

**Advanced Placement World History:
Proposed Course Curriculum**

School/District Profile

School Location & Environment:

Pocono Mountain School District is the largest, most diverse school district in northeast Pennsylvania. The district spans 305 square miles and serves a population of approximately 55,000 within seven municipalities and one borough in Monroe County including the Borough of Mount Pocono, and the Townships of Barrett, Coolbaugh, Jackson, Paradise, Pocono, Tobyhanna and Tunkhannock.

Townships that comprise the EAST side of the District are Jackson, Pocono, Paradise, Barrett and Mount Pocono Borough. The WEST side of the District is made up of Tobyhanna, Tunkhannock and Coolbaugh Townships. *PMSD website

Grades: 9-12

Type: Public

Total Enrollment: 1915 (WHS); 1575 (EHS) *2012-13 School Performance Profiles

Ethnic Diversity:

West High School (2012-13 School Performance Profile)

American Indian/Alaskan Native (not Hispanic)	0.26
Asian (not Hispanic)	2.45
Black or African American (not Hispanic)	31.75
Hispanic (any race)	27.31
Multi-Racial (not Hispanic)	0.00
White (not Hispanic)	38.12
Native Hawaiian or other Pacific Islander (not Hispanic)	0.10

East High School (2012-13 School Performance Profile)

American Indian/Alaskan Native (not Hispanic)	0.06
Asian (not Hispanic)	2.03
Black or African American (not Hispanic)	19.75
Hispanic (any race)	15.43
Multi-Racial (not Hispanic)	0.00
White (not Hispanic)	62.35
Native Hawaiian or other Pacific Islander (not Hispanic)	0.038

AP World History

Purpose

The purpose of AP World History is to engage the students in a rigorous academic curriculum that incorporates the themes and habits of the mind enumerated in the AP World History Curriculum. The course will cover materials ranging in era from 8000 BCE to present. Special emphasis will be placed on critical thinking skills as well as independent reading and writing assignments. They will learn to analyze primary and secondary resources from various sources throughout human history.

Methodology

This class emphasizes the development and subsequent use of four skills in historical thinking. Those skills: **historical argumentation, chronological reasoning or causation, comparison and conceptualization, and historical interpretation** will be used to explore the themes and key concepts presented in the curriculum.

The course will also explore five themes of human history in its six units. Those themes, as listed on the AP World History course description are:

1. Interaction Between Humans and the Environment (**ENV**)
2. Development and Interaction of Cultures (**CUL**)
3. State-Building, Expansion, and Conflict (**SB**)
4. Creation, Expansion, and Interaction of Economic Systems (**ECON**)
5. Development and Transformation of Social Structures. (**SOC**)

By incorporating the four skills and the five themes into the daily routine and structure of the classroom the students will better understand the concepts being taught and grow as students of history as any AP course is designed to do.

List of Curriculum Requirements for AP

CR1a: The course includes a college-level world history textbook.

CR1b: The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

CR1c: The course includes multiple secondary sources written by historians or scholars interpreting the past.

CR2: Each of the course historical periods receives explicit attention.

CR3: Students are provided opportunities to investigate key and supporting concepts through the in depth study and application of specific historical evidence or examples.

CR4: Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

CR5: The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. No more than 20 percent of course time is devoted to European history. — Geographic coverage

CR5a: The syllabus must show explicit coverage of Africa in more than one unit of the course.

CR5b: The syllabus must show explicit coverage of the Americas in more than one unit of the course.

CR5c: The syllabus must show explicit coverage of Asia in more than one unit of the course

CR5d: The syllabus must show explicit coverage of Oceania in more than one unit of the course.

CR5e: Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

CR6: Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context.

CR7: Students are provided opportunities to analyze and compare diverse historical interpretations

CR8: Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts.

CR9: Students are provided opportunities to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred.

CR10: Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

CR11: Students are provided opportunities to use insights from a different academic discipline or field of inquiry (such as archaeology, anthropology, art history, geography, political science, or linguistics) to better understand a given historical issue.

CR12: Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance.

CR13: Students are provided opportunities to identify and explain patterns of continuity and changeover time, relating these patterns to a larger historical process.

CR14: Students are provided opportunities to explain and analyze different models of periodization.

CR15: Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis.

CR16: Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way.

Objectives (19 Key Concepts of AP World History)

- Key Concept 1.1. Big Geography and the Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Trans-regional Networks of Communication and Exchange
- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences
- Key Concept 4.1. Globalizing Networks of Communication and Exchange
- Key Concept 4.2. New Forms of Social Organization and Modes of Production
- Key Concept 4.3. State Consolidation and Imperial Expansion
- Key Concept 5.1. Industrialization and Global Capitalism
- Key Concept 5.2. Imperialism and Nation-State Formation
- Key Concept 5.3. Nationalism, Revolution, and Reform
- Key Concept 5.4. Global Migration
- Key Concept 6.1 Science and the Environment
- Key Concept 6.2 Global Conflicts and Their Consequences
- Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

Resources

Primary Text:

Pollard, Elizabeth. *Worlds Together, Worlds Apart: A HISTORY OF THE WORLD: FROM THE BEGINNINGS OF HUMANKIND TO THE PRESENT*. WWNorton, New York 2014 [CR1a]

Supplemental Texts:

Pomeranz, Kenneth L. *Worlds Together, Worlds Apart: A Companion Reader (Vol. 1)* W. W. Norton & Company, New York (2010) [CR1b] [CR1c]

Pomeranz Kenneth L. *Worlds Together, Worlds Apart: A Companion Reader (Vol. 2)* W. W. Norton & Company, New York. (2010)[CR1b] [CR1c]

Gombrich, Ernest. *A Little History of The World*. Yale University Press, New Haven. (2005)

Teacher Resources: *Maps provided in the textbook*

Summer Reading:

Ishmael: An Adventure of the Mind and Spirit by Daniel Quinn, 1995

Course Overview ICR21 [CR5]

Unit	Duration	Topics Covered/Key Concepts	Readings
<p>Period 1: Technological and environmental transformations (8000 B.C.E.-600 B.C.E.)</p>	<p>2 weeks</p>	<ul style="list-style-type: none"> • 1.1 Big Geography and the Peopling of the Earth • 1.2 The Neolithic Revolution and Early Agricultural Societies • 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies 	<p>Pollard, Chapters 1-5 Pages 1-69 Companion reader selections Gorman, “Cooking up Bigger Brains” Pg 21 Grandin, “Dogs make us Human” pg 31 Competing Flood Narratives in the 2nd Millennium, pg 69 Shang Dynasty Oracle Bones, pg 96 Rig Veda pg. 107 Guanzi, “How to rule” pg. 129</p>
<p>Period 2: Organization and Reorganization of Human Societies (600 B.C.E.-600 C.E.)</p>	<p>6s weeks</p>	<ul style="list-style-type: none"> • 2.1 The Development and Codification of Religious and Cultural Traditions • 2.2 The Development of States and Empires • 2.3 Emergence of Trans-regional Networks of Communication and Exchange 	<p>Pollard, Chapters 6, 7, 8 Pages 69-96 Companion reader selections Confucius, Analects pg. 137 The Buddha, Sermons and teachings pg. 148 Keeping the records of the Military, Robert O. Fink, pg. 201 Gregory of Tours, On the Conversion of Clovis to Christianity pg. 216 Taming Frontier Dieties in China, pg 221</p>
<p>Period 3: Regional and Transregional Interactions (600 C.E.-1450)</p>	<p>5 weeks</p>	<ul style="list-style-type: none"> • 3.1 Expansion and Intensification of Communication and Exchange Networks • 3.2 Continuity and Innovation of State Forms and Their Interactions • 3.3 Increased Economic Productive Capacity and Its Consequences 	<p>Pollard, Chapters 9, 10, 11 Pages 96-137 Companion reader selections Quranic Comments on the Torah and the Gospels pg 230 Pact of Umar pg 236 Abû Ūthmân al-Jâhiz, “On the Zanj” (c. 860 ce) “On the Eunuch Zhang Chengye,” Ouyang Xiu pg. 246 Njal’s Saga, Kolskegg and Thrain: Icelanders on the move. Pg. 251 “The rise of Chiggas Khan,” pg 256 “The Pillgrimage of Mansa Musa,” Chihab Al-‘Umari pg. 277</p>

			<p>“Visit to Mombasa and Kilwa, Rhila,” Ibn Battuta pg. 304</p> <p>The Voyages of Zheng He pg. 307</p>
<p>Period 4: Global Interactions (1450-1750)</p>	5 weeks	<ul style="list-style-type: none"> • 4.1 Globalizing Networks of Communication and Exchange • 4.2 New Forms of Social Organization and Modes of Production • 4.3 State Consolidation and Imperial Expansion 	<p>Pollard, Chapters 12, 13, 14 Pages 137-180</p> <p>Companion reader selections</p> <p>“On Timbuktu,” Leo Africanus pg 54</p> <p>“The Broken Spears,” The Aztec Account of the Conquest of Mexico,” pg 66</p> <p>“Court Etiquette in the Mughal Empire,” Gulbadan Banu Begun pg 80</p> <p>A True and Exact History of the Island of Barbados, Richard Ligon pg 111</p> <p>Turkish Letters, Ogier Ghiselin de Busbecq pg 140</p> <p>Economic Change in China, Xu Jie pg 145</p>
<p>Period 5: Industrialization and Global Integration (1750-1900)</p>	5 weeks	<ul style="list-style-type: none"> • 5.1 Industrialization and Global Capitalism • 5.2 Imperialism and Nation-State Formation • 5.3 Nationalism, Revolution, and Reform • 5.4 Global Migration 	<p>Pollard ,Chapters 15-18 Pages 180-241</p> <p>Companion reader selections</p> <p>“The Case against the Slave Trade,” Olaudah Equiano pg. 180</p> <p>“A Secret Plan of Government,” Honda Toshiaki</p> <p>“Descriptions of Shaka and Zulu Military” Nathaniel Isaacs pg. 206</p> <p>“Temple Wage” pg. 223</p> <p>“Confession of Faith” Cecil Rhodes pg 225</p>
<p>Period 6: Accelerating Global Change and Realignment (1900-present)</p>	5 weeks	<ul style="list-style-type: none"> • 6.1 Science and the Environment • 6.2 Global Conflicts and Their Consequences • 6.3 New Conceptualizations of Global Economy, Society, and Culture 	<p>Pollard, Chapters 19, 20, 21 Pages 241-295</p> <p>Companion reader selections</p> <p>“Christians and the Boxer Rebellion,” Fei Qihao pg 251</p> <p>Rubber Prices (Chart Activity), Colin Barlow and John Drabble, pg 272</p> <p>“Second Letter to Lord Irwin” Mohandas Gandhi pg 288</p>

			<p>Juan Peron Justifies His Regime pg. 325 Conflicting Perspectives on Israel, Nahum Goldman and Fawaz Turki pg 335 "The Wretched of the Earth," Franz Fannon pg 340 World Energy (graph activity), Alfred Crosby pg. 359 Two Reports on Water and Farming in India, Sean Daily and Daniel Zwerdling pg 360 Intergovernmental Panel on Climate Change, Summary for Policymakers pg 369</p>
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Unit 1: Technological and Environmental Transformations, to c. 600 B.C.E.

Key Concepts:

- Key Concept 1.1. Big Geography and the Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Objectives:

- Explain the migration patterns of humans during the Paleolithic Era
- Discuss adaptations that were required of these groups based on the geographic location of the settlement
- Analyze the social and economic structures used by early society
- Describe the technological advances made throughout Paleolithic and Neolithic periods
- Discuss adaptations that groups made as a result of the changing climate during the Neolithic period
- Identify major social constructs created as a result changes in society
- Analyze the impact of developing agriculture on the environment
- Discuss how agriculture transformed human society
- Identify the location of core and foundational civilizations
- Explain the emergence of states within core civilizations
- Analyze how culture played a significant role in unifying states
- Discuss technological advances made by the core civilizations

Readings:

Pollard, Chapters 1-5 Pages 1-69

Rachael Moeller Gorman, "Cooking Up Bigger Brains" *Scientific American* (Jan 1, 2008) **[CR 7]**

Temple Grandin, "Dogs Make Us Human" *excerpt from Animals in Translation*. Harcourt, New York (2005). **[CR7]**
Rigveda (1700–1100 bce)

Activities:

- The Cave of Chauvet Analysis **[CR1b]-Visual**
- Creation myth comparisons (including Kon Tiki) **[CR5d]**
- debate over the most important civilizations **[CR5]**
- Secondary source comparative analysis (ESSAY): Rachael Moeller Gorman, "Cooking Up Bigger Brains" compared to Temple Grandin, "Dogs Make Us Human" **[CR7]**
- Students debate patriarchy in pastoral/agricultural societies before 600 C.E. **(SOC-1) [CR4]**

Assessments:

AP Style Multiple choice test

DBQ (take home)

FRQ (take home)

Visual Source analysis

Secondary source comparative analysis essay

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

Key Concepts:

- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Trans-regional Networks of Communication and Exchange

Objectives:

- Explain how the increase in size of an empire transformed cultural and religious systems
- Analyze how shared beliefs influenced and reinforced political, economic, and occupational stratification
- Discuss conflict that arose from the differences in religious and belief systems
- Describe the core beliefs found in various religions that emphasized universal truths
- Discuss how belief systems affected gender roles
- Analyze artistic expressions that show distinctive cultural developments
- Explain conflicts that arose as a result of empire expansion
- Discuss the need to develop policies and procedures to govern relationships with ethnically and culturally diverse populations
- Analyze the environmental, social, and economic problems faced by empires that overexploited their lands and subjects
- Discuss the creation and development of military and administrative institutions that resulted from an expanding empire
- Explain the importance of transportation and currency in the success of an empire
- Identify the unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas
- Analyze the factors that contributed to the distinctive land and water trade routes for trans-regional trade and communication in the Eastern Hemisphere
- Discuss the new technologies that facilitated long-distance communication and exchange.
- Analyze how the increase in trans-regional trade and communication caused the spread of disease

Readings:

Pollard, Chapters 6, 7, 8 Pages 69-96

Confucius, The Analects **[CR1b]- Textual**

Arthashastra, Duties of a King pg. 153

The Buddha: Sermons and Teachings

Asoka, The Three Edicts pg. 159

The Debate on Salt and Iron pg. 189

Josephus on the Roman Army pg 193

Keeping the records of the Military, Robert O. Fink, pg. 201 **[CR1b]-Quantitative/Chart**

“The Court of Attila, Pricus pg. 209

Taming Frontier Deities in China: The Magistrate and the Local Deity (220–589 ce) **[CR1c]**

Activities:

- Potential Thesis creation workshop (linked to take home FRQ) **[CR15]**
- Research and share (Through formal paper and presentation) causes of rise and decline of ancient global empires (Egyptian, Greek, Chinese) **[CR13]**
- Religion Research project/presentation (emphasizing global religions/diversity) **[SOC-2][CR4]**
- Comparative Global Medieval Kingdoms project (Power Point)-(emphasizing African-European-Asian kingdoms) **[CR8] [CR5a]**

Assessments: AP Style Multiple choice test
DBQ (take home)
FRQ (take home)
Thesis creation
Research paper
Power Point Project

Additionally

The class will also be required to complete the following assignments outside the regular classroom

- **2 formal thesis papers (to be collected at the end of marking period 2 and 4) that include a minimum of 6 sources and whose topics must be approved by the teacher. [CR16]**
- A comparative review and synthesis of a singular “revolution” (physical or cultural) (non-european) that specifically addresses two distinct approaches of historiography. (Marxist, Feminist, Economic, etc...)(format of presentation at the discretion of the instructor) **[CR10]**
- A presentation of comparative art history where the student presents two different curated collections of art and a comparative analysis of the two combined with a description of how it relates to a specific event in history **[CR11]**
- A collaborative assignment where the class generates a master vocabulary review list and then places into proper context and sequential order **[CR9]**
- The students must choose two secondary source history books to read and then prepare an in depth analysis to be submitted in the 3rd and then 4th marking periods **[CR1c]**
 - Diamond. 1999. *Guns, Germs, and Steel*. Norton.
 - Mitchell. 2007. *Taking Sides: Clashing Views on Controversial Issues in World Civilizations, Volumes I and II*. McGraw Hill.
 - Pomeranz. 2000. *The World that Trade Created*. M.E. Sharpe.
 - Christian. 2005. *Maps of Time: An Introduction to Big History*. University of California Press.
 - Hochschild. 1998. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Mariner Books.
 - Furey. 2000. *The Methods and Skills of History: A Practical Guide*. Harlan Davidson.
 - McNeill. 2003. *The Human Web*. Norton & Co.
 - Kurlansky. 2002. *Salt: A World History*. Walker, 2002.
 - Kurlansky. 1997. *Cod: A Biography of the Fish that Changed the World*. Walker, 1997.

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

Key Concepts:

- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Objectives:

- Explain how existing trade routes flourished and promoted the growth of powerful new trading cities.
- Discuss how improved transportation technologies and commercial practices expanded the geographical range of existing and newly active trade networks.
- Identify new trade routes centering on Mesoamerica and the Andes.
- Explain how the growth of trade in luxury goods encouraged innovations in transportation, commercial technologies, and new forms of credit and monetization
- Discuss how the expansion of empires facilitated Trans-Eurasian trade and communication
- Discuss the effects of the increased cross-cultural interactions in relation to the diffusion of literary, artistic, and cultural traditions.
- Describe the effects of the increased cross-cultural interactions in relation to diffusion of scientific and technological traditions.
- Discuss how collapsed empires combined traditional sources and new innovations to create states that were better suited for the current circumstances of the time.
- Identify and explain new forms of government that emerged such as Islamic states, city-states, and feudalism
- Discuss how some states synthesized local and borrowed traditions.
- Explain how interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers
- Analyze how innovations stimulated agricultural and industrial production in many regions.
- Describe factors that contributed to urban revival.
- Discuss important changes in labor management that affected gender relations and family life.
- Describe changes in religion that affected gender relations and family life.
- Identify new forms of labor organization

Readings:

Pollard, Chapters 9, 10, 11 Pages 96-137

Letters between Pope Innocent IV and Güyük Khan (1245-1246) **[CR1b]- Textual**

Quranic Comments on the Torah and the Gospels pg 230

Pact of Umar pg 236

Abû Ūthmân al-Jâhiz, "On the Zanj" (c. 860 ce)

"On the Eunuch Zhang Chengye," Ouyang Xiu pg. 246

Njal's Saga, Kolskegg and Thrain: Icelanders on the move.

Images of a Mongol horseman and a medieval knight (Fourteenth Century) **[CR1b]-Visual**

"The rise of Chiggas Khan," pg 256

"The Pilgrimage of Mansa Musa," Chihab Al-'Umari pg. 277

"Visit to Mombasa and Kilwa, Rhila," Ibn Battuta pg. 304

The Voyages of Zheng He pg. 307

Activities:

- Debate on biggest impact of Renaissance
- Primary Source Analysis (SOAPSTONE) of letters between Pope Innocent and Guyuk Khan **[CR6]**
- Through the use of a Venn diagram, students explore how both Hinduism and Islam informed the development of Sikhism. **(CUL-3) [CR4]**
(Explain how interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers)
- Theoretical discussion between Mansa Musa and Shah Jahan **[CR5a]**
- Creating a graphic organizer, students compare the structures and practices of governance in various empires. **(SB-4) [CR4]**(Identify and explain new forms of government that emerged such as Islamic states, city-states, and feudalism)

Assessments

AP Style Multiple choice test
DBQ (practice in class)
FRQ (formal in class)
SOAPSTONE
Script of theoretical discussion
Collected Graphic organizer project

Unit 4: Global Interactions, c. 1450 to c. 1750

Key Concepts:

- Key Concept 4.1. Globalizing Networks of Communication and Exchange
- Key Concept 4.2. New Forms of Social Organization and Modes of Production
- Key Concept 4.3. State Consolidation and Imperial Expansion

Objectives:

- Discuss how the new global circulation of goods caused economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.
- Identify European technological developments in cartography and navigation that made transoceanic travel and trade possible.
- Describe new transoceanic maritime reconnaissance that occurred in the East and West throughout this time period
- Discuss the importance of European chartered companies in both the New and Old World
- Discuss the creation and significance of the Columbian Exchange
- Analyze how interactions between the hemispheres expanded the spread and reform of existing religions
- Discuss the relationship between merchants' profits, taxes, and an increased interest in performing arts.
- Explain how societies responded to the increase need for agricultural products.
- Analyze the evolution of ethnic, racial, and gender hierarchies form as social and political elites change.
- Discuss the various methods rulers used to legitimize and consolidate their power.
- Analyze the connection between the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- Identify the new maritime empires in the Americas that were created by European states
- Discuss how competition over trade routes, state rivalries, and local resistance provided significant challenges to state consolidation and expansion

Readings:

Pollard, Chapters 12, 13, 14 Pages 137-180

The Broken Spears: The Aztec Account of the Conquest of Mexico (1519) **[CR1b]- Textual**

Alexander Hamilton, A New Account of the East Indies (1688–1723)

Zhang Han, Yiwu Ji (Sixteenth Century)

Selections from Abel Tasman's Journal **[CR5d] Oceania**

"On Timbuktu," Leo Africanus pg 54

"Court Etiquette in the Mughal Empire," Gulbadan Banu Begun pg 80

A True and Exact History of the Island of Barbados, Richard Ligon pg 111

Turkish Letters, Ogier Ghiselin de Busbecq pg 140

Economic Change in China, Xu Jie pg 145

Activities:

- Debate on the overall positive or negative impact of the Columbian Exchange **[CR5b]**
- Independent research project with both paper and presentation on impact of Columbian Exchange **[CR3]**
- Time and Place assignment that has students create an ordered list/timeline of people/events of this age **[CR9]**
- Theoretical conversation between Bacon and Voltaire
- Create a timeline of Chinese Dynasties. Have students create a timeline that indicates the continuity and change of time spanning 300BCE-1800CE **[CR13]**
- “Movement” Timeline Project periods (Map project). **[CR1b]-Maps**
- Students annotate two maps showing the effects of crop diffusion across Africa in period 3 and period 4. **[ENV-5] [CR4]**(Discuss the creation and significance of the Columbian Exchange)

Assessments:

AP Style Multiple choice test
DBQ (take home)
FRQ (formal in class)
Timeline Chinese Dynasties (collected)
Map movement Project

Unit 5: Industrialization and Global Integration, c. 1750 to c. 1900

Key Concepts:

- Key Concept 5.1. Industrialization and Global Capitalism
- Key Concept 5.2. Imperialism and Nation-State Formation
- Key Concept 5.3. Nationalism, Revolution, and Reform
- Key Concept 5.4. Global Migration

Objectives:

- Discuss how industrialization fundamentally changed how goods were produced.
- List the factors led to the rise of industrial production.
- Discuss the new patterns of global trade and production developed and integrated in the global economy.
- List and describe the various financial institutions created to facilitate investments at all levels of industrial production.
- Discuss the major developments in transportation and communication.
- Describe the variety of responses to the spread of global capitalism
- Describe the ways in which people organized themselves into industrialized states due to the fundamental restructuring of the global economy
- List and discuss how industrializing powers established transoceanic empires
- Explain how imperialism influenced state formation and contraction around the world.
- Discuss how new ideologies such as Social Darwinism facilitated and justified imperialism
- Discuss how the rise and diffusion of Enlightenment thought
- Explain how the newly developed sense of commonality based on language, religion, social customs and territory helped to identify borders of the state
- Discuss how the newly developed sense of commonality based on language, religion, social customs and territory helped governments to united diverse populations
- Explain how the increasing discontent with imperial rule propelled reformist and revolutionary movements.
- Explain how the global spread of European and social thought stimulated new transnational ideologies and solidarity.
- Analyze factors that caused migration in industrialized and unindustrialized societies.
- List reasons why migrants may have relocated
- Discuss the consequences and reactions to the large scale nature of migration in early nineteenth century

Readings:

Pollard, Chapters 15-18 Pages 180-241

Olaudah Equiano, The Case against the Slave Trade (1789?)

Domingo Sarmiento, Life in the Argentine Republic in the Days of the Tyrants (1868?) **[CR5b]**

Abd al-Wahhab, The History and Doctrines of the Wahhabis (Eighteenth Century)

“A Secret Plan of Government,” Honda Toshiaki

“Descriptions of Shaka and Zulu Military” Nathaniel Isaacs pg. 206

“Temple Wage” pg. 223

“Confession of Faith” Cecil Rhodes pg 225

Activities:

- Debate between the impact of Renaissance v. Industrial Revolution (Culture vs Capitalism)
- Cause and effect timeline of modern state emergence (Imperialism/Nationalism) **[CR12]**
- DBQ (based on Americas) creation assignment **[CR5b]**
- Chinese Dynastic cycle report **[CR13] [CR5c]**
- “Paradigm shift assignment”-Identify, define and rename the widely held and ages with a new global perspective **[CR14]**
- Research and report (electronic format) of impact of both imperialism and industrial revolution on specified nations or colonies (emphasis on Africa and Asia) **(ECON-6) [CR4] [CR5a]** (Explain how imperialism influenced state formation and contraction around the world.)

Assessments: AP Style Multiple choice test
DBQ (in class)
FRQ (take home)
Debate
Timeline on Imperialism/Nationalism
DBQ Creation Assignment
Report on Imperialism and Industrialization

Unit 6: Accelerating Global Change and Realignments, c. 1900 to the Present [CR5]

Key Concepts:

- Key Concept 6.1 Science and the Environment
- Key Concept 6.2 Global Conflicts and Their Consequences
- Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

Objectives:

- Discuss the rapid advances made in science that helped create new modes of communication and transportation that diminish the problem of geographical distance.
- Analyze how humans fundamentally changed their relationship with the environment as the global population expanded.
- Explain how disease, scientific innovations, and conflict led to demographic shifts.
- Discuss how land-based and transoceanic empires gave way to new forms of transregional political organizations by the end of the twentieth century.
- Explain how emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.
- Describe the demographic and social consequences of political changes that occurred in during this time period.
- Discuss the various military conflicts that occurred on an unprecedented global scale.
- List the various groups that promoted nonviolence or peace during the twentieth century.
- List the various groups that advocated violence during the twentieth century.
- Describe the ways in which states responded to the economic challenges of the twentieth century.
- Discuss how states, communities and individuals interest in interdependence facilitated the growth of institutions of global governance.
- Discuss how people conceptualized society and culture in new ways by challenging old assumptions about race, class, gender, and religion.
- Discuss how changes in communication and transportation technology led to the global diffusion of western culture

Readings:

Pollard, Chapters 19, 20, 21 Pages 241-295

Fawaz Turki: *Conflicting Perspectives on Israel / Palestine* (1972) [CR1c]

Nelson Mandela, *The Rivonia Trial* (1964) [CR1b]

Coming of Age in Samoa-Excerpt, Margaret Mead [CR5d] (OCEANIA)

Voice of Bangladeshi Bloggers, Bangladeshi Workers in Kuwait (2008)

“Christians and the Boxer Rebellion,” Fei Qihao pg 251

Rubber Prices (Chart Activity), Colin Barlow and John Drabble, pg 272[CR1b]-Chart

“Second Letter to Lord Irwin” Mohandas Gandhi pg 288

Juan Peron Justifies His Regime pg. 325

“The Wretched of the Earth,” Franz Fannon pg 340

World Energy (graph activity), Alfred Crosby pg. 359[CR1b]-Chart

Two Reports on Water and Farming in India, Sean Daily and Daniel Zwerdling pg 360

Intergovernmental Panel on Climate Change, Summary for Policymakers pg 369

Activities:

- Map analyses of both WWI and WWII [CR9] [CR1b]-Maps
- Theoretical Trial of Adolf Hitler
- Analysis and comparative evaluation of Coming of Age in Samoa excerpt detailing the lifestyle of the natives compared to other Asian/African/South American/Western Contemporary Societies[CR5d] (OCEANIA)
- Global Periodization Challenge: Students must look back on the course to date and define the ages and periods presented as both class and book units. They must redefine the time into 4 ages with defined common characteristics. It should cover all Geographic regions [CR 14]
- Research/report on modern trend of aborigines losing culture [CR5d] (OCEANIA) (CUL and SOC-7) [CR4] (Discuss how people conceptualized society and culture in new ways by challenging old assumptions about race, class, gender, and religion.)
- Students will select and present images of art from periods 4 and 6 that illustrate how and why political elites defined and sponsored art. [CUL] [CR4]
- Research and presentation (power point) on increasing globalization (pro/con)[CR9] [CR5]
- Debate on the future of China (Communism vs Capitalism) (Environmentalism vs growth) (Peace maker vs Aggressive)

Assessments: AP Style Multiple choice test
DBQ (in class)
FRQ (formal in class)
Globalization Power Point
Coming of Age in Somoa Project
Periodization Project
Presentation on Aborigines

Additionally

The class will also be required to complete the following assignments outside the regular classroom

- **2 formal thesis papers (to be collected at the end of marking period 2 and 4) that include a minimum of 6 sources and whose topics must be approved by the teacher. [CR16]**
- A comparative review and synthesis of a singular “revolution” (physical or cultural) (non-european) that specifically addresses two distinct approaches of historiography. (Marxist, Feminist, Economic, etc...)(format of presentation at the discretion of the instructor) [CR10]
- A presentation of comparative art history where the student presents two different curated collections of art and a comparative analysis of the two combined with a description of how it relates to a specific event in history [CR11]
- A collaborative assignment where the class generates a master vocabulary review list and then places into proper context and sequential order [CR9]
- The students must choose two secondary source history books to read and then prepare an in depth analysis to be submitted in the 3rd and then 4th marking periods [CR1c]
 - Diamond. 1999. *Guns, Germs, and Steel*. Norton.
 - Mitchell. 2007. *Taking Sides: Clashing Views on Controversial Issues in World Civilizations, Volumes I and II*. McGraw Hill.
 - Pomeranz. 2000. *The World that Trade Created*. M.E. Sharpe.
 - Christian. 2005. *Maps of Time: An Introduction to Big History*. University of California Press.

- Hochschild. 1998. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Mariner Books.
- Furey. 2000. *The Methods and Skills of History: A Practical Guide*. Harlan Davidson.
- McNeill. 2003. *The Human Web*. Norton & Co.
- Kurlansky. 2002. *Salt: A World History*. Walker, 2002.
- Kurlansky. 1997. *Cod: A Biography of the Fish that Changed the World*. Walker, 1997.