

# **AP WORLD HISTORY**

## **Modern Course**

**(2023)**

**Summit High School  
Summit, NJ**

**Grade Level / Content Area:**

**12<sup>th</sup> Grade  
AP World History**

**Developed by  
Ashley M. Sularz  
John R. Kratch  
Summit High School  
2013-2019**

## Length of Course:

30 weeks of active teaching new material before the AP Examination  
2 weeks of review before the AP Examination  
3 weeks following the AP examination (special projects)  
4 class days = 1 week

## Course Reference:

College Board. *AP World History Modern: Course and Exam Description*: (2022).

<https://apcentral.collegeboard.org/media/pdf/ap-world-history-modern-course-and-exam-description.pdf>

## Course of Study:

This course follows a chronological development that begins around 8,000 B.C.E to the present day. The periodization and pace of the course is as follows:

Unit 1: The Global Tapestry, c. 1200. to c. 1450,	8-10% (2 weeks)
Unit 2: Networks of Exchange, c. 1200 to c. 1450	8-10% (2 weeks)
Unit 3: Land-Based Empires, c. 1450 to c. 1750	12-15% (3 weeks)
Unit 4: Trans-Oceanic Interactions, c. 1450 to c. 1750	12-15% ( 5 weeks)
Unit 5: Revolutions, c. 1750 to c. 1900	12-15% ( 6 weeks)
Unit 6: Consequences of Industrialization, c. 1750 to c. 1900	12-15% ( 3 weeks)
Unit 7: Global Conflict, c. 1900-Present	8-10% (3 weeks)
Unit 8: Cold War and Decolonization, c. 1900-Present	8-10% (4 weeks)
Unit 9: Globalization, c. 1900-Present	8-10% (2 weeks)
Unit 10: Exam Review and Post-Examination Projects	(4 weeks)

## Course Description:

AP World History: Modern is a full year survey course meant to be the equivalent of a freshman college course and can earn students college credit. This course will cover the evolution of cross-cultural global contacts and examine the way in which the world's major civilizations have interacted since 1200 C.E. The AP World History: Modern course requires students to engage with the dynamics of **continuity and change** across the historical periods included in the course. Students will **analyze cause and effect relationships** and will engage in **comparisons** across cultures and time periods.

Students in the AP program do a considerable amount of reading in both the principal text and supplemental materials. Most reading assignments will be on a college level. Evidence of this reading must be demonstrated through frequent and meaningful class discussions, cooperative-learning activities, and in class projects. Very often, **students will be required to compare and analyze the viewpoints of historians**. Reading material will also be assessed via a variety of methods to achieve mastery of **AP-style multiple choice questions, the completion of AP style short answer questions, document based questions, and longer essay questions that will consider causation, comparison, or change over time**. Throughout the course, formative and summative assessments will reflect the skills necessary for success on the AP World History Examination. Students in **AP World History follow the suggested College Board curriculum-pacing guide** which includes two weeks of review prior to the AP examination in May.

Research in depth is an activity that differentiates the AP program from regular history courses. Student **research will be conducted outside of class and will culminate in a research project** in May and June. Throughout the research process, students will be assisted in using technology to access and assess topic appropriate information. **In addition, students will be expected to complete a number of 2-5 page analytical papers as in the form of Document Based Questions (DBQ's), Change Over Time (COT) essays and Comparison (C&C) essays on a variety of topics relevant to AP World History** requiring outside research throughout the course. Students are required to complete a summer reading assignment and project before the commencement of the course in order to review and prepare for thinking about the 'Big Ideas' of World History.

## Course Themes:

In AP World History, students will focus on **Six** overarching themes that serve throughout the course, as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions. Each theme should receive approximately equal attention over the course of the year. The themes are:

- **Humans and The Environment**
  - Demography and disease
  - Migration
  - Patterns of settlement
  
- **Development and Interaction of Cultures**
  - Religions
  - Belief systems, philosophies and ideologies
  - Science and technology
  - The arts and architecture
  
- **Governance**
  - Internal and external factors that contribute to state formation
  - Political structures and forms of governance
  - Maintenance of order
  - Exercise of power
  
- **Creation, Expansion and Interaction of Economic Systems**
  - Agricultural and pastoral production
  - Trade and commerce
  - Labor systems
  - Industrialization
  - Capitalism and socialism
  
- **Development and Transformation of Social Structures**
  - Gender roles and relations
  - Family and kinship
  - Racial and ethnic constructions
  - Social and economic classes
  
- **Technology and Innovation**
  - Efficiency
  - Standard of Living
  - Progress

## **The Four Historical Thinking Skills:**

To assist a student's understanding of the **FIVE THEMES**, the AP World History course addresses and develops **FOUR HISTORICAL THINKING SKILLS** essential in supporting a student's deep comprehension and relevant application of historical knowledge. The four historical thinking skills presented in the course (as described below) provide an essential structure for learning to think historically.

- **Skill #1 - Crafting Historical Arguments from Historical Evidence**
  - **Historical Argumentation** – the ability to define and frame a question about the past and to address that question through the construction of an argument requiring a clear, comprehensive and analytical thesis supported by relevant historical evidence.
  - **Appropriate Use of Relevant Historical Evidence** – the ability to identify, describe, and evaluate evidence about the past from diverse sources with respect to content, authorship, purpose, format and audience. This involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions while understanding such evidence in its context, recognizing its limitations and assessing the points of view it reflects.
  
- **Skill #2 – Chronological Reasoning**
  - **Historical Causation** – the ability to identify, analyze, and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation and correlation.
  - **Patterns of Continuity and Change Over Time** - the ability to identify, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as relating these patterns to larger historical processes or themes
  - **Periodization** - the ability to identify, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates privileges one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretation and modeling of past events.
  
- **Skill #3 - Comparison and Contextualization**
  - **Comparison** – the ability to describe, compare and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographic contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.
  - **Contextualization** – the ability to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.
  
- **Skill #4 – Historical Interpretation and Synthesis**
  - **Interpretation** – the ability to describe, analyze, evaluate, and create diverse interpretations of the past – as revealed through primary and secondary sources – through analysis of evidence, reasoning, contexts, points of view, and frames of reference.

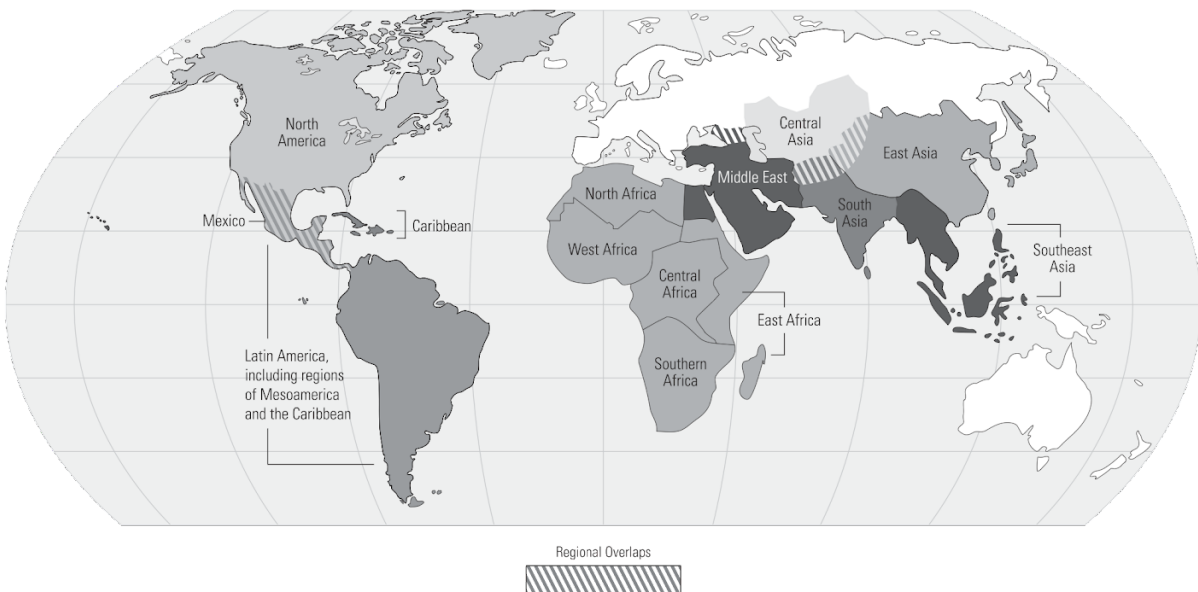
- **Synthesis** – the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

## Geographical Coverage:

AP World History: World Regions — A Big Picture View



AP World History: World Regions — A Closer Look



Students need basic geographical knowledge in order to understand world history. Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP World History Course. The maps also are a reference point for teachers and students alike. Since geographic naming conventions are not universal, these maps define regions, so the locations of regions, and the names that students will encounter on the AP Exam. The two maps that follow give students a starting point for identifying regions and their locations relative to other regions and landforms.

# Unit 1: The Global Tapestry

## c. 1200-1450 CE.

### Standard 6.2 World History/Global Studies

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

**Big Ideas:** *Course Objectives / Content Statement(s)*

- Course Introduction: Historiography, Periodization, Themes & Skills
- Questions of Periodization for Unit 1 – c. 1200 to c.1450 C.E.
- The Development, refinement and spread of Religious and Cultural Traditions
- Overview of the China’s foundational dynasties (Zhou, Qin, Han, Tang, and Sui)
- Overview of Islam’s rise and expansion.
- Europe during the High Middle Ages
- The Emergence of Vietnam
- Classical and post-classical, Pre-Columbian Civilizations
- State building in Africa (the Western Sudan)
- Cross cultural comparisons for c. 1200-1450

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

**Enduring Understandings**

*What will students understand about the big ideas?*

**Why this periodization?**

Students will understand that...

It is important to understand why historians view history with the use of periodization and to understand that there is not one right way to organize history. For this course, World History is divided into four chronological periods. This unit begins around 1200 C.E. In this period the “known” world is more integrated than ever through the movement of nomads (especially the Mongols), long-distance trade, and the continued spread of religions. By 1450 C.E, the world shifts once more as Europeans look outward and explore the world with the help of ‘southern’ technology and ideas.

**How does the interaction between the environment and humans affect each other?**

Aspects of physical geography often defined the borders of civilizations. Contacts and sustained communications between regions arose. Often contacts were across seas, along coasts and rivers, and the plains or steppes between regional centers. During this period, Eastern Hemisphere areas that had not been in contact with the great



<p><b>How do political systems form, grow, change, and relate to each other?</b></p> <p><b>How do economic systems develop and what did they depend on?</b></p> <p><b>How do societies organize themselves socially and what role do men and women play?</b></p>	<p>civilizations of the earlier age were settled and brought into contact with the core centers of civilizations. This resulted from the tremendous growth of long distance trade due to the improvements in technology. The environment also played a role in the human decision making process as states from this period made many important decisions in response to environmental changes. One example includes the great movement of peoples like the Bantus, Polynesians, Turks, and Mongols, who greatly altered our world. One of the worst epidemic diseases in history, the Bubonic Plague (Black Death), spread during this period due to the movement of people &amp; increased interaction.</p> <p>Following the collapse of classical empires, the political structures of many areas adapted and changed to meet new conditions. Centralized empires like Byzantium, the Islamic Caliphates, the Song and Ming dynasties of China, and the Toltecs and Aztecs of Meso-America, built off the successful models of the past. Decentralized areas like Western Europe and Japan developed political organizations that more effectively dealt with their unique issues. In South America, a powerful Inca state in the Andean region. The movements of the Mongols altered much of Asia's political structure for a time. Finally, the recovery from the Mongol period introduced political structures that defined many areas for centuries to follow.</p> <p>Agriculture continued to expand and develop to different parts of the world. Societies organized their labor systems to suit their needs to satisfy demands for food. For example, Western Europe developed a localized manor/feudal system, while the Byzantine or Song developed a centralized tax system to allocate resources to sustain their Empire. Long distance trade also expanded over many regions in the world. Facilitating this expansion of trade over land and sea were new technologies, new monetary systems, new trade routes, and new trade practices going beyond and spreading among cultures. Overall, productivity rose in both agriculture and industry, supporting population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings.</p> <p>Although most societies continued to reinforce their patriarchal nature and strict social structure, the spread of universal religions had some effects. Religions such as Islam, Christianity, and Buddhism preached the equality of all believers and this seemed to be the case, at least, in the eyes of God. The monastic life of both Buddhism and Christianity offered an alternative for women to gain some independence and education.</p>
--	---

<p><b>How do cultures develop and what happens when they interact with each other?</b></p>	<p>The spread of religion during this time period often acted as a unifying cultural force. For example, Christianity and the Church served as the centralizing force in Western Europe during most of this period. In addition, the spread of Confucianism and Buddhism throughout East Asia solidified a cultural identity in those areas. The new religion of Islam created a new cultural world known as Dar al-Islam that transcended political boundaries. This time period also witnessed a tremendous growth in long-distance trade through the Silk Road, the Indian Ocean, Trans-Saharan trade, and the Mediterranean Sea spreading goods, ideas, technology and styles of art &amp; architecture. Additionally, nomadic migrations of groups like the Mongols caused major change throughout the world either disrupting or solidifying the trade networks.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p><b>NJ Social Studies Standards, 6.2 World History : (2020)</b></p> <p><b>AP World History Modern - Unit 1, The Global Tapestry</b></p> <p>6.2.8.HistoryUP.3.c: (tenets of various world religions).</p> <p>6.2.8.HistoryCA.3.a: (legacy of Classical Civilizations).</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCA.3.b: (decline of Classical Civilizations).</li> </ul> <p>6.2.8.CivicsPI.4.a: (religion and political unity).</p> <p>6.2.8.CivicsDP.4.a: (legal legacy of medieval Europe)</p> <p>6.2.8.GeoHE.4.a: (geography’s impact on political development).</p> <p>6.2.8.GeoHP.4.a: (Arabia, trade, and the rise of Islam).</p>	<p><b>Instructional Focus (2 weeks):</b></p> <ul style="list-style-type: none"> <li>A. Course Introduction: Historiography, Periodization, Themes &amp; Skills</li> <li>B. Summer Assignment Review/Assessment</li> <li>C. Major developments across Asia, 1200-1450.</li> <li>D. State building in the Americas and Africa, 1200-1450.</li> <li>E. Major developments in medieval Europe.</li> <li>F. The Impact of Interactions Among Cultural Spheres</li> <li>G. Unit 1 Review &amp; Assessment</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>• AP Style Multiple Choice Quizzes and Tests</li> <li>• Document Based Question (DBQ)</li> </ul> <p><b>Example: Christianity &amp; Islam</b> – Using the documents, compare and contrast the attitudes of Christianity and Islam toward merchants and trade from the religions’ origins until about 1500. Are there indications of change over time in either case, or both? What kinds of additional documents would you need to assess the consequences of these attitudes on merchant activities?</p> <p><b>Example: Buddhism in China</b> – Based on the following documents, analyze the responses to the</p>

<p>6.2.8.GeoHP.4.b: (African caravans and the Silk Road).</p> <p>6.2.8.GeoHP.4.c: (exchanges between Islam and Christendom).</p> <p>6.2.8.GeoHE.4.c: (impact of climate on development).</p> <p>6.2.8.EconNE.4.a: (European and Japanese feudalism).</p> <p>6.2.8.HistoryCC.4.b: (agriculture and state building in Africa and the Americas).</p> <p>6.2.8.HistoryCC.4.c: (impact of plague, 1300-1450).</p> <p>6.2.8.HistoryCC.4.d: (causes and consequences of the Crusades).</p> <p>6.2.8.HistoryCC.4.e: (contributions of Byzantium).</p> <p>6.2.8.HistoryCC.4.f: (role of religion and economics)</p> <p>6.2.8.HistoryCC.4.g: (enduring legacies of Asia, Africa, Europe, and Pre-Columbian America).</p>	<p>spread of Buddhism in China. What additional kind of document(s) would you need to evaluate the extent of Buddhism’s appeal in China?</p> <ul style="list-style-type: none"> <li>● Continuity &amp; Change Over Time Essay (CCOT) <ul style="list-style-type: none"> <li>○ <b>Example: Mode of Production – Example: Silk Road</b> – Analyze continuities and changes in patterns of interactions along the Silk Roads from 200 BCE to 1450 CE.</li> </ul> </li> <li>● Comparison Essay</li> </ul> <p><b>Example:</b></p> <p><b>Sample Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● <b>Interdisciplinary Connections/Culturally Responsive Teaching</b> <ul style="list-style-type: none"> <li>○ <b>Literature:</b> <ul style="list-style-type: none"> <li>- Admonitions: St. Francis of Assisi</li> <li>- Summa Theologica: Thomas Aquinas</li> <li>- Precepts for Social Life: Yuan Ts’ai</li> <li>- The Book of the Maghrib: Ibn Said</li> <li>- The Muqaddimah: Ibn Khaldun</li> <li>- The Life and Travels of Ibn Battuta: Ibn Battuta</li> <li>- The chronicle of The Seeker: Mahmud Kati</li> <li>- Rock and Pillar Edicts: Asoka</li> <li>- A Record of Musings on The Eastern Capital: Southern Song</li> <li>- On Life and Death: Dogan</li> <li>- Treatise on Royal and Papal Power: John of Paris</li> <li>- Journey to The Land of the Tartars: William of Rubruck</li> <li>- Description of The World: Marco Polo</li> <li>- The Practice of Commerce: Francesco Pegolotti</li> </ul> </li> </ul> </li> </ul>
<p style="text-align: center;"><b>Key Conceptual Objectives:</b></p> <ul style="list-style-type: none"> <li>● Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course.</li> <li>● Consider this unit’s significant themes present in historical analysis &amp; the diverse interpretations of those themes.</li> </ul>	

<ul style="list-style-type: none"> <li>● Identify the significant changes in world geography and locate the major civilizations and political units for the period c.1200 C.E. to 1450.</li> <li>● Explain the origins, refinement, and expansion of Confucianism, Buddhism, Christianity, and Islam.</li> <li>● Discuss how empires collapsed and were reconstituted; in some regions new state forms emerged by outlining the key political, economic features, social, and cultural features and developments of the key centralized and decentralized states of Europe, Asia, Africa, and the Americas.</li> <li>● Analyze how interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.</li> <li>● Describe how improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.</li> <li>● Explain how the movement of peoples caused environmental and linguistic effects.</li> <li>● Evaluate how cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.</li> <li>● Discuss how trade routes continued to diffuse crops and pathogens throughout the Eastern Hemisphere.</li> <li>● Identify ways how innovations stimulated agricultural and industrial production in many regions.</li> <li>● Analyze how the fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising</li> </ul>	<ul style="list-style-type: none"> <li>- The Overall Survey of The Ocean's Shores: Ma Huan</li> </ul> <p><b>Technology Integration - Video/Slide Presentations:</b>  Students create a Wiki explaining the main accomplishments of ONE of the following regions/societies from c. 600 CE to 1450 by following the 5 main themes of AP World History: Aztecs, Mayans, West Africa or East Africa.</p> <p><b>Global Perspective – Socratic Seminar:</b> &amp; discuss the following question in class –</p> <ul style="list-style-type: none"> <li>● Hold an inner-outer circle discussion about World Systems. In preparation, students were to have read &amp; analyzed the following articles: <ul style="list-style-type: none"> <li>● Abu-Lughod, Janet L., “Restructuring the Thirteenth – Century World System.”</li> <li>● Shaffer, Lynda Norene, “Southernization.”</li> </ul> </li> </ul>
---	---

productivity and expanding trade networks.

- Explain how despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

### 21<sup>st</sup> Century Skills:

- **Creativity and Innovation**
  - **News Reporter** - Students create, film and edit a news report about an important technological innovation from this period – Example: Discovery of Fire.
- **Critical Thinking and Problem Solving**
  - **Be the Archeologist** – Examine a corresponding archeological map and artifact sheet to elicit evidence/facts and inferences/meaning about a mystery human society.
- **Communication and Collaboration**
  - **Culture Mural** – In groups of three, students create a mural on large poster board answering the following question: What is culture? How do you define it?
- **Information Literacy**
  - **Map Projections** – Analyze various map projections to understand ‘diverse interpretations’ of world history: Mercator, Equal Area, Interrupted, Polar, Equal Area, Upside-down, Geographical, Climate, etc.
- **Media Literacy**
  - **Web Quest** – Analyze.
- **Life and Career Skills**

### 21<sup>st</sup> Century Themes (as applies to content area)

- **Financial, Economic, Business, and Entrepreneurial Literacy**
  - **Organizing Labor & Resources** – Compare how the core civilizations of Mesopotamia, Egypt, the Shang and the Olmecs mobilized surplus labor and resources.
- **Civic Literacy**
  - **Claiming the Authority to Rule** – Examine what gives a leader in a society the authority to rule by examining the examples of Egypt’s pharaohs, the priest-kings of Mesopotamian city-states & the Chinese Mandate of heaven.
- **Health Literacy**
  - **Letter to the Editor** – Read Jared Diamond’s article “The Worst Mistake in the History of the Human Race,” and write a letter to the editor in response to Diamond’s idea that the decision to settle down and farm was the worst mistake in Human History.

**S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**

## Sample Resources for Unit 1:

### Sample Primary Sources:

- Excerpts from:
  - *The Travels of Ibn Battuta*
  - *Journey to The Land of The Tartars*
  - *Description of the World – Marco Polo*
  - *Secret History of The Mongols*

### Sample Primary Visual Sources:

- *Europe’s Romanesque and Gothic Cathedrals*
- *Taj Mahal*
- *Renderings of Tenochtitlan*
- *Great Goose Pagoda*
- *Ruins of Çatal Hüyük of Anatolia*

### Sample Secondary Sources:

- McNeill, J.R. “Of Rats and Men: A Synoptic Environmental History of the Island Pacific.”
- Spear, Percival, “Islam in India.”
- White, Lynn Jr. “The Historical Roots of Our Ecologic Crisis.”

### Sample Data Sources:

- *The Byzantine Empire and its neighbors, about 1100 C.E*
- *Mongol Expansion - Map*
- *The Rate of Conversion to Islam in Medieval Iran – Graph (Bulliet)*
- *Foreign Gold & Silver Coins Discovered at Swahili Cities: From Classical & Post-Classical Era Trading Civilizations to 1450 CE - Chart*
- *Family Chart of Mongol Rulers*
- *Crime and the Price of Wheat in 14<sup>th</sup>-Century Norfolk, England*
- *Social and Religious Unrest in 14th Century Europe Map*

## Common Core State Standards For Literacy in History/Social Studies (Grades 11-12 students)

### College and Career Readiness Anchor Standards for Reading

R.CCR.7

#### **Integration of Knowledge and Ideas**

Take a virtual tour of the Cave of Chauvet-Pont-D’Arc

(<http://www.culture.gouv.fr/culture/arcnat/chauvet/en/index.html>) in order to integrate and evaluate content presented in diverse formats and media, including visually and

	quantitatively, as well as in words to learn and consider what Paleolithic Civilization was like, how the people behaved, what they thought about and what they believed in.
<b>Reading Standards for Literacy in History/Social Studies</b>	
RSL.11-12.2	<b>Key Ideas and Details</b> Students read Ch. 4 p. 86-90 “First Civilizations of the Americas” section from <i>The Earth &amp; Its Peoples</i> to determine the central ideas or information in order to provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>College and Career Readiness Anchor Standards for Writing</b>	
W.CCR.10	<b>Range of Writing</b> Students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) with their Summer Assignment by reading selected chapters from <i>Guns, Germs &amp; Steel</i> and creating a journal that has a personalized vocabulary list, individualized chapter summaries and a new cover for the book.
<b>Writing Standards for Literacy in History / Social Studies</b>	
WSL.11-12.1 a	<b>Text Types and Purposes</b> Students assess the positive and negative impacts the Agricultural Revolution had. In their arguments students need to introduce precise, knowledgeable claims, establish the significance of the claims from alternate or opposing claims, and create an organization that logically sequences the claim, counterclaims, reasons and evidence.
WSL.11-12.2 c	<b>Text Types and Purposes</b> Students are to choose a unique cultural element from one of the following Foundational Civilization (Mesopotamia, Egypt, Indus, Shang / Zhou) and create an anagram poem using each letter in that term to start a word, phrase, stanza or sentence in the poem. Student thus will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WSL.11-12.8	<b>Research to Build and Present Knowledge</b> In order to learn about Foundational Civilizations, students are to create a travel brochure that requires a student to gather relevant information from authoritative print and digital sources, use advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas.

## Unit 2: Networks of Exchange c.1200 – 1450

### Standard 6.2 World History/Global Studies

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

**Big Ideas:** *Course Objectives / Content Statement(s)*

- The Rise and Decline of the Silk Road
- Mongol Conquests and Pax Mongolica
- The Indian Ocean Network of Trade
- Exchanging Gold for Salt (Trans-Saharan Trade)
- Cultural Consequences of Cross Regional Interactions
- Environmental Consequences of Cross Regional Interactions
- Cross cultural comparisons for c. 1200-1450

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

**Enduring Understandings**

*What will students understand about the big ideas?*

**Why this periodization?**

Students will understand that...

It is important to understand why historians view history with the use of periodization and to understand that there is not one right way to organize history. For this course, World History is divided into four chronological periods. This unit begins around 1200 C.E. In this period the “known” world is more integrated than ever through the movement of nomads (especially the Mongols), long-distance trade, and the continued spread of religions. By 1450 C.E, the world shifts once more as Europeans look outward and begin to explore the world with the help of Asian technology and ideas.

**How does the interaction between the environment and humans affect each other?**

Ancient and established trade routes were at the center of this period. On the Eurasian landmass, land-based empires utilizing military technologies and favoring trade dominated the age. Along these routes, great trading centers arose. Improvements in the spread of shipping technologies and gunpowder weapons prepared European countries to



<p><b>How do cultures develop and what happens when they interact?</b></p> <p><b>How do political systems form, grow, change, and relate to each other?</b></p>	<p>reach far out into the world. Increased interactions produced by the Crusades and the Pax Mongolica expanded the spread and reform of existing religions and created syncretic belief systems and practices. Islam spread to new settings in Afro-Eurasia, Buddhism continued to spread and new forms of faith, like Sikhism in South Asia, emerged. In addition, as merchant profits increase and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased. Examples include Renaissance art in Europe or woodblock prints in Japan.</p> <p>The predominant question facing many states of this period is how to expand one’s influence globally while maintaining stability within one’s borders. Now the main form of political organization remained the state/empire Land-based empires such as the Ottoman, Mughal, Song and Ming continued to rely on traditional forms of power with modifications. Yet each Empire from this period needed to decide the degree to which they should interact with the outside world.</p> <p>Both imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites. In the Americas, the post-classical imperial states of the Toltec and Aztec replaced the city-states of the Classical Period. States also contributed to the new stratifications of society by treating different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trade.</p>
---	---

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p><b>NJ Social Studies Standards, 6.2 World History : (2020)</b></p> <p><b>AP World History, Modern - Unit 2, Networks of Exchange</b></p> <p>6.2.8.GeoSV.4.a: (the impact of the Mongols on Eurasia).</p>	<p><b>Instructional Focus 2 Weeks:</b></p> <p>A. Globalizing Networks of Communication and Exchange.</p> <p>B. New Forms of Social Organization and Modes of Production.</p> <p>C. Ecological and environmental consequences of long distance trade routes.</p> <p>D. Revolutions in Thought &amp; Expression</p>

<p>6.2.12.GeoGE.1.a: (contrast the economic policies of China and Japan).</p> <p>6.2.12.HistoryCC.1.d: (impact of slavery and coerced labor).</p> <p>6.2.8.EconEM.3.a: (the impact of expanding land and sea trade routes).</p>	<p>E. Unit 2 – Review &amp; Assessment</p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● AP Style Multiple Choice Quizzes and Tests</li> <li>● Document Based Question (DBQ) <ul style="list-style-type: none"> <li>○ <b>Example: The Mongol Conquests</b> – Using the documents, assess the impact of ... What kinds of additional documents would you need to help answer this question?</li> <li>○ <b>Example: Global Silver Trade</b> – Using the documents, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century. Explain how another type of document would help you analyze the effects of the flow of silver bullion in this period.</li> </ul> </li> <li>● Continuity &amp; Change Over Time Essay (COT) <ul style="list-style-type: none"> <li>○ <b>Example: Impact of Islam</b> - Describe and analyze the cultural, economic, and political impact of Islam on ONE of the following regions between 1200 C.E. and 1450. Be sure to discuss continuities as well as changes: West Africa / South Asia / Europe</li> <li>○ <b>Example: Indian Ocean</b> – Analyze the changes and continuities in commerce in the Indian Ocean Region from c. 1450 to 1750.</li> </ul> </li> <li>● Comparison Essay <ul style="list-style-type: none"> <li>○ <b>Example: The Silk Road</b> – Compare the nature of travel and trade along the silk road before and after the creation of the Mongol Empire.</li> <li>○ <b>Example: Empire-Building</b> – Within the period from 1200 to 1450, compare the processes (e.g., political, social, economic) of empire building in the Golden Horde, <ul style="list-style-type: none"> <li>○ Il Khanate, The Ottoman Empire and The Russian Empire.</li> </ul> </li> </ul> </li> </ul> <p><b>Sample Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● <b>Graphic Organizer:</b> <ul style="list-style-type: none"> <li>○ Ask students to use their textbooks to create a flowchart that identifies and</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Key Conceptual Objectives:</b></p> <ul style="list-style-type: none"> <li>● Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course.</li> <li>● Consider this unit’s significant themes present in historical analysis &amp; the diverse interpretations of those themes.</li> <li>● Identify and account for the continuities and breaks with the previous period of World History.</li> <li>● Identify the significant changes in world geography and locate the major civilizations and political units for the period c. 1200 to c. 1450.</li> <li>● Explain the causes and effects of the growth experienced by networks of exchange after 1200 (Indian Ocean, Mediterranean, Sahara, and overland Eurasia)</li> <li>● Identify the improved commercial practices that increased the volume of exchange leading to the growth of powerful, commercial cities.</li> <li>● Explain how the increased demand for luxury goods spurred the production of textiles, porcelain, iron, and steel.</li> <li>● Explain the process of state building and decline in Eurasia for the period 1200-1450.</li> <li>● Explain how the expansion of Empires (particularly the Mongol Empire)</li> </ul>	

<p>influenced trade and communication over time.</p> <ul style="list-style-type: none"> <li>● Explain the significance of the Mongol Empire in the larger pattern of continuity and change.</li> <li>● Identify the significant transfers of technology brought about by increased communication and trade.</li> <li>● Explain how the Indian Ocean trading network fostered the growth of states.</li> <li>● Analyze the impact of cultural, trade related diasporas on indigenous peoples.</li> <li>● Analyze the significance of Zhang He's series of diplomatic voyages.</li> <li>● Account for the cross cultural contacts leading to the diffusion of literature, art, technology, and culture.</li> <li>● Explain the environmental effects of the various networks of exchange in Afro-Eurasia from 1200-1450.</li> <li>● Explain the similarities and differences found in Afro-Eurasian networks of trade for the period 1200-1450.</li> </ul>	<p>describes the political, economic, and cultural changes that occurred during the Mongol Empire.</p> <ul style="list-style-type: none"> <li>● <b>Technology Integration</b> <ul style="list-style-type: none"> <li>○ <b>Blog</b> – Create a Blog from the perspective of a Portuguese Explorer or Native of West Africa, East Africa, or India of the first encounters between Europeans and the Native.</li> <li>○ <b>Webquest</b> – Investigate and analyze the following websites to find examples of Resistance to Slavery: <ul style="list-style-type: none"> <li>- John Barbot's account of a slave revolt aboard ship <a href="http://www.vgskole.net/prosjekt/slavrute/1.htm">www.vgskole.net/prosjekt/slavrute/1.htm</a></li> <li>- Nanny of the Maroons <a href="http://www.yale.edu/glc/nanny.htm">http://www.yale.edu/glc/nanny.htm</a></li> <li>- Elizabeth Keckley's writings <a href="http://www.spartacus.schoolnet.co.uk/USASkeckley.htm">http://www.spartacus.schoolnet.co.uk/USASkeckley.htm</a></li> <li>- Stono Rebellion <a href="http://www.pbs.org/wgbh/aia/part1/1p284.html">http://www.pbs.org/wgbh/aia/part1/1p284.html</a></li> </ul> </li> </ul> </li> <li>● <b>Global Perspective/Culturally Responsive Teaching:</b></li> </ul>
--	--

<b>21<sup>st</sup> Century Skills:</b>	
<ul style="list-style-type: none"> <li>● <b>Creativity and Innovation</b> <ul style="list-style-type: none"> <li>○ <b>Class Discussion</b> – What if, in the absence of a “Pax Mongolica,” the Silk Road had remained fragmented and dangerous?</li> <li>○ <b>Virtual Museum</b> – Create a virtual museum (using i-Movie or Wikis) consisting of images representing the 5 AP World Themes and Big Ideas of this Unit. Example: <i>Hans Holbein's 1533 painting, “The Ambassadors”</i> reflects the wealth (Theme 4 – Economics), culture (Theme 2 – Interaction of Culture) and power (Theme 3 – State-Building) that were key elements of Globalizing Networks of Communication and Exchange.</li> </ul> </li> <li>● <b>Critical Thinking and Problem Solving</b> <ul style="list-style-type: none"> <li>○ <b>Letter to the Emperor</b> – Imagine you are an advisor to the ruler of the Mughal Empire of India or the Ming Dynasty of China. European merchants have just arrived on your shore and wish to establish trade relations with your society. Write a formal report advising your Excellency as to which course of action to take with these outsiders.</li> </ul> </li> </ul>	

- **Debate:** Students are to research and come to class prepared to debate the following historical question: Was the Renaissance a development strikingly different from the Middle Ages or simply an evolutionary continuation of the Middle Ages?

- **Information Literacy**

- 

- **Media Literacy**

- 

- **Life and Career Skills**

### **21<sup>st</sup> Century Themes (as applies to content area)**

- **Financial, Economic, Business, and Entrepreneurial Literacy**

- **Global Trade** – Students read & analyze the article “Born With a ‘Silver Spoon:’ The Origin of World Trade in 1571” by Dennis O. Flynn and Arturo Giráldez. Then students are to create an annotated world map highlighting the main aspects of the article.

- **Civic Literacy**

- **New Elites:** Choose to compare two of the following societies in their recruitment and use of bureaucratic elites and military professionals in maintaining centralized control over their populations and resources: Ottomans, Chinese, or Japanese.

- **Health Literacy**

- **CCOT** - Analyze the continuities and changes in global health from 1450 to 1750.

**S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**

### **Sample Resources for Unit 2:**

**Sample Primary Sources:**

- Excerpts from

- 

**Sample Primary Visual Sources:**

**Sample Secondary Sources:**

- 

**Sample Data Sources:**

- *Muslim “Gunpowder” Empires in the 16<sup>th</sup> & 17<sup>th</sup> Centuries Map*
- *Russian & Chinese Empires Map*

**Common Core State Standards For Literacy in  
History/Social Studies  
(Grades 11-12 students)**

**College and Career Readiness Anchor Standards for Reading**

R.CCR.1	<b>Key Ideas and Details</b>
R.CCR.7	<b>Integration of Knowledge and Ideas</b> Take a virtual tour of the Palace of Versailles <a href="http://en.chateauversailles.fr/homepage">http://en.chateauversailles.fr/homepage</a> in order to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words to learn about the reign of Louis XIV & how the palace reflects his personal style of Absolutism.

**Reading Standards for Literacy in History / Social Studies**

RSL.11-12.4	<b>Craft and Structure</b> Students read a variety of short primary source passages written by Enlightenment writers in order to determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text like in the political ( <i>ex. Checks and balances</i> ), social ( <i>ex. The Social Contract</i> ) and economic ( <i>ex. The 'Invisible Hand'</i> ).
RSL.11-12.9	<b>Integration of Knowledge and Ideas</b>

**College and Career Readiness Anchor Standards for Writing**

W.CCR.3	<b>Text Types and Purposes</b> Students develop and write a narrative of the real experiences/events of the travels of Zheng He, from the perspective of a sailor who traveled with Zheng He using effective technique, well-chosen details and well-structured event sequences.
W.CCR.9	<b>Research to Build and Present Knowledge</b> Create a Report Card grading the rule of an Absolute Monarch in the following categories: personality/character, government/bureaucracy, economy/trade, culture/technological development, military/colonization & territorial expansion. Each grade requires an explanation justifying the grade that draws evidence from literary or informational texts to support one's analysis, reflection and research.

**Writing Standards for Literacy in History / Social Sciences**

WSL.11-12.1c	<b>Text Types and Purposes</b> On a formal assessment, students write a Continuity and Change Over Time Essay analyzing the commerce of the Indian Ocean region (1450-1750). The essay needs to include words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
WSL.11-12.2b	<b>Text Types and Purposes</b>

	<p>On a formal assessment, students write a Document Bases Question Essay on a question about the Columbian Exchange where students define the Columbian Exchange and cite examples explaining how the Columbian Exchange both help helped and harmed the Old &amp; New World. This essay topic requires students to develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
<p>WSL.11-12. 9</p>	<p><b>Research to Build and Present Knowledge</b> Students read through primary source accounts from Spanish settlers in the Americas about the Native Americans they encountered. Then they are to summarize the Spanish point of view of Native Americans by drawing evidence from their informational texts to support their analysis, reflection and research.</p>

## Unit 3: Land Based Empires c. 1450 – c. 1750

### Standard 6.2 World History/Global Studies

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

**Big Ideas:** *Course Objectives / Content Statement(s)*

- Questions of Periodization for Unit 3 – c. 1450 to c. 1750
- The Ottoman Empire and Safavid Empires
- The Mughal Empire
- Rise of Muscovy
- The Age of Peter the Great
- The Late Ming and Early Qing Dynasties
- The Tokugawa Shogunate
- ‘Putting It All Together’ – The Global Perspective for Unit 3 – Review & Assessment

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

**Enduring Understandings**

*What will students understand about the big ideas?*

**Why this periodization?**

Students will understand that...  
This period revolves around the emergence, maturation, and decline of several “land-based, gunpowder empires. Each of these Eurasian empires represented a distinct adaptation to a post-Mongol reality. Each empire utilized the military possibilities of infantry armed with fire-arms, while ultimately succumbing to the seapower employed by European, commercial empires.

**How does the interaction between the environment and humans affect each other?**

Increased importance of maritime trade, the introduction of new crops/commodities (coffee) the value of the Dardanelles the growth of Ismir

<p><b>How do cultures develop and what happens when they interact with each other?</b></p>	<p>Ottoman cosmopolitanism (Osmanli) Devshirme and Janissary Corp  role of conquest, willingness to allow foreign commercial entry the  impact of American silver - inflation the importance of political  decline and local control (Ismir)</p>
<p><b>How do political systems form, grow, change, and relate to each other?</b></p>	<p>Beginning in the 15th century land based empires emerged across the  length of Eurasia. Among these empires were China's Qing Dynasty,  the Ottoman and Safavids and India's Mughal Empire. While  organizational modes and methods of rule varied, in each of these  empires power was vested in a single, autocratic ruler who relied on an  extensive bureaucracy. Rulers continued to use religious ideas, art, and  monumental architecture to legitimize their authority. Political rivalries  between the Ottoman and Safavid empires intensified the Sunni -  Shi'ite split within Islam.</p>
<p><b>How do economic systems develop and what did they depend on?</b></p>	<p>Situated at the crossroads of the Globe, the Ottoman and Safavid.  These empires engaged in extensive trade connecting East Asia with  Western Europe. Iranians relied heavily on exports of silk textiles and  horses, while the Ottomans specialized in the exportation of grains.  The interconnection of the Eastern and Western Hemispheres made  possible by transoceanic voyaging, transformed trade and  had a significant social impact on the world. Rulers used tribute  collection, tax farming, and innovative tax-collection systems to  generate revenue in order to forward state power and expansion.</p>
<p><b>How do societies organize themselves socially and what role do men and women play?</b></p>	<p>The social organization of the land based empires varied one from the  other. While the Safavids and Qing Dynasty exercised a degree of  uniformity in their systems, the ethnic diversity of the Ottoman and  Mughal Empires required a greater degree of flexibility and tolerance. .</p>



Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><b>NJ Social Studies Standards, 6.2 World History : (2020)</b></p> <p><b>AP World History, Modern Unit 3, Land Based Empires</b></p> <p>6.2.12.GeoSV.1.a: (changes in political boundaries: Europe, Africa, Asia, and the Americas).</p> <p>6.2.12.CivicsPR.2.b: (rise of powerful, centralized states).</p> <p>6.2.12.GeoGE.1.d: (effects of increased global trade).</p> <p>6.2.12.HistoryCC.1.e: (imperial expansion and methods of control).</p>	<p><b>Instructional Focus 3 weeks:</b></p> <p>A. The Waning Days of Byzantium  B. The Transition From Kievan Rus to Muscovy  C. Origins and Expansion of The Ottoman Empire  D. The Safavid Empire  E. Conflict Between Sunni and Shi’a Islam  F. The Founding and Growth of The Mughal Empire  G. Mughal Achievements and Decline  F. The Ming and Qing Dynasties</p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● AP Style Multiple Choice Quizzes and Tests</li> <li>● Document Based Question (DBQ)</li> <li>● of the following regions during the period 1750</li> </ul>
<p><b>Key Conceptual Objectives:</b></p> <ul style="list-style-type: none"> <li>● Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course.</li> <li>● Consider this unit’s significant themes present in historical analysis &amp; the diverse interpretations of those themes.</li> <li>● Identify and account for the continuities and breaks with the previous period of World History.</li> <li>● Identify the significant changes in world geography and locate the major civilizations and political units for the period c. 1450 to c. 1750.</li> <li>● Identify the key factors that led to the decline of the Byzantine Empire.</li> </ul>	

<ul style="list-style-type: none"> <li>● Describe the origins of the Russian state.</li> <li>● Identify the key factors that gave rise to the Ottoman Empire.</li> <li>● Explain how and why the Ottoman and other land based Empires expanded between 1450 and 1750.</li> <li>● Explain how rulers of land based empires used a variety of methods to legitimize their power.</li> <li>● Describe the intensification of the Ottoman (Sunni) and Safavid (Shi'ite) Empires' rivalry.</li> <li>● Describe the "cosmopolitan" nature of Ottoman elites.</li> <li>● Assess the continuous impact new military technology had on the political and economic status within the Ottoman Empire.</li> <li>● Identify and explain the artistic, literary, and architectural achievements of the Ottomans.</li> <li>● Describe the Founding of the Mughal Empire.</li> <li>● Identify the principal cultural achievements of the Mughals</li> <li>● Account for the decline of the Mughal Empire</li> <li>● Account for the development of Sikhism in South Asia.</li> <li>● Identify the Ming Dynasty as a "golden age."</li> </ul>	
--	--

**21<sup>st</sup> Century Skills:**

- **Creativity and Innovation**
  - **Prezi Presentation:** Using Prezi, create an interactive presentation to review the major AP World History themes associated with one of the following topics: Industrial Revolution, Imperialism, Nationalism or Migrations.
- **Critical Thinking and Problem Solving**
  - **Simulated Activity:** Hold a simulated Indian National Congress debate of whether or not British Imperialist rule in India should continue or end.
  - **Class Discussion:** How did the spread of Social Darwinism in the 19<sup>th</sup> century influence justifications for European imperialism?
- **Communication and Collaboration**

- **Letter Writing:** With a partner, write a series of letters between siblings who moved from the farm to different cities (Urbanization) or different countries (Migration) looking for work during the Industrial Revolution.
- **Information Literacy**
  - **Analyzing Point of View:** Compare the different accounts of the Opium Wars from the British and Chinese perspective using primary sources.
  - **Rethinking the Rise of the West:** Students consult the following resources and come to class prepared to discuss the following question: *What is your argument of why the west rose to dominance?*
    - p. 365 in Stearns, et al. *World Civilizations*
    - Go to: <http://www.learner.org/courses/worldhistory/>. Click on “Unit 18”. Read the Content Overview and note the “Questions to Consider”. Watch the video *The Story of the Rise of the West*
    - Read David Buck’s, "Was It Pluck or Luck that Made the West Grow Rich?"
- **Media Literacy**
  - **19<sup>th</sup> Century Periodicals:** Research and analyze the work of E. D. Morel, a British Journalist whose investigative journalism exposed the atrocities committed by King Leopold II of Belgium in the Congo and the public response to Morel’s work.
  - **Early Encounters between Europeans & Polynesians:** Ask students to read the introduction to Serge Tcherkézoff’s *First Contacts in Polynesia: The Samoan Case* how anthropology contributes to the study of history.
- **Life and Career Skills**

### **21<sup>st</sup> Century Themes (as applies to content area):**

- **Financial, Economic, Business, and Entrepreneurial Literacy**
  - **Group Poster:** Create a poster highlighting the positive and negative aspects of one of the following 19<sup>th</sup> century economic theories: laissez-faire capitalism, socialism, utilitarianism or scientific socialism (communism).
- **Civic Literacy**
  - **Comparing Constitutions:** Compare the constitutions of the German Republic and Meiji Japan during the late 19<sup>th</sup> century.
- **Health Literacy**
  - **Public Health:** Analyze the impact of improved sanitation and medical knowledge in combating the spread of communicable diseases in industrialized nations, particularly in industrialized cities.

**S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**

### **Sample Resources for Unit 3:**

**Sample Primary Sources:**

- Excerpts from
  - *Muslim “Gunpowder” Empires in the 16<sup>th</sup> & 17<sup>th</sup> Centuries Map*
  - *Russian & Chinese Empires Map* Kritovoulos, *Life of Mehmed the Conqueror*

- o *Babur, Memoirs*
- o *The Diary of Matteo Ricci*
- o *Kangxi’s Sacred Edict*
- o *Lord Tokitaka, The Japanese Discover Firearms*
- o *Mikhail Shcherbatov, On the Corruption of Morals in Russia*

**Sample Primary Visual Sources:**

- o *Imperial Portraits of Louis XIV, Kangxi, & Peter the Great*
- o *16<sup>th</sup> Century Map of Africa*
- o *Benin Art depicting Portuguese travelers*
- o *Palace of Versailles*

**Sample Secondary Sources:**

- o Mansfield, Peter, “The Ottoman Empire and Its Successors.”
- o Raghuvanshi, V.P.S., “Marriage, Caste, and Society in India.”
- o Reed, Richard B., “The Expansion of Europe.”
- o Reid, Anthony, “Commerce and Gender in Southeast Asia.”
- o Spence, Jonathan, “The Late Ming Empire.”

**Common Core State Standards For Literacy in  
History/Social Studies  
(Grades 11-12 students)**

**College and Career Readiness Anchor Standards for Reading**

R.CCR.2	<p><b>Key Ideas and Details</b> Students read a selection from <i>Bulliet – The Earth &amp; It’s People</i> dealing with the Congress of Vienna to determine the central ideas or themes of a text, analyze their development and summarize the key supporting details and ideas concerning the goals and outcomes of the Congress of Vienna (1815).</p>
R.CCR.10	<p><b>Range of Reading and Level of Text Complexity</b> Students read a selected chapter of Tom Standage’s <i>A History of the World in Six Glasses</i> to independently and proficiently comprehend and gather information of the impact TEA had on Imperialism and Industrialization.</p>
<b>Reading Standards for Literacy in History / Social Studies</b>	
RSL.11-12.1	<p><b>Key Ideas and Details</b> Read <i>Simón Bolívar’s “A Constitution for Venezuela”</i> in order to cite specific textual evidence to support analysis of a primary source, attending to such features as the date and origin of information to better understand Latin American independence movements of the early 19<sup>th</sup> century.</p>
RSL.11-12.8	<p><b>Integration of Knowledge and Ideas</b> Students read Commissioner Lin’s Letter to Queen Victoria that criticizes the importation of opium into China by the British to assess the extent to which the reasoning and evidence in the text support the author’s premises, claims, and evidence by corroborating or challenging them with other information from the text.</p>

<b>College and Career Readiness Anchor Standards for Writing</b>	
W.CCR.4	<p><b>Production and Distribution of Writing</b></p> <p>Create a speech given by a labor organizer trying to convince factory workers in a textile mill to form a union in mid 19<sup>th</sup> century Britain. The speech needs to be clear and coherent where the development, organization, and style are appropriate to task, purpose and audience.</p>
<b>Writing Standards for Literacy in History / Social Studies</b>	
WSL.11-12.2d	<p><b>Text Types and Purposes</b></p> <p>On a formal assessment for the French Revolution, students argue whether or not Napoleon was for or against the values of the French Revolution (<i>Liberty, Equality, Fraternity</i>). While writing, students need to use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; thus conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
WSL.11-12.2e	<p><b>Text Types and Purposes</b></p> <p>Students create a one-act play about a Revolutionary figure's contribution to the Age of Nationalism. Examples may include Simón Bolívar, Toussaint L'Ouverture, Otto von Bismarck. While writing their play, students are required to provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
WSL.11-12.6	<p><b>Production and Distribution of Writing</b></p> <p>In creating a time capsule blog of the top 3 inventions of the Industrial Revolution from 1850-1910, students are to use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p>

## Unit 4: Trans-Oceanic Interactions c. 1450-1750

### Standard 6.2 World History/Global Studies

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

#### **Big Ideas:** *Course Objectives / Content Statement(s)*

- Questions of Periodization for Unit 4 – c. 1450 to c. 1750
- Technological Innovations, 1450-175
- The Voyages of Zheng He
- The European Voyages of Exploration (Causes and Key Events)
- The Columbian Exchange
- Maritime Empires (Established and Maintained)
- The Trans-Atlantic Slave Trade and African Resistance
- Internal/External Challenges to State Power
- Changing Social Hierarchies
- Continuity and Change: 1450-1750

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

#### **Enduring Understandings**

*What will students understand about the big ideas?*

#### **Why this periodization?**

Students will understand that...

The period between 1450 and 1750 witnessed an unprecedented expansion of the power wielded by European nation states. It was an era dominated by numerous religious, political, intellectual, and economic conflicts leading to greater fragmentation within Western Christendom. Deep divisions produced rivalries which in turn generated much of the restless energy of the age. The exploration, migrations, and empire building which took place between the years 1450-1750 was a product of that competitive energy.

<p><b>How does the interaction between the environment and humans affect each other?</b></p>	<p>Native Americans died by the millions due to their exposure to previously unknown European diseases, and in Africa, people were forcibly transported across the Atlantic Ocean to fill the needs of labor. In the Americas, colonizers greatly altered the environment to suit their own needs of obtaining minerals like silver in Central Mexico or growing cash crops like sugar in the Caribbean. The Columbian Exchange also greatly changed the course of history as food, plants, disease and animals were taken from their original habitat and placed in new areas altering the ecology of various environments.</p> <p>Christianity spread throughout the world &amp; diversified with the Reformation,</p>
<p><b>How do cultures develop and what happens when they interact with each other?</b></p>	<p>The Sea based empires &amp; Nation-States of Europe competed with each other for dominance of the seas and sought distant shores to expand their influence. This led to greater fragmentation in Africa and the conquest of the Americas by Europeans. Land based Empires across Eurasia sought centralization and stability within their empires through maintaining tradition and selective engagement with the outside world.</p> <p>Due to technological improvements in sailing, European Exploration and Expansion of the 15<sup>th</sup> and 16<sup>th</sup> centuries instigated the development of the Global Economy. With the inclusion of the Americas, the global diffusion of plants, food, crops, animals, humans, and diseases commenced known as the Columbian Exchange having dramatic effects in the New World and Old World. New commodities like silver and sugar drove trade while innovative business practices like mercantilism and joint-stock companies drove a Commercial Revolution. However, as demand for raw materials and finished products increased, so did the dependence on forced labor around the World.</p>
<p><b>How do political systems form, grow, change, and relate to each other?</b></p>	<p>Europe's early modern period (1450-1750) laid the foundations of the idea of the modern nation-state. The internal conflicts arising from the Protestant had, by the mid to late 1600s, fought themselves to near exhaustion. What emerged from the Peace of Westphalia was a new system of European nation-states, possessing much firmer frontiers and a far greater degree of internal sovereignty.</p>

<p><b>How do economic systems develop and what did they depend on?</b></p> <p><b>How do societies organize themselves socially and what role do men and women play?</b></p> <p><b>Continuity and change from previous periods.</b></p>	<p>The principal economic developments that emerged during the period 1450-1750 can be characterized as a Commercial Revolution. Beginning in the late Middle Ages innovations in the formation and delivery of capital (banking) and risk management (insurance and joint-stock companies) played a significant role in the Voyages of Exploration and the formation of overseas, commercial empires. By the end of the period the economic philosophy of Mercantilism had come to dominate this first period of globalization.</p> <p>Throughout most of Europe’s nation-states and almost all of its colonial empires, hierarchical social organization continued to dominate. This hierarchical system is most clearly visible in the complex social structures found throughout Spain's American empire. Conversely, the conception of established hierarchies proved much weaker in England’s North American colonies. With the exception of the expansion of formal education for middle and upper-class women, little variation from previous periods were to be found in societal gender roles.</p> <p>Between 1450 and 1750 much of the scientific and technological innovation was rooted in classical canons of Europe and Asia. The Islamic World served as the major conduit by which long established concepts moved from the Far East to Europe. Having, by the Renaissance, reached a level of near parity with Islamic and Chinese civilizations, Europeans were able to forge new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns facilitating ever expanding degrees of travel and trade.</p> <p>The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified.</p> <p>Political centralization within certain states and empires gave them a truly global reach.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>



<p>Students will:</p> <p><b>NJ Social Studies Standards, 6.2 World History : (2020)</b></p> <p><b>AP World History, Modern Unit 4, Trans-Oceanic Interactions</b></p> <p>6.2.12.GeoPP.1.a: (causes of European exploration and colonization).</p> <p>6.2.12.GeoGE.1.b: (Asian commodities move to Europe and the Americas).</p> <p>6.2.12.GeoGE.1.c: (impact of mercantilism).</p> <p>6.2.12.GeoGE.1.d: (impact of gold and silver imports on Africa and Asia).</p> <p>6.2.12.HistoryCC.1.a: (impact of Asian and Islamic technologies on Europe).</p> <p>6.2.12.HistoryCC.1.b: (motivations and impact of the trans-Atlantic slave trade).</p> <p>6.2.12.HistoryCC.1.c: (impact of slavery and coerced labor on social stratification in the Americas).</p> <p>6.2.12.HistoryCC.1.d: Compare slavery practices/coerced labor across global communities).</p> <ul style="list-style-type: none"> <li>• 6.2.12.HistoryCC.1.f: (the Columbian Exchange)</li> <li>• 6.2.12.HistoryCC.1.g: (impact of European practices on the peoples of Europe’s American colonies). ,</li> </ul>	<p><b>Instructional Focus 6 weeks:</b></p> <ul style="list-style-type: none"> <li>A. Seafaring Legacy of the Southern Song Dynasty</li> <li>B. The Voyages of Zheng He</li> <li>C. The Transfer of Asian Maritime Technology to Europe</li> <li>D. The European Voyages of Exploration</li> <li>E. The Formation of Colonial Empires</li> <li>F. The Columbian Exchange</li> <li>G. Absolutism</li> <li>H. Mercantilism</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● AP Style Multiple Choice Quizzes and Tests</li> <li>● Document Based Question (DBQ)</li> </ul>
<p><b>Key Conceptual Objectives:</b></p> <ul style="list-style-type: none"> <li>● Continue to develop an understanding of historically thinking with a global</li> </ul>	

perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course.

- Consider this unit's significant themes present in historical analysis & the diverse interpretations of those themes.
- Identify and account for the continuities and breaks with the previous period of World History.
- Identify the significant changes in world geography and locate the major civilizations and political units for the period c. 1450-1750
- Account for the Ming interest in maritime voyages and for their eventual abandonment.
- Account for the maritime technology transfer between Asia and Europe
- Identify and describe 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 current patterns – all of which made transoceanic travel and trade possible.
- Elaborate how 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, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services by European merchants.
- Analyze how the new connections between the Eastern and Western Hemispheres resulted in the Columbian Exchange.

- Evaluate how the increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.
- Connect how as merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.
- Describe how traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

### 21<sup>st</sup> Century Skills:

- **Creativity and Innovation**
  - **Make your own "Pop" Song:** Listen to Billy Joel's "We Didn't Start the Fire" (Cold War Themes) for inspiration and then create your own song for the post-Cold War world highlighting a one of the Unit's Big Ideas or an AP World History theme.
- **Critical Thinking and Problem Solving**
  - **United Nations Simulated Activity:** Hold a simulated UN Assembly meeting to curb the proliferation of nuclear materials in a post 9/11 era and draw up a resolution.
- **Communication and Collaboration**
  - **Video Conference:** Hold a videoconference with the class and another class (from another school or in a foreign country) to discuss some current and relevant international issue.
  - **Video Diary:** With a partner, create & produce a series of video diaries friends on opposite sides of a current political conflict, ex. Palestinian/Israeli.
- **Information Literacy**
  - **The Holocaust:** Compare the different accounts of anti-Semitic Nazi persecution from varying perspectives.
- **Media Literacy**
  - **Prezi Presentation:** Create a Prezi to explain ONE of the following new scientific paradigms of the 20<sup>th</sup> century: The theory of relativity, Quantum mechanics, The Big Bang Theory, Psychology.
  - **YouTube Clip:** Watch Hans Rosling's *200 Countries, 200 Years, 4 Minutes – The Joy of Stats* to understand how statistics can help explain historical phenomenon.
- **Life and Career Skills**

**21<sup>st</sup> Century Themes (as applies to content area):**

- **Financial, Economic, Business, and Entrepreneurial Literacy**
  - **Comparing Economic Downturns:** Compare the economic downturn of the Great Depression to the economic crisis of 2008. Can they really be compared? Explain.
- **Civic Literacy**
  - **Rights of Individuals:** Compare the United Nations Universal Declaration of Human Rights with other important historical documents that emphasize the rights of citizens and restraints on the power of the state.
  - **International Law:** Trace the development of International Law & Justice by creating an interactive timeline from 1900 to the present day.
- **Health Literacy**
  - **Ranking Medical Advancements:** Analyze and rank the top 5 medical advancements of this era and their impact on the modern world.
  - **Global Epidemics:** Research and present on the issues surrounding the International community’s response to the AIDS Epidemic in Africa.

**S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**

**Sample Resources for Unit 4:**

**Sample Primary Sources:**

- Excerpts from
  - The Commentaries of the Great Afonso De Albuquerque, Second Viceroy of India
  - Bartolomé De Las Casas, The Tears of the Indians
  - Antonio Vazquez de Espinosa, Compendium and Description of the West Indies
  - Slavery in Africa: A Firsthand report of a Dutch Observer
  - Journals of Christopher Columbus
  -

**Sample Primary Visual Sources:**

**Sample Secondary Sources:**

**Sample Data Sources:**

**Common Core State Standards For Literacy in  
History/Social Studies  
(Grades 11-12 students)**

**College and Career Readiness Anchor Standards for Reading**

R.CCR.3

**Key Ideas and Details**

In order to understand life in Fascist Italy under Mussolini (1920’s & 1930’s), students read a History Through Literature Handout, a selection from Arturo Vivante’s *The Sound of Cicades* to analyze how and why individuals, events or ideas develop and interact over the course of a text.

R.CCR.4	<p><b>Craft and Structure</b> Students investigate <i>Mohandas K. Gandhi's, Indian Home Rule 1909</i> a primary source of an imaginary dialogue written by Gandhi to illustrate the active nature of nonviolent protest. This text allows students to interpret words or phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
R.CCR.6	<p><b>Craft and Structure</b> Students read selected passages from Mao's <i>Little Red Book</i> to understand how the Communist leader's point of view and purpose of reinvigorating a new generation of communist believers in China during the 1960s shaped the content and style of the text.</p>
<b>Reading Standards for Literacy in History / Social Studies</b>	
RSL.11-12.7	<p><b>Integration of Knowledge and Ideas</b> Students examine 6 different economic indicators (GDP, Stock Value, Unemployment, Wages, Bank Closures, &amp; Business Failures) represented on graphs to technically and quantitatively analyze the Great Depression in the United States to accompany qualitative analysis of photographs from the Great Depression. All of this is done to address the question: <i>What were the main causes and effects of the Great Depression?</i></p>
<b>College and Career Readiness Anchor Standards for Writing</b>	
W.CCR.1	<p><b>Text Types and Purposes</b> Students investigate the main causes of World War I (Militarism, Alliances, Nationalism, Imperialism &amp; the Assassination of the Archduke of Austria, Franz Ferdinand) and write an argument supporting which of the main causes was the #1 cause by using valid reasoning and relevant and sufficient evidence.</p>
W.CCR.5	<p><b>Production and Distribution of Writing</b> Students conduct a short research project on the modern day impact of Globalization on everyday life, writing workshops will be held during the course of the project where students will develop/strengthen their writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>
W.CCR.7	<p><b>Research to Build and Present Knowledge</b> Students choose a 20<sup>th</sup> century topic within one of the four unit themes (<i>Global Conflicts and their Consequences, Science and the Environment, or New Conceptualizations of Global Economy, Society and Culture</i>) and conduct a short research project based focused questions, demonstrating understanding of the subject under investigation.</p>
<b>Writing Standards for Literacy in History / Social Studies</b>	
WSL.11-12.2e	<p><b>Text Types and Purposes</b> During a writing workshop where students focus in on the defining event of The Cold War, students practice writing concluding statements or sections that follows form or supports the argument presented by focusing on articulating the implications or significance of the topic.</p>
WSL.11-12.4	<p><b>Production and Distribution of Writing</b></p>

	<p>Students write a letter home from the trenches of World War I where students are required to describe what they see, smell, taste, touch, hear, think and feel emotionally about their experiences. Here students are required to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
--	---

## Unit 5: Revolutions, 1750-1900

Standard 6.2 World History	
<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li>● The Enlightenment</li> <li>● The American and French Revolutions</li> <li>● Nationalism</li> <li>● The Industrial Revolution</li> <li>● Industrialization Spreads</li> <li>● Technology In The Industrial Age</li> <li>● Governments Respond to Industrialization</li> <li>● Society and The Industrial Age</li> <li>● Continuity and Change in The Industrial Age</li> </ul>	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<p><b>Why this periodization?</b></p>	<p>Students will understand that...</p> <p>By 1750, the power of science, so thoroughly revealed in the Scientific Revolution in the 1600s, was beginning to find expression and practical application in the daily lives of ordinary people across the globe. The period of 1750-1900 can be described as “modern” primarily because the rationalism that is at the core of scientific inquiry had come to permeate virtually all fields of human endeavor. In this period, religion, philosophy, economics, and politics would be viewed through a rational lens and shaped by the principles of scientific inquiry.</p> <p>Nationalism also became a major force shaping the historical development of states and empires.</p>

<p><b>How does the interaction between the environment and humans affect each other?</b></p>	<p>From an environmental perspective, the period 1750-1900 was dominated by migration, urbanization, and the general degradation produced by the Industrial Revolution.</p>
<p><b>How do cultures develop and what happens when they interact with each other?</b></p>	<p>Modernizing, industrial states experienced significant social transformations between 1750-1900. As a reaction to the growth of Industry many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society. In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.</p>
<p><b>How do political systems form, grow, change, and relate to each other?</b></p>	<p>Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism. In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.</p>





<p>6.2.12.HistoryCC.2.b: (origins of the Renaissance).</p> <p>6.2.12.HistoryCC.2.a: (causes and consequences of the Reformation)</p> <p>6.2.12.HistoryCC.2.c: (impact of movable type printing).</p> <p>6.2.12.HistoryUP.2.a: (impact of new intellectual, philosophical, and scientific ideas).</p> <p>6.2.12.CivicsPR.2.a: (principal ideas of the Enlightenment).</p> <p>6.2.12.CivicsPR.2.b: (rise of centralized states in Europe).</p> <p>6.2.12.CivicsPI.3.a: (industrialization and social, democratic reform)</p> <p>6.2.12.CivicsPD.3.a: (the Enlightenment and revolution).</p> <p>6.2.12.HistoryCC.3.a: (impact of the Enlightenment in Latin America).</p> <ul style="list-style-type: none"> <li>• 6.2.12.EconGI.3.a: (root causes of the Industrial Revolution).</li> <li>• 6.2.12.EconGI.3.b: (broad political, military, social, and economic implications of Industrialization).</li> <li>• 6.2.12.EconET.3.a: (scientific and technological changes bring about global social, economic, and cultural changes ).</li> </ul> <p>6.2.12.EconET.3.b: (Compare the characteristics of capitalism, socialism, and communism ).</p>	<p><b>C. The Rise and Spread of Nationalism</b>  <b>D. The Various Impacts of Industrialization</b></p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● AP Style Multiple Choice Quizzes and Tests</li> <li>● Document Based Question (DBQ)</li> </ul>
--	---

6.2.12.HistoryCC.3.b: (industrialization and urbanization impact class structure, family life, the daily lives of men, women, and children, and the environment).

**Conceptual Objectives:**

- Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.
- Explain how the Enlightenment affected societies over time.
- Explain causes and effects of the various revolutions in the period from 1750 to 1900.
- Explain causes and effects of the various revolutions in the period from 1750 to 1900.
- Explain how different modes and locations of production have developed and changed over time.
- Describe how 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.
- Explain how technology shaped economic production over time.
- Explain the causes and effects of economic strategies of different states and empires.
- Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.
- Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.
- Explain the extent to which industrialization brought change from 1750 to 1900.

## 21<sup>st</sup> Century Skills:

- **Creativity and Innovation**
  - **Make your own Music Video:** Create your own music video focusing on a significant figure from World History.
- **Critical Thinking and Problem Solving**
  - **Develop your own DBQ:** Create a Document Based Question focusing on the themes associated in AP World History. Be sure to have the direction, the question, a historical background & 8-10 documents. Topics for the DBQ require teacher approval.
- **Communication and Collaboration / Media Literacy**
  - **The Daily Report:** In groups, research, write, film, produce and edit a mock/satirical news program focusing on one of the Units from AP World History.
- **Life and Career Skills**

## 21<sup>st</sup> Century Themes (as applies to content area):

- **Financial, Economic, Business, and Entrepreneurial Literacy**
  - **Stock Market Game:** Play the stock market game as a class for 2 weeks using the Stock Market Game website: <http://www.smgww.org/>.
- **Civic Literacy**
  - **World Citizen:** Collaborate & Create in a group a citizenship test for a World Citizen, similar to a citizenship test taken for citizenship in the United States.
- **Health Literacy**
  - **Presentation:** Research and present to the class findings about a current Health issue with worldwide implications. Ex. HIV-AIDS.

**S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**

### Sample Visual Sources:

Napoleon on Horseback at the St. Bernard Pass (1801)  
Signing of the Declaration of Independence by artist John Trumbull  
Illustration of British Cotton Factory (1851) & Japanese Silk Factory (1870s)  
The Unification of Germany (1871)  
The Opium War – Battle Images  
Photo images of Empress Dowager Cixi of China and Queen Victoria of Great Britain  
The Ginza in Downtown Tokyo (1877 woodblock print)  
Photos of Child Laborers  
Drawings of London by French book illustrator Gustave Doré  
Print of the opening of the Suez Canal, 1869

Sample Secondary Sources:

Sample Primary Sources:

Napoleon Bonaparte, Proclamation to French Troops in Italy (April 26<sup>th</sup>, 1796)  
 Toussaint L'Overture, Letter to the Directory  
 Simón Bolívar, A Constitution for Venezuela & Jamaica Letter  
 From the Sadler Report of the House of Commons  
 The Imperial Decree, March 3, 1861 – Emancipation of Serfs  
 The Emancipation Proclamation, January 1, 1863 – Emancipation of Slaves  
 Adam Smith, From the Wealth of Nations  
 Karl Marx & Frederic Engels, The Communist Manifesto

**Common Core State Standards For Literacy in  
 History/Social Studies  
 (Grades 11-12 students)**

**College and Career Readiness Anchor Standards for Reading**

R.CCR.10	<p><b>Range of Reading and Level of Text Complexity</b>          Students watch various historical films to independently and proficiently to comprehend and gather information of life in another historical epoch.</p>
----------	--

**College and Career Readiness Anchor Standards for Writing**

W.CCR.6	<p><b>Production and Distribution of Writing</b>          In groups of three, students will interact and collaborate with others in creating a Prezi          Presentation of a virtual museum that would exhibit a History of the World in 9 Objects via a common theme. Thought this project students will produce and publish writing to accompany the virtual museum.</p>
---------	---

**Writing Standards for Literacy in History / Social Studies**

WSL.11-12.5	<p><b>Production and Distribution of Writing</b>          During the course of a short research project on a modern day conflict (<i>Balkans, Arab Israeli, etc.</i>) students work on develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
-------------	---

WSL.11-12.10	<p><b>Range of Writing – All Units</b>          Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.</p>
--------------	--



## Unit 6: Consequences of Industrialization c. 1750 - 1900

### Standard 6.2 World History

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

#### **Big Ideas:** *Course Objectives / Content Statement(s)*

- Rationales Behind Imperialism, 1750-1900
- Indigenous Responses to Imperialism (State Expansion)
- Global Economic Development, 1750-1900
- Economic Imperialism
- Causes for Migration
- Impact of Mass Migrations
- Causation in The Imperial Age

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

#### **Enduring Understandings**

*What will students understand about the big ideas?*

**Why this periodization?**

**What political, economic, social, and technological factors combined to produce imperialism?**

Students will understand that...

By 1750, the power of science, so thoroughly revealed in the Scientific Revolution in the 1600s, was beginning to find expression and practical application in the daily lives of ordinary people across the globe. The period of 1750-1900 can be described as “modern” primarily because the rationalism that is at the core of scientific inquiry had come to permeate virtually all fields of human endeavor. States capable of harnessing the power of science and technology employed this advantage to form unprecedented overseas empires.

European states as well as the United States and Japan acquired territories throughout Africa, Asia and the Pacific, while the influence of early modern global powers of Spain and Portugal declined. Many

<p><b>What emerging ideologies shaped and justified the pursuit of empire?</b></p> <p><b>What forms did the resistance of indigenous peoples take as they became subjected to foreign rule?</b></p> <p><b>To what extent did the global economy which developed after 1750 differ from the previous period (1450-1750)?</b></p>	<p>European states used both warfare and diplomacy to expand their empires in Africa. In addition, the United States, Russia, and Japan conquered and settled adjacent territories. As industrialism expanded and became more complex, the desire to secure resources and important markets became important in the competition for empire.</p> <p>A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.</p> <p>Anti-imperial resistance took various forms, including rebellions within empires and the creation of new states on the peripheries. In many imperial holdings, a growing nationalism accelerated the discontent and direct action of the subject peoples.</p> <p>The demands of industrialization required an ever expanding access to resources and markets. Rapidly growing urban areas demanded increased food supplies. These technological and demographic trends culminated in a dramatic increase in the number of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. In turn, the profits from these raw materials were used to purchase finished goods.</p> <p>The distribution of benefits from this latest expansion of global commerce were uneven as trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.</p>
---	---



<p><b>What environmental, technological, and environmental factors played a role in the migrations common in this era (1750-1900)?</b></p> <p><b>What were the benefits and challenges produced by modern capitalism?</b></p>	<p>As was common in the previous era, modern capitalism continued to rely on coerced and semi-coerced labor. While large numbers of people voluntarily relocated in search of employment and other opportunities, many others had little choice in the migrations they were compelled to make. Enslavement, indentured servitude, convict labor, and contract labor were common practices in this era.</p> <p>The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods. In many indigenous societies the availability of industrial produced goods undermined local trades making these peoples increasingly dependent on the imperial powers.</p> <p>As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p><b>NJ Social Studies Standards, 6.2 World History : (2020)</b></p> <p><b>AP World History, Modern Unit 6, Consequences of Industrialization, 1750-1900</b></p> <p>6.2.12.GeoGI.3.a: (changes to national and imperial boundaries between 1815 and 1914).</p> <p>6.2.12.HistoryUP.3.a: (racism as a cause for imperialism).</p>	<p><b>Instructional Focus, 3 Weeks:</b></p> <p>A. The New Imperialism  B. Indigenous Resistance to Foreign Rule  C. Significant Migrations Spurred by Industrialism  D. Changes in The Global economy</p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● AP Style Multiple Choice Quizzes and Tests</li> <li>● Document Based Question (DBQ)</li> </ul>

6.2.12.HistoryCC.3.c: (European imperial policies and indigenous responses).

**Conceptual Objectives:**

- Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course.
- Explain the relative significance of the effects of imperialism from 1750 to 1900.
- Elaborate how industrializing powers established transoceanic empires.
- Explain how ideologies contributed to the development of imperialism from 1750 to 1900.
- Compare processes by which state power shifted in various parts of the world from 1750 to 1900.
- Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.
- Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.
- Analyze the development and spread of global capitalism and the variety of responses it provoked.
- Analyze how new racial ideologies, especially Social Darwinism, facilitated and justified imperialism.
- Describe how increasing discontent with imperial rule propelled reformist and revolutionary movements.
- Identify and explain how the global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

<ul style="list-style-type: none"> <li>● Trace how migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.</li> <li>● Identify the push/pull factors which created the major migrations in the era.</li> <li>● Analyze how 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.</li> </ul>	
---	--

**21<sup>st</sup> Century Skills:**

- **Creativity and Innovation**
  - **Make your own Music Video:** Create your own music video focusing on a significant figure from World History.
- **Critical Thinking and Problem Solving**
  - **Develop your own DBQ:** Create a Document Based Question focusing on the themes associated in AP World History. Be sure to have the direction, the question, a historical background & 8-10 documents. Topics for the DBQ require teacher approval.
- **Communication and Collaboration / Media Literacy**
  - **The Daily Report:** In groups, research, write, film, produce and edit a mock/satirical news program focusing on one of the Units from AP World History.
- **Life and Career Skills**

**21<sup>st</sup> Century Themes (as applies to content area):**

- **Financial, Economic, Business, and Entrepreneurial Literacy**
  - **Stock Market Game:** Play the stock market game as a class for 2 weeks using the Stock Market Game website: <http://www.smgww.org/>.
- **Civic Literacy**
  - **World Citizen:** Collaborate & Create in a group a citizenship test for a World Citizen, similar to a citizenship test taken for citizenship in the United States.
- **Health Literacy**
  - **Presentation:** Research and present to the class findings about a current Health issue with worldwide implications. Ex. HIV-AIDS.

**S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**

**Common Core State Standards For Literacy in  
History/Social Studies  
(Grades 11-12 students)**

**College and Career Readiness Anchor Standards for Reading**

<b>R.CCR.10</b>	<b>Range of Reading and Level of Text Complexity</b>
-----------------	--

	Students watch various historical films to independently and proficiently to comprehend and gather information of life in another historical epoch.
<b>College and Career Readiness Anchor Standards for Writing</b>	
W.CCR.6	<p><b>Production and Distribution of Writing</b></p> <p>In groups of three, students will interact and collaborate with others in creating a Prezi</p> <p>Presentation of a virtual museum that would exhibit a History of the World in 9 Objects via a common theme. Thought this project students will produce and publish writing to accompany the virtual museum.</p>
<b>Writing Standards for Literacy in History / Social Studies</b>	
WSL.11-12.5	<p><b>Production and Distribution of Writing</b></p> <p>During the course of a short research project on a modern day conflict (<i>Balkans, Arab Israeli, etc.</i>) students work on develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
WSL.11-12.10	<p><b>Range of Writing – All Units</b></p> <p>Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.</p>

## Unit 7: Global Conflict c. 1900 to The Present

### Standard 6.2 World History

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

#### **Big Ideas:** *Course Objectives / Content Statement(s)*

- Changes to the “balance of power” after 1900
- Causes of World War I
- The nature of “modern, combined arms” warfare after 1900
- The economic changes brought about by global conflict
- Unresolved tensions following World War I
- The causes of World War II
- Transition from a multi-polar power structure to a bi-polar system
- Mass atrocities and genocides 1900-The Present

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

#### **Enduring Understandings**

*What will students understand about the big ideas?*

Why this periodization?

Students will understand that...

The 20th century was shaped by two global conflicts in the first half of the century and an extended cold war for most of its balance. It was a century characterized by the rise of new powers, the decline of established powers and an end to the physical imperialism so prevalent in the 19th century.

What transformational changes took place among powerful states after 1900?

The older, multi-ethnic land-based empires such as the Ottoman, Russian, Austro-Hungarian and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.

The United States and the Soviet Union emerged as global “super-powers.”

<p><b>What were the proximate and underlying causes of World War I?</b></p> <p><b>How was World War I fought and why did it develop into total war?</b></p> <p><b>How did World War I reorder the global, capitalist economy and create unprecedented economic challenges?</b></p> <p><b>How did the Soviet Union respond to the political and economic challenges of civil war and the subsequent exclusion from the international order.</b></p>	<p>The conflicts between 1914-1945 diminished the power and influence of the traditional imperial powers (Germany, Japan, Great Britain, and France).</p> <p>In the wake of World War II and decolonization, numerous new states were founded and some developed into regional powers.</p> <p>Instability in two declining empires (Ottoman and Austria-Hungary) fueled by nationalism served as the proximate cause of World War I. Underlying causes included an alliance system that placed Europe’s major military powers in a confrontational posture and a recurring climate of crisis caused by economic, imperial, and military competition.</p> <p>Once commenced, warring governments used a variety of strategies to mobilize their citizens and prosecute the conflict. These methods included an unprecedented level of political propaganda embracing existing and new forms of media, intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies), and centralized economic planning for the purpose of waging war.</p> <p>New military technologies and the emergence of a combined arms approach to warfare led to unprecedented levels of battlefield casualties.</p> <p>As a result of World War I the economic center of the global economy shifted from Great Britain to the United States. The economic consequences of the peace proved to be a major contributing factor to the Great Depression.</p> <p>In the Soviet Union, the government controlled the national economy through the Five Year Plans, often implementing repressive policies,</p>
--	---

<p><b>What were the continuities and changes in territorial holdings from 1900 to the present?</b></p>	<p>with negative repercussions for the population. The experiences of World War I and the subsequent Allied intervention set the Soviet Union on a course of military expansion.</p> <p>Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p><b>NJ Social Studies Standards, 6.2 World History : (2020)</b></p> <p><b>AP World History, Modern Unit 6, Consequences of Industrialization, 1750-1900</b></p> <p>6.2.12.GeoGI.3.a: (changes to national and imperial boundaries between 1815 and 1914).</p> <p>6.2.12.HistoryUP.3.a: (racism as a cause for imperialism).</p> <p>6.2.12.HistoryCC.3.c: (European imperial policies and indigenous responses).</p> <p>6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p> <p>6.2.12.CivicsPI.4.b: (government responses to ethnic cleansing/genocide).</p>	<p>Instructional Focus, 3 Weeks:</p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● AP Style Multiple Choice Quizzes and Tests</li> <li>● Document Based Question (DBQ)</li> </ul>

6.2.12.GeoGI.4.a: (fall of the Ottoman Empire and rise of regional powers).

6.2.12.EconEM.4.a: (political responses to the great depression).

6.2.12.HistoryCC.4.a: (causes of World War I).

6.2.12.HistoryCC.4.b: (consequences of World War I).

6.2.12.HistoryCC.4.c: (World War I and its relation to World War II).

6.2.12.HistoryCC.4.d: (emergence of independence movements in Asia and Africa).

6.2.12.HistoryCC.4.e: (role played by colonial and indigenous peoples in both world wars).

6.2.12.HistoryCC.4.f: (the great war's impact on the role of women).

6.2.12.HistoryCC.4.g: (propaganda and total war).

6.2.12.HistoryCC.4.h: (war and the destructiveness of new technologies).

6.2.12.HistoryUP.4.a: (treaty of Versailles and the League of nations).

6.2.12.HistoryUP.4.c: (perpetrators, bystanders, and rescuers).

6.2.12.HistoryCA.4.b: (causes of 20th century revolutions).

6.2.12.HistoryCA.4.c: (fascist expansion, appeasement, and confrontation).

**Conceptual Objectives:**

- Explain the causes and consequences of World War I.



- Explain how governments used a variety of methods to conduct war.
- Explain how different governments responded to economic crisis after 1900.
- Explain the continuities and changes in territorial holdings from 1900 to the present.
- Explain the causes and consequences of World War II.
- Explain similarities and differences in how governments used a variety of methods to conduct war.
- Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.
- Explain the relative significance of the causes of global conflict in the period 1900 to the present.

### 21<sup>st</sup> Century Skills:

- **Creativity and Innovation**
  - **Make your own Music Video:** Create your own music video focusing on a significant figure from World History.
- **Critical Thinking and Problem Solving**
  - **Develop your own DBQ:** Create a Document Based Question focusing on the themes associated in AP World History. Be sure to have the direction, the question, a historical background & 8-10 documents. Topics for the DBQ require teacher approval.
- **Communication and Collaboration / Media Literacy**
  - **The Daily Report:** In groups, research, write, film, produce and edit a mock/satirical news program focusing on one of the Units from AP World History.
- **Life and Career Skills**

### 21<sup>st</sup> Century Themes (as applies to content area):

- **Financial, Economic, Business, and Entrepreneurial Literacy**
  - **Stock Market Game:** Play the stock market game as a class for 2 weeks using the Stock Market Game website: <http://www.smgww.org/>.
- **Civic Literacy**
  - **World Citizen:** Collaborate & Create in a group a citizenship test for a World Citizen, similar to a citizenship test taken for citizenship in the United States.
- **Health Literacy**
  - **Presentation:** Research and present to the class findings about a current Health issue with worldwide implications. Ex. HIV-AIDS.

<b>S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)</b>	
<b>Common Core State Standards For Literacy in History/Social Studies (Grades 11-12 students)</b>	
<b>College and Career Readiness Anchor Standards for Reading</b>	
R.CCR.10	<b>Range of Reading and Level of Text Complexity</b> Students watch various historical films to independently and proficiently to comprehend and gather information of life in another historical epoch.
<b>College and Career Readiness Anchor Standards for Writing</b>	
W.CCR.6	<b>Production and Distribution of Writing</b> In groups of three, students will interact and collaborate with others in creating a Prezi Presentation of a virtual museum that would exhibit a History of the World in 9 Objects via a common theme. Thought this project students will produce and publish writing to accompany the virtual museum.
<b>Writing Standards for Literacy in History / Social Studies</b>	
WSL.11-12.5	<b>Production and Distribution of Writing</b> During the course of a short research project on a modern day conflict ( <i>Balkans, Arab Israeli, etc.</i> ) students work on develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WSL.11-12.10	<b>Range of Writing – All Units</b> Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.

## Unit 8: Cold War and Decolonization c. 1900 - To the Present

### Standard 6.2 World History

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

**Big Ideas:** *Course Objectives / Content Statement(s)*

- Causes of the Cold War
- Growth of Independence Movements in Africa and Asia
- Spread of Communism
- Course and Consequences of The Cold War
- The Emergence of New Nations
- Global Resistance to the Existing World Order, 1900-Present
- End of The Cold War
- Causation in the Era of Cold War and Decolonization

#### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

#### Enduring Understandings

*What will students understand about the big ideas?*

Why this periodization?

Students will understand that...

In the latter half of the 19th century, the political-economy known as Revolutionary Marxism (communism) developed a small but dedicated following. The stresses of World War I provided the unexpected opportunity for revolutionary marxists to seize control of Russia. Most of the 20th century has been dominated by communism and capitalism. This struggle has included both large global powers and several smaller nations emerging from the process of decolonization.

<p><b>Why, after World War II, were conditions favorable for the spread of communism and the development of a mutually antagonistic, bi-polar power structure (background to the Cold War and Decolonization)?</b></p>	<p>Allied victory in World War two produced a new global power structure in which it seemed the world would be divided into two distinct camps: capitalist and communist. Technological and economic gains experienced by the victorious nations shifted the global balance of power. After 1945 increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states. By the 1960s, a third possibility, the idea of “non-aligned” states, gained ground among former dependent peoples.</p>
<p>What were the causes and consequences of the Cold War?</p>	<p>The Cold War developed rapidly in the wake of World War II As a result of unfulfilled agreements and communist insurgencies in formerly occupied nations The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.</p>
<p>What forms did the competition between the United States and the Soviet Union take during the Cold War?</p>	<p>The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.</p>
<p>What factors produced a communist victory in China?</p>	<p>The trauma of war and Japanese occupation further fragmented the political and ideological divisions within China. The struggle against Japan weakened the Nationalists. Chinese communists with the backing of the Soviet Union were in a position to seize power. These changes in China eventually led to communist revolution.</p>
<p>How did the processes by which a variety of peoples pursued their independence after 1900 vary?</p>	<p>With the advent of the 20th century Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule. After the end of World War II, some colonies negotiated their independence, while others</p>

<p>How did specific groups and individuals challenge the existing power structure after 1900?</p> <p>Why did the Cold War come to a seemingly abrupt end?</p> <p>What critical lessons were absorbed by the key participants in the Cold War?</p>	<p>achieved independence through armed struggle. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.</p> <p>After 1900, some individuals and groups worked steadily to accelerate and intensify colonial independence movements. Individuals such as Mohandas Gandhi, Martin Luther King, and Nelson Mandela promoted the practice of nonviolent resistance to promote change. Disproportionate military responses by established powers also worked to accelerate independence movements.</p> <p>Advances in U.S. military and technological development, which could not be met by the communist block combined with the Soviet Union's costly and ultimately failed invasion of Afghanistan, and placed unacceptable economic stress upon inefficient, state-run economies. Public discontent and the economic weakness in communist countries led to the collapse of the Soviet Union and an end to the Cold War. the end of the Cold War.</p> <p>For both sides in the Cold War, military spending proved to be burdensome and steadily declined as a percentage of GDP in the conflict's latter years. Cultural imperialism proved problematic for the United States while the Communist Block suffered from the difficulties inherent in command economies in terms of raising the standards of living for its participants.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p><b>NJ Social Studies Standards, 6.2 World History : (2020)</b></p>	<p>Instructional Focus, 4 Weeks</p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● AP Style Multiple Choice Quizzes and Tests</li> <li>● Document Based Question (DBQ)</li> </ul>

**AP World History, Modern Unit 8, The Cold War and Decolonization**

6.2.12.HistoryCC.5.f: (causes of the Cold War and the formation of NATO, SEATO, and the Warsaw Pact).

6.2.12.CivicsPI.5.a: (the United Nations and its role in maintaining peace).

6.2.12.HistoryCC.5.a: (post war independence movements).

6.2.12.HistoryCC.5.g: (Gandhi's approach to winning independence for South Asia).

6.2.12.GeoPP.5.a: (post world war migrations).

6.2.12.GeoSV.5.a: (the partitioning of South Asia).

6.2.12.GeoGI.5.a: (spheres of influence in a bi-polar world order).

6.2.12.EconET.5.b: (China's arc: Communist Revolution through market reforms).

6.2.12.EconGE.5.a: (petroleum and politics).

6.2.12.HistoryCC.5.b: (collapse of the Soviet Union and the end of the Cold War).

6.2.12.HistoryCC.5.d: (lingering effects of colonialism in Africa, Asia, and the America's).

6.2.12.HistoryCA.5.a: (global arms race and space race).

**Conceptual Objectives:**

- Explain the historical context of the Cold War after 1945.

- Explain the causes and effects of the ideological struggle of the Cold War.
- Explain the causes and consequences of China's adoption of communism.
- Compare the processes by which various peoples pursued independence after 1900.
- Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.
- Explain the economic changes and continuities resulting from the
- process of decolonization.
- Explain various reactions to existing power structures in the period after 1900.
- Explain the causes of the end of the Cold War.
- Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

### 21<sup>st</sup> Century Skills:

- **Creativity and Innovation**
  - **Make your own Music Video:** Create your own music video focusing on a significant figure from World History.
- **Critical Thinking and Problem Solving**
  - **Develop your own DBQ:** Create a Document Based Question focusing on the themes associated in AP World History. Be sure to have the direction, the question, a historical background & 8-10 documents. Topics for the DBQ require teacher approval.
- **Communication and Collaboration / Media Literacy**
  - **The Daily Report:** In groups, research, write, film, produce and edit a mock/satirical news program focusing on one of the Units from AP World History.
- **Life and Career Skills**

### 21<sup>st</sup> Century Themes (as applies to content area):

- **Financial, Economic, Business, and Entrepreneurial Literacy**
  - **Stock Market Game:** Play the stock market game as a class for 2 weeks using the Stock Market Game website: <http://www.smgww.org/>.
- **Civic Literacy**
  - **World Citizen:** Collaborate & Create in a group a citizenship test for a World Citizen, similar to a citizenship test taken for citizenship in the United States.

- **Health Literacy**
    - **Presentation:** Research and present to the class findings about a current Health issue with worldwide implications. Ex. HIV-AIDS.
- S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**

**Common Core State Standards For Literacy in  
History/Social Studies  
(Grades 11-12 students)**

**College and Career Readiness Anchor Standards for Reading**

R.CCR.10	<p><b>Range of Reading and Level of Text Complexity</b> Students watch various historical films to independently and proficiently to comprehend and gather information of life in another historical epoch.</p>
----------	---

**College and Career Readiness Anchor Standards for Writing**

W.CCR.6	<p><b>Production and Distribution of Writing</b> In groups of three, students will interact and collaborate with others in creating a Prezi Presentation of a virtual museum that would exhibit a History of the World in 9 Objects via a common theme. Thought this project students will produce and publish writing to accompany the virtual museum.</p>
---------	---

**Writing Standards for Literacy in History / Social Studies**

WSL.11-12.5	<p><b>Production and Distribution of Writing</b> During the course of a short research project on a modern day conflict (<i>Balkans, Arab Israeli, etc.</i>) students work on develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
-------------	--

WSL.11-12.10	<p><b>Range of Writing – All Units</b> Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.</p>
--------------	---



## Unit 9: Globalization

### c. 1900 - To the Present

#### Standard 6.2 World History

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

#### **Big Ideas:** *Course Objectives / Content Statement(s)*

- Advances In Technology After 1900
- Pandemics
- Environmental Changes After 1900
- Economics in a Global Age
- Cultural Consequences of Globalization
- Resistance to Globalization

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

#### **Enduring Understandings**

*What will students understand about the big ideas?*

#### **Why this periodization?**

#### **How did the development of new technologies after 1900 prove transformative for the world ?**

Students will understand that...

Beginning in the late 19th century, human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

After 1900, the pace of technological change rapidly accelerated. New forms of communication (wireless), transportation (air travel) virtually eliminated the tyranny of distance. New energy technologies fuel the increased production of material goods. The “Green Revolution” increased the planet’s ability to support larger population levels. Finally, medical advances increased the ability of humans to survive and live longer lives.

<p>How have environmental and cultural factors affected human populations after 1900?</p>	<p>Diseases, as well as medical and scientific developments, had significant effects on populations around the world. Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity.</p>
<p>What have been the major environmental concerns of the global community after 1900?</p>	<p>The power placed in the hands of humans as a result of the Industrial revolution has produced a number of environmental concerns. Human activity has contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water. The release of greenhouse gasses and pollutants into the atmosphere has contributed to debates about the nature and causes of climate change.</p>
<p>Since 1900, what are the changes and continuities to the global economy?</p>	<p>Since 1900, the philosophy of free market exchanges has steadily gained ground over traditional and command economies. Advances in communications, transportation and most technologies have facilitated the spread of complex industrial and productive processes to less developed regions in Asia, Latin America, and Africa. Multinational corporations have grown in size and influence and have played an increasing role in the lives of individuals across the globe.</p>
<p>To what extent has the global social order been reformed to allow for increased opportunity and inclusiveness?</p>	<p>In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion. Rights-based discourses challenged old assumptions about race, class, gender, and religion. Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.</p>
<p>How has globalization altered culture?</p>	<p>Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.</p>

<p>To what extent does the modern global order resemble earlier patterns?</p>	<p>Consumerism has come to transcend national borders.</p> <p>The League of Nations and later the United Nations have precedents in the Congress of Vienna and the Concert of Europe. The major difference between these modern institutions and their predecessors is first in their global reach and secondly in the principle of equality between great and small states.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p><b>NJ Social Studies Standards, 6.2 World History : (2020)</b></p> <p><b>AP World History, Modern Unit 9, Globalization</b></p> <p>6.2.12.CivicsPI.5.a: (the United Nations and its role in maintaining peace).</p> <p>6.2.12.CivicsPI.6.a: (multinational organizations’ efforts to solve global problems)</p> <p>6.2.12.CivicsHR.6.a: international organizations’ response to tensions resulting from ethnic, territorial, religious, and/or nationalist differences).</p> <p>6.2.12.CivicsHR.6.b: (tension between national sovereignty and global integration).</p> <p>6.2.12.GeoPP.6.a: (global population growth and migration).</p> <p>6.2.12.EconGE.6.a: efforts of governmental, non-governmental, and international organization to address a wide range of global challenges).</p>	<p>Instructional Focus, 2 Weeks:</p> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● AP Style Multiple Choice Quizzes and Tests</li> <li>● Document Based Question (DBQ)</li> </ul>

6.2.12.EconGE.6.b: (the role of monetary policy and central banks).

6.2.12.EconGE.6.c: (the Internet and social media in a global economy).

6.2.12.HistoryCC.6.a: (impact of global terrorism)..

**Conceptual Objectives:**

- Explain how the development of new technologies changed the world from 1900 to present.
- Explain how environmental factors affected human populations over time.
- Explain the causes and effects of environmental changes in the period from 1900 to present.
- Explain the continuities and changes in the global economy from 1900 to present.
- Explain how social categories, roles, and practices have been maintained and challenged over time.
- Explain how and why globalization changed culture over time.
- Explain the various responses to increasing globalization from 1900 to present.
- Explain how and why globalization changed international interactions among states.
- Explain the extent to which science and technology brought change in the period from 1900 to the present.

**21<sup>st</sup> Century Skills:**

- **Creativity and Innovation**
  - **Make your own Music Video:** Create your own music video focusing on a significant figure from World History.
- **Critical Thinking and Problem Solving**
  - **Develop your own DBQ:** Create a Document Based Question focusing on the themes associated in AP World History. Be sure to have the direction, the question, a historical background & 8-10 documents. Topics for the DBQ require teacher approval.
- **Communication and Collaboration / Media Literacy**
  - **The Daily Report:** In groups, research, write, film, produce and edit a mock/satirical news program focusing on one of the Units from AP World History.
- **Life and Career Skills**

**21<sup>st</sup> Century Themes (as applies to content area):**

- **Financial, Economic, Business, and Entrepreneurial Literacy**
  - **Stock Market Game:** Play the stock market game as a class for 2 weeks using the Stock Market Game website: <http://www.smgww.org/>.
- **Civic Literacy**
  - **World Citizen:** Collaborate & Create in a group a citizenship test for a World Citizen, similar to a citizenship test taken for citizenship in the United States.
- **Health Literacy**
  - **Presentation:** Research and present to the class findings about a current Health issue with worldwide implications. Ex. HIV-AIDS.

**S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)**

**Common Core State Standards For Literacy in  
History/Social Studies  
(Grades 11-12 students)**

**College and Career Readiness Anchor Standards for Reading**

R.CCR.10	<p><b>Range of Reading and Level of Text Complexity</b> Students watch various historical films to independently and proficiently to comprehend and gather information of life in another historical epoch.</p>
----------	---

**College and Career Readiness Anchor Standards for Writing**

W.CCR.6	<p><b>Production and Distribution of Writing</b> In groups of three, students will interact and collaborate with others in creating a Prezi Presentation of a virtual museum that would exhibit a History of the World in 9 Objects via a common theme. Thought this project students will produce and publish writing to accompany the virtual museum.</p>
---------	---

**Writing Standards for Literacy in History / Social Studies**

WSL.11-12.5	<p><b>Production and Distribution of Writing</b> During the course of a short research project on a modern day conflict (<i>Balkans, Arab</i>)</p>
-------------	--

	<p><i>Israeli, etc.)</i> students work on develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
WSL.11-12.10	<p><b>Range of Writing – All Units</b>  Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.</p>

# AP Summer Reading Assignment

Before entering AP World History in the fall, students are required to complete a Summer Reading Assignment in preparation for the course. The following is a sample assignment:

---

The concept of AP World History is to focus on the big ideas, concepts, themes, and trends of history. Instead of focusing on minor events and occurrences, we will focus on the big ideas that have shaped world history and our world today. *Sapiens: A Brief History of Humankind*, by Yuval Noah Harari is an excellent book to get our minds thinking in this direction.

## Part I: Get your Materials

1. Purchase the book *Sapiens: A Brief History of Humankind*, by Yuval Noah Harari. You could get the book at any major bookstore or [www.amazon.com](http://www.amazon.com). It is available in paperback. If this obligation presents an economic hardship, please let the instructor know.
2. Purchase a one-subject spiral or composition notebook to record your reflections for this assignment. If this obligation presents an economic hardship, please let the instructor know.

## Part II: Pre-Reading Assignment

Before reading the book, record your answers to the following questions in your notebook.

Write a 2 to 3 paragraph response for each question.

1. What is your definition of world history?
2. What interests you about studying world history? Why? What does not? Why?

## Part III: Reading Assignment & Reflections

### Please read the following pages in the book:

- The Assignment: Read Part Three (pp. 163-244) and respond in writing to 15 of the following 20
- prompts. You omit only one question from each group of five.
- 1. How does the author understand and illustrate the idea of “internal, cultural contradictions?”
- 2. What evidence does the author present to support the notion that history is moving in the direction of unity?
- 3. Why does the author consider merchants, conquerors, and prophets the first “universalists?”
- 4. Why is money so universally welcome? What are the advantages of money?
- 5. Why, according to the author, is money the epitome of tolerance?
- 6. What, according to the author, is the downside of money?
- 7. Why do the words “imperial” and “empire” have such a negative connotation today?
- 8. How did the Persian, Cyrus the Great alter the basic rules of Empire?

- 9. How does China's history reflect the notion that empire is the most desirable state of affairs?
- 10. Why does the author describe empire as a sort of love-hate relationship?
- 11. What does the author think is the future of empire?
- 12. What factors made religion so critical to the concept of unity?
- 13. How does the author contrast animism with polytheism?
- 14. How did Paul of Tarsus (St. Paul) transform Judaism into a unifying religion?
- 15. In religious terms, what is Dualism and what problems does it solve and or create?
- 16. What is a natural law religion?
- 17. What was the basis of the Buddha's enlightenment (Law of Dharma)?
- 18. Briefly contrast liberal humanism, socialist humanism, and evolutionary humanism.
- 19. What is the "Hindsight Fallacy?"
- 20. Why do some theorists liken culture to a parasite or virus?

**AP World students will also complete an open note, multiple choice quiz upon return to school.**

As the Summer progresses I will check my school email regularly if you have any questions or need and direction.

-



# AP World History Essay Writing Skills

Throughout the course of AP World History, students will be required to write essays in and out of the classroom. This is to show understanding of content material, their ability to think historically, and their capacity to construct a coherent written argument that includes a **thesis supported by relevant historical evidence**. To help in the process, students will participate in various essay-writing workshops that will include sample essays, self-evaluations, peer evaluation & teacher/student evaluations. Students will begin writing essays in pieces: first focusing on the thesis statement, then thesis statements within an introduction, etc. to the point where students can write a historical essay that includes the following aspects:

1. **An introductory paragraph**
  - a. Has **context** by setting the stage for the essay by offering the region(s) and time period this essay will encapsulate
  - b. **Includes the Thesis statement**
    - i. Taking a stand
    - ii. Answering the question
    - iii. Previewing the argument (3 main points)
2. **Body Paragraphs – (For Each Paragraph, Minimum of 3 Paragraphs)**
  - a. Topic Sentence – a general assertion that identifies one aspect of the thesis
  - b. Supporting Details/evidence/examples
  - c. Analysis – explain cause and/or effect of the detail
  - d. Concluding Sentence
3. **Conclusion**
  - a. Stress the importance of the thesis statement – rephrase the thesis in its entirety
  - b. Give the essay a sense of completeness
  - c. Leave a final impression on the reader

After students practice the format of writing a historical essay, students will then apply their knowledge by writing three styles of free response essays found in AP World History: the **Document Based Question (DBQ)** designed to test a student's ability to work with and understand historical document; the **Continuity & Change Over Time Question (CCOT)**, an essay question that deals specifically with continuity and change over time and which is focused on large global issues such as technology, trade, culture, migrations, and environmental developments; and a **Comparison Question** that analyzes similarities and differences in at least two societies.

Effective answers to essay questions depend in part upon a student's successful demonstration of a clear understanding (and application) of the meanings of important directive words. The following list indicate the way in which material is to be presented:

- *Analyze*: determine various factors or component parts and examine their nature and relationship
- *Assess/Evaluate*: judge the value or character of something; appraise; weigh the positive and negative points; give an opinion regarding the value of; discuss the advantages and disadvantages of
- *Compare*: examine for the purpose of noting similarities and differences
- *Contrast*: examine in order to show dissimilarities or points of difference
- *Describe*: give an account of; tell about; give a word picture of
- *Discuss*: write about; consider or examine by argument or from various points of view; debate; present the different sides of
- *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of

Writing workshops will then focus on one of the styles of essay writing used in AP World History by using one of three graphic organizers to help students in thinking and planning how to write an essay to the specific question asked. Each graphic organizer is tailored to each style of question: one organizer for the DBQ, one for the CCOT, and one for the Comparison Question. By following this model, students will be able to narrow down specific concepts and content needed to develop and structure their essay. Once planned, a student then should be able to write an essay relevant to the question asked and following the skills associated with writing a historical essay.

By the AP Exam in May, students will be able to exhibit the following skills in writing the essay.

Essay	Students will write an essay that:
<b>DBQ</b>	<ul style="list-style-type: none"> <li>● Has a relevant thesis and supports that thesis with evidence from the documents</li> <li>● Uses all of the documents</li> <li>● Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.</li> <li>● Takes into account the sources of the documents and analyzes the authors' points of view</li> <li>● Identifies and explains the need for at least one additional type of document</li> </ul>
<b>Continuity &amp; Change Over Time</b>	<ul style="list-style-type: none"> <li>● Has a relevant thesis and supports that thesis with appropriate historical evidence</li> <li>● Addresses all parts of the question</li> <li>● Uses world historical context to show continuities and changes over time</li> <li>● Analyzes the process of continuity and change over time</li> </ul>
<b>Compare &amp; Contrast</b>	<ul style="list-style-type: none"> <li>● Has a relevant thesis and supports that thesis with appropriate historical evidence</li> <li>● Addresses all parts of the question</li> <li>● Makes direct, relevant comparisons</li> <li>● Analyzes relevant reasons for similarities and differences</li> </ul>

## General Course Skills

- **General Skills – Students will be able to:**
  - access information from a variety of sources in school and community by
    - using the library media center as a key resource for inquiry and assessment of print and non-print materials, acquiring information through reading.
    - acquiring information through listening and observing.
    - acquiring information through the study of artifacts, art and both print and non-print media.
    - acquiring information from electronic media including the Internet.
  - Develop analytically skills such as
    - classifying information.
    - organizing information.
    - interpreting information.
    - evaluating information
    - synthesizing information
  - communicate orally and in writing.
  - work with others cooperatively.
  - recognize and use primary sources.
  - apply different reading skills as appropriate to reading material to facilitate comprehension.
  - formulate relevant questions.
  - assume a variety of roles in group settings.
  - plan project-related tasks in a timely, efficient and effective manner, alone or with others.
  - apply study skills when preparing for quizzes, tests, and exams.
  - take advantage of teacher-recommended activities designed to enhance learning.
  
- **Critical Thinking Skills - Students will be able to:**
  - identify and clarify central issues.
  - recognize underlying assumptions.
  - evaluate evidence or authority.
  - recognize stereotypes and clichés.
  - recognize bias and emotional factors in a presentation.
  - identify the purpose of a reading.
  - bring background knowledge to bear on a new reading.
  - distinguish between verifiable and unverifiable data.
  - distinguish between the relevant and non-relevant.
  - draw and test inferences.
  - distinguish between statements of fact and statements of opinion.

- o determine the strength of an argument.
  - o draw warranted conclusions and construct generalizations.
  - o identify and explain the significance of several key events and explain why these are turning points in World History.
  - o recognize cause and effect relationships of key historical and contemporary conditions/developments.
  - o develop and test personal hypotheses.
  - o predict possible outcomes.
  - o offer approaches to problems.
  - o compare various perspectives on selected historical events and characters.
  - o use monitoring techniques to check on comprehension.
  - o apply decision-making and problem solving techniques.
  - o evaluate historical decisions and actions for effectiveness.
  - o evaluate the impact of political, social, and economic changes on art, music, and literature.
- **Writing Skills – Students will be able to:**
    - o write for a particular purpose.
    - o write to a specific audience.
    - o select from and use a variety of forms of expression.
    - o organize ideas.
    - o support ideas.
    - o use standard written English.
    - o exhibit technical correctness.
    - o write creatively using a historical context.
    - o use primary source materials to support a thesis (DBQ essay).
    - o write a change/continuity over time essay
    - o write a comparison essay
- **Computer Skills – Students will be able to:**
    - o use library computer system when conducting research.
    - o apply computer technology as an aid to thought composition.
    - o apply computer technology to the sorting and organizing of information.
    - o use technology to solve problems and make decisions.
    - o create a computer-generated presentation.
    - o use a database where appropriate software is available.
    - o search the Internet and CD Rom material to conduct research and gather data.
    - o use word processing software to write assignments.
    - o distinguish between reliable and unreliable Internet sites.
- **Map Skills – Students will be able to:**
    - o place on a blank map of the world all of the major nation states and empires for each unit of study.
    - o locate on a blank map of the world the major bodies of water.

- o locate on a blank map of the world all the major islands and correctly identify the related nation.
  - o locate and spell correctly the world's major rivers, mountain ranges, and peninsulas.
  - o compare various maps and draw inferences.
  - o use maps and the globe to explain the geographic setting of historical and current events.
- **Picture, Chart, Graph, and Table Interpretation Skills – Students will be able to:**
    - o interpret pictures by applying related information and use the material as the basis for drawing conclusions
    - o recognize cartoons as materials expressing a point of view and interpret the view expressed
    - o note and interpret common symbols used in cartoons.
    - o in the use of graphs, charts, and tables compare sizes and quantities to show change, interpret the relationship shown, and draw inferences based upon the data.
    - o construct simple graphs, charts, tables, and other pictorial materials (including cartoons).
    - o relate information derived from pictures, charts, graphs, and tables to that gained from other sources
- **Understanding Time and Chronology Skills - Students will be able to:**
    - o identify what constitutes differences between and duration of various historical periods - (Antiquity, Medieval, Renaissance, etc.).
    - o understand and construct time lines, including timelines made using computer technology.
    - o place major events of world history in the correct chronological sequence.
- **Social Participation Skills – Students will be able to:**
    - o discuss current issues of the teacher's selection in an informed manner.
    - o generate points of view regarding the issues discussed that are consistent with democratic principles.
    - o listen to other viewpoints with an open mind and express own viewpoints with sensitivity to others.
    - o recognize, describe and offer constructive criticism, and respond positively to constructive criticism offered by others
    - o lead discussions on selected topics in a seminar setting.

## Media Literacy Skills

### Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21<sup>st</sup> century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Ascertain credible and questionable sources of information about historical and contemporary events
- Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how the government and the media can influence public opinion.
- Examine ways how can citizens and groups participate effectively in the democratic process
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

## Textbooks, Materials and Resources

### ❑ Main Textbook:

- ❑ Bulliet, Richard, Daniel, R. Headrick, David Northrup, Lyman L. Johnson, and Pamela Kyle Crossley. *The Earth and its Peoples: A Global History, 2nd Edition*. Boston: Houghton Mifflin, 2001.
- ❑ **Primary Source Reader:** Andrea, Alfred j., and James H. Overfield. *The Human Record: Sources in Global History, 4th Edition*. Vols 1 & 2. Boston: Houghton Mifflin, 2001.
- ❑ **Supplemental Textbook:** Stearns, Peter N. *World Civilizations: The Global Experience. 5<sup>th</sup> Edition*. New York: Pearson Education, Inc, 2007.

### ❑ Supplemental Material:

A variety of primary and secondary source packets relevant to topics at hand prepared and photocopied by the instructor are utilized throughout the course include selections from:

- ❑ Bentley, Jerry H. *Old World Encounters*
- ❑ Bentley, Jerry H., *Traditions & Encounters: A Global Perspective on the Past*
- ❑ Curtin, Philip D. *Cross Cultural Trade in World History*
- ❑ Diamond, Jarrod. *Guns, Germs and Steel: The Fates of Human Societies*
- ❑ Diamond, Jarrod. *Collapase*
- ❑ Duiker/Spielvogel, *The Essential World History*
- ❑ Fukuyama, Francis *The Origins of Political Order*
- ❑ Goldstone, J. *Why Europe? The Rise of the West in World History*
- ❑ Pacey, Arnold *Technology in World Civilization*

- ❑ Pomeranz, Kenneth, *The World That Trade Created*
- ❑ Reilly, Kevin *Readings in World Civilizations: Volume I & II*
- ❑ Sherman, Dennis, *World Civilizations: Sources, Images, and Interpretations – Volume I & II*
- ❑ Standage, Tom *History of the World in Six Glasses*
- ❑ Stearns, Peter N., *Documents in World History: Volumes I & II*
- ❑ Stearns, Peter N. *World History In Brief*
- ❑ Tignor, Robert, *Worlds Together, Worlds Apart*
- ❑ Weatherford, Jack, *Genghis Khan & the Making of the Modern World*
- ❑ Willis, Jr. John E., *1688: A Global History*

### ❑ Reference and Additional Resources:

- ❑ A school library, staffed by certified librarians, is available to students throughout the school day as well as before and after school.
- ❑ A District Portal is also available for teachers to create online communities for their classes and act as an extension of the classroom in a ‘virtual’ sense. Students use the Portal’s Wiki function to get information from the instructor, conduct online discussions, create and post collaborative multi-media projects, download documents, handouts, readings, digital recordings and digital videos. Selected Internet websites are also compiled by the teacher and made of use by the students for further research from the Portal.

### ❑ Audio-Visual:

The following list includes DVD & VHS materials available for classroom use. More audio-visual references will be added when available. Digital videos shown via LCD projector or Smart Board from teacher’s computer are shown in class or can be posted on the Portal. Video clips found on relevant websites, like Bridging World History - <http://www.learner.org/courses/worldhistory/>), also encompass the audio-visual material students have access to.

- ❑ *Empires* (PBS): The Greeks, The Roman Empire, Japan, Islam, Martin Luther
- ❑ *Western Man and The Modern World: Towns, Trade, and Fairs*
- ❑ *Timeline Series: The Black Death & The Crusades*
- ❑ *Vikings: PBS Series*
- ❑ *World War I Series (20 min each): Summer of Sarajevo, The Trenches, Wilson and Peace, Allied Intervention in Russia*
- ❑ *Between The Wars Series (20 min each): Versailles: The Lost Peace, Return to Isolation, First Salt Talks, The Great Depression and Foreign Affairs, FDR and Hitler: Their Rise to Power, Conflict of Cultures: Japan and the U.S.*
- ❑ *The Century* (ABC Network video series)
- ❑ *CNN Millennium Series* (Vol. 1-5)