Sufism, House of Wisdom, Dar al-Islam, Bhakti movement, Buddhist Monasticism, Vijayanagara Empire, Srivijaya Empire, Rajput Kingdoms, Khmer Empire, Majapahit, Sukhothai Kingdom, Sindhala dynasties, Maya, Mexica, Inca,</p>	<p>Demonstrate proficiency in historical writing.</p> <p>Use historical artifacts and texts to identify and interpret shifting ethical, intellectual, moral, political, and social trends.</p>
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**Unit II: Global Tapestry**

	Chaco, Mesa Verde, Cahokia, Great Zimbabwe, Ethiopia, Hausa Kingdoms	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing various graphic organizers such as “T” charts and Venn diagrams to compare various regions, cultures, and ideas.</li> <li>• Analyzing and making predictions about textual and visual stimulus that supports the themes and ideas of the unit.</li> <li>• Describing historical context for a unit’s specific historic developments.</li> <li>• Critiquing claims and arguments made in text-based or non-text-based sources.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Questioning a text: brainstorm words or phrases that are associated with titles, subheadings, pictures, graphics and bold words in the section. Predict cause and effect.</li> <li>• After reading independently, create a graphic organizer of information of a text, such as an excerpt from <i>Southeast Asia in World History</i> by Craig A. Lockard, and complete and independent summary starting with “According to the author ...”</li> <li>• Read primary documents and highlight evidence to support a specific claim, such as: Bernal Diaz del Castillo’s description of Tenochtitlan and the claim that it was a large, well-organized metropolis.</li> <li>• Compare and contrast the extent to which various regions responded to the rise and spread of religious and other belief systems.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>3 weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Lockard, Craig A. <i>Southeast Asia in World History</i>.  <a href="https://worldhistoryconnected.press.uillinois.edu/cgi-bin/printpage.cgi">https://worldhistoryconnected.press.uillinois.edu/cgi-bin/printpage.cgi</a>.</p> <p><i>Tenochtitlan</i>. <a href="http://chnm.gmu.edu/worldhistorysources/unpacking/travelanalysis.html">http://chnm.gmu.edu/worldhistorysources/unpacking/travelanalysis.html</a>.</p> <p>Tsung-Yuan,Liu. <i>The Chinese Civil Service Exam System</i>.</p> <p><i>PBS: Empire of Faith</i>. <a href="http://www.pbs.org/empires/islam/">www.pbs.org/empires/islam/</a>.</p>	



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**Unit II: Global Tapestry**

	<p>McNeill, John Robert., and William Hardy McNeill. <i>The Human Web: a Bird's-Eye View of World History</i>. W.W. Norton, 2003.</p> <p>Zhengdao. <i>Qingming Scroll</i>. 12AD, National Palace Museum, Beijing, China. <a href="http://afe.easia.columbia.edu/songdynasty-module/index.html">http://afe.easia.columbia.edu/songdynasty-module/index.html</a>.</p>
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**Unit III: Networks of Exchange**

<b>TRANSFER:</b> Analyze factors that influence the development, expansion, and contraction of networks of exchange as well as how and why particular goods and concepts are exchanged among people.		
<p><b>GOALS:</b></p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.</p> <p>6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Although Afro-Eurasia and the Americas remained separate during this era, elsewhere there was an expansion and intensification of global regional trade and communication along new and established trade networks.	<ul style="list-style-type: none"> <li>How can trade influence cultural and social exchange among societies?</li> </ul>
	Changes in trade networks led to increased productivity with resulting social and environmental effects.	<ul style="list-style-type: none"> <li>What are the benefits and drawbacks of globalizing forces?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Improved transportation technologies and commercial practices led to an expansion in trade and geographical range of trade networks.	Evaluate the effect that new trading cities and routes had on those previously established and analyze the goods involved in such trade.

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**Unit III: Networks of Exchange**

<p>trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.f Explain how the geographies of China and Japan influenced their development and their relationship with one another.</p> <p>6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.</p> <p>6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p>	<p>The movement of peoples had enduring environmental and linguistic effects.</p> <p>The creation or strengthening of trade networks increased cross-cultural exchanges and communication.</p> <p>Along trade routes, the Eastern Hemisphere experienced continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague.</p> <p>Technological and cultural transfers intensified during periods of extended contact or conflict, including the Crusades, the Mongol expansion, trans-Eurasian trade, and Chinese maritime activity.</p>	<p>Describe the diffusion of specific languages and environmental adaptations throughout Eurasia and/or Africa.</p> <p>Profile prominent world traders and travelers and contextualize their accomplishments within their specific cultures.</p> <p>Assess the economic, social, and political effects of the bubonic plague on several Eurasian nations or regions.</p> <p>Analyze the technological/cultural contact from this period and the various perspectives involved.</p> <p>Read and analyze primary source materials relating to the unit’s enduring understandings and essential questions.</p>
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**Unit III: Networks of Exchange**

<p>6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p> <p>6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</p> <p>6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.</p> <p>6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p>	<p style="text-align: center;"><b>VOCABULARY AND KEY TERMS:</b></p> <p>bills of Exchange, banking houses, trade routes, interregional, empire, compass, astrolabe, merchant, basin, diaspora, monsoon winds, caravans, diffusion, urbanization, pathogens, epidemics, plague, Kashgar, Samarkand, Silk Roads, caravanserai, khanate, Mongols, Greco-Islamic, Uyghur script, Swahili Coast, Gujarat, Malacca Sultanate, Arab, Persian, Malay, Zheng He, Camel Saddle, trans-Saharan trade network, Mali Empire,</p>	<p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding world history.</p> <p>Demonstrate proficiency in historical writing.</p> <p>Use historical artifacts and texts to identify and interpret shifting ethical, intellectual, moral, political and social trends.</p>
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**Unit III: Networks of Exchange**

<p>6.2.8.D.4.b Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.D.4.g Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	<p>gunpowder, paper, Ibn Battuta, Margery Kempe, Marco Polo, bananas, rice, citrus, bubonic plague</p>	
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**Unit III: Networks of Exchange**

<p>6.2.8.D.4.h Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.</p> <p>6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing thorough primary source analysis which focuses on identifying the source correctly in terms of CORNPEG: Class, Occupation, Religion, Nationality, Political Position, Ethnic Identity, Gender and/or other method to determine role in society and how it impacts the other document elements such as Subject, Occasion, Audience, Purpose (SOAP).</li> <li>• Constructing point of view statements for primary sources.</li> <li>• Outlining and/or writing an essay that provides evidence to support a key concept statement.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Create travelogues of European and Arab traders.</li> <li>• Analyze change over time in a timeline of Networks of Exchange.</li> </ul>		

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**Unit III: Networks of Exchange**

- Match claims with evidence: Students should examine an assigned claim such as: “Improved commercial practices and technology led to an increased volume of trade on the Silk Roads.” Paired with particular vocabulary such as: “Caravanserai, Song Dynasty, credit, money, porcelain, Islam, Abbasid Caliphate, textiles” and ask students to group and describe the words that best serve as evidence to support the given claim and which three best provide helpful context for understanding the claim.
- Create a chart that reflects the political, economic, and cultural changes that occurred as a result of the rise and expansion of an empire such as the Mongol Empire.
- Analyze a document, such as *On the Tatars* by Ibn al-Athir, and discuss specific questions such as: “What was the historical situation when this was written?”, “What do you think was the author’s point of view? Was he an ally of the Tatars, a neutral observer, or something else?”, “What do you think was the author’s purpose? Was he promoting the Tatars, condemning them, giving them advice, or something else?”, “What do you think was the author’s audience? His neighbors, the Tartar ruler, or someone else?”
- Identify as individuals, pairs, or small groups, pieces of evidence that support an assigned claim based on key unit concepts such as: “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.”

**SUGGESTED TIME ALLOTMENT**

**3 Weeks**

**SUPPLEMENTAL UNIT RESOURCES**

Bentley, Jerry H. *The Spread of World Religions.*

*The Qur’an.*

Tsung-Yuan, Liu. *The Chinese Civil Service Exam System.*

*The Secret History of the Mongols.*

Polo, Marco. *The Travels of Marco Polo.*

Battutah, Ibn. *The Travels of Ibn Battutah.*

Columbus, Christopher. *Letter for King Ferdinand and Queen Isabella.*

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**Unit III: Networks of Exchange**

*The Spice Routes.* <http://asiapacificuniverse.com/pkm/spiceroutes.htm>.

*The Silk Road: The Journey From China to Turkey.* PBS.

Shaffer, Lynda. *Southernization.* Journal of World History, vol. 5, no. 1, 1994, pp. 1–21.



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**Unit IV: Land-Based Empires**

<b>TRANSFER:</b> Compare methodologies used among various governmental systems that resulted in their growth and/or decline.		
<p><b>GOALS:</b></p> <p>6.2.12.A.1.a 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.</p> <p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	A variety of internal and external factors contribute to state formation, expansion, and decline.	<ul style="list-style-type: none"> <li>• What occurs to societies and environments when different peoples and cultures come into contact for the first time?</li> </ul>
	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.	<ul style="list-style-type: none"> <li>• What accounts for the dominance of some societies over others?</li> <li>• Why have people throughout history been willing to enslave others?</li> </ul>
	As empires expanded and conquered new peoples around the world, they faced difficulties in incorporating diverse cultures, ethnicities, and religions and administering their far-flung territories.	<ul style="list-style-type: none"> <li>• What are the benefits and drawbacks of imperialization for an empire? For the people?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>

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<p>had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p> <p>6.2.12.c.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.</p> <p>6.2.12.C.1.e Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam</p>	<p>Various new states were formed, both from the ashes of collapsed empires and via wholly new forms of governance.</p> <p>Urban life became especially varied; many cities declined rapidly due to reduced political importance, while others flourished due to productivity and trade.</p> <p>Despite continuity in social and economic structures, important changes in labor and gender relations stemmed from religious conversion.</p> <p><b>VOCABULARY AND KEY TERMS:</b>  Gunpowder, cannons, Bureaucratic elites, human sacrifice, divine right, imperial portraits, mausolea, mosques, palace, hard currency, Songhai Empire, Manchu Empire, Mughal Empire, Ottoman Empire, Safavid Empire, Devshirme, Samurai, Sun Temple of Cuzco, Palace of Versailles, zamindar tax collection, Ottoman tax farming, tribute lists, Protestant Reformation, Sunni &amp; Shi’a Islam, Sikhism</p>	<p>Contrast a newly formed state or empire with one built upon the ruins of a previous power.</p> <p>Evaluate the factors that eventually allowed for urban growth, and indicate why these factors were not present before.</p> <p>Analyze why some social structures changed and some social structures continued despite opposition.</p>
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<p>and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.</p> <p>6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p>		
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<p>6.2.12D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p>6.2.1.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p> <p>6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.</p> <p>6.2.12.A.2.b Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.</p>		
<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b>		

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<ul style="list-style-type: none"> <li>Responding to prompts such as: <i>Explain the technological factors that contributed to the growth of the Mughal Empire</i> using specific relevant evidence after reading primary source documents such as <i>Baburnama</i> and informational texts,</li> <li>Completing primary source analysis which focuses on identifying the source correctly in terms of CORNPEG: Class, Occupation, Religion, Nationality, Political Position, Ethnic Identity, Gender and/or other method to determine role in society and how it impacts the other document elements such as Subject, Occasion, Audience, Purpose (SOAP).</li> <li>Construct Point of View statements for primary sources.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Analyze primary source documents regarding the actions of the Land-Based Empires, such as the description of the Battle of Panipat in <i>Baburnama</i> and draw a diagram or other visual representation of the source information.</li> <li>Read short excerpts of sources and identify and describe the historical context for the developments described.</li> <li>Individuals or pairs of students should paraphrase excerpts of a document such as Martin Luther’s <i>95 Theses</i> and describe how an element of document sourcing (point of view, purpose, situation, or audience) might affect Luther’s interpretation of the Catholic Church.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>4 Weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Till, Eric. <i>Luther</i>.</p> <p>Boccaccio, <i>The Decameron</i>.</p> <p>Luther, Martin. <i>Law and the Gospel: Princes and Turks</i>.</p> <p>Galileo, Galilei. <i>Letter to the Grand Duchess Christina</i>.</p> <p>Waugh, Daniel C. <i>The Memoirs of Babur</i>.</p>

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**Unit V: Transoceanic Interconnections**

<b>TRANSFER:</b> Analyze both positive and negative consequences that result from innovation, exploration, and exchange.		
<p><b>GOALS:</b></p> <p>6.2.8.B.3.a 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.</p> <p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Technological innovations made connections between the Eastern and Western hemispheres possible, resulting in global commerce and the exchange of peoples, cultures, animals, crops, and disease.	<ul style="list-style-type: none"> <li>• What occurs to societies and environments when different peoples and cultures come into contact for the first time?</li> </ul>
	Global trade changed agricultural and manufacturing methods and labor systems, which created new forms of social and economic organization worldwide.	<ul style="list-style-type: none"> <li>• What accounts for the dominance of some societies over others?</li> <li>• Why have people throughout history been willing to enslave others?</li> </ul>
	As empires expanded and conquered new peoples around the world, they faced difficulties in incorporating diverse cultures, ethnicities, and religions and administering their far-flung territories.	<ul style="list-style-type: none"> <li>• What are the benefits and drawbacks of imperialization for an empire? For the people?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>

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<p>6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.</p> <p>6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans,</p>	<p>There was an intensification of all existing regional patterns of trade that brought both prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.</p> <p>European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns.</p> <p>Remarkable new transoceanic maritime reconnaissance occurred in this period.</p> <p>The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets.</p>	<p>Interpret how an existing regional pattern of trade contributed to the prosperity, economic disruption, and governments in the region.</p> <p>Evaluate the development of maritime technology and navigational skills in relationship to increased travel and trade.</p> <p>Identify the countries involved in global navigation and their motivations for trade during this time period.</p> <p>Evaluate the effects new trade routes had on the global economy.</p>
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<p>and Americans.</p> <p>6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p>	<p>The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.</p> <p>The increase in interactions between newly connected hemispheres and intensification of existing connections expanded the spread and reform of existing religions and created syncretic belief systems and practices.</p> <p>Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased, which both fed and responded to growing global demand for raw materials and finished products.</p> <p>As social and political elites changed, they also restructured ethnic, racial, and gender hierarchies.</p> <p>Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.</p>	<p>Assess the impact of the Columbian Exchange on native and European populations.</p> <p>Analyze the interaction between religion and cultural belief systems due to the intensification of trade.</p> <p>Compare and contrast the growth of plantation economies throughout the Americas with the incorporation of slavery into daily life in societies surrounding the Mediterranean and Indian Ocean.</p> <p>Contrast the relative roles of existing elites with those of the new elites formed through the increase in global prosperity.</p> <p>Assess the importance of new technologies in the establishment of large empires across the globe.</p>
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	<p>Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.</p> <p><b>VOCABULARY AND KEY TERMS:</b>          Trans-oceanic, hemispheres, maritime, sponsorship, labor systems, slaves, norms, export, plantations, demographic, networks of exchange, markets, cultural synthesis, syncretic belief systems, local resistance movements, slave resistance, tolerance, ethnic, diversity, elites, Caravel, Carrack, Fluyt, Lateen sail, Compass, Astronomical carts, Christopher Columbus, Northern Atlantic crossings, Swahili, Omanis, Gujaratis, Javanese, mit'a, chattel slavery, indentured servitude, encomienda system, hacienda system, plantation economy, mercantilism, joint-stock company, Atlantic trading system, Pueblo Revolts, Fronde, Cossack revolts, Maratha conflict, Ana Nzinga's resistance, Metacom's War (King Philip's War), Maroon societies,</p>	<p>Illustrate how competition and major conflicts from this time period challenged state consolidation and expansion.</p>
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	Qing Dynasty, Casta system, Han Chinese, Ottoman Timars, Russian Boyars, European Nobility	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing a unit test based on the AP Exam.</li> <li>• Analyzing primary source documents.</li> <li>• Completing historical writing prompts.</li> <li>• Completing a continuity and change over time essay.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Map the Columbian Exchange.</li> <li>• Analyze primary source documents to determine the effects of European conquest and colonization on European and non-European populations.</li> <li>• Debate the influence of key historical figures of the time period.</li> <li>• Write a continuity and change over time essay on unit topic.</li> <li>• Relate the effects of economic globalization on a fifteenth-century society with that country's current status in the world economy.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>4 Weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Cortes, Herman. <i>Letter of Hernan Cortes to Charles V, King of Spain.</i></p> <p><i>The Broken Spears: The Aztec Account of the Conquest of Mexico.</i></p> <p>Bartolomeo de Las Casas, from <i>The Devastation of the Indies.</i></p> <p>Mbemba, Nzinga. <i>Appeal to the King of Portugal.</i></p> <p>Equiano, Olaudah. <i>Enslaved Captive.</i></p>	

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**Unit VI: Revolutions**

<b>TRANSFER:</b> Evaluate the potential impact of revolutionary ideas and technology on communities.		
<p><b>GOALS:</b> 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p> <p>6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.</p> <p>6.2.12.A.2.b Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.</p> <p>6.2.12.D.1.d Explain how the new social stratification created by voluntary and</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Industrialization changed the production and consumption of goods worldwide and greatly shifted economic, cultural, and class structures.	<ul style="list-style-type: none"> <li>Is industrial progress necessarily beneficial to the advancement of society?</li> </ul>
	Drawing on the immense new resources created by the Industrial Revolution, imperial powers in Europe, and later the U.S. and Japan, expanded their hegemony across the globe.	<ul style="list-style-type: none"> <li>What makes a country powerful?</li> </ul>
	Revolutions that began in the eighteenth century found their origins in a combination of Enlightenment ideas, grievances against existing governments, the growth of nationalism, and resistance by colonial subjects.	<ul style="list-style-type: none"> <li>What motivates people to rebel against institutions of power?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>

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<p>coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.</p> <p>6.2.12.A.3.b Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.</p> <p>6.2.12.A.3.c Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.d Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</p>	<p>New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.</p> <p>To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.</p> <p>There were major developments in transportation and communication, including railroads, steamships, telegraphs, and canals.</p> <p>The development and spread of global capitalism led to a variety of responses.</p> <p>The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.</p>	<p>Evaluate the various factors that contributed to the rise of industrial production worldwide.</p> <p>Examine economic theories developed during this time period and how they inspired changes in the global financial markets.</p> <p>Assess the importance of developments in transportation and communication to the growth of industry.</p> <p>Compare and contrast the spread of global capitalism with a response to the trend such as utopian socialism or anarchism.</p> <p>Trace the formation of new socioeconomic classes, including the middle class and industrial working class, and compare these groups across societies.</p>
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<p>6.2.12.B.3.c Relate the role of geography to the spread of independence movements in Latin America.</p> <p>6.2.12.C.3.e Assess the impact of imperialism on economic development in Africa and Asia.</p> <p>6.2.12.C.3.f Determine the extent to which Latin American political independence also brought about economic independence in the region.</p> <p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.</p> <p>6.2.12.D.3.c Compare and contrast China's and Japan's views of and</p>	<p>Imperialism, which influenced state formation and contraction around the world, was shaped by new racial ideologies, especially Social Darwinism, which facilitated and justified imperialism.</p> <p>The rise and diffusion of European Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.</p> <p>Beginning in the eighteenth century, people around the world developed a new sense of commonality based on language, religion, social customs, and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.</p> <p>Increasing discontent with imperial rule propelled reformist and revolutionary movements.</p>	<p>Analyze the influence of racial ideologies in shaping the governance of colonial subjects.</p> <p>Evaluate how the ideas of Enlightenment thinkers, such as Voltaire, Montesquieu, Locke, and Rousseau, affected a revolution from the time period.</p> <p>Synthesize a definition of nationalism and evaluate how governments used nationalism to forge a common identity.</p> <p>Compare and contrast the motives of anti-imperialist reformists and revolutionaries around the world.</p>
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**Unit VI: Revolutions**

<p>responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.</p> <p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p>	<p>The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies.</p> <p>Migration in many cases was influenced by changes in demography in both industrialized and agrarian societies that presented challenges to existing patterns of living.</p> <p>The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.</p>	<p>Assess how the spread of European political and social thought contributed to the formation of transnational ideologies formed during this time period.</p> <p>Trace the reasons for and patterns of migration in both industrialized and agrarian societies and evaluate how these changes affected existing patterns of living.</p> <p>Analyze the importance of gender and ethnicity to large-scale migration and evaluate how migration shifted roles in both migrants and existing populations.</p> <p>Read and analyze primary source materials relating to the unit’s enduring understandings and essential questions.</p> <p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding world history.</p>
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**Unit VI: Revolutions**

	<p><b>VOCABULARY AND KEY TERMS:</b>          Diffusion, suffrage, abolition, feminism, reform, revolution, rebellion, nation-state, propaganda, colony, republic, independence, philosophers, waterways, urbanization, private property, capital, labor, manufacturing, efficiency, production, state-sponsored, Transnational businesses, free markets, free trade, banking, finance, consumer goods, standard of living, labor union, modernize, social hierarchies, social class, middle class, working class, wages, Enlightenment, Nationalism, Mary Wollstonecraft, Olympe de Gouges, Seneca Falls Conference, Elizabeth Cady Stanton, Lucretia Mott, democracy, liberalism, Maori nationalism, Lola Rodríguez de Tió, German Unification, Italian Unification, Balkan</p>	<p>Demonstrate proficiency in historical writing.</p> <p>Use historical artifacts and texts to identify and interpret shifting ethical, intellectual, moral, political, and social trends.</p>
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**Unit VI: Revolutions**

	<p>nationalism, Ottomanism, American Revolution, Haitian Revolution, Latin American independence movements, French Revolution, Simon Bolívar, Declaration of Independence, Declaration of Rights of Man and Citizen, canals, rivers, Industrial Revolution, specialization of labor, steam-power, fossil fuels, steam engine, combustion engine, “Second Industrial Revolution”, railroads, steamships, telegraph, Muhammad Ali (textile industry-Egypt), Meiji Japan, HSBC (Hong Kong and Shanghai Banking Corporation, Unilever, stock markets, limited liability corporations, Adam Smith, Laissez-faire, Capitalism, Karl Marx, Socialism, Communism</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing reading quizzes and/or tests.</li> <li>• Completing a unit test based on the AP Exam.</li> <li>• Analyzing primary source documents.</li> <li>• Completing historical writing prompts.</li> <li>• Completing one or more of the following types of essays: DBQ, Continuity and Change over Time, Comparison and Contrast.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Research an Enlightened thinker or leader and present on a panel or “Paris Salon” activity.</li> <li>• Compare and contrast revolutions from around the globe (presentations, skits, trials, revolutionary newspapers, etc.).</li> <li>• Analyze Kipling’s “The White Man’s Burden” from the perspective of Europeans and colonial subjects.</li> </ul>		



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<ul style="list-style-type: none"><li>• Present imperialism case studies from multiple perspectives.</li><li>• Write DBQ, Continuity and Change over Time, and Comparison and Contrast essays on unit topics.</li><li>• Forecast the political and socioeconomic future of a modern developing nation using historical context from the Industrial Revolution.</li></ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>4 Weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Bolivar, Simon. <i>A Constitution for Venezuela</i> .  <i>Exploring the French Revolution</i> . <a href="http://chnm.gmu.edu/revolution/">http://chnm.gmu.edu/revolution/</a> .

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**Unit VII: Consequences of Industrialization**

<b>TRANSFER:</b> Predict and plan for intended and unintended consequences of technological advancements.		
<p><b>GOALS:</b> 6.2.12.A.2.c Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.A.3.e Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Industrialization changed the production and consumption of goods worldwide and greatly shifted economic, cultural, and class structures.	<ul style="list-style-type: none"> <li>• Is industrial progress necessarily beneficial to the advancement of society?</li> </ul>
	Drawing on the immense new resources created by the Industrial Revolution, imperial powers in Europe, and later the U.S. and Japan, expanded their hegemony across the globe.	<ul style="list-style-type: none"> <li>• What makes a country powerful?</li> </ul>
	The development of global empires and capitalist economies dramatically changed the patterns of migration, presenting social, political and economic challenges to both governments and migrants.	<ul style="list-style-type: none"> <li>• What are the benefits and drawbacks of migration?</li> </ul>
	<b><u>KNOWLEDGE</u></b> Students will know:	<b><u>SKILLS</u></b> Students will be able to:

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**Unit VII: Consequences of Industrialization**

<p>6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.2.12.C.3.e Assess the impact of imperialism on economic development in Africa and Asia.</p> <p>6.2.12.C.3.f Determine the extent to which Latin American political independence also brought about economic independence in the region.</p>	<p>New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.</p> <p>To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.</p> <p>There were major developments in transportation and communication, including railroads, steamships, telegraphs, and canals.</p> <p>The development and spread of global capitalism led to a variety of responses.</p> <p>The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy. Imperialism, which influenced state formation and contraction around the world, was shaped by new racial ideologies, especially Social Darwinism, which facilitated and justified imperialism.</p>	<p>Evaluate the various factors that contributed to the rise of industrial production worldwide.</p> <p>Examine economic theories developed during this time period and how they inspired changes in the global financial markets.</p> <p>Assess the importance of developments in transportation and communication to the growth of industry.</p> <p>Compare and contrast the spread of global capitalism with a response to a trend such as utopian socialism or anarchism.</p> <p>Trace the formation of new socioeconomic classes, including the middle class and industrial working class, and compare these groups across societies.</p>
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<p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.</p> <p>6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.</p> <p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.3e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p>	<p>The rise and diffusion of European Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.</p> <p>Beginning in the eighteenth century, people around the world developed a new sense of commonality based on language, religion, social customs, and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.</p> <p>Increasing discontent with imperial rule propelled reformist and revolutionary movements.</p> <p>The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies.</p>	<p>Analyze the influence of racial ideologies in shaping the governance of colonial subjects.</p> <p>Evaluate how the ideas of Enlightenment thinkers, such as Voltaire, Montesquieu, Locke, and Rousseau, affected a revolution or rebellion from the time period.</p> <p>Synthesize a definition of nationalism and evaluate how governments used nationalism to forge a common identity.</p> <p>Compare and contrast the motives of anti- imperialist reformists and revolutionaries around the world.</p> <p>Assess how the spread of European political and social thought contributed to the formation of transnational ideologies formed during this time period.</p>
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	<p>Migration in many cases was influenced by changes in demography in both industrialized and agrarian societies that presented challenges to existing patterns of living.</p> <p>The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.</p> <p><b>VOCABULARY AND KEY TERMS:</b>          territories, diplomacy, private ownership, joint-</p>	<p>Trace the reasons for and patterns of migration in both industrialized and agrarian societies and evaluate how these changes affected existing patterns of living.</p> <p>Analyze the importance of gender and ethnicity to large-scale migration and evaluate how migration shifted roles in both migrants and existing populations.</p> <p>Read and analyze primary source materials relating to the unit’s Enduring Understandings and Essential Questions.</p> <p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding world history.</p> <p>Use historical artifacts and texts to identify and interpret shifting ethical, intellectual, moral, political and social trends.</p>
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	<p>stock companies, nationalism, anti-colonial, anti-imperial, periphery, resistance, commodity, economic imperialism, migration, immigration, demographics, urbanization, industrialized, unindustrialized, capitalism, ethnic, prejudice, nuance, political authority, King Leopold II, Dutch East India Company, Southeast Asia, British West Africa, Belgian Congo, French West Africa, New Zealand, Tupac Amaru II, Samory Touré, Yaa Asantewaa War, 1857 rebellion in India, Balkans, Sokoto Caliphate, Cherokee Nation, Zulu Kingdom, Ghost Dance Rebellion, Xhosa cattle Killing Movement, Mahdist wars, global economy, finished goods, export economies(cotton, rubber, palm oil, guano, meat, diamonds), internal v. external migration, return migration, coerced and semi-coerced labor( slavery, indentured servitude, convict labor), ethnic enclaves (Chinese, Indians, Irish, Italians), Chinese Exclusion Act, White Australia Policy, Industrial capitalism, transoceanic empires</p>	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Completing a unit test based on the AP Exam.
- Analyzing primary source documents.
- Completing historical writing prompts.
- Completing one or more of the following types of essays: DBQ, Continuity and Change over Time, Comparison and Contrast.

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<b>KEY LEARNING EVENTS AND INSTRUCTION:</b>	
<ul style="list-style-type: none"> <li>• Compare and contrast revolutions from around the globe (presentations, skits, trials, revolutionary newspapers, etc.).</li> <li>• Analyze Kipling’s “The White Man’s Burden.” from the perspective of Europeans and colonial subjects.</li> <li>• Present imperialism case studies from all perspectives.</li> <li>• Write DBQ, Continuity and Change over Time, and Comparison and Contrast essays on unit topics.</li> <li>• Forecast the political and socioeconomic future of a modern developing nation using historical context from the Industrial Revolution.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>4 Weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Xie, Zheng. <i>Mother-in-law is Cruel</i>.</p> <p>Wollstonecraft, Mary. <i>A Vindication of the Rights of Women</i>.</p> <p>l’Ouverture, Toussaint. <i>Letter to the Directory</i>.</p> <p>Stearns, Peter. <i>The Industrial Revolution Outside the West</i>.</p> <p>Conrad, Joseph. <i>Heart of Darkness</i>.</p> <p>Kipling, Rudyard. <i>The White Man’s Burden</i>.</p>

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**Unit VIII: Global Conflict**

<b>TRANSFER:</b> Analyze the consequences of increased global connectedness and how it presents challenges to existing political and social orders.		
<p><b>GOALS:</b></p> <p>6.2.12.A.6.A Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.B.6.a Determine the global impact</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Advances in science and technology drastically increased population growth, transformed how humans interacted with the environment and altered ecological balances.	<ul style="list-style-type: none"> <li>Does technological proliferation benefit everyone?</li> </ul>
	Instability and challenges to the global political order of the twentieth century resulted in a vicious cycle of conflict, catalyzing massive destruction and additional internal strife.	<ul style="list-style-type: none"> <li>How can localized conflicts drive change globally?</li> </ul>
	A confluence of events and crises in the late twentieth century led to an increasingly global focus in the realms of governance, economics, human rights, and culture, though challenges and resistance remain.	<ul style="list-style-type: none"> <li>What responsibilities do humans have to one another?</li> </ul>



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<p>of increased population growth, migration, and changes in urban- rural populations on natural resources and land use.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p>	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p> <p>Aided by the development of new technology and research, rapid scientific advancements spread throughout the world.</p> <p>Due to the unprecedented expansion of the global population, humans have fundamentally changed their relationship with the environment.</p> <p>Major demographic shifts were caused by disease, scientific innovation, and conflict.</p> <p>Though Europe dominated the global political order at the start of the twentieth century, new states were born from various empires by the start of the twenty-first.</p>	<p style="text-align: center;"><b><u>SKILLS</u></b> <b>Students will be able to:</b></p> <p>Examine scientific discoveries and innovations made during this time period that changed human life and understandings.</p> <p>Contrast the current environmental crisis with previous major human effects on the environment.</p> <p>Compare the devastation caused by intentionally destructive forces (wars, atrocities) to non-intentional forces (disease, natural disaster), and evaluate the severity of each.</p> <p>Evaluate the effects of the loss of territories on the political and economic power of empires.</p>
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	<p>The dissolution and restructuring of powerful states was caused, in part, by emerging ideologies of anti-imperialism.</p> <p>Political changes were intimately interconnected with corresponding social and demographic changes.</p> <p>The twentieth century saw a massive global expansion in military conflict.</p> <p>States, individuals, and movements throughout the century sought variously to intensify or lessen the potential for armed conflict.</p> <p>Developing and developed states responded in a variety of ways to the new economic climate of the twentieth century.</p> <p>States, communities, and individuals have become increasingly interdependent, facilitated by the growth of global governing institutions.</p>	<p>Judge the effectiveness of the anti-imperialist ideology politically at mid-century, and economically at the turn of the current century.</p> <p>Analyze migratory patterns during or after major conflicts or political change, including reasons for destination selection.</p> <p>Compare and contrast total war with previous large-scale global conflicts.</p> <p>Explain the relationship between a non-violent movement or individual and its targeted state or group.</p> <p>Compare and contrast democratic governments' responses to economic crises with that of totalitarian governments.</p> <p>Assess the effectiveness of international organizations or institutions by examining and evaluating their missions and impact on the modern global stage.</p>
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	<p>People traditionally oppressed or disenfranchised based on race, class, gender, and religion largely have become more included in politics, professions, and education.</p> <p>Popular and consumer culture has become more global.</p>	<p>Compare and evaluate human rights policies across a spectrum of nations or regions.</p> <p>Explain what makes Western culture currently dominant; compare it against local cultures that have been recently introduced to it.</p> <p>Read and analyze primary source materials relating to the unit’s Enduring Understandings and Essential Questions.</p> <p>Gather, interpret and synthesize historical information in order to produce coherent and cogent Historical arguments regarding world history.</p> <p>Demonstrate proficiency in historical writing.</p> <p>Use historical artifacts and texts to identify and interpret shifting ethical, intellectual, moral, political, and social trends.</p>
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	<b>VOCABULARY AND KEY TERMS:</b> alliance, total war, propaganda, Marxism, Communism, Fascism, interwar, liberation, ideology, totalitarian, genocide, extremist group, Holocaust/Shoah, ethnic cleansing, famine, Qing, Russian and Ottoman Empires, Mexican Revolution, balkanization, alliance system, planned economies, New Deal, government economic intervention, League of Nations, Manchukuo, Indian National Congress, Winston Churchill, Franklin Roosevelt, Adolf Hitler, Joseph Stalin, total war, fire-bombing, atomic bomb, military technology	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Completing reading quizzes and tests.
- Completing a unit test based on the AP Exam.
- Analyzing primary source documents.
- Completing historical writing prompts.
- Completing one or more of the following types of essays: DBQ, Continuity and Change over Time, Comparison and Contrast.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Primary Source Analysis which focuses on identifying the source correctly in terms of CORNPEG: Class, Occupation, Religion, Nationality, Political Position, Ethnic Identity, Gender and/or other method to determine role in society and how it impacts the other

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<p>document elements such as: Subject, Occasion, Audience, Purpose (SOAP).</p> <ul style="list-style-type: none"> <li>• Construct Point of View statements for primary sources.</li> <li>• Analyze maps of the world wars.</li> <li>• Evaluate the greatest causes and effects of the World Wars.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>3 Weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Wilson, Woodrow. <i>Fourteen Points</i>.</p> <p>Fest, Joachim C. <i>The Rise of Hitler</i>.</p> <p>Steiner, Jean-Francois. <i>Treblinka</i>.</p> <p>Chang, Iris. <i>The Rape of Nanking</i>.</p> <p>Cold War Museum. <a href="http://www.coldwar.org">http://www.coldwar.org</a>.</p> <p><i>Explore Africa</i>. <a href="http://www.pbs.org/wnet/africa/explore/index_flash.html">http://www.pbs.org/wnet/africa/explore/index_flash.html</a>.</p> <p><i>Globalization</i>. <a href="http://www.bbc.co.uk/worldservice/programmes/globalisation">www.bbc.co.uk/worldservice/programmes/globalisation</a>.</p>

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**Unit IX: Cold War and Decolonization**

<b>TRANSFER:</b> Assess and articulate the possibility of a new non-Western superpower gaining global supremacy in the next fifty years.		
<p><b>GOALS:</b> 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban- rural populations on natural resources and land use.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Advances in science and technology drastically increased population growth, transformed how humans interacted with the environment and altered ecological balances.	<ul style="list-style-type: none"> <li>Does technological proliferation benefit everyone? Why or why not?</li> </ul>
	Instability and challenges to the global political order of the twentieth century resulted in a vicious cycle of conflict, catalyzing massive destruction and additional internal strife.	<ul style="list-style-type: none"> <li>How can localized conflicts drive change globally?</li> </ul>
	A confluence of events and crises in the late twentieth century led to an increasingly global focus in the realms of governance, economics, human rights, and culture, though challenges and resistance remain.	<ul style="list-style-type: none"> <li>What responsibilities do humans have to one another?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>

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**Unit IX: Cold War and Decolonization**

	<p>Major demographic shifts were caused by disease, scientific innovation, and conflict.</p> <p>Though Europe dominated the global and political order at the start of the twentieth century, new states were born from various empires by the start of the twenty-first.</p> <p>The dissolution and restructuring of powerful states was caused, in part, by emerging ideologies of anti-imperialism.</p> <p>Political changes were intimately interconnected with corresponding social and demographic changes.</p> <p>The twentieth century saw a massive global expansion in military conflict.</p> <p>States, individuals, and movements throughout the century sought variously to intensify or lessen the potential for armed conflict.</p>	<p>Examine scientific discoveries and innovations made during this time period that changed human life and understandings.</p> <p>Compare the devastation caused by intentionally destructive forces (wars, atrocities) to non-intentional forces (disease, natural disaster), and evaluate the severity of each.</p> <p>Evaluate the effects of the loss of territories on the political and economic power of empires.</p> <p>Judge the effectiveness of the anti-imperialist ideology politically at mid-century, and economically at the turn of the current century.</p> <p>Analyze migratory patterns during or after major conflicts or political change, including reasons for destination selection.</p> <p>Explain the relationship between a non-violent movement or individual and its targeted state or group.</p>
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**Unit IX: Cold War and Decolonization**

	<p>Developing and developed states responded in a variety of ways to the new economic climate of the twentieth century.</p> <p>States, communities, and individuals have become increasingly interdependent, facilitated by the growth of global governing institutions.</p> <p>People traditionally oppressed or disenfranchised based on race, class, gender, and religion largely have become more included in politics, professions, and education.</p> <p>Popular and consumer culture have become more global.</p>	<p>Compare and contrast democratic governments' responses to economic crises with that of totalitarian governments.</p> <p>Assess the effectiveness of international organizations or institutions by examining and evaluating their missions and impact on the modern global stage.</p> <p>Compare and evaluate human rights policies across a spectrum of nations or regions.</p> <p>Explain what makes Western culture currently dominant; compare it against local cultures that have been recently introduced to it.</p> <p>Read and analyze primary source materials relating to the unit's Enduring Understandings and Essential Questions.</p>
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	<p><b>VOCABULARY AND KEY TERMS:</b>          authoritarian, superpower, postcolonial, socialism, autonomy, displacement, partition, Non-Aligned Movement, Sukarno, Kwame Nkrumah, NATO, Warsaw Pact, SEATO, nuclear proliferation, proxy war, Korean War, Angolan Civil War, Great Leap Forward, Cultural Revolution, Mao Zedong, Sandinista-Contra conflict, economic and land redistribution, Vietnamese Independence, Mengistu Haile Mariam, land reform (Kerala), White Revolution in Iran, Ho Chi Minh, Gamal Abdel Nasser, Kwame Nkrumah, Muslim League, Québécois separatism, Biafran separatism,</p>	<p>Gather, interpret and synthesize historical information in order to produce coherent and cogent historical arguments regarding world history.</p> <p>Demonstrate proficiency in historical writing. Use historical artifacts and texts to identify and interpret shifting ethical, intellectual, moral, political and social trends.</p>
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**Unit IX: Cold War and Decolonization**

	Indira Ghandi, Julius Nyerere, Sirimavo Bandaranaike, United Nations	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing reading quizzes and tests.</li> <li>• Completing a unit test based on the AP Exam.</li> <li>• Analyzing primary source documents.</li> <li>• Completing historical writing prompts.</li> <li>• Completing one or more of the following types of essays: DBQ, Continuity and Change over Time, Comparison and Contrast.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Analyze maps of the World Wars.</li> <li>• Present information on modern revolutions.</li> <li>• Write DBQ and other essays on unit topics.</li> <li>• Assess the possibility of a new non-Western superpower gaining global supremacy in the next fifty years.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	<b>3 Weeks</b>	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Achebe, Chinua. <i>Things Fall Apart</i>.</p> <p>Gandhi, Mohandas. <i>Gandhi: An Autobiography</i>.</p> <p><i>Explore Africa</i>. <a href="http://www.pbs.org/wnet/africa/explore/index_flash.html">http://www.pbs.org/wnet/africa/explore/index_flash.html</a>.</p> <p><i>Globalization</i>. <a href="http://www.bbc.co.uk/worldservice/programmes/globalisation">www.bbc.co.uk/worldservice/programmes/globalisation</a>.</p>	

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<b>TRANSFER:</b> Utilize knowledge of patterns in history to better understand the present and prepare for the future.		
<p><b>GOALS:</b></p> <p>6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.</p> <p>6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	A globalized economy and culture have brought the world closer together than ever before, but have affected industrialized and developing nations very differently.	<ul style="list-style-type: none"> <li>• How can freed people or nations continue to be oppressed?</li> </ul>
	A renewed international focus on human rights issues has improved the lives of women, ethnic minorities, and other often-marginalized groups.	<ul style="list-style-type: none"> <li>• Can global institutions meet the needs and serve the interests of all world citizens?</li> </ul>
	Modern international politics are subject to input and pressures from a variety of sources, including the United Nations, non-government organizations, and foreign governments.	<ul style="list-style-type: none"> <li>• How can individuals or groups affect change?</li> </ul>
	<b><u>KNOWLEDGE</u></b> Students will know:	<b><u>SKILLS</u></b> Students will be able to:

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<p>international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>	<p>New modes of communication—including radio communication, cellular communication and the internet—as well as transportation, including air travel and shipping container, reduced the problem of geographic distance.</p> <p>Diseases, as well as medical and scientific developments, had significant effects on populations around the world such as malaria, tuberculosis, cholera, influenza pandemic, ebola, HIV/AIDS, heart disease and Alzheimer’s disease.</p> <p>Human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world’s supply of fresh water.</p> <p>Many governments encouraged free-market economic policies and promoted economic liberalization in the late twentieth century following the Cold War.</p>	<p>Analyze how the development of new technologies impacted the world from 1900 to present.</p> <p>Evaluate the extent to which environmental factors affected human populations over time, such as exposure to diseases or how diseases can be associated with increased human longevity.</p> <p>Evaluate how human activity such as deforestation, increased consumption, and manufacturing impacts the environment.</p> <p>Evaluate the continuities and changes in global economy from 1900 to present.</p>
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	<p>Rights-based discourses challenged old assumptions about race, class, gender, and religion; such as global feminism movements, Civil Rights Act (US), and ending apartheid (South Africa).</p> <p>Social movements worldwide aimed at increasing access to education, political participation, professional roles, and addressing inequality.</p> <p>Political and social changes of the twentieth century led to changes in the arts and in the second half of the century, popular and consumer culture became more global and transcended national borders; for example, Reggae, Bollywood, Social Media, World Cup, and online commerce.</p> <p>Various responses to increased globalization from 1900 to present include both resistance and support.</p>	<p>Evaluate the impact of regional trade agreements such as World Trade Organization (WTO), North American Free Trade Agreement (NAFTA), and the Association of Southeast Asian Nations (ASEAN).</p> <p>Explain the extent to which social categories, roles, and practices and been maintained and challenged over time.</p> <p>Analyze what contributed to the development of the U.N. Universal Declaration of Rights and the success it has had in global impact.</p> <p>Evaluate what factors contributed to the change in which goods, services, and culture are experienced throughout the twentieth century.</p>
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	<p>New international organizations formed, such as the United Nations, with the stated goal of maintaining world peace and facilitating international cooperation.</p> <p>Rapid changes 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.</p>	<p>Analyze the various responses to an increasingly globalized society.</p> <p>Evaluate the effectiveness of global organizations and their ability to reach their goals of maintaining peace and/or international cooperation as well as their impact on international interactions and communities.</p> <p>Evaluate the extent to which science and technology brought change in the period from 1900 to the present.</p> <p>Read and analyze primary and secondary source materials relating to an assigned country and current issue topic.</p> <p>Gather, interpret and synthesize historical and current information in order to produce coherent and cogent arguments regarding world issues.</p> <p>Demonstrate proficiency in presentation and debate.</p>
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	<p><b>VOCABULARY AND KEY TERMS:</b>          vaccines, antibiotics, malaria,          tuberculosis, cholera, deforestation,          desertification, birth control, genetically          modified agriculture, nuclear, poverty,          Green Revolution, 1918 Spanish flu          epidemic, Ebola, HIV/AIDS, greenhouse          gasses, WTO, NAFTA, ASEAN, UN          Declaration of Human Rights, global          feminism, Negritude movement,          Liberation Theology, global women’s          suffrage, women’s literacy, US Civil          Rights Act Of 1965, apartheid, caste          reservation, Greenpeace</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Writing a claim supported by a paragraph that corroborates, qualifies, or modifies an argument using diverse and alternative evidence in order to develop a complex argument. This should be formatted as such: <i>Science and technology led to profound changes like _____; however, this change did have limits, for example _____ remained constant.</i></li> <li>• Researching and reporting the accuracy of primary source documents.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Investigate a global issue.</li> <li>• Research assigned countries and related policies.</li> <li>• Develop resolutions based on country-specific and global issues.</li> </ul>		

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<ul style="list-style-type: none"> <li>• Create a concept web that shows connections between an event such as the 1918 influenza pandemic and at least two other major changes or continuities in the early twentieth century.</li> <li>• Fact-check documents such as Margaret Thatcher’s speech on Pinochet at the Conservative Party Conference (1999) by researching claims made.</li> <li>• Self and Peer Assessment of statement that corroborates, qualifies, or modifies an argument using diverse and alternative evidence in order to develop a complex argument.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>3 Weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Taylor, Alan. <i>The 1918 Flu Pandemic: Photos From a Century Ago</i>. <i>The Atlantic</i>, Atlantic Media Company, 10 Apr. 2018. <a href="http://www.theatlantic.com/photo/2018/04/the-1918-flu-pandemic-photos-from-a-century-ago/557663/">www.theatlantic.com/photo/2018/04/the-1918-flu-pandemic-photos-from-a-century-ago/557663/</a>.</p> <p>Thatcher, Margaret. <i>Pinochet's Achievements</i>. Conservative Party Conference. Conservative Party Conference, 1999.</p> <p>Louie, Miriam Ching Yoon. <i>Sweatshop Warriors</i>.</p> <p>Barber, Benjamin. <i>Jihad vs. McWorld</i>.</p> <p>Friedan, Betty. <i>The Feminine Mystique</i>.</p>



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**APPENDIX A**

Andrea, A.J. and Overfield, J.H. *The Human Record: Sources of Global History*. 5th ed. Vol. I & II. Boston: Houghton Mifflin Company, 2011. Vol. I ISBN-13: 978-0495913078. Vol. II ISBN-13: 978-0495913085.

College Board. *AP World History: Modern Course and Exam Description*, 2019. College Board, 2019.

Reilly, Kevin. *Worlds of History: A Comparative Reader*. 2nd ed. Vol. I & II. Boston: Bedford/St. Martin's, 2013. Vol. I ISBN-13: 978-1457617829. Vol. II ISBN-13: 978-0312549886.

Strayer, Robert. *Ways of the World: A Global History with Sources*, 2nd ed. Boston: Bedford/St. Martin's, 2013. ISBN-13: 978-0312583507 ISBN-10: 0312583508.

Bulliet, Richard W., et al. *The Earth and Its Peoples: a Global History*. 7th ed., Cengage Learning, Inc., 2019. ISBN-13: 978-1337401470 ISBN-10: 1337401471.

McNeill, John Robert., and William Hardy McNeill. *The Human Web: a Birds-Eye View of World History*. W.W. Norton, 2003.