

CURRICULUM
FOR
ADVANCED
PLACEMENT
WORLD HISTORY:
MODERN
GRADE 12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

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Subject/Course Title:
AP World History
Grade 12

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RAHWAY PUBLIC SCHOOLS CURRICULUM

AP World History Grade 12

PACING GUIDE

Unit	Title	Pacing
1	The Global Tapestry: c.1200 to c.1450	2 weeks
2	Networks of Exchange c.1200 to c.1450	2 weeks
3	Land Based Empires c.1450 to c.1750	2 weeks
4	Transoceanic Interconnections c.1450 to c.1750	6 weeks
5	Revolutions c.1750 to c.1900	6 weeks
6	Consequences of Industrialization c.1750 to c.1900	3 weeks
7	Global Conflict c.1900 to Present	3 weeks
8	Cold War and Decolonization c.1900 to Present	4 weeks
9	Globalization c.1900 to Present	3 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating.

- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking

	<ul style="list-style-type: none">● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read question to student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT 1 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 1 The Global Tapestry: c.1200 to c.1450

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: The Global Tapestry will examine global cultural, political, and economic developments from c. 1200 CE to c. 1450 CE. The class will focus on the growth and development of Islam, the West African kingdoms and the Trans-Saharan caravan trade, and the political stabilization of post-Carolingian Europe, as well as the Ottoman conquest of the Byzantine capital of Constantinople.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

- 1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and

information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand ...

- How to explain the systems of government employed by Chinese dynasties and how they developed over time.
- How to explain the effects of Chinese cultural traditions on East Asia over time.
- How systems of belief and their practices affected society in the period from c. 1200 to c. 1450.
- The causes and effects of the rise of Islamic states over time.
- The effects of intellectual innovation in Dar al-Islam.
- How the various belief systems and practices of South and Southeast Asia affected society over time.
- How and why states in the Americas developed and changed over time.
- How and why states in Africa developed and changed over time.
- How the beliefs and practices of the predominant religions in Europe affected European society.
- The causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.
- The effects of agriculture on social organization in Europe from c. 1200 to c. 1450.

Unit Essential Questions:

- In what ways did Muslim states and empires encourage both intellectual innovation and transfers of technology across their trade networks?
- How and why did the emergence of Hindu and Buddhist states in South Asia and Southeast Asia demonstrate continuity, innovation, and reactions to the diversity of the societies they governed?

- In what ways did Hinduism, Islam, and Buddhism continue to shape the societies of South Asia and Southeast Asia?
- How and why did different systems of governance develop in various Mesoamerican societies as a method of responding to the issues that faced the region at the time?
- In what ways did the formation of African states demonstrate continuity and innovation as they expanded their regions of control over time?
- In what ways did the beliefs and practices of Christianity, Judaism, and Islam affect and shape European society over time?
- How and why did Europe become politically fragmented? What were the effects of decentralization on the social systems that developed in the region?
- In what ways did agriculture impact the various social systems in Europe between c. 1200 to c. 1450?

Knowledge and Skills:

Students will know...

- The following features of Chinese dynasties (Song Dynasty): use of Confucianism; Imperial bureaucracies; the Mandate of Heaven.
- How Chinese cultural traditions influenced areas nearby: Heian Japan; spread of Buddhism; split of Buddhism (Theravada, Mahayana & Tibetan).
- The innovation that China used to increase its economy (dependence on peasants & artisans; increased production of textiles & porcelains; the Grand Canal; champa rice; steel and iron production.
- How 3 main religions (Christianity, Islam and Judaism) shaped African & Asian areas (Southwest Asia mostly).
- Analyze the causes and effects of the rise of Islamic states.
- The causes and effects of the rise of Islamic states (empires).
- How and why states (empires: Inca, Mexica, Cahokia) in the Americas expanded in scope & reach.
- How and why states (empires: Mali, Ethiopia) in Africa expanded in scope & reach.
- The causes and consequences of political decentralization in Europe (regional monarchs, feudalism, manorial system) & the effects of agriculture on social organization in Europe because of the use of coerced and free laborers including serfs.

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading/vocabulary quizzes
- Primary/Secondary source Analysis Quizzes
- DBQs
- AP Exam Style Short Answer Questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Assign a short excerpt of Bernal Diaz del Castillo's description of Tenochtitlan. As students read, ask them to highlight evidence that supports the author's claim that Tenochtitlan was a large, well-organized metropolis.
- Think-Pair-Share and Debriefing In pairs, assign students two of the regions addressed in this unit. Ask them to individually complete a Venn diagram comparing how the governments of each region developed and maintained power. Have students share their diagrams with their partner and work together to write a claim about similarities in the process of state formation. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.
- Document Analysis drills; Students will be given sample documents that can appear on the AP exam and asked to analyze the documents for bias, intended audience, purpose, subject, tone. They can be asked to look for one or more in a timed session. Answers will be shared in the class.
- Using the textbook and primary/secondary documents, identify and explain the differences between two or more religions discussed in this unit by creating a chart on those religion's belief systems; take into account social and economic contexts as well as gendered experiences in the assigned primary sources.
- Practice DBQ questions (see AP Modern World History Google Drive Resource Folder)

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbooks

UNIT 2 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 2 Networks of Exchange c.1200 to c.1450

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: The Networks of Exchange unit will focus on the trade networks that developed and connected during the era from 1200 CE to 1450 CE. The class will focus largely on the Mongols, the Italian Renaissance, Indian Ocean trade, and the Black Plague and its effects on Eurasian politics and economics.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

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Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

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RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation

best accords with textual evidence, acknowledging where the text leaves matters uncertain.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Explain the causes and effects of growth of networks of exchange after 1200.
- Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.
- The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.
- Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.
- Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.
- The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.
- In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.

- Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.
- The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks
- Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations along the long distance trade networks of Africa and Asia.
- There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.
- Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.
- The voyages of explorers such as Dias and Columbus interconnected the Eastern and Western Hemispheres, transformed trade and had a significant social impact on the world.

Unit Essential Questions:

- In what ways did societies develop and innovate within their economic systems to respond to the growth of networks of exchange across Afro-Eurasia?
- In what ways did the expansion of the Mongol khanates impact the political governance from East & Central Asia to the Middle East?
- In what ways did the expansion of the Mongols across Asia influence the transfer of both technology and cultures?
- In what ways did the expansion of empires, including the Mongols, influence trade as both existing and new groups of people became part of wider trade networks?
- In what ways did the wants and needs of the societies across the trade region have an effect on the growth of Indian Ocean network of exchange?
- In what ways did interregional contacts between the various states in the wider Indian Ocean trade network have on the various cultures across the region?
- In what ways did knowledge of the environment aid in the expansion and intensification of the networks of exchange between 1200 - 1450 CE?
- In what ways did the growth of the Mali empire in West Africa impact Afro-Eurasia trade and communication as the expansion of the Trans-Saharan trade route connected more societies?
- What technological factors led to the growth of the Trans-Saharan trade routes and in what ways did those technologies encourage the expansion of both the volume and geographic reach of trade?
- In what ways did interactions between societies result in the spread of knowledge and cultures across Afro-Eurasia between 1200 & 1450?
- In what ways did the diffusion of agriculture and biological pathogens impact the societies that interacted along the Afro-Eurasian trade routes?

Knowledge and Skills:

Students will know...

- The impact of Chinese maritime activity led by Ming Admiral Zheng He.
- In the Indian Ocean trade network, the expansion and intensification of long distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.

- How networks of exchange increased the luxury good trade and gave way to the innovation of paper money, banking, credit and also caused different regions to expand luxury good creation (China, India and Persia).
- How the collapse of empires led to their replacement by new empires such as the Mongols.
- That increased conflicts and exchanges led to increased cultural diffusion.
- The Indian Ocean trade network created new trading cities and states along the East coast of Africa.
- Technological advancements in shipbuilding and navigation were a direct result of the increased trade of luxury goods.
- How cultural interactions diffused cultural (spread of Buddhism, spread of Islam) and technological innovations (gunpowder and paper from China) as well as disease (Bubonic Plague); discuss the travels of Marco Polo and Ibn Battuta.

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading quizzes
- Primary/Secondary source Analysis Quizzes
- DBQ
- AP Exam Style Short Answer Questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Create a graphic organizer using their textbooks and notes to create a flow chart that identifies and describes the political, economic, and cultural changes that occurred in Eurasia as a result of the Mongol Empire.
- Practice DBQ questions (see AP Modern World History Google Drive Resource Folder)
- Understanding claims and evidence: Explain to students that context is like the set for a play; it does not tell the story, but it does make the story easier to understand. Provide students with the following claim and list of developments. The developments could serve as either evidence or context related to the given claim. Claim: Improved commercial practices and technology led to

an increased volume of trade on the Silk Road. List of Evidence: Caravanserai, Song Dynasty, credit, money, porcelain, Islam, Abbasid Caliphate, textiles Ask students to discuss which of the five items in the list best serve as evidence to support the given claim and which three items provide helpful context for understanding the claim.

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbooks

UNIT 3 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 3 Land Based Empires c.1450 to c.1750

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: This unit, Land-Based Empires, will compare the great centralized mega-states of Eurasia, including the Muslim “gunpowder empires” and the Chinese Ming and Qing dynasties.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

- 1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

Unit Understandings:

Students will understand that...

- Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their empire's populations and resources.
- To legitimize their power, rulers used religious ideas, art, and monumental architecture.
- The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.
- Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.

- Sikhism developed in South Asia
- The voyages of explorers such as Dias and Columbus interconnected the Eastern and Western Hemispheres, transformed trade and had a significant social impact on the world.
- Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

Unit Essential Questions:

- How, why, and where did land based empires develop and expand between 1450 and 1750?
- What methods did different rulers use to legitimize and consolidate their power over their land-based empires between 1450 to 1750?
- In what ways did religious beliefs continue and change over time within Europe, the Middle East, and South Asia between 1450 to 1750?
- Compare political and cultural developments and maritime expansion in 15th century China and Europe.
- Compare European expansion into the Indian Ocean with the traditional roles of the Chinese, Indian and Muslim merchants there over the centuries.
- What was the global impact of the Columbian Exchange?
- Analyze the global silver trade and its role in the global economy.
- Why was the Mediterranean Ocean less important as a trade zone during this time period?
- Analyze the development of the Atlantic Slave Trade And its role in the creation of a unified Atlantic network of exchanges.
- What are some of the major continuities between this time period (Unit 3) and the previous time period (Unit 2)? What would account for the continuities?
- To what extent did technological and cultural developments within human societies result in the “globalizing” of communication and exchange networks between 1450 and 1750.

Knowledge and Skills:

Students will know...

- The methods used by empires for expansion (gunpowder & cannons).
- The methods of expansion used by these land-based empires: Ming; Manchu; Mughal, Ottoman, Russian.
- How rulers maintained & centralized control through bureaucratic elites and military professionals (Ottoman Devshirme; Chinese Eunuchs; etc.).
- How rulers used religion, art, and monumental architecture to legitimize their rule (Mandate of Heaven; Twelver Shiism; European notion of divine right; Taj Mahal; St. Basil’s Cathedral; Forbidden City).
- That splits in several religions (Protestant & Catholic Reformation) contributed to the growth of Christianity.
- The reasons behind the development of Sikhism.

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading quizzes
- Primary/Secondary source Analysis Quizzes
- DBQ
- AP Exam Style Short Answer Questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Have students review their notes from the unit. Then ask them to compare the methods by which various empires increased their influence from 1450 to 1750—with a claim statement followed by a paragraph that explains how at least three pieces of specific evidence support their argument. They can use their notes on thesis writing to help with their claim.
- Provide students with the description of the Battle of Panipat in the Baburnama (a primary source on the Mughal conquest of India). Then have them write a paragraph responding to the following prompt: Explain the technological factors that contributed to the growth of the Mughal Empire. ([Unit 3 Resources](#))
- Practice DBQ questions (see AP Modern World History Google Drive Resource Folder)
- Analyze the positive and negative effects of the Columbian Exchange on various populations of the Eastern and Western hemispheres

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbooks

UNIT 4 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 4 Transoceanic Interconnections c.1450 to c.1750

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: Transoceanic Interconnections, looking at the “Age of Exploration” and the development of European overseas empires, c. 1450 CE to c. 1750 CE. This is going to be a thorough examination of the ways in which overseas trade led to the creation of European commercial empires, and what technologies and political innovations made these commercial empires so wildly successful (to the point where they essentially conquered the world and gave us the global commercial culture we live in today). This unit will spend a lot of time looking at Iberian (Spanish/Portuguese) explorations and conquests, the Columbian Exchange, and the Atlantic slave trade, including its impact on the political and economic fortunes of Africa. This unit also includes an overview of the Protestant Reformation.

Approximate Length of Unit: 6 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of Content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Culture diffusion between Europe and the Islamic and Asian worlds led to technological developments and innovation such as the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.
- Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.
- Spain followed Portugal and sponsored Columbus' voyages. Other European nations including England, France and the Netherlands followed their lead and began to search for alternative routes to Asia.
- European colonization of the Americas led to many exchanges between The Americas, Europe and Asia. Some of these exchanges included the spread of various diseases that were endemic in the Eastern hemisphere and substantially reduced the indigenous populations, with catastrophic effects in many areas.
- The Columbian exchange led to American foods becoming staple crops in various parts of Europe, Asia, and Africa. In the Americas, cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.
- Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan mit'a, and introduced new labor systems including chattel slavery, indentured servitude, and encomienda and hacienda systems.
- Enslavement in Africa continued in its traditional forms, including incorporation of enslaved persons into households and the export of enslaved persons to the Mediterranean and the Indian Ocean regions. (AAH)

- The growth of the plantation economy increased the demand for enslaved labor in the Americas, leading to significant demographic, social, and cultural changes in both the Americas and Western Africa. (AAH)
- Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade. This competition often led to conflicts between nations.
- The Atlantic trading system involved the movement of goods, wealth, and labor, including enslaved persons.
- A result of the slave trade was notable gender and family restructuring in the colonies and West Africa. This included major demographic changes in Africa that resulted from the trade of enslaved persons. (AAH)
- The Atlantic trading system involved the movement of labor—including enslaved persons and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis. (AAH)
- The interactions between Europe, Asia and the Americas spread existing religions and in some cases developed syncretic belief systems and practices such as Voodoo in the Caribbean region.
- State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.
- Enslaved persons challenged existing authorities in the Americas through organized resistance. The only successful resistance was the Haitian Revolution.
- Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy.

Unit Essential Questions:

- In what ways did cross-cultural interactions result in the diffusion of technology and how the technology influences trade?
- In what ways did political states play a role in the expansion of maritime trade and what were their motivations?
- What were the economic causes that drove the maritime exploration of the European nations and in what ways were these nations affected?
- What led to the Columbian Exchange and in what ways did it affect both the Eastern and Western hemispheres?
- In what ways did the expansion of maritime empires create global trade systems that increased political influence of various states?
- In what ways did the expansion of the trade networks create changes and continuities in both economic and labor systems around the globe from 1450 to 1750?
- In what ways did slavery labor systems change and stay the same as trade networks expanded between 1450 and 1750?
- In what ways did rulers use economic strategies to both maintain and consolidate their power between 1450 and 1740?
- In what economic ways did the trade networks change and stay the same between 1450 to 1750?
- Between 1450 and 1750, how did the expansion of maritime empires politically, economically, and culturally affect societies impacted by that expansion?
- In what ways did the expansion of maritime empires cause similarities and differences in religious beliefs between the Old World and New World between 1450 to 1750?

- In what ways did both internal and external resistance to state power arise from social, political, and economic challenges at the local levels between 1450 to 1750?
- Between 1450 and 1750, in what ways did social hierarchies change or stay the same as a result of the expansion of trade networks?

Knowledge and Skills:

Students will know...

- That regional technological advances increased transoceanic trade and also allowed the technology to spread to other regions (lanteen sail, compass, astrolabe, Caravel, knowledge of wind patterns).
- The impact of European exploration of trade routes around Africa and the Americas.
- The long and short term effects of the Columbian Exchange.
- How and why Europeans established trading posts in Africa & Asia.
- Why Ming China & Tokugawa Japan used restrictive or isolationist trade policies.
- The motives that led the Portuguese, Spanish, Dutch, French, and British to establish new maritime empires (political, religious, and economic).
- Explain continued slavery traditions in Africa such as the use of household slaves and slave trade in the Mediterranean and Indian Ocean regions.
- How the growth of the plantation economy increased demand for slaves and caused demographic, social and cultural changes.
- How Europeans used Joint-Stock Companies and mercantilism to expand and control their economies I.
- How to describe economic conflicts & rivalries such as Muslims & Europeans Indian Ocean
- The interaction of goods, wealth, and labor (including slaves) from the Atlantic trading system.
- How to analyze the Atlantic trading system in regard to the following: Labor (slaves included); Mixing of African, American & European cultures.
- How the increase of interactions between the hemispheres expanded the reach of existing religions, led to religious conflicts, and created syncretic belief systems & practices.
- That resistance movements grew in response to state expansion and centralization such as Metacom's war as well as slave resistance movements in the Americas such as Maroon societies.
- States such as the Mughal and Ottoman empires accommodate their diverse religious and ethnic subjects in order to exploit potential economic, political and military contributions.
- That some states suppressed diversity such as the expulsion of Jews from Spain & Portugal.
- I can explain conquest and global economic opportunities from new elite groups (Qing, castas).
- Understand that existing elites (European nobility) were challenged by the increasing power of monarchs.

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading quizzes
- Primary/Secondary source Analysis Quizzes
- DBQ
- AP Exam Style Short Answer Questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Ask students to brainstorm a list of everything they remember about technological developments in Asia from previous units and what they recently learned about European exploration. Assign students a partner. With their partner, have them create a concept web that maps the causal connections between the two developments.
- Practice DBQ questions (see AP Modern World History Google Drive Resource Folder).
- Have students pair up and ask them to discuss the following prompt and decide which historical reasoning process is best for organizing a response: Develop an argument that explains how economic developments led to changes in social structures in the period 1450–1750. Ask the students to decide which historical reasoning process is best for organizing a response. Then, ask each student to write a thesis that uses this reasoning process. Have students exchange papers with their partner and discuss the strengths and areas for improvement in each thesis. Have students continue this process of peer revision for each paragraph of the essay (Self/Peer Revision).

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbooks

UNIT 5 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 5 Revolutions c.1750 to c.1900

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: Revolutions, exploring the ideas, circumstances, and sentiments that led to a series of dramatic political and economic changes in the Atlantic world, from 1750 to 1900. Topics in this unit will include the Enlightenment, the American and French Revolutions, nationalism, and industrialization.

Approximate Length of Unit: 6 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

- 1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

.NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and

information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.
- The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments
- Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.
- Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies.
- The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.
- Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th-century liberalism.
- Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The American Revolution, and its successful establishment of a republic, the United States of America, was a model and inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, and the Latin American independence movements facilitated the emergence of independent states in the Americas.

- The ideas of Enlightenment philosophers, as reflected in revolutionary documents— including the American Declaration of Independence during the American Revolution, the French “Declaration of the Rights of Man and of the Citizen” during the French Revolution, and Bolívar’s “Letter from Jamaica” on the eve of the Latin American revolutions— influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.
- Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.
- A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution (proximity to waterways; access to rivers and canals, Geographical distribution of coal, iron, and timber, Urbanization, Improved agricultural productivity, Legal protection of private property, Access to foreign resources and Accumulation of capital).
- The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.
- The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions’ share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions’ share in global manufacturing declined.
- The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.
- Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.
- The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.
- 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.
- 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.
- While women and often children in working class families typically held wage-earning jobs to supplement their families’ income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.

Unit Essential Questions:

- In what ways was the Enlightenment a result of a series of events and ideas that led to a redefinition of political, economic, and social systems in the Early Modern World?
- In what ways did the Enlightenment help to reinforce and /or redefine the social structures of societies?
- In what ways were the causes and the effects of revolutions between 1750 and 1900 similar and different?
- In what ways did the Industrial Revolution impact both humans and the environment between 1750 - 1900?
- In what ways did the methods of production change over time and what areas are best known for using technology effectively?

- In what ways did humans use existing and discovery of new resources to shape transportation, communication, and energy to bring economic and societal change over time after 1750?
- In what ways did the Industrial Revolution cause economic strategies of states other than the U.S. and Great Britain to change and what were the effects between 1750 to 1900?
- In what ways did the shift from mercantilism to capitalism affect the economic systems located around the world between 1750 - 1900?
- In what ways did societies change (reform) politically, economically, and socially as a result of the pressures of industrialization on people and urbanization population shifts?
- In what ways did changes occur in existing social structures and standards of living in both industrialized regions and places used for the acquisition of resources for industry?

Knowledge and Skills:

Students will know...

- The impact of Enlightenment thought in regard to preceding revolutions & rebellions.
- The role of nationalism in shaping the development of states and empires.
- The reform movements inspired by Enlightenment thought such as suffragism and the abolition of slavery and end of serfdom.
- How demands such as women's suffrage (Seneca Falls) challenged political and gender hierarchies.
- How to analyze the intense period of revolution and rebellion against existing governments that led to new nation-states.
- How discontent with imperial rule led to new governmental systems and ideologies.
- How the American Revolution, inspired by democratic ideals, led to other revolutions (Haitian Revolution, Latin American independence movements).
- The connection between Enlightenment ideas and revolutionary documents ("Declaration of the Rights of Man and of the Citizen"; "Letter from Jamaica").
- The social and economic impact and changes that resulted from the Industrial Revolution.
- How the industrial revolutions benefitted some regions, and hurt other regions in the world.
- Adam Smith's free trade theories.
- How industrialization led to the increase to standards of living due to the increased availability and affordability of consumer goods.
- The development of new social classes that include the middle and industrial working class.
- The different roles of women based on social class.

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading quizzes
- Primary/Secondary source Analysis Quizzes
- DBQ
- AP Exam Style Short Answer Questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Place students into groups of five. Assign each student a technology from this topic and provide them a reading about it. Present students with this scenario: Imagine you are on the writing staff of Scientific American magazine. Your team is going to write an article entitled “Five Technologies that Changed the World.” The steam engine, railroad, internal combustion engine, steamship, and telegraph will be the featured technologies; your job is to decide how to rank them. After reading about your assigned technology, engage in a debate with your group about each technology’s relative importance. As a group, rank them from most important to least and write a few paragraphs justifying your decision.
- Practice DBQ questions (see AP Modern World History Google Drive Resource Folder).
- Practice SAQ (Short Answer) questions (see AP Modern World History Google Drive Resource Folder).
- Socratic Seminar: Assign students excerpts from the Declaration of Independence, the “Declaration of the Rights of Man and of the Citizen,” and the “Letter from Jamaica.” Place students in groups of about eight and have them discuss the following questions: How does historical context help us understand these documents?, How are the authors’ arguments similar? Why?, How are the authors’ arguments different? Why?, To what extent do you think these documents affected the course of human history?
- DBQ [1st Wave of Feminism DBQ](#)

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbook

UNIT 6 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 6 Consequences of Industrialization c.1750 to c.1900

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: Consequences of Industrialization, in which we focus on the geo-political, economic, and social fallout of the Age of Industry, 1750 to 1900. Topics will include “new imperialism,” indigenous resistance movements, and the formal end of Atlantic slavery in all of the industrialized nations.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.

6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

- 1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and

information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Nations used a variety of reasons to justify imperialism.
- Many European states used both warfare and diplomacy to expand their empires in Africa. (AAH)
- The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.
- Advances in technology influenced patterns of migration.
- Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.
- The new global capitalist economy continued to rely on coerced and semi coerced labor migration, including enslavement Chinese and Indian indentured servitude, and convict labor.
- Changes resulting from migration of workers often resulted in women taking on roles once filled by men.

Unit Essential Questions:

- What ideologies did European countries use to justify their imperialist policies within their own countries and in the conquered regions?
- In what ways did imperial powers consolidate power and expand conquered territory around the globe between 1750 to 1900?
- In what ways did indigenous peoples resist European imperial conquests between 1750 and 1900?
- In what ways did the development of an imperialistic global economy impact agriculture and the environment in order to extract or grow raw materials for crops and resources for manufacturing?
- In what ways did the imperialist countries manipulate the trade systems to gain distinct economic advantages over the non-Western regions of the world?
- In what ways did the growth of an industrialized economy influence migration patterns to ensure that enough workers were present in places that needed them?
- In what ways did the growth of an industrialized economy influence the use of various labor systems to ensure that enough workers were present in places that needed them?
- In what ways were migrants and their families impacted and how did these migrants cope with the economic systems around the globe during the time period between 1750 to 1900?

Knowledge and Skills:

Students will know...

- That 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.
- European states used both warfare and diplomacy to expand their African empires such as British in West Africa, Belgium in the Congo and the French in West Africa.
- Reactions to state expansion and industrialization were not always positive. Examples include: Tupac Amaru II rebellion in Peru, Samory Toure's battles in West Africa, Zulu Kingdom, 1857 rebellion in India, Ghost Dance in US and the Xhosa Cattle-Killing Movement in S. Africa.
- The need for raw materials for factories and increased food supplies for growing urban populations led to the commercial extraction of natural resources and mass production of food and industrial crops.
- The new global capitalist economy continued to rely on coerced and semi coerced labor including Slavery, Chinese & Indian indentured servitude and Convict labor. (AAH)
- Many individuals chose to relocate to look for work in the new global economy.
- Why migrants tended to be male and women stayed and took on new roles in the home society.
- Migrants transplanted their culture into new environments through ethnic enclaves.

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading quizzes
- Primary/Secondary source Analysis Quizzes
- DBQ
- AP Exam Style Short Answer Questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- After studying the social and economic impact of the Industrial Revolutions, ask students to write a few paragraphs responding to the following question: How do economic, environmental, and technological factors converge to cause migration? Ask students to peer review a classmate's work to ensure that they have accurately connected the economy, environment, technology, and migration. Have students discuss possible revisions to improve their work.
- Practice DBQ questions (see AP Modern World History Google Drive Resource Folder).
- Practice SAQ (Short Answer) questions (see AP Modern World History Google Drive Resource Folder).
- Divide the class into groups of eight. Provide each group member with the documents from the 2009 AP Exam document-based question on imperialism in Africa. Model how to explain the historical significance of purpose for document 1. Assign each student one of the remaining documents. Ask students to read their document and write a paragraph explaining the relative historical significance of the source's point of view, purpose, historical situation, or audience. Then have them take turns leading a group discussion about the significance of their document's point of view, purpose, situation, or audience. [2009 APWH FRQ](#).

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbook

UNIT 7 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 7 Global Conflict c.1900 to Present

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: Unit 7: Global Conflict, which examines the causes and consequences of decades of modern, industrialized warfare. In this unit, we'll discuss how imperialism and industrialism led almost inevitably to World War I, and how the treaty that ended WWI helped to create the conditions for World War II. This is a big messy period of economic crisis, political extremism, warfare on a previously unknown scale, and genocide, from roughly 1900 to the present day.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."

6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written

response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.
- The causes of World War I included years of national imperialism and industrialization coupled with a flawed alliance system and growing strong sense of nationalism.
- The technologies used in WWI and WWII had a long lasting impact on warfare and global relations.
- The Great Depression had a global impact and caused many nations to implement plans to try and counteract the effects.
- The causes of WWII stemmed from the broken peace settlement of WWI and the impact of economic issues in Europe which helped give rise to aggressive fascist rulers.

- New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of “total war” led to increased levels of wartime casualties.
- The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews and others in the Holocaust during World War II as well as other atrocities. (HG)

Unit Essential Questions:

- What internal and external factors led to the collapse of old empires and the rise of new political states after 1900?
- What political forces were at work that contributed to the climate that led to the start of World War I?
- In what ways did the various combatants in World War I use Total War strategies as a way to conduct warfare at home and on the battlefield?
- In what ways did political states respond to the economic challenges that occurred in their countries after World War I?
- In what ways did territorial possessions by imperialist states continue from before 1900 and in what ways did those territorial possessions change after 1900?
- What factors led to the start of World War II and what were the results of the war on both the Axis and Allied powers in Europe, Africa, & Asia?
- In World War II, what were the similarities and differences in the methods used by combatants at home and on the battlefields in order to gain an advantage over their enemies?
- What factors led to certain states implementing policies that led to mass atrocities and what were the results of the genocides that occurred after 1900?

Knowledge and Skills:

Students will know...

- How to analyze the internal and external factors that led to the collapse of older, land-based empires such as the Qing, Ottoman and Russia.
- The causes leading to WWI and how the technology used in the war changed warfare.
- The global impact of the Great Depression.
- The causes of WWII (including WWI peace settlement, global economic problems and the rise of fascist regimes.
- How the rise of extremist groups in power led to the attempted destruction of specific populations (Holocaust WWII & Armenians after WWI). (HG)
- How WWII led to rapid changes and advances in science and technology (communication, transportation, industry, etc.).

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading quizzes
- Primary/Secondary source Analysis Quizzes
- DBQ
- AP Exam Style Short Answer Questions
- AP Exam Style Long Essay style questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Ask students to read and annotate “The Century of Total War” section of “War and the Environment” by Richard P. Tucker ([War & The Environment](#)) before class. Facilitate a student discussion of the following questions: a) What is the author’s argument? b) What evidence does he use to support his argument? c) Is there additional evidence from before or during this time period that would support or refute the author’s argument? d) Do you agree with the author’s argument? Why or why not?
- Assign a short excerpt from Georges Clemenceau’s “Letter of Reply to the Objections of the German Peace Delegation” (May 1919). Ask students to review their notes from Topic 7.2 and respond to the following prompt in a paragraph: Based on what you learned about the causes of World War I, what are the weaknesses in Clemenceau’s argument?

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbook

UNIT 8 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 8 Cold War and Decolonization c.1900 to Present

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: Unit 8: Cold War and Decolonization, covers world history from 1900 to the present day (with most of the focus on the post-World War II era), focusing largely on the Cold War struggle between the Western Alliance and its Communist adversaries, as well as the decolonization movement and the death of European overseas empires.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). •

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Technology and economic gains allowed the creation of superpower nations after WWII shifted the global balance of power.
- The Cold War centered around the conflict between democracy and communism.
- 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.
- In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.
- 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 achieved independence through armed struggle.
- Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.
- The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel.

Unit Essential Questions:

- What were the major factors that helped to set the stage for the realignment in the balance of power between East and West after the end of World War II?
- What factors led to the sharp divides between the Western Democracies and the Eastern Communist states and how did these factors set in motion a larger series of events?

- What ways were used by the United States and the Soviet Union to solidify their alliances and play on the fears created by the possibility of conflict during the Cold War?
- In what ways did China's history drive the shift towards communism and what programs did the Chinese Communist Party (CCP) initiate to respond to the needs of the population?
- In what ways did the realignment of power into East and West affect the distribution of resources around the globe? What benefits and challenges arose as a result of this realignment?
- Where and in what ways did various peoples around the globe rally nationalist identities into independence movements after 1900?
- How and why did political forces cause shifts in boundaries of countries and provide a catalyst that encouraged certain migration patterns between colonized peoples and colonizers?
- In what ways did governments of newly founded states adopt similar economic programs from their previous colonial masters and in what ways did they change the economic programs in the development of their respective nations?
- What ways did various states or peoples use to resist existing colonial powers and, in the process, secure legitimacy for their ideological movements?
- What key factors contributed to the end of the Cold War and a redefining of the relationships between the West and the former Soviet Union/ Russia & China?

Knowledge and Skills:

Students will know...

- After WWII many countries attempted self government.
- That the United and States and Soviet Union became world superpowers and vastly different views on government and authority.
- The creation of new independent states such as Israel and India.
- How the following individuals and groups challenged the many wars of the century by promoting the practice of nonviolence to bring about political change (Mohandas Gandhi, Martin Luther King Jr. and Nelson Mandela).
- The events that led to the end of the Cold War.

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading quizzes
- Primary/Secondary source Analysis Quizzes
- DBQ
- AP Exam Style Short Answer Questions
- AP Exam Style Long Essay style questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Provide students with the following claim: The Cold War increased the influence of the United States in the world but ultimately weakened the influence of Russia. Lead a discussion about how to develop a complex argument that supports a claim like this as well as acknowledges and discusses evidence that contradicts it.
- Practice DBQ questions (see AP Modern World History Google Drive Resource Folder).
- Practice SAQ (Short Answer) questions (see AP Modern World History Google Drive Resource Folder).
- Practice LEQ (Long Essay) questions (see AP Modern World History Google Drive Resource Folder).
- Display Paul Plaschke's cartoon of the Yalta Conference (1945) ([Link to document](#)) Ask students to write a quick reply to the following prompt: Predict how this cartoon might provide context for understanding Unit 8. Ask a few students to share, and debrief by discussing how the events of World War II provide essential context for understanding the Cold War.

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbook

UNIT 9 OVERVIEW

Content Area: Social Studies

Unit Title: Unit 9 Globalization c.1900 to Present

Target Course/Grade Level: AP World History: Modern/ Grade 12

Unit Summary: Unit 9: Globalization, 1900 to the present day, in which we will look at the modern institutions of political stability and global commerce, technology and the environment, and disease, which respects no borders or time periods.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

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RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Changes in technology such as communication and transportation reduced the problem of geographic distance in the global economy.
- Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.

- Medical innovations such as vaccines, antibiotics increased the health of humans and more effective forms of birth control gave women greater control over fertility and transformed reproductive practices.
- The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.
- Increased human activity and manufacturing contributed to a myriad of environmental factors including deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water. This contributed to the debate about the nature and causes of climate change.
- Free Market economics became widely practiced, with much of the manufacturing being done in Latin America and Asia.
- 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.
- Consumer culture became globalized and transcended national borders as did the arts, entertainment, and popular culture.
- New international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.

Unit Essential Questions:

- In what ways did the development of new technologies shape the ways people lived and interacted in the world after 1900?
- In what ways did diseases play a role through geography, interaction between various peoples, and medical developments in the world after 1900?
- In what ways has human activity contributed to environmental changes after 1900 and what steps are being taken to correct situations to achieve sustainability?
- In what ways do the first half (c 1900- c 1950) and second half of the 20th century (c 1950 - the present) show continuities and changes over time in the global economic systems?
- In what ways did race, social status, gender roles, and environmental issues remain the same and in what ways did each change over time from 1900 to the present?
- In what ways did the forces of globalization provide both benefits and consequences that shaped various cultures around the world after 1900?
- In what ways have groups and individuals, who are not convinced that globalization is good, demonstrate their displeasure with cultural & economic pressures of a more interconnected world?
- In what ways did the nations of the world find opportunities to work together in attempts to deal with world issues?

Knowledge and Skills:

Students will know...

- How technology and innovation reduced economic geographic distances.
- That diseases associated with poverty persisted (malaria & cholera) while other diseases emerged as new epidemics (1918 Flu & Ebola).
- That some diseases occurred at higher incidence merely because of increased longevity (Heart disease & Alzheimer's).
- Changes and advances in medical treatment and technology led to an increase in human life span.
- How to connect post war globalization and the changes to climate that occurred.

- That rights-based discourses challenged old assumptions about race, class, gender and religion (Declaration of Human Rights, Negritude).
- How access to education and participation in new political & professional roles became more inclusive in terms of race, class, gender and religion (expansion of voting rights, end of Apartheid).
- That movements throughout the world protested the inequality of the environmental (Greenpeace) and economic (World Fair Trade Organization) consequences of global integration.

Students will be able to...

- analyze primary and secondary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

- End of unit Assessment
- Guided reading quizzes
- Primary/Secondary source Analysis Quizzes
- DBQ
- AP Exam Style Short Answer Questions
- AP Exam Style Long Essay style questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Display photographs from the 1918 influenza pandemic. Ask students to think about the technological, geopolitical, and environmental continuities and changes they studied in previous units. Have students create a list of continuities and changes that help us understand the developments depicted in the photo. Next, have students work with a partner to create a concept web that explains the connections between the 1918 influenza pandemic and at least two other major changes or continuities in the early part of the 20th century.
- Practice DBQ questions (see AP Modern World History Google Drive Resource Folder).
- Practice SAQ (Short Answer) questions (see AP Modern World History Google Drive Resource Folder).
- Practice LEQ (Long Essay) questions (see AP Modern World History Google Drive Resource Folder).
- Give students the “Pinochet’s Achievements” section of Margaret Thatcher’s speech on Pinochet at the Conservative Party Conference (1999). Ask students to fact-check Thatcher by conducting

research on each of the claims she makes about Pinochet in the document. Have students rate the accuracy of Thatcher's speech and write a brief report justifying their rating. (in google drive).

RESOURCES

Teacher Resources:

- Crash Course World History Videos ([Crash Course World History Playlist](#))
- Textbook: The Earth and Its People: A Global History 6th Edition
- Various Primary/Secondary Source Documents
- AP Modern World History Google Drive Resource Folder ([APMWH Resource Folder](#))

Equipment Needed:

- LCD Projector
- Screen
- Laptop
- Textbooks