



School District of Marshfield

Course Syllabus

Course Name: AP World History
Length of Course: Year
Credits: 1Credit

Course Description:

Advanced Placement World History is a challenging course designed to be the equivalent of a freshman college course in a high school setting. The objective of this course is to develop historical thinking skills with a goal of having each student take and pass the AP World History Examination in May. The unit areas will be studied from a variety of perspectives as we seek to identify global trends and changes from 8000B.C.E. to the present. Within each unit of study a balanced view of history will be presented. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.

Policy on Literacy:

Building skills for postsecondary education and future careers will be a primary objective in this course. Data reveals that literacy demands are increasing at alarming rates and lacking the skills necessary to critically read and write at high levels severely limits education and employment opportunities. Despite these facts, student achievement on national reading and writing assessments has remained relatively constant. Unfortunately, these scores indicate that students (62% nationally) are performing below grade level, specifically when asked to make inferences, show analysis, synthesize information, and evaluate data (NAEP 2007, NCES 2009). In AP World History, these are the skills we seek to address. [CR8]

This year, developing critical reading and writing skills is one of our primary objectives. Students will receive extensive instruction in critical reading and writing and have numerous opportunities throughout the year to refine their practice. Realizing that each student is different, a differentiated approach will be employed to address the concerns of each student and rigor will increase as the year progresses.

A variety of assessments will be used to evaluate student competency in historical thinking skills, however, demand writing will be used as our primary form of assessment. The essays will ask that students recall historical content covered in class and in assigned primary and secondary source readings (see below for examples) and apply that content to an

analytical prompt. By the end of the year, significant growth will be evident in student literacy skills. [CR6]

The Five AP World History Themes

1. Interaction between humans and the environment
 - A. How do humans deal with disease?
 - B. Where do humans live, and why do they live there?
 - C. How do humans use technology to help them live?
2. Development and interaction of cultures
 - A. How do humans develop religion?
 - B. How do societies use technology in relation to other societies?
 - C. How do humans express themselves artistically?
3. Statebuilding, expansion, and conflict
 - A. How do humans establish order and govern themselves?
 - B. How do political units expand, and what happens when conflicts arise?
 - C. What are the different types of political units around the world?
4. Creation, expansion, and interaction of economic systems
 - A. How do humans create and manage resources to improve their quality of life?
 - B. How do humans organize their work to maximize their efforts?
5. Development and transformation of social structures
 - A. How do men and women share the work?
 - B. How is the family structured and what role does family play in everyday life?
 - C. How does society think of race and/or ethnicity?
 - D. What are the differences between high and low ranking members of society?

These themes will receive approximately equal attention. [CR2]

Periodization for Units:

- Period 1: Technological and Environmental Transformations, 8000 B.C.E. to 600 B.C.E.
- Period 2: Organizations and Reorganization of Human Societies, 600 B.C.E. to 600 C.E.
- Period 3: Regional and Transregional Interactions, 600 to 1450
- Period 4: Global Interactions, 1450 to 1750
- Period 5: Industrialization and Global Integration, 1750-1900
- Period 6: Accelerating and Global Change and Realignment, 1900 to Present

Resources:

- Bentley, Jerry H., and H.F. Zeigler. *Traditions and Encounters*. 5th ed. New York: McGraw Hill, 2008. Print. [CR1A]

- Andrea, Alfred J, and James H. Overfield. The Human Record: Source of Human History. 6th ed. New York:
- Houghton Mifflin Company, 2009. Print. Strayer, Robert. Ways of the World: A Global History. New York: Bedford/St. Martins, 2009. Print.

Additional Sources:

In addition, examples of art, architecture, music, fashion, literature, theater, propaganda posters, speeches, and video clips will be used as sources for students to develop analytical skills and grow in cross cultural awareness. [CR1b]

First and Second Semester Schedule [CR4]

Typical weekly class procedures include guided lecture, primary document readers, and instructor resources. Emphasis on active student learning is promoted by questioning, small group work, and writing activities. Summative assessments are included roughly every three weeks testing both writing and comprehension.

1. Period 1: Technological and Environmental Transformations, 8000B.C.E. to 600 B.C.E.
 - A. Key Concept 1.1. Big Geography and the Peopling of the Earth
 - B. Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
 - C. Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies [CR3]
2. Topics for Discussion:
 - A. Assess the validity of the statement: The Agricultural Revolution was one of many advancements in human history?
 - B. What does it mean to be civilized? (Mesopotamia, Indus River Valley, Nile River Valley, Shang) [CR5A, C]
 - C. Do civilizations adapt their environment to suit their needs or does the environment shape the character of civilizations?
3. Time Period: 2 weeks

Primary Sources:

- Hammurabi's Code examining Mesopotamian political and social structure.
- Compare the nature of religion in the earliest civilizations. The Rig Veda, Epic of Gilgamesh, The Egyptian Book of the Dead, Popul Vuh

Secondary Sources:

- First Civilizations: Cities, States, and Unequal Societies (Taken from Ways of the World: A Global History by Robert Strayer).
- The Worst Mistake in the History of the Human Race (Jared Diamond)[CR1c]

- The Idea of Civilization in World Historical Perspective (from World Civilization: The Global Experience by Stearns)
- Guns, Germs and Steel excerpts and film. The film will discuss the relationship between geography and the origins of inequality. It compares societies in Papua New Guinea and Mesopotamia. (Jared Diamond) [CR1c]
- Maps of Time (David Christian, excerpts from chapters 7 and 8) [CR1c][CR7]
- Panorama Big Era 3 ppt. (10,000B.C.E.1000B.C.E.)

Selected Activities/Assessments:

- Activity: Students will work through packet, Comparing Periodizations. This packet was created by Mr. Bill Strickland and includes multiple historical perspectives on ways to periodize the world.
- Assessment: First, students will watch a film clip from the West Wing titled, Why Are We Changing Maps. In a short writing response, students will consider the factors that influence the decisions made by historians and identify what they feel is the most logical way to periodize world history. [CR11]
- Activity: After reading the creation stories from multiple ancient civilizations, I will model the process of crafting a thesis statement and making direct comparisons for a compare and contrast essay. A children's book titled Mirror by Jeanine Baker will be used to introduce direct comparisons.
- Assessment: Students will create a chart asking them to compare the ancient civilizations of the Middle East and Africa. The chart will require that students identify important geographic characteristics (i.e. Nile River), notable cultural achievements (i.e. pyramids vs. ziggurats), the accepted social structure (beginnings of patriarchal society), religion (monotheistic tradition? Polytheistic? Epic of Gilgamesh), and notable leaders. (Theme 1, 2, 3 and 5) [CR12]
- Activity: Students will read excerpts from David Christians, Maps of Time and Jared Diamonds, Guns, Germs, and Steel.
- Assessment: Recalling their instruction on the compare and contrast essay, they will write the introduction to a compare and contrast essay (thesis statement and summary of their argument) comparing hunter-gather civilizations to agricultural based civilizations. (Theme 2, 4 and 5)

- Activity: Students will learn a process for critically reading historical documents by learning the acronym SOAPSTONE (Subject, Occasion, Audience, Purpose, Speaker, TONE). Direct instruction and modeling will be used to introduce this approach. Numerous commercials and magazine articles will be used to introduce the concept of POV.
 - Assessment: Students will be assessed through their own POV statements. [CR8]
 - Activity: The comparative essay will be introduced. Students will receive the AP rubric and each of the requirements will be discussed.
 - Assessment: Students will practice compare and contrast essays by outlining responses to compare and contrast prompts. Also, students will grade sample essays from past AP exams, identifying where each essay met and missed requirements. Students will receive Must Do Essay Checklist. [CR6]
 - Multiple choice test on the first two weeks, including information from classroom activities and readings, will be used to assess student comprehension.
1. Period 2: Organization and Reorganization of Human Society, 600B.C.E. to 600
 - A. Key Concept 2.1: The development and codification of religious and cultural traditions.
 - B. Key Concept 2.2: The development of states and empires.
 - C. Key Concept 2.3: Emergence of trans-regional networks of communication and exchange. [CR3]
 2. Topics for Discussion:
 - A. Students will examine the causes for increases in population growth including food supply, health care, political stability, and cultural values.
 - B. Students will examine the effects of increased population including scarcity of resources, migration, political unrest, and changing cultural values.
 - C. Students will evaluate the possible causes of population growth and rank the causes in order of significance.
 - D. Students will evaluate the consequences of population growth and rank the consequences in order of significance external versus internal consequences. Reasons for and effects of population growth including environmental degradation, rise of complex cities, continued developments in technology, creation of more

- sophisticated political and economic systems, and origins of world religions. (Theme 1)
- E. Identification of Classical Empires (Persian, Qin, Han, Mauryn, Gupta, Greece, Rome, Teotihuacan, Mayan and Moche).
Comparative study of the Mayan, Gupta/Mauryn, Han, and Roman empires.
 - F. Identification of trans-regional networks and nature of contacts on these routes.
3. Time Period: 4 Weeks

Primary Sources:

- Excerpts from The Art of War by Sun Tzu examining the influence of Confucianism and Daoism in East Asian governing practices.
- Admonitions for Women by Ban Zhao The Law Book of Manu utilized to compare the role of women in Indian and East Asian society.
- Pictures of three Christian funeral monuments; Tacitus's Agricola; Aelius Aristides' the Roman Oration [CR1b]
- The Story of Isidasi: a Buddhist Nun; and the story of Melanie the Younger (a highly regarded Christian woman)

Secondary Sources:

- Traditions and Encounters (Bentley), Chapter 812.
- Excerpts from book, World Religions, analyzing Confucianism, Daoism, Hinduism, Buddhism and Christianity.
- Engineering an Empire, film examining Shi Huangdi's Terra Cotta Army and the Roman roads.
- Film, The Silk Road, In Search of the Kingdom, Loulan describing the nature of Silk Road trade.
- Greek and Indian Civilization in Worlds of History: A Comparative Reader. A secondary source by William McNeil.

Selected Activities/Assessments:

- Activity: Students will continue their work on making comparisons across space by completing a religions cheat sheet asking them to identify the primary tenets of Buddhism, Confucianism, Daoism, Hinduism, Christianity, Greek philosophy, Judaism, and Islam (next unit). They will also identify sacred texts, date and place of origin, founder, and place of worship.
- Assessment: Outline a response to the following prompt: Compare and contrast the environments that two of the following religions originated from: Buddhism, Confucianism, Hinduism, and Christianity. (Theme 2 and 5)

- Activity: As in introduction to grouping and the document based question, students will practice synthesizing evidence by examining the characteristics of the shoes in our classroom.
- Assessment: Students will begin receiving DBQs, the first being from the TV show American Idol, and employ their understanding of grouping to answer a prompt about the various personalities on the show American Idol. [CR6]
- Activity: Students will compare and contrast the Roman Empire, Mauryn/Gupta Dynasty, Han Dynasty, and Mayan citystates. First, students will utilize a graphic organizer to analyze the ways in which Classical Empires controlled their people. (2)Students will also assess the rise and fall of the empires by creating groupings for two DBQs. One DBQ deals with the reasons for the rise of both empires and the other deals with the reasons for their fall. [CR9]
- Assessment: students will split into groups and they will be required to create a commercial promoting their assigned empire and demoting another. (Theme 3) [CR5C, D]
- Activity: Critically read, Tacitus's Agricola and Aelius Aristides The Roman Oration.
- Assessment: students will make inferences pertaining to the following questions: How did Rome crush local cultures? How did it preserve, protect, and preserve local cultures?

(Theme 3)

- Students will read two stories evaluating the treatment of women in three societies. The first is a story of Isidasi, an Indian woman who faced numerous hardships and turned to Buddhism for relief. The second, the story of Melanie the Younger, details the viewpoint of women in Roman society. Assessment: Compare and contrast the roles of women during the Classical Era in two religious traditions. (Theme 2 and 5) [CR12]
 - Mid Unit Exam - Compare and contrast essay analyzing techniques of imperial administration in selected empires. (Theme 3)
1. Period 3: Regional and Trans regional Interactions, 600c.e. to 1450
 - A. Key Concept 3.1: Expansion and Intensification of Communication Networks.

- B. Key Concept 3.2: Continuity and Innovation of State Forms and Their Interactions.
- C. Key Concept 3.3: Increased Economic Productivity and Its Consequences [CR3]
- 2. Topics for Discussion
 - A. The rise of Islam and the way Islam, Buddhism, Hinduism, and Christianity impacted the locations beyond their origins. [CR9]
 - B. The emergence of the Islamic caliphate and the rise of the new modern city, Baghdad.
 - C. Traveling in the post Classical Era.
 - D. Mongol domination in Eurasia and their peculiar governing methods.
 - E. The collapse of the Roman Empire and the coming of the Dark Ages.
- 3. Time Period: 6 weeks

Primary Sources:

- Pictures of Buddhist cave sanctuaries, stupas, and statues of the Buddha in India, China, Korea, and Japan (syncretism).
- Ibn Battuta, *A Donation to Those Interested in Curiosities*, paired with Mahmud Kati's, *The Chronicle of the Seeker*, describing Mansa Musa's conversion and trip to Mecca (taken from Overfield). [CR5A, C]
- Excerpts from, John of Monte Corvino, William Rubruck, Marco Polo and Francesco Pegolotti. Provides insight on the nature of Mongol rule from a European perspective.
- Mosaics of Justinian and Theodora (taken from Overfield) depicting their restructuring of the western imperial structure.
- Selected artwork of the Medieval manor from 700c.e. to 1300c.e. The artwork analyzes how living conditions changed over time in W. Europe due to technological advancements. [CR1b]

Secondary Sources:

- *Traditions and Encounters* (Bentley), Chapter 1322.
- *Buddhism in China* (adapted by Arthur Wright, *Buddhism in Chinese History*) paired with Peter Brown *The Conversion of Clovis and The Piety of Charlemagne in The Rise of*
- *Western Christendom*, and excerpt on Su Wen Di's adoption of Buddhism, case studies of Medina and the sultan of Malacca (comparing the methods by which rulers adopt new belief systems).
- Film, *Into Africa*. Created by Henry Louis Gates, presents a detailed account of the city of Timbuktu and the role Islam played in developing trans-Saharan trading routes. *Southernization*, by Lynda Shaffer, offers a detailed analysis of the Indian Ocean region and its role in shaping Afro-Eurasian culture. [CR7]
- *The Enigma of Aztec Sacrifice* by Michael Harner *Natural History*, April 1977 Vol. 86, No. 4, 4651.

Activities and Assessments:

- Activity: First, students will analyze pictures of Buddhist cave sanctuaries, stupas, and statues of the Buddha in India, China, and Korea. Students will then examine Islamic mosques at Cordoba, Spain and Timbuktu, Africa.
- Assessment: Using the documents provided, compare and contrast the way geographical and cultural contexts impacted religion. (Theme 2)
- Activity: Students will participate in a Japanese feudalism simulation and then a European feudalism simulation.
- Assessment: Compare and contrast Western European feudalism with that of Japan. (Theme 4) [CR12]
- Activity: Students will be given the name of a historical character to play during a mock trial for Genghis Kahn. They will be expected to research their character and determine their persons views about Genghis Kahn based on where they are from and what contact they would have had with him.
- Assessment: A mock trial will be used to assess Mongol treatment of non-Mongols and the way in which their governing practices varied across their empire. (Theme 3)
- Activity: Students will examine the indigenous methods of architecture of Great Zimbabwe and compare it to the Romanesque methods of architecture from the Duomo di Pisa by using the discipline of architecture to evaluate the construction, form, and function of the artifacts from both cultures. The students will explain how the study of history has been shaped by the findings and methods of the discipline of architecture and apply their reasoning to the historical questions: How did the regional population of circa 1000 C.E. in Zimbabwe reach such great architectural achievements without contact with other cultures as the city state of Pisa experienced through trade with the eastern Mediterranean?
- Assessment: Students will identify the architectural characteristics of each construction on a chart. They will examine stone work, layout, use of technology, transfer of weight through design, and functionality. The students will examine the regional resources, potential for cross cultural contact, cultural values, and methods for recording and transferring knowledge to artisans in the discipline of architecture.

Students will synthesis their explanation for the remarkable cultural achievement of both cultures and share out their ideas in class through discussion.

- Activity: while students are reading their text and participating in classroom activities, they will complete Core Empire/Peripheral Empire graphic organizer. The graphic asks that students evaluate the rise and fall of postclassical Empires and the impact they had on peripheral regions. [CR9]
 - Assessment: 2011 AP World History Compare and Contrast Exam. (Theme 3)
1. Period 4: Global Interactions, 1450 to 1750
 - A. Key Concept 4.1: Globalizing Networks of Communication and Exchange
 - B. Key Concept 4.2: New Forms of Social Organization and Modes of Production
 - C. Key Concept 4.3: State Consolidation and Imperial Expansion [CR3]
 2. Topics for Discussion
 - A. New political and intellectual orders in Western Europe, Russia, and Tokugawa Japan: absolutism and constitutional monarchies.
 - B. The Atlantic Slave Trade and its effects on the social and labor structures in Africa and the Americas. [CR5A, B]
 - C. The Islamic Gunpowder Empires and the balance between traditionalism and modernization.
 - D. Reverting back to tradition: the halting of the Ming Treasure Fleets.
 3. Time Period: 6 weeks

Primary Sources

- The Diary of Christopher Columbus. (Evaluates European perspective of Native Americans).
- Sculptures of the Christ Child of Huanca and Virgin Mary and the Rich Mountain of Potosi
- Students will evaluate the impact of cultural convergence by examining 17th century South American casta paintings.
- Report on the state of Western Europe from an East Asian perspective. Account from Xia Qinggao Hsieh Ch'ing Kao. Selections from The Hailu (1783/1797 CE).
- Southern Inspection Scroll, Kangxi Emperor inspecting water control measures at the confluence of the Yellow and Huai Rivers (1751) and document on Kangxi Emperor's response to increasing tensions between papal legations and his court advisors (1721).

- Picture of the Forbidden City in Beijing, a picture of Versailles, painting of Kangxi Emperor as young man in informal dress, The Memoirs of the Duke de Saint Simon, (a French nobleman who lived at Versailles during the reign of Louis XIV), painting of Louis XIV depicting him being crowned by Providence, and a diary entry explaining the Kangxi Emperor's remarks to his officials regarding a Confucian burial ceremony. (activity see below)
- Etching of the King of the Congo and documents from Equiano, King Afonso, Queen Nzinga discussing slave trade.

Secondary Sources

- Traditions and Encounters (Bentley), Chapter 2328
- What Do We Mean By Modern? Redefining the Modern World.
- <http://afe.easia.columbia.edu/chinawh/web/s2/index.html>
- Film, Guns, Germs, and Steel (examines the role of other disciplines, such as a scientists discussion of germs, in determining a justification for European hegemony in the Americas) [CR5B, E] [CR7] [CR15]
- Article referencing critics of Guns, Germs, and Steel. Excerpts from Michael Levin. Appeared in American Renaissance (1998).
- With Hocked Gems Financing Him. Poem of Christopher Columbus's voyage to America. Gavin Menzie's, 1421: the Year China Discovered America and Taking Sides: Clashing Views on Controversial Issues In World Civilizations, article on halting Zheng He's treasure fleets. [CR5D]
- Film, Black in Latin America. Henry Louis Gates.

Activities and Assessments

- Activity: students analyze sculptures of the Christ Child of Huanca and the Virgin Mary and the Rich Mountain of Potosi.
- Assessment: Students evaluate how local cultures adapted Christianity to fit local traditions (syncretism). (Theme 1)
- Activity: Students will be assigned a character involved in triangular trade (slave on a sugar plantation in South America, slave on a tobacco plantation in North America, slave working in a silver mine in South America, owner of an industrial factory in W. Europe, military officer in charge of a Portuguese factory on the east coast of Africa) plantation owner, ship captain) and research the nature of their character's involvement.
- Assessment: by taking the POV of their character, each student will assess the social, economic and political impact of the triangular trade on their home. (Theme 4) [CR9][CR13]

- Activity: Students will do a comparative analysis between the Mughals, Ottomans and Safavids. Direct instruction and text will be utilized.
 - Assessment: Students will create and present their own Islamic Dynasty by using elements of the Mughals, Safavids, and an Ottomans. They will be allowed to utilize two practices employed by non-Islamic states, as long as it would adapt to the given context. Issues they must consider include: military loyalty, administration, tax collection, religious toleration, multicultural complexity, territorial expansion, military competition, succession and global trade challenges. [CR12]
 - Activity: Students will create a timeline analyzing the political, economic, cultural, and social (PECS) changes and continuities from 1450-1750 in China and France. Information will come from text, class discussion and primary sources (listed).
 - Assessment: Describe and analyze the reactions to new trends in religious and intellectual movements on France and China between 1450 and 1750. (Theme 2) [CR6]
 - Activity: Students will analyze primary documents (listed) discussing the position of King Afonso and Queen Nzinga of the Congo on slavery.
 - Assessment compare your analysis of the Kangxi Emperor and Louis XIV from the previous chapters with that of Queen Nzinga and King Afonso. (Theme 3)
 - Activity: Students will read a selection from Gavin Menzies, 1421: The Year China Discovered America and a selection from Taking Sides: Clashing Views on Controversial Issues In World Civilizations. Assessment: Students will then write a 1 page paper stating their position on the decision to halt the Ming treasure fleets. We will then have a classroom debate where students have the opportunity to argue their points. Emphasis will be placed on stating their position clearly and supporting it with evidence. (Theme 4)
 - Assessment2010 Continuity and Change Over Time Essay. [CR10]
1. Period 5: Industrialization and Global Integration, 1750-1900
 - A. Key Concept 5.1: Industrialization and Global Capitalism
 - B. Key Concept 5.2: Imperialism and Nation State Formation
 - C. Key Concept 5.3: Nationalism, Revolution, and Reform
 - Key Concept 5.4: Global Migration [CR3]

2. Topics for Discussion
 - A. The Origins of 20th Century Western Supremacy: The Role of Industrialization
 - B. Making Your Voice Heard! Or Not. An Analysis of Revolution and Reform Movements.
 - C. Fueling an Empire: New Forms of Colonialism and Imperialism
3. Time Period: 6 weeks

Primary Sources:

- Portraits of Napoleon from 1792-1812(evaluating the role of art as a historical source). [CR8]
- Excerpts taken from letters between Abigail Adams and John Adams; the Declaration of the Rights of Man and Citizen and the Declaration of the Rights of Women and Citizen; excerpts from Rousseau and Mary Wollstonecraft on education of women
- Excerpts from the English Bill of Rights, Declaration of Independence, Declaration of the
- Rights of Man and Citizen, Declaration of Independence of the Blacks of St. Domingo, Plan de Iguala, Venezuelan Declaration of Independence. [CR5B, E]
- Tables illustrating the spread of industrialization in selected countries 1750- 1920(i.e. Percentage Distribution of the World's Manufacturing Production, Spread of Railways in Ten Selected Countries). [CR1b]
- Testimony from a male and female factory worker and a child laborer, excerpts from Karl Marx's Communist Manifesto, excerpts from Adam Smith's Wealth of Nations, excerpts from an interview done with a factory owner.
- Lin Zexu's letter to Queen Victoria on the sale of opium in China.
- White Man's Burden vs. Black Man's Burden

Secondary Sources

- Traditions and Encounters (Bentley), Chapter 2933
- Excerpts from, The World and a Very Small Place in Africa: A History of Globalization in Niumi, Gambia. Sections on A Formal British Takeover and Deepening Dependence. [CR10]

Activities and Assessments

- Activity: Students will study the French, Haitian, Mexican, and Latin American Revolutions. They will analyze artwork from the time period and identify the message the author is trying to convey (see above).
- Assessment: Students will create a revolutionary poster in the words that the revolutionary leaders (Pedro I, Simon Bolivar, Robespierre,

George Washington, and Father Hidalgo etc.) would use as they sought to attract revolutionists.

- Activity: Students will read multiple documents pertaining to revolution and gender (see primary sources).
- Assessment: Students will write a 1 page response addressing the prompt, to what extent does revolution extend to matters of gender? (Theme 5) [CR9]
- Activity: Students will study the causes of revolutions by reading multiple declarations of independence (see primary sources).
- Assessment: After reviewing the information we have learned regarding revolutions, identify what themes are common throughout all revolutions and create a recipe for revolution. (Theme 3) [CR14]
- Journal Response: Examine the spread of industrialization beyond the borders of Great Britain. How did the movement change? Did industrialization influence every country the same way? Why did some nations in Latin America, sub-Saharan Africa, and Asia get left behind in the industrial race? (Theme 4)
- Activity: Students will read multiple primary sources (see above) evaluating the differing effects of industrialization. Assessment: A great industrialist has been charged with the "crime" of industrialization. Is this a defensible or reprehensible act? Only the trial will tell!
- Students will participate in a mock trial determining the future of industrialization. (Theme 4) [CR9]
- Activity: Students will create a chart identifying countries involved in imperialism, the places they imperialized, and their motives, methods, means, and responses of imperialized nations. An analysis of Australia/Oceania and SE Asia will be done to show the expansion of colonialism by Europe and America.
- Assessment: Compare and contrast the patterns of imperialism in the years 1750-1914 to the years 1500-1750. (Theme 1) [CR14]

1. Period 6: Accelerating and Global Change and Realignment, 1900 to Present

A. Key Concept 6.1 Science and the Environment

- B. Key Concept 6.2 Global Conflicts and Their Consequences Key Concept 6.3 New
- C. Conceptualizations of Global Economy, Society, and Culture [CR3]
- 2. Topics for Discussion:
 - A. Who is responsible for WWI?
 - B. WWII on the Horizon: The Rise of Totalitarian Dictators in Italy, Japan, Germany and the Soviet Union The Impact of the Atomic Bomb and the Beginning of the Nuclear Age [CR10]
 - C. Divergent Paths: Turkey vs. Iran and a New Conception of a Bipolar World
- 3. Time Period: 6 weeks

Sources

- Wilson's 14 Points. Students will assess the positives and negatives of the 14 points by examining the issues of self determination. Specifically, students will look at the role of colonial soldiers (such as Australia) in WWI and evaluate various colonies reasoning for independence.[CR5D]
- The decision to drop the atomic bomb: Memorandum of Conversation with General Marshall; Arthur Compton, Recollection of Interim Committee Meeting; The Franck Report; The Szilard Petition; President Harry Truman, Letter to Samuel Court; Henry Stimson, The Decision to Use the Atomic Bomb Redemption Song, Bob Marley; Won't Get Fooled Again, The Who; Imagine, John Lennon The Butter Battle Book, Yurtle the Turtle, and The Lorax by Dr. Seuss
- Charts from the World Economic Outlook Database. Comparing GDP, per capita yearly income, and economic alliances or groupings such as NATO, Asian Tigers, and Developing Asia etc.

Secondary Sources

- Traditions and Encounters (Bentley), Chapter 3440
- Nine Months vs. Thirty Years: A Comparison of the Russian and Chinese Revolution. This source is in ppt. format and will be delivered using direct instruction.
- Selections from 30 on 30 series created by ESPN. The stories detail historical events and the role sports played within them. Films that will be viewed include: Once Brothers (Serbian/Croatian conflict), The Two Escobars (Columbian national soccer team and Pablo Escobar), The Sixteenth Man (Apartheid in Africa and the role rugby played in bringing the country together) [CR13]
- Maps of Time: An Introduction to Big History. David Christian. (Read sections detailing the Big Bang theory and global distribution of wealth, population distribution etc.

- Excerpts from, *The World and a Very Small Place in Africa: A History of Globalization in Niimi, Gambia*. Sections on The PostColonial

1. Period: Independence or In Dependence. [CR13]

- A. Philippe Legrain, *Cultural Globalization is not Americanization*
- B. An EAA Interview with James L. Watson on, *Golden Arches East: McDonald's in East Asia*.

Activities and Assessments

- Activity Students will read correspondence between Kaiser Wilhelm, Czar Nicholas and their diplomats. Then, students will read excerpts from Archduke Franz Ferdinand along with a pamphlet created by the Black Hand and multiple sources from England, France and Italy.
- Assessment Students will determine who is to blame for starting WWI by referring to their documents. Each student will represent a European country involved in WWI. Their position will be presented during a round table discussion. (Theme 3)
- Activity: Students will research a variety of interwar year characters, including Ho Chi Minh, Mohandas Gandhi, Joseph Stalin, Benito Mussolini, Emilio Zapata, Ataturk, and Albert Einstein.
- Assessment Students will write a letter of recommendation for their character and present it to the class in an attempt to get that individual accepted to Bertagnoli University; An exclusive university for the best and brightest individuals of the 20th century. (Theme 2)
- Activity Students will read multiple sources, including primary documents from President Truman, residents of Hiroshima and Nagasaki, and from scientists, military personal, and political advisors associated with making the decision of dropping the atomic bomb.
- Assessment Students, in a Socratic seminar format, debate the reasoning for dropping the bomb, the concern, and the effects. I will ask each student to take a position. (Theme 2)
- Activity Students will study Cold War politics by learning the roles of key individuals involved. Each student will act as an individual involved in the Cold War. Individuals include: Ho Chi Minh, Mao Zedong, Chi Guevara, Nikkita Khrushchev, Richard Nixon, John F. Kennedy etc.

- Assessment Using Ning, students will create a Facebook profile page of their character. They will then have to determine who their friends would be and for what reasons they would be friends. [CR5D]
 - Activity Students will study books by Dr. Seuss, including The Butter Battle Book, The Lorax, and Yurtle the Turtle. After studying the books, a class discussion will highlight the events these books are about and the evidence that supports their argument.
 - Assessment After identifying a current global issue/trend, students will demonstrate their understanding of that issue by creating a children's story that analyzes the issue or evaluates the impact of a new global trend. Examples of global issues include population growth in third world economies, destruction of rain forests, global warming, water shortages, human rights violations etc. Examples of new global trends include: growth of multinational corporations, regional trade agreements, formation of new cultural identities and religious developments etc. (Theme 3) [CR13]
1. Review Session:
 - A. Time Period: Remaining Class Periods
 2. Selected Activities:
 - A. Worksheets titled, Must Know Dates, Name Five Geographic Regions. Worksheets from Mr. Bill Strickland of East Grand Rapids High School.
 - B. AP Multiple Choice Practice Exam (provided by College Board)