

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP World History

May 2021

BOE Approved August 2021

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

AP World History

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AP World History is a comprehensive world history course designed to challenge students academically and cognitively by way of the reading, writing, discussions and analysis that take place in the course. Moreover, the course is intended to prepare students to succeed on the AP World History exam offered in May. The timeframe of the course is from 1200 through the present day. The content of the course is driven by the AP College Board's World History Framework. This course begins in the year 1450 because most students have already taken the prerequisite of Honors World History. While AP World History is a "history course", ongoing connections will be drawn to present world affairs.

Pacing Guide

Unit 1: Land-Based Empires 1450-1750	4-5 weeks
Unit 2: Transoceanic Interconnections 1450-1750	4-5 weeks
Unit 3: Revolutions 1750-1900	5-6 weeks
Unit 4: Consequences of Industrialization 1750-1900	4-5 weeks
Unit 5: Global Conflict 1900-the present	5-6 weeks
Unit 6: Cold War and Decolonization 1900-the present	4-5 weeks
Unit 7: Globalization 1900-the present	4-5 weeks

<p>ESTABLISHED GOALS: Required by College Board</p> <p>RL.0-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>AP Historical Thinking Skills:</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Trace the rise of absolute monarchs and political dynasties in Europe</p> <p>Link the seeds of the Enlightenment to the encroaching power and scope of absolute monarchs</p> <p>Synthesize the impact of several movements including religious reformation and the Scientific Revolution in order to better understand how political revolutions occurred.</p> <p>Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450-1750.</p> <p>Explain continuity and change within the various belief systems during the period from 1450-1750.</p> <p>Compare the methods by which various empires increased their influence from 1450-1750.</p> <p>Explain how and why various land-based empires developed and expanded from 1450-1750.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Land empires expanded dramatically in size, such as the Qing (Manchu), the Ottoman, the Mughal and the Russian empires</p> <p>Competition over trade routes, state rivalries, and local resistance provided challenges to state</p>	<p>Is territorial expansion a natural and legitimate tendency of empires that are prosperous in resources including people?</p> <p>Do trade and diffusion strengthen or weaken societies?</p> <p>Is social hierarchy a natural manifestation of human communities?</p>

<p>Development and Processes: 1 identify and explain historical developments and processes.</p> <p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 3: Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.</p> <p>AP Historical Thinking Skills 4: Contextualization: Analyze the context of historical events, developments, or processes.</p>	<p>consolidation and expansion.</p> <p>Rulers continued to use religious ideas and the arts to legitimize rule</p> <p>States treated different ethnic and religious groups in ways that utilized their economic contributions but limited their ability to challenge the authority of the state.</p>	<p>How did the Protestant Reformation mark a break with existing Christian traditions?</p> <p>How did the rivalry between Sunni and Shi'a Muslims contribute to political tensions in the Middle East from 1450-1750?</p> <p>How did empires shape the diverse populations they incorporated and how were they in turn shaped by those populations?</p>
Acquisition		
<p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical</p>	<p><i>Students will know...</i></p> <p>Examples of syncretism stemming from religious and cultural diffusion</p> <p>Examples of competition over trade routes, state rivalries, and local resistance to state consolidation and expansion</p> <p>Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres</p> <p>Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East and North Africa; and the Safavids in the Middle East.</p> <p>Political and religious disputes led to rivalries and conflict between states</p> <p>Recruitment and use of bureaucratic elites as well as the development of military professionals, became</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting historical arguments from historical evidence</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats in order to address a question</p>

<p>developments and processes.</p> <p>AP Reasoning Process 2: Causation: Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>more common among rulers who wanted to maintain centralized control over their populations and resources</p> <p>Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule</p> <p>Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion</p> <p>Major examples of absolute rule including those portrayed by the Bourbon dynasty in France, the Habsburg dynasty in Austria and the Romanov dynasty in Russia</p>	
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Code	Evaluative Criteria	Assessment Evidence
T, M	<p>Stimulus Based Multiple Choice- Depth of Knowledge</p> <p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using specific and relevant examples of evidence ● Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Students will write an essay comparing and contrasting the consolidation and impact of any two of the following empires that emerged between 1450-1750: Qing (Manchu) in China, Ottoman in Asia and Minor and the Middle East, Mughal in India, Russia in Eurasia.</p>
T, M	<p>Rubric for role play: presentation of fundamental information, strong reliance on written sources, oral presentation skills and creativity, outstanding coordination of roles and sharing of responsibilities</p>	<p>Students will use primary sources to stage philosophical debates</p> <p>Possible topics for debate:</p> <ul style="list-style-type: none"> ● Martin Luther and the Diet of Worms ● Chinese Emperor Kangxi Hears Report on Spread of New Ideologies ● Clash between followers of Abdullah al-Wahhab and Sunni Moderates/Shia/Sufis ● Scientific Revolution – Church Inquisition/ Trial of Galileo ● Clash between Mughal Emperor Aurengzeb (r. 1658-1707) and practitioners of Bhakti and Sikhism ● Debate between Enlightenment Thinker Marquis De Condorce and Proponent of Absolutism <p>GRASPS</p> <p>Goal/challenge - Students will write a skit to illustrate the main ideas of a</p>

		<p>primary source text</p> <p>Role for student: Writer and actor</p> <p>Audience for student work: Classmates, they will be performing this skit for their classmates and answering questions</p> <p>Situation - Illustrating how new ideas challenged existing traditions and conventions. Will compare it to modern issues</p> <p>Products and performances generated by student: Script and performance of the debate/skit</p> <p>Standards/criteria for judging success: Rubric for skit evaluating presentation of fundamental information, strong reliance on written sources, oral presentation skills and creativity, outstanding coordination of roles and sharing of responsibilities</p>
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<p>A</p> <p>A</p> <p>A, T</p> <p>A, T, M</p>		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from Ch 13 & 15 of Strayer's <i>Ways of the World</i></p> <p>Student participation in class discussions</p> <p>Students will take a stimulus based multiple choice question test assessing knowledge from the unit</p> <p>Students will complete a stimulus based short answer question asking them to identify, explain, and make connections to other regions or time periods.</p>
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Pre-Assessment		
Code		
	<p>Students will collaborate in small groups to activate prior knowledge on China, Russia, the Anatolian peninsula and India before 1450. They will try to answer the PERSIA acronym (political, economic, religious, social hierarchy, intellectual advancements, and area over time) about each region.</p>	
A	<p>Teacher will offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions-many of which will be open ended and all pertaining to the following source. Ch 13 and 15 of Strayer’s <i>Ways of the World</i>.</p>	<p>Progress Monitoring</p> <p>Monitoring of note taking for evidence that student understands the big picture and has provided adequate details</p>
A	<p>Students will complete a graphic organizer comparing the growth and maintenance of states during the period 1450-1750 to help them pull out themes and trends from this period.</p>	<p>Student mini presentations of information from primary sources and visual sources after working collaboratively</p> <p>Observation of student discussions</p>
A, T	<p>Students will collaborate to read, analyze, and source primary sources from Strayer’s 2nd edition of <i>Ways of the World</i>. Sourcing will include being able to explain the historical context for the source, the audience for the source when it was written, point of view of the creator, and the purpose of the source.</p> <p>13. 1 The “Self-Portrait” of a Chinese Emperor 13.2 The Memoirs of Emperor Jahangir 13.3 An Outsider’s View of Suleiman I 13. 4 French State Building and Louis XIV</p>	<p>Student score on long essay question using AP World Modern Rubric</p>
A, T	<p>Students will collaborate to analyze visual sources on Christianity from Strayer’s 2nd edition of <i>Ways of the World</i> and explain how they are examples of cultural syncretism.</p> <p>15.1 Interior of a Dutch Reformed Church 15.2 Catholic Baroque 15.3 Cultural Blending in Andean Christianity 15.4 Making Christianity Chinese 15.5 Christian Art at the Mughal Court</p>	
T, M	<p>Students will write a long essay rubric comparing the ways states expanded and maintained power during the period 1450-1750. Teacher</p>	

A, T	<p>will lead students in writing sample thesis statements and independent arguments as practice before they write their individual essays.</p> <p>Students will read and analyze writings of Martin Luther and explain how and why his main message changed over time</p>	
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<p>ESTABLISHED GOALS: Required by College Board</p> <p>RL.0-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Trace the rise of European nations as major players in maritime exploration by the 15th century as well as the implications of this new phase of overseas exploration</p> <p>Contrast differing accounts of the Spanish conquest and colonization of new lands</p> <p>Compare the 15th century voyages of discovery to earlier epochs in world history in terms of causation and long term effects</p> <p>Link the conquests of the Americas to a new phase of globalization in which the Americas were linked with Europe, Africa, and Asia</p> <p>Associate the demands of a new global trade system with a new and more demanding phase of international slave trading</p>	
	Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>European states established new maritime empires in Asia, Africa and the Americas</p> <p>The new connection between the Eastern and Western hemispheres resulted in the Columbian exchange</p> <p>The growth of plantation economies increased the need for slaves in the Americas</p> <p>The Atlantic system involved movement of goods, wealth and free and unfree laborers, and the mixing of</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What factors prompted Europeans to launch a new phase of maritime exploration in the mid 15th century?</p> <p>Why were some regions more vulnerable to European settlement than others?</p> <p>Do trade and diffusion strengthen or weaken societies?</p> <p>Do the primary motives for migration remain constant or new over time?</p> <p>Is social hierarchy a natural manifestation of human</p>	

<p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 3: Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.</p> <p>AP Historical Thinking Skills 4: Contextualization: Analyze the context of historical events, developments, or processes.</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p>	<p>African, American, and European cultures and peoples</p> <p>The Columbian exchange launched the most widespread and comprehensive era of global integration that humankind had known, involving the exchange of goods and ideas over five continents-Europe, Africa, North America, South America and Asia</p> <p>As social and political elites changed, they structured new ethnic, racial, and gender hierarchies</p> <p>The commercialization and creation of a global economy were connected to global circulation of silver</p> <p>The increase in interactions between newly connected hemispheres and within hemispheres expanded spread and reform of existing religions and created syncretic belief systems.</p>	<p>communities?</p>
Acquisition		
<p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation:</p>	<p><i>Students will know...</i></p> <p>Factors that prompted the increase in European maritime and technological breakthroughs that facilitated expeditions to reach the remote parts of Asia, Africa and the New World.</p> <p>New trade patterns as well as regions linked as a result of the Age of Exploration (1450-1750).</p> <p>Commodities and cultural exchanges emanating from the Columbian Exchange</p> <p>New social order resulting from the conquest and</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding</p>

<p>Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>colonization and the impact on native populations.</p> <p>The African diaspora, stemming from the Trans-Atlantic Slave trade, impacted African communities as well as individuals bound for the Middle Passage.</p> <p>Examples of syncretism stemming from religious and cultural diffusion that accompanied linking of Europe, Africa and the Americas.</p> <p>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.</p>	<p>of multiple sides of an issue</p> <p>Using a set of primary source documents to compose a thesis addressing a question and establishing a line of historical reasoning</p> <p>Crafting historical arguments from historical evidence</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats in order to address a question</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M	<p>Stimulus Based Multiple Choice- Depth of Knowledge</p> <p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using specific and relevant examples of evidence ● Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Students will write an essay developing an argument analyzing the causes and effects of the growth of the trans-Atlantic slave trade on regions or origin and destination</p> <p>OR</p> <p>Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa and the Americas from 1492-1750.</p>
T, M	<p>AP World Modern College Board Documents Based Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using at least six documents ● Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt ● For at least three documents, explain how or why the document's point of view, purpose, historical situation, and /or audience is 	<p>Students will write a Documents Based Essay evaluating the extent to which Christianity changed societies in Latin America between 1500-1750</p> <p>GRASPS</p> <p>Goal/challenge - Students will use primary sources to develop a thesis and craft a historical argument</p> <p>Role for student: Researcher and Writer</p> <p>Audience for student work: Teacher</p> <p>Situation - applicable to the real world: Students will have to use a set of documents to develop their thesis and use evidence from those documents to support their thesis. Crafting an argument and using evidence to support that argument is an essential tool for written communication.</p> <p>Products and performances generated by student: An essay that demonstrates historical context, a thesis, and two historical arguments</p> <p>Standards/criteria for judging success: AP World Modern College Board DBQ Rubric</p>

	<p>relevant to an argument</p> <ul style="list-style-type: none"> • Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	
<p>A</p> <p>A, T</p> <p>T, M</p> <p>A, T, M</p> <p>A, T, M</p> <p>A, T</p> <p>A, T</p>		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from Ch 14 of Strayer's <i>Ways of the World</i>.</p> <p>Students will grade a sample long essay question using the AP World Modern LEQ rubric to help familiarize themselves with the requirements of the essay</p> <p>Students will self-assess their essay using the AP World Modern LEQ rubric</p> <p>Collaborating to analyze codices compiled by Spanish missionaries and indigenous Mesoamericans that portrayed the Spanish conquest of the Aztecs and other peoples</p> <p>Collaborating to analyze the impact of the trans-Atlantic slave trade by analyzing primary sources</p> <p>Comparing the conquistadors conquest of the Aztecs and the Incas by reading two different primary sources</p> <p>Students will complete a stimulus based multiple choice assessment</p>

A, T		Students will answer a stimulus based short answer essay question
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Code		
Code	Pre-Assessment	
	Students will engage in small group discussion by addressing the following prompt: The impact of the Spanish conquest of the Americas, both short term and far reaching, can be characterized as follows....	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions, many of which will be open ended.</p>	<p>Progress Monitoring</p> <p>Monitoring of note taking for evidence that student understands the big picture</p> <p>Observation of student maps and discussions</p>
A	<p>Guided map analysis of new maritime exploration routes and areas of conquest and control on the part of Europeans.</p>	<p>Student mini presentations of primary source material to the class</p>
A, T, M	<p>Students will collaborate to read, analyze, and source primary sources from Strayer’s 2nd edition of <i>Ways of the World</i>. Sourcing will include being able to explain the historical context for the source, the audience for the source when it was written, point of view of the creator, and the purpose of the source.</p> <p>14.1 The Interesting Narrative of the Life of Olaudah Equiano 14.2 A Journal of a Voyage mMade in the Hannibal of London 14.3 King Affonso’s Letters to King Joao of Portugal 14.4 Ayuba Suleiman Diallo, To Slavery and Back</p>	<p>Student score on a long essay question. Teacher will check to make sure that student has understood the rubric by checking their self assessment of their writing</p>
A, T, M	<p>Students will collaborate to analyze codices compiled by Spanish missionaries and indigenous Mesoamericans that portrayed the Spanish conquest of the Aztecs and other peoples. All sources can be found from Strayer’s 2nd edition of <i>Ways of the World</i></p> <p>13.1 Disaster Foretold from <i>The Duran Codex</i> 13.2 Moctezuma and Cortes from <i>Lienzo de Tlaxcala</i> 13.3 Massacre of the Nobles from <i>The Duran Codex</i> 13.4 Spanish Retreat from Tenochtitlan from <i>Tlaxcala codex</i></p>	

<p>A, T</p> <p>A</p>	<p>Students will read Collision at Cajamarca or <i>That Fateful Moment When Two Civilizations Came Face to Face</i> and collaborate to discuss similarities and differences between the Spanish conquest of the Aztecs and the Incas.</p> <p>Teacher will guide students through the step by step process of writing a DBQ.</p>	
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ESTABLISHED GOALS: Required by College Board	<i>Transfer</i>
<p>RL.0-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Link the seeds of the Enlightenment to the encroaching power and scope of absolute monarchs.</p> <p>Synthesize the impact of several movements including the Scientific Revolution and the Enlightenment in order to better understand how political revolutions occurred.</p> <p>Connect the spread of Enlightenment ideas to the outbreak of political revolutions in Britain, America, France and Haiti.</p> <p>Compare and contrast causes and effects of the British, American, French and Haitian Revolutions</p> <p>Associate the rise of nationalism in Europe and the Americas from 1750-1914 to an increasing state of competition among states.</p> <p>Describe change and continuity in the social orders of South American societies from 1750-1914.</p> <p>Connect the principles embodied by revolutionary movements and constitutions of the 18th - 19th centuries with those nations that attained independence from colonial rule in the 20th century.</p> <p>Appreciate and understand the pursuit of principles of Enlightenment goals as part of a long term process still not achieved in many parts of the world</p> <p>Analyze and evaluate the impact of the Industrial Revolution on the quality of life in Europe and America from the period of the late 18th-20th centuries.</p> <p>Compare and contrast the impact of the Industrial Revolution on Europe and the Americas</p> <p>Compare the causes and effects of world migrations stemming from the Industrial Revolution in Europe with those emanating from earlier epochs of world migrations</p> <p>Link the development of Marxism to new social divisions brought upon by capitalism</p>

<p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 3: Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.</p> <p>AP Historical Thinking Skills 4: Contextualization: Analyze the context of historical events, developments, or processes.</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation:</p>	Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The power of absolute monarchs prompted movements that reconsidered the relationship between the governing and the governed and led to ideas such as natural rights of men and women.</p> <p>The spread of Enlightenment ideas as well as new ways of thinking in science led to questioning of established traditions and political authority.</p> <p>The quest for the expansion of rights extended to movements that sought the abolition of slavery and the end of serfdom.</p> <p>The quest for the expansion of rights led to increased calls for women’s suffrage and sowed the seeds for feminist movements on both sides of the Atlantic.</p> <p>Increasing discontent with imperial rule fueled a number of revolutionary movements.</p> <p>Both the French and Haitian revolutions were followed by tremendous social upheaval.</p> <p>How the framers of the American constitution sought to create a constitution that would serve as a long term check on abuses of power and how that document influenced other constitutions</p> <p>The American revolution was spearheaded by elites and led to few social changes in the short term</p> <p>The revolutions of South America witnessed little change in the social order other than creole leaders supplanting peninsulares (native born Iberians) at the</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Why did challenges to absolute rule emerge during the late 16th - 18th centuries and not sooner?</p> <p>Are human rights such as freedom of speech, freedom of religions, freedom from unwarranted detention and so on inalienable or natural rights?</p> <p>Are representative governments intrinsically superior to authoritarian, oligarchical or other forms of government?</p> <p>Should the rights of the individual necessarily supersede the rights of society or states at large?</p> <p>For what reasons did the quest for women’s rights and suffrage advance slowly even after the Enlightenment?</p> <p>What factors caused the immense bloodshed that accompanied some political revolutions, especially the French and Haitian revolutions?</p> <p>Does nationalism strengthen or weaken societies?</p> <p>Are the forces of modernization and mechanization signs of more civilized societies?</p> <p>Did the advent of more mechanized and specialized means of production bring positive changes for everyone?</p> <p>Is either capitalism or communism superior to the other as a socio-economic model?</p> <p>Are classless societies attainable?</p> <p>Are social classes inevitable?</p>	

<p>Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>top of the social pyramid</p> <p>The rise of nationalist movements across Europe and the Americas stemmed from a growing sense of empowerment among citizens that shared common language, heritage and culture</p> <p>The process of bringing about a revolution in the way that goods were produced was a consequence of the needs of growing populations and expectations</p> <p>As states expanded, the projected material needs of societies grew</p> <p>The Industrial Revolution prompted large scale human migration including that of from rural to newly created urban areas and from Europe to the Americas</p> <p>In much of Europe and America a new and empowered middle class emerged</p> <p>Not everyone prospered as a result of the Industrial Revolution. The plight of the proletariat prompted the teachings of Karl Marx</p> <p>The Industrial Revolution ushered in what has been referred to as the Anthropocene age, a time when man has had a greater impact on the environment than the environment has had on man</p> <p>Women and children often filled unmet labor needs, particularly in factories, thus disrupting traditional family and societal roles.</p> <p>The bourgeoisie, or entrepreneurial class attained both more power and wealth due to the Industrial Revolution.</p>	<p>Are some regions of the world destined to control or perhaps even exploit other regions?</p>
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	Acquisition	
	<p><i>Students will know...</i></p> <p>Enlightenment thinkers sought to challenge absolute rule through moral arguments such as natural rights of man and sovereignty of the people.</p> <p>Major achievements of the Scientific Revolution as well as the conditions that led to these breakthroughs</p> <p>Key ideas generated among Enlightenment thinkers as well as enduring influences of these ideas</p> <p>Long term conditions that served as the foundation for revolutions in America, France, Haiti and other parts of Latin America</p> <p>Examples of social turbulence and upheaval that accompanied the French and Haitian revolutions</p> <p>Principles shared by the American and French constitutions as well as latter day constitution and documents such as the United Nations Declaration of Human Rights</p> <p>Napoleon Bonaparte attempted to preserve some achievements of the French Revolution while at the same time enhancing his own power, and pursuing French domination of Europe</p> <p>The repercussions of independence movements in Latin America during the 18th and 19th centuries are still felt and evident in Latin American societies today.</p> <p>The impact of nationalist movements in Europe, particularly Italy, Germany, eastern Europe and Russia.</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting historical arguments from historical evidence</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats in order to address a question</p>

	<p>Major voices of the quest for women’s suffrage and the abolition of slavery.</p> <p>Key technological innovations that prompted the Industrial Revolution</p> <p>The industrial revolution led to newfound social classes and occupations and altered the nature of class and society on a whole</p> <p>New patterns of social migration that emanated from the Industrial Revolution</p> <p>Reasons that the Industrial Revolution was experienced with far less intensity in regions such as Latin America, the Ottoman world, China and Russia</p> <p>The Industrial Revolution contributed to the development of social theories such as Darwinsim and Marxism</p>	
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Code	Evaluative Criteria	Assessment Evidence
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using specific and relevant examples of evidence ● Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Students will write one of the following AP World History Long Essays</p> <p>Analyze the causes and effects of either the Scientific Revolution or the Enlightenment</p> <p>OR</p> <p>Write an essay analyzing similarities and differences in the period of Spanish rule of Latin America 1500-1821 to the period immediately following Spanish rule (1821-1900).</p>
T, M	<p>AP World Modern College Board Documents Based Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using at least six documents ● Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt ● For at least three documents, explain how or why the document's point of view, purpose, historical situation, and /or audience is relevant to an argument 	<p>Students will write a DBQ evaluating the extent to which the lives of workers changed as a result of industrialization during the nineteenth century.</p>

<p>A, T, M</p>	<ul style="list-style-type: none"> ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt <p>Rubric for role play: presentation of fundamental information, strong reliance on written sources, oral presentation skills and creativity, outstanding coordination of roles and sharing of responsibilities</p>	<p>GRASPS</p> <p>Goal/challenge - Students will collaborate to analyze a primary source and then create a skit demonstrating the main ideas of that source. Sources will include Doc 17.1 Elizabeth Bentley's <i>Testimony</i>, 17.2 <i>A Weaver's Lament</i>, 17.3 <i>Thrift</i>, and 17.4 <i>The Communist Manifesto</i> by Marx and Engels</p> <p>Role for student: Students write and perform a skit demonstrating the effects of the Industrial Revolution</p> <p>Audience for student work: Their classmates</p> <p>Situation - The Industrial Revolution caused a significant shift in the way people lived and worked just as we're still living through changes in the way we live and work today</p> <p>Products and performances generated by student-Script and energetic performance in which all students act our roles based upon primary sources analyzed in class.</p> <p>Standards/criteria for judging success-Rubric for skit evaluating presentation of fundamental information, strong reliance on written sources, oral presentation skills and creativity, outstanding coordination of roles and sharing of responsibilities</p>
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A, M		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A		Small group discussion
A, T		Observation of note taking and discussion
A, T		Students will practice writing a thesis with a partner and self assess their ability to provide historical context and develop a comprehensive thesis.
A, T, M		Students will complete a stimulus based multiple choice assessment
		Students will answer a stimulus based short answer essay question

Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Students will participate in a word association exercise where students are asked to associate or explain the meaning of words such as the following: Enlightenment, human rights, revolution, urbanization, specialization, bourgeoisie, proletariat, Marxism and union	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Teacher will continue to model appropriate reading and notetaking skills. Students will proceed to respond to guided reading questions-many of which will be open ended and all pertaining to the following source. Ch 16 of Strayer's <i>Ways of the World</i> .	Progress Monitoring Monitoring of note taking for evidence that student understands the big picture Observation of student discussions
A, T, M	Class discussion about major breakthroughs in the sciences as well as perceptions about the role of citizens in society	Student mini presentations of primary source material to the class
A	Teacher will review fundamentals of writing a long essay question. Teacher will lead students in writing sample thesis statements and independent arguments. Students will then write a long essay question.	Student score on long essay question. Teacher will check to make sure that student has understood the rubric by checking their self assessment of their writing
A, T	Students will practice writing short essay questions using a primary or secondary source as a stimulus.	Student performance on the DBQ
A, T, M	Students will examine and discuss primary source documents such as the <i>Declaration of the Rights of Man and Citizen</i> , <i>The Jamaica Letter</i> , <i>What to the Slave is the Fourth of July?</i> , and <i>The Solitude of Self</i> . Students will be able to appropriately source the documents and explain the historical context, audience, point of view, and purpose.	
A, T, M	Students will collaborate to analyze visual sources Strayer's 2nd edition of <i>Ways of the World</i> on the French Revolution and explain the evidence of social upheaval. Students will be able to explain the historical context, audience, point of view, and purpose of each visual. 16.1 The Early Years of the French Revolution 16.2 A Reversal of Roles: The Three Estates of Revolutionary France	

<p>A, T, M</p> <p>T, M</p>	<p>16.3 "Patience, Monsignor,, your turn will come"</p> <p>16.4 An English Response to Revolution</p> <p>Students will write a document based essay evaluating the extent to which the lives of workers changed as a result of the Industrial Revolution</p> <p>Students will write a long essay question on causation or comparison of a topic from this unit. Students will then score their response using the AP LEQ rubric from the college board.</p>	
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Unit 4: Consequences of Industrialization 1750-1900

<p>ESTABLISHED GOALS: Required by the College Board</p>	Transfer	
<p>RL.0-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Compare 19th century colonization to earlier epochs of colonization such as occurred during the Persian, Roman, Alexandrian, Islamic or Ottoman empires</p> <p>Contrast differing motives and strategies of European colonizing nations</p> <p>Compare case studies of colonization in different parts of Africa and Asia</p> <p>Associate the period of European colonization of Africa and Asia to ongoing struggles in those regions today</p> <p>Contrast European efforts to open China and Japan</p>	
<p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	Meaning	
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>European nations competed for control of regions in Africa and Asia in an effort to gain access to more land and resources</p> <p>Native populations in Africa and Asia responded to the European attempts to colonize in a variety of ways including physical resistance, accommodation, synthesis and adaptation.</p> <p>In many cases the European colonizing efforts were accompanied by wholesale efforts to restructure colonial societies.</p> <p>Ideologies contributed to the development of imperialism from 1750-1900</p> <p>Christianity and Westernization sometimes</p>	<p>ESSENTIAL QUESTIONS</p> <p>What factors sparked the intense competition among European nations for control of Africa and Asia?</p> <p>Historically speaking, are some regions or peoples inherently prone to expansion and control while others are more prone to subjugation?</p> <p>Did European colonization efforts on a whole bring more benefit or harm to colonized societies?</p>
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p>		

<p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 3: Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.</p> <p>AP Historical Thinking Skills 4: Contextualization: Analyze the context of historical events, developments, or processes.</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p>	<p>accompanied efforts to extend political and economic control</p> <p>European colonization was justified at times by narratives and beliefs such as Rudyard Kipling’s <i>The White Man’s Burden</i>.</p> <p>Various environmental and economic factors contributed to the development of the global economy from 1750-1900</p> <p>Various environmental and economic factors contributed to the development of varied patterns of migration from 1750-1900</p>	
Acquisition		
<p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation:</p>	<p><i>Students will know...</i></p> <p>The primary European nations that partook in the colonization of Africa and Asia as well as the regions each nation sought to colonize</p> <p>Goals and methods employed by each colonizing nation in their efforts to maximize benefits obtained from their efforts</p> <p>Examples of indigenous resistance, both physical and political, to colonial rule.</p> <p>Britain gradually took control of India from the Mughal empire</p> <p>Factors leading up to the Opium Wars between Britain and China</p> <p>Japan drew upon the lessons of China’s disastrous response to Europe to seize the moment and use the</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting historical arguments from historical evidence</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p>

<p>Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>European advance to Japan's advantage</p> <p>Various ways the Ottoman empire sought to respond to the growing power of Europe.</p> <p>The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.</p> <p>Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.</p> <p>Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S a distinct economic advantage.</p>	<p>Integrating and evaluating sources of information in different media or formats in order to address a question</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M	<p>AP World Modern College Board Documents Based Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using at least six documents ● Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt ● For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and /or audience is relevant to an argument ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Students will write a documents based essay answering the following prompt: Using the documents, analyze African reactions in response to the European Scramble for Africa.</p>
A, T, M	<p>Presentation rubric evaluating the topic description, analysis of the topic, the visual presentation, documentation and organization of the presentation.</p>	<p>GRASPS Goal/challenge - Students will research colonial experience of a region of their choice (South Africa, Congo Free State, Algeria, Kenya, India, Vietnam, Indonesia, Australia) in terms of conquest, administration and response to colonization in the years 1750-1950: Role for student: researcher and presenter Audience for student work: other students in the class who will use their classmates’ presentations to learn about other caste studies Situation - applicable to real world: Students are teaching their classmates Products and performances generated by student: Students will create a presentation that will focus on the conquest of an assigned region. They will answer the following questions: Economic impact-what resources were being extracted? How was your region administered by the colonial power? What were the responses to colonization from the people living in your region?</p>

		<p>Standards/criteria for judging success: Presentation rubric evaluating the topic description, analysis of the topic, the visual presentation, documentation and organization of the presentation.</p>
<p>A A, T A, T, M</p>		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and notetaking from Strayer’s Ways of the World chapters 18 & 19.</p> <p>Students will complete a stimulus based multiple choice assessment</p> <p>Students will answer a stimulus based short answer essay question</p>

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Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Class discussion on the meaning of the term “imperialism”. Students will then be challenged to contrast pre-modern forms of imperialism with modern forms of imperialism	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions-many of which will be open ended and all pertaining to the following source. Ch 18-19 of Strayer’s <i>Ways of the World</i>.</p>	<p>Progress Monitoring</p> <p>Whole class discussion in which students respond to scaffolding set of questions as well as essential questions posed at onset of the unit</p> <p>Observation of small group discussion for accurate comprehension and detail as well as appropriate sharing and exchange of ideas</p>
A	<p>Teacher will exemplify mechanics associated in writing a DBQ essay with a persuasive thesis, richly detailed evidence that supports arguments and analysis. Teacher will also share student exemplars.</p>	<p>Teacher will evaluate separate components of essays using the AP LEQ rubric</p>
A, T,	<p>Students will examine and discuss primary source documents on imperialism from Strayer’s 2nd edition of <i>Ways of the World</i> Students will be able to appropriately source the documents and explain the historical context, audience, point of view, and purpose.</p> <p>18.1 <i>Letter to Lord Amherst</i> 18.2 <i>The Azamgarh Proclamation</i> 18.3 <i>Speech to a London Audience</i> 18.4 <i>Indian Home Rule</i>.</p>	<p>Observation of student discussions</p> <p>Student mini presentations of primary source material to the class</p>
A, T, M	<p>Students will collaborate to analyze visual sources on imperialism from Strayer’s 2nd edition of <i>Ways of the World</i>. Students will be able to appropriately source the documents and explain the historical context, audience, point of view and purpose.</p> <p>18.1 <i>Prelude to a Scramble</i> 18.2 <i>Conquest and Competition</i> 18.3 <i>From the Cape to Cairo</i> 18.4 <i>British and French in North Africa</i> 18.5 <i>The Ethiopian Exception</i></p>	

ESTABLISHED GOALS: Required by College Board	<i>Transfer</i>
<p>RL.0-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Link the outbreak of the first World War to the rise in nationalism, imperialism, militarism and alliances during the build up period of the war</p> <p>Transfer the lessons of the first world war, particularly those relating to its outbreak and later state of attrition to future episodes of conflict and intransigence.</p> <p>Connect the deadly nature of 20th century warfare to technical changes in armaments wrought by the Industrial Revolution.</p> <p>Link the collapse of Russia and ensuing Bolshevik revolution to the spread of Marxist ideology and worker discontent in Russia and other parts of Europe.</p> <p>Associate the entrance of the U.S. into the First World War with an increasingly pronounced shift in the role that the U.S. would play in international affairs as the 20th century unfolded.</p> <p>Identify changes in the map of Europe stemming from the First World War</p> <p>Project difficulties stemming from the unresolved differences that accompanied the wars to the outbreak of a second world war.</p> <p>Opine whether the outbreak of the global depression should serve as a condemnation of an increasingly globalized economy</p> <p>Link the rise of authoritarian regimes in the interwar period to unresolved issues stemming from the conclusion of the First World War as well as the worldwide depression</p> <p>Compare and contrast the causes of the Second World War with that of the First World War</p> <p>Apply lessons learned from WWII to later conflicts or present disputes</p> <p>Compare the holocaust suffered by the Jewish peoples to genocidal events that preceded and proceeded from it,</p>

<p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 3: Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.</p> <p>AP Historical Thinking Skills 4: Contextualization: Analyze the context of historical events, developments, or processes.</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation:</p>	<p>such as the genocides against Armenians, Cambodians, Bosnians, and Rwandans.</p> <p style="text-align: center;">Meaning</p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The unification and growing strength of Germany toward the end of the 19th century stoked fears of its neighbors who sought to forge alliances in the face of a perceived German threat</p> <p>The Ottoman and Russian empires entered the First World War in a state of weakness and would each be toppled as a result of the war</p> <p>The state of competition and alliances that characterized Europe on the eve of the First World War created a situation that may be referred to as a powderkeg</p> <p>The preexisting state of technology at war's start all but guaranteed a deadly war</p> <p>The Bolshevik revolution that toppled the Romanov dynasty in Russia was a culmination of a long history of repression of Russian serfs and workers and represented the first Marxist based revolution</p> <p>More so than any prior large scale conflict, the First World War resulted in documented vocal opposition to the very nature of war</p> <p>The end of the first world war was accompanied by major changes in the political map of Europe, the Near East, Africa and the Far East. Among the most significant were the dissolution of the Ottoman empire and the establishment of the Mandate System in the Near East.</p> <p>The terms of the Versailles Treaty were particularly</p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Is nationalism a detrimental or positive force?</p> <p>Can alliances serve a positive purpose or do they increase the likelihood of armed conflict?</p> <p>Should victorious nations be magnanimous or punitive in victory?</p> <p>Should the U.S. have joined the League of Nations in the aftermath of the First World War?</p> <p>Was the Versailles Treaty that concluded the first world war unduly harsh on the Central Powers, particularly Germany?</p> <p>Might Germany have won the Great War if they had not opened a two-front war?</p> <p>Could the Bolshevik revolution have benefited the Russian people?</p> <p>Did the League of Nations err in its formation of the Mandate system in the Near East?</p> <p>Do alliances enhance security or stoke fears and retaliatory measures?</p> <p>Does a more globalized economy increase chances of a worldwide depression and therefore pose a greater risk?</p> <p>Was there a specific moment, prior to the start of the European war, that the Allies should have confronted Nazi Germany?</p>
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<p>Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>harsh on Germany and served as fodder for a fascist state that gradually rose to power under Hitler.</p> <p>In addition to Germany; Italy, Spain, and Japan also experienced fascist takeovers of their governments and became regional threats</p> <p>The worldwide depression enhanced and popularized the images of fascist leaders who promised expedient measures to right economies and bring about political stability</p> <p>The staggering cost in human lives during the Second World War was largely due to new and more deadly technology in armaments such as machine guns, naval destroyers, air bombardments and atomic weapons. Moreover, civilians suffered even more casualties than combatants did.</p> <p>Both Russia and China absorbed the main thrust of their adversaries, with Russia absorbing the heaviest German assault and China absorbing the heaviest Japanese invasion.</p> <p>The U.S. again played a reluctant yet pivotal role in the Second World War, and this time helped turn the tide in two theaters; European and Pacific</p> <p>Peoples living under colonial rule; Africa and Asia participated in the Allied war effort, thus sowing the seeds for the expectation of freedom and decolonization</p>	<p>Was the decision for the U.S. to use atomic weapons rational and warranted?</p>
Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<p>Members that composed the Triple Alliance and the Triple Entente on the eve of the first World War</p> <p>Long term conditions that increased the likelihood of the first World War breaking out</p> <p>The role that peoples of the Near East played in revolting against the Ottoman Empire</p> <p>Reasons for both the Russian departure from the first world war as well as the U.S. entry</p> <p>Major provisions of the Treaty of Versailles</p> <p>The ways President Wilson's Fourteen Points contrasted with the tenor of the Versailles Treaty</p> <p>Political changes in the maps of Europe and the Near East that accompanied the end of the first World War</p> <p>Reasons the U.S. did not join the League of Nations</p> <p>The Treaty of Versailles enhanced the seeds of discontent and paved the way for the rise of Hitler and the Third Reich</p> <p>Causes and consequences of the world depression</p> <p>Key events that led to the rise of fascist governments in Germany, Italy, Spain and Japan as well as tactics used by fascist leaders to project power and authority.</p> <p>Unchecked acts of territorial expansion on the part of Nazi Germany that subsequently made the challenge of confronting the Axis alliance more difficult</p> <p>Acts of territorial expansion in the Pacific by Japan and examples of resistance by China's Nationalist and</p>	<p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting historical arguments from historical evidence</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats in order to address a question</p>
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	<p>Communist factions as well as other resistance groups in Southeast Asia</p> <p>Key events that helped turn the tide of the war in both Europe and the Pacific</p> <p>Technical changes in weaponry that made the war deadlier than any preceding it</p> <p>The impact on Jewish peoples and other minorities of systematic efforts on the part of fascist governments to degrade and ultimately eliminate their presence</p> <p>Allied leaders including the U.S., Britain, France and the Soviet Union sought to rectify problems that preceded the war, particularly through the formation of the United Nations.</p>	
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Code	Evaluative Criteria	Assessment Evidence
T, M	<p>AP World Modern College Board Documents Based Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using at least six documents ● Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt ● For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and /or audience is relevant to an argument ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	<p>PERFORMANCE TASK(S):</p> <p>Students will write a documents based essay evaluating the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples</p>
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using specific and relevant examples of evidence ● Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt ● Use evidence to corroborate, qualify, or modify an argument that addresses the 	<p>Students will write a long essay developing an argument that evaluates how challenges to the existing political order led to one or more global or regional military conflicts</p> <p>OR</p> <p>Develop an argument that evaluates the extent to which global conflicts led to cultural or social changes during this period.</p>

<p>A, T, M</p>	<p style="text-align: center;">prompt</p> <p>Rubric for peace plan evaluating presentation of fundamental information, strong reliance on historical sources, a solution to all of the major issues given to students to solve, oral presentation skills and creativity.</p>	<p>GRASPS</p> <p>Goal/challenge -Students will participate in a Treaty of Versailles simulation to solve issues after WWI</p> <p>Role for student: Leader of France, Britain, or the US</p> <p>Audience for student work: Their classmates. Each group will present their plan for peace and the class will vote on the best one</p> <p>Situation - applicable to the real world: Students will be developing a peace plan to answer many of the difficult questions that remained after WWI. They'll have to negotiate with one another as each student will represent a different country with goals and objectives</p> <p>Products and performances generated by student: A peace plan addressing a list of issues</p> <p>Standards/criteria for judging success: Rubric for peace plan evaluating presentation of fundamental information, strong reliance on historical sources, a solution to all of the major issues given to students to solve, oral presentation skills and creativity.</p>
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<p>A</p> <p>A, T</p> <p>A, M</p> <p>A,T</p>		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from Ch 20 of Strayer's <i>Ways of the World</i></p> <p>Student participation in class discussions</p> <p>Students will evaluate examples of propaganda from WWI and WWII to explain how governments mobilized their populations</p> <p>Students will write a stimulus based short essay question</p>
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Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	<p>Students will be introduced to the MAIN acronym for the causes of WWI (militarism, alliances, imperialism, nationalism) and asked to brainstorm specific examples of these terms that led to the outbreak of the first world war. Students will also be asked to explain how the Industrial Revolution changed the way wars were fought.</p>	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions-many of which will be open ended and all pertaining to the following source. Ch 20 of Strayer's <i>Ways of the World</i>.</p>	<p>Progress Monitoring</p> <p>Observation of student discussions</p> <p>Student mini presentations of primary source material to the class</p> <p>Student mini presentations on the atrocities of WWII</p> <p>Students' written analysis of poetry and literature from WWI</p> <p>Students propaganda analysis</p>
A	<p>Student map analysis of major theaters of the First and Second World Wars</p>	
A, T	<p>Students will collaborate to analyze visual sources on propaganda and critique from Strayer's 2nd edition of <i>Ways of the World</i>. Students will be able to appropriately source the documents and explain the historical context, audience, point of view and purpose.</p> <p>20.1 <i>Defining the Enemy</i> 20.2 <i>Women and the War</i> 20.3 <i>War and the Colonies</i> 20.4 <i>The Battlefield</i> 20.5 <i>The Aftermath of War</i></p>	
A, T, M	<p>Students will read and analyze examples of poetry and literature written during or after World War I such as <i>Dulce et Decorum est</i> and excerpts from <i>All Quiet on the Western Front</i>. They will use these literary works to explore how people reacted to their experiences in WWI. They will also offer explanations as to why Remarque's <i>All Quiet on the Western Front</i> was banned in Germany once Hitler came into power.</p>	
A, T	<p>Students will explore the rise of dictators and totalitarian governments by reading and analyzing primary sources from Strayer's 2nd edition of <i>Ways</i></p>	

A, T	<p><i>of the World</i>. Students will be able to appropriately source the documents and explain the historical context, audience, point of view and purpose.</p> <p>20.1 <i>Mein Kampf</i></p> <p>20.2 <i>Cardinal Principles of the National Entity of Japan</i></p> <p>Students will perform mini research on some of the atrocities committed during WWII such as the Rape of Nanking, the bombing of Dresden, firebombing of Tokoyo, the dropping of the atomic bombs on Hiroshima and Nagasaki, Hitler's Final Solution and the Holocaust, and the Warsaw Ghetto Uprising. Students will then share their information with the class and engage in a class discussion</p>	
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<p>ESTABLISHED GOALS: Required by College Board</p> <p>RL.0-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Link the theories of Karl Marx with political movements that rose to power in both RUssia and CHina in the early 20th century</p> <p>Contrast the seeds of the Cold War from mainstream America and Soviet perspectives</p> <p>Associate enduring elements of communist rule in China to challenges faced by political reformers in that country today</p> <p>Explain how the Cold War played out politically, militarily and culturally between its primary adversaries.</p> <p>Apply knowledge learned regarding the goals of world superpowers during the Cold War to the breakout of “hot spots” During the Cold War including Eastern Europe, Cuba and Central America, Korea, Indochina, Afghanistan and the Congo</p> <p>Synthesize the impact of historical events such as the Enlightenment, the struggle for human rights, the participation of colonized peoples in 20th century war efforts as catalysts for decolonization and independence movements in the post-WWII era.</p> <p>Contrast the experiences in attaining independence and decolonization among key nations during the post-WWII era</p> <p>Connect present day problems faced by former colonial territories to experiences endured during the era of colonization</p> <p>Contrast the level of political, social and economic stability faced with nations in the Global South today with the period immediately following independence.</p> <p>Rationalize why many former colonial territories and so called “developing nations” have become areas of investment and economic opportunity</p>	
Meaning		
UNDERSTANDINGS	ESSENTIAL QUESTIONS	

<p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 3: Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.</p> <p>AP Historical Thinking Skills 4: Contextualization: Analyze the context of historical events, developments, or processes.</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation:</p>	<p><i>Students will understand that...</i></p> <p>Communism and capitalism have markedly different social and economic goals and rely upon differing types of political systems as well.</p> <p>Conditions, including a weak government and economy in both Russia and China made facilitated communist takeovers of those societies</p> <p>The restructuring of both the Russian and Chinese economies incorporated both land redistribution, heavy central planning and a focus on modernization and heavy industry to make up for minimal prior efforts to industrialize.</p> <p>Political control and one-party domination were features of Communist rule in Russia and China</p> <p>Communist movements brought with them thorough efforts to categorize elements of populaces and introduce entire lexicons intended to reinforce socialist thinking</p> <p>Seemingly backward and remote regions such as central Africa, Southeast Asia, Central America and the Caribbean were theaters of conflict as Cold War powers the U.S. and USSR sought to extend their influence through proxy players in each region who became engaged in devastating wars</p> <p>The Cold War ended abruptly with the collapse of the Soviet Union, due in large part to economic failure, perceived by some to be a verdict on communism itself.</p> <p>Colonial powers were greatly weakened by the Second World War, thereby stirring hopes for independence among colonized nations</p>	<p><i>Students will keep considering...</i></p> <p>What made some nations more prone to communist revolutions than others?</p> <p>Was the U.S. or the Soviet Union more responsible for the start of the Cold War?</p> <p>Are either communism or capitalism inherently weaker than one another?</p> <p>Are ideological conflicts winnable?</p> <p>Are proxy wars morally justifiable?</p> <p>Could the fall of the Soviet Union have been averted?</p> <p>What factors determined the timing of independence movements and why didn't they occur at an earlier point of history?</p> <p>Was the direction of newly independent nations determined more often by the nation's past indigenous heritage or to external influences; particularly the colonial experience?</p> <p>To what extent did the shared experience of colonial rule foster a sense of unity and common purpose among formerly colonized nations?</p> <p>Why might some nations be described as developing, while others are described as developed?</p> <p>How have perceptions of the "global south" changed during the 21st century, particularly as they have become more integral components of an increasingly globalized trade system that continues to rely upon these regions as key sources of natural resources as well as human resources?</p>
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<p>Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>Independence movements were most often led by a western educated elite among colonized peoples</p> <p>Newly formed independent nations often lacked the conditions necessary to create stable and sustaining societies such as experience in governance, infrastructure, economic partnerships, industry and educational institutions</p> <p>Many of the former colonial territories had externally imposed political borders that often overlooked ethnic rivalries and competition over scarce resources, thus setting the stage for internal conflict</p> <p>The period of decolonization witnessed a great deal of economic and political instability as well as a large number of regional wars</p> <p>The newly created United Nations sought to provide direction, resources and a forum for both developed and developing nations to express and meet needs, yet the rapid transition from colonization to independence often overwhelmed the ability of the UN as well as other international organizations to meet these needs</p> <p>Sources of conflict and potential resolution between India and Pakistan as well as sources of dispute or collaboration between other nations in these regions</p> <p>Many nations in the Global South have taken on increasingly important roles in global trade during the 21st century.</p> <p>In the early 21st century, the Global South is still plagued by a host of problems stemming from the period of decolonization including political instability, fractional warfare, economic instability, health,</p>	
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	education and gender issues	
Acquisition		
	<p><i>Students will know...</i></p> <p>Major initiatives by the Soviet and Chinese governments to transform the government, economy and society in a socialist and highly centralized fashion</p> <p>Examples of ways socialist policies impacted different social classes of Russia and China</p> <p>Examples of purges against segments of the populace in both the Soviet Union and the People’s Republic of China</p> <p>The reasons U.S. and Soviet interpretations of the start of the Cold War differed</p> <p>Examples of conflict in third world and other arenas as a result of the Cold War</p> <p>Examples of political, scientific and cultural competitions between the U.S. and the Soviet Union</p> <p>Key events leading to the demise of communism and the breakup of the Soviet Union</p> <p>Means by which exemplar nations such as India, Kenya, Ghana, Algeria, Israel and Palestine sought to achieve independence</p> <p>Examples of ethnic discord in nations that emerged based upon the political boundaries drawn by Europeans in the late 19th and early 20th centuries</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting historical arguments from historical evidence</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats in order to address a question</p>

	<p>Examples of independence movements that faced strong resistance by colonial powers such as India, Kenya, South Africa, Vietnam</p> <p>Patterns that newly independent nations unwittingly fell into upon receiving independence; such as ethnic strife, political discord, arming of guerrilla groups, intervention by outside powers and full scale civil dispute or war</p> <p>The causes of long standing disputes stemming from the post-Second World war era; including the Arab-Israeli conflict and the rivalry between India and Pakistan</p> <p>The causes of turmoil stemming from the sudden birth of the Arab Spring</p> <p>Examples of increasing prosperity and global importance on the part of some more recently emerged independent nations</p>	
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Code	Evaluative Criteria	Assessment Evidence
T, M	<p>Further information:</p> <p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using specific and relevant examples of evidence ● Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Students will write a long essay describing and explaining a significant continuity and a significant change in the global balance of political power in the period 1900 C.E. to the present.</p> <p>OR</p> <p>Develop an argument that evaluates the extent to which one or more states controlled their economies in this time period.</p>
T, M	<p>AP World Modern College Board Documents Based Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using at least six documents ● Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt ● For at least three documents, explain how or why the document's point of view, purpose, historical situation, and /or audience is relevant to an argument 	<p>Students will write a documents based essay evaluating the extent to which African countries were able to conduct independent policies during the Cold War period</p> <p>OR</p> <p>Evaluate the extent to which ideological rivalries between Western countries and the Soviet bloc led to political instability or conflict in Asia in the period 1945–1989.</p>

<p>A, T, M</p>	<ul style="list-style-type: none"> ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt <p>Presentation rubric evaluating the topic description, analysis of the topic, the visual presentation, documentation and organization of the presentation. Groups should ensure all individuals have equal speaking time, 4-5 slides maximum, bullet points of fundamental information only, all speakers should have note cards, minimum of one map, 1-2 visuals per slide (credited), Citations on each slide page</p>	<p>Students will work with teammates to research challenges faced by an emergent nation and respond to questions below regarding students' assigned nation.</p> <p>Guiding Questions (Students may adapt or add to these questions as appropriate)</p> <p>When and under what circumstances did your assigned nation become independent?</p> <p>What potential problems or challenges did your nation inherit upon achieving independence?</p> <p>Extent to which human rights violations were an issue</p> <p>To what extent is your nation still impacted by such challenges?</p> <p>What efforts are being undertaken to meet these challenges</p> <p>GRASPS</p> <p>Goal/challenge - Students will research a nation that emerged or became independent in the second half of the 20th century such as India, Ghana, Algeria, Angola, Indonesia, Cambodia, Israel, etc.</p> <p>Role for student: Researcher</p> <p>Audience for student work: Classmates. Each group will research a different nation so their presentations will be used by their classmates to add to each individual's content knowledge.</p> <p>Situation - Research and presenting information in a manner that is informative, clear, and concise.</p> <p>Products and performances generated by student. Google Presentation</p> <p>Standards/criteria for judging success: Rubric ensuring all individuals have equal speaking time, 4-5 slides maximum, bullet points of fundamental information only, all speakers should have note cards, minimum of one map, 1-2 visuals per slide (credited), Citations on each slide page</p>
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<p>A</p> <p>A, M</p> <p>A, T</p> <p>A, T</p>		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Further information:</p> <p>Guided reading and note-taking from Ch 21 & 22 of Strayer's <i>Ways of the World</i></p> <p>Student participation in class discussions</p> <p>Students will take a stimulus based multiple choice assessment</p> <p>Students will write a short essay with a stimulus and one without.</p>
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Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Students will identify major players of the Cold War and work to collaboratively create a flow chart listing the major players, major theaters, proxy players, and regional impact of the Cold War.	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will continue to model appropriate reading and notetaking skills. Students will proceed to respond to guided reading questions-many of which will be open ended and all pertaining to the following source. Ch 21 & 22 of Strayer's <i>Ways of the World</i>.</p>	<p>Progress Monitoring</p> <p>Observation of student discussions</p> <p>Student mini presentations of primary source material to the class</p> <p>Students written responses on the documents of partition.</p>
A	Students will complete a graphic organizer comparing attempts to build socialism in the USSR and in China. They will focus on industrialization, collectivization, and the use of terror.	
A, T	<p>Students will explore the impact of Stalinism in the Soviet Union by reading and analyzing primary sources from Strayer's 2nd edition of <i>Ways of the World</i>. Students will be able to appropriately source the documents and explain the historical context, audience, point of view and purpose.</p> <p>21.1 <i>The Results of the First Five Year Plan</i> 21.2 <i>Red Bread</i> 21.3 <i>Personal Accounts of Soviet Industrialization</i> 21.4 <i>Personal Accounts of the Terror</i></p>	
A, T, M	<p>Students will collaborate to analyze visual sources on communism in China from Strayer's 2nd edition of <i>Ways of the World</i>. Students will be able to appropriately source the documents and explain the historical context, audience, point of view and purpose.</p> <p>21.1 <i>Smashing the Old Society</i> 21.2 <i>Building the New Society: The People's Commune</i> 21.3 <i>Women, Nature, and Industrialization</i> 21.4 <i>The Cult of Mao</i></p> <p>Students will collaborate to complete a graphic organizer on</p>	

<p>A</p> <p>A, T, M</p>	<p>decolonization and organize countries according to how they achieved their independence: negotiated, armed struggle, or examples of ethnic/religious tension. Students will evaluate the legacy of independence in the countries of Ghana, Algeria, French West Africa, Egypt and Nigeria.</p> <p>Students will analyze primary source excerpts surrounding the Partition of India. They will compare Nehru’s argument for a united India with Jinnah’s argument for a separate Muslim state and decide which plan would be best for the subcontinent. They will then read excerpts from people who experienced the violence of partition and explain the significance of either the historical context, audience, point of view, or purpose and how it influences what we can learn about partition.</p>	
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<p>ESTABLISHED GOALS: Required by the College Board</p>	<i>Transfer</i>	
<p>RL.0-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Compare the characteristics of 21st century globalization to characteristics of globalization in earlier epochs of world history</p> <p>Contrast the campaigns and ambitions of women in the developing and non-Western worlds with those of women in both western and non-western regions in earlier time periods</p> <p>Contrast contemporary patterns and causes of world migrations with those of earlier epochs in world history</p> <p>Project future environmental trends and patterns based upon prior and present trends and patterns</p> <p>Link digital technologies to forms of globalization that go beyond trade such as cultural diffusion and the pursuit of geopolitical interests of nations and interest groups</p> <p>Resolve issues such as child combatants, human trafficking, refugee crises, proliferation of weapons and other contemporary challenges in a mock Model UN meeting</p>	
<p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>		
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>		
<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>		
<p>AP Historical Thinking Skills: Development and Processes: 1 identify and explain historical developments and processes.</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p>The newly created United Nations sought to provide direction, resources and a forum for both developed and developing nations to express and meet needs, yet the rapid transition from colonization to independence often overwhelmed the ability of the UN as well as other international organizations to meet these needs.</p> <p>The post Cold War era witnessed a new phase of globalization that linked regions and nations that previously had few ties</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Were the formative goals and purposes of the United Nations realistic, merit worthy and attainable?</p> <p>Is the present nature of globalization markedly different from earlier epochs of globalization?</p> <p>Have the causes of world migration changed over time?</p> <p>Are the present environmental challenges that we face anthropocene (rooted in man) or a part of normal</p>

<p>AP Historical Thinking Skills 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources</p> <p>AP Historical Thinking Skills 3: Claims and Evidence in Sources: Analyze arguments in primary and secondary sources.</p> <p>AP Historical Thinking Skills 4: Contextualization: Analyze the context of historical events, developments, or processes.</p> <p>AP Historical Thinking Skills 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <p>AP Historical Thinking Skills 6: Argumentation: Develop an argument and support that argument using specific and relevant evidence. Corroborate, qualify or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p> <p>AP Reasoning Process 1 Comparison: Describe and explain similarities and or differences between specific historical developments and processes.</p> <p>AP Reasoning Process 2: Causation:</p>	<p>Digital communications accelerated and transformed the pace and intensity of globalization, which had already been intensified due to a prior series of new technologies such as flight, improved shipping, rails, satellite communications and so on.</p> <p>The campaign and ambitions of women in the developing and non-Western worlds today bear both similarities and differences to those experienced by women in both western and non-western regions in earlier time periods</p> <p>Contemporary patterns and causes of world migrations resemble those from earlier epochs in world history in that people seek to escape hardships or seek new opportunities, yet are more pronounced due to larger populations and more far reaching consequences of stimuli such as warfare, political instability, economic hardships and epidemics</p> <p>Present environmental challenges are exacerbated by growing demands of developed and developing nations</p> <p>The causes and effects of environmental changes in the period from 1900 to the present.</p> <p>Digital technologies has opened up new means of global trade and has also created new means by which nations and interest groups pursue geopolitical interests</p> <p>The continuities and changes in the global economy from 1900 to the present</p> <p>Ideological rivalries of the 21st century; including the rivalry between the West and some elements of the Islamic world have replaced Cold War rivalries.</p>	<p>environmental cycles?</p> <p>Do women in the non-Western world including parts of East Asia, Southeast Asia, South Asia, Africa and the Islamic world possess expectations of women in the western world over the past century or more?</p> <p>Can geopolitical and ideological differences between Western nations and Islamic non-state organizations such as Al-Qaeda and ISIS be resolved or is the dispute existential?</p> <p>Can historical issues such as child combatants, human trafficking, refugee crises, and proliferation of weapons be resolved?</p>
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<p>Describe causes and/or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process. Explain how a relevant context influenced a specific historical development or process.</p> <p>AP Reasoning Process 3: Continuity and Change: Describe and explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>Repercussions from events such as the American led War on Terror and the Arab Spring have led to tremendous instability and emphasis on conflicts in the Islamic world including Afghanistan, Iraq, Syria, Yemen and Egypt</p> <p>Ongoing issues such as child combatants, human trafficking, refugee crises, proliferation of weapons, epidemic diseases, environmental issues, ongoing military hotspots, the campaign for women’s rights in the developing world and the plight of indigenous peoples have all dominated the agenda of the UN.</p>	
Acquisition		
	<p><i>Students will know...</i></p> <p>The significance of various United Nations organs such as the General Assembly, Security Council and International Court of Justice</p> <p>Means by which digital communications accelerated and transformed the pace and intensity of globalization.</p> <p>Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods</p> <p>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</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting historical arguments from historical evidence</p>

	<p>Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives</p> <p>In a trend accelerated by the end of the Cold WEar, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century</p> <p>In the 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America</p> <p>Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world</p> <p>Reasons the Arab Spring arose and led to tremendous instability and emphasis on conflicts in the Islamic world including those in Afghanistan, Iraq, Syria, Yemen and Egypt</p> <p>Ongoing issues faced by the UN and the international community such as child combatants, human trafficking, refugee crises, proliferation of weapons, epidemic diseases, environmental issues, ongoing military hotspots, the campaign for women’s rights in the developing world and the plight of indigenous peoples.</p>	<p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats in order to address a question</p>
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Code	Evaluative Criteria	Assessment Evidence
T, M	<p>AP World Modern College Board Documents Based Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using at least six documents ● Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt ● For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and /or audience is relevant to an argument ● Use evidence to corroborate, qualify, or modify an argument that addresses the prompt 	<p>PERFORMANCE TASK(S):</p> <p>Students will write a document based essay analyzing the opportunities and barriers that nationalist movements posed concerning women’s rights in the twentieth century.</p> <p>OR</p> <p>Analyze the relationships between gender and politics in twentieth-century Latin America.</p>
T, M	<p>AP World Modern College Board Long Essay Question Rubric:</p> <ul style="list-style-type: none"> ● Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning ● Describe a broader historical context relevant to the prompt ● Support an argument in response to the prompt using specific and relevant examples of evidence ● Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt ● Use evidence to corroborate, qualify, or 	<p>Students will write a long essay question developing an argument that evaluates the extent to which scientific and technological advances have allowed states to expand their economic power in the period of 1900-the present.</p> <p>OR</p> <p>Develop an argument that evaluates how advances in science and technology affected society in this time period.</p> <p>OR</p> <p>Develop an argument that evaluates the extent to which rights-based discourses succeeded in bringing about social change during this period.</p>

A, T, M	<p>modify an argument that addresses the prompt</p> <p>Presentation rubric evaluating the topic description, analysis of the topic, the visual presentation, documentation and organization of the presentation.</p>	<p>Students will participate in a global symposium where student breakout teams collaborate to present modern day global issues and challenges and compare them to earlier epochs of the same issues. Topics will include globalization in the 21st century, present day world migration patterns, trade and culture, epidemic diseases, environmental issues, ongoing military hotspots, child soldiers, the campaign for women’s rights in the developing world and the plight of indigenous peoples.</p> <p>GRASPS Goal/challenge - Students will collaborate to present a professional slideshow that reflects sound research from credible resources, acquisition of fundamental information, ideas and research, command of technology and production of an audience friendly presentation that is fully documented Role for student-Academic presenter Audience for student work-classmates Situation - Forum: 21st century global issues Products and performances-Presentation to the class Standards/criteria for judging success: Presentation rubric evaluating the topic description, analysis of the topic, the visual presentation, documentation and organization of the presentation.</p>
A, T, M		<p>Students will participate in a Mock UN simulation which seeks to address an ongoing conflict or issue such as the war in Syria, the conflict between Israelis and Palestinians, conflict over Kashmir between India and Pakistan or another topic such as refugees or climate change.</p>

<p>A, T</p> <p>A, T, M</p> <p>A, T</p> <p>A, T</p> <p>A, T, M</p>		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will take a stimulus based multiple choice question assessment</p> <p>Students will write a stimulus based short essay question</p> <p>Students will participate in a class debate on the environmental challenges facing the world in the 21st century</p> <p>Students will peer edit their classmates' long essay questions using the AP LEQ rubric. Teacher will check to make sure students are using the rubric effectively</p> <p>Students will self-assess their DBQs using the AP DBQ rubric. Teacher will check to make sure students are using the rubric effectively</p>
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Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Students will be asked to brainstorm prior knowledge about globalization. What examples of globalization can they provide from earlier in the course? What predictions can they make on how globalization has changed in the 21st century?	
A, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Students will effectively collaborate to produce subtopics of a global symposium.	Progress Monitoring Monitoring of note taking for evidence that student understands the big picture and has provided adequate details
A	Teacher will lead student through analysis of the means by which the UN functions and set up a UN simulation pertaining to a present day challenge	Student listening wheels
A	Students will complete a graphic organizer comparing economics in the 20th century in the US under Reagan, Britain under Thatcher, China under Deng Xiapeng, and Chile under Pinochet.	Student responses in class discussions
A, T	Students will collaborate in groups to find examples of the globalization of culture in the areas of music, movies, social media, global sporting events, global online commerce, global brands, and global food and drink. Greater emphasis will be on examples that are NOT from the United States. Students will explain how their example spread throughout the world.	Analysis of student presentations for clarity of presentation, fundamental information, enriching details, reliance upon credible resources and documentation.
A, T	Students will analyze various expressions of feminism by analyzing primary sources found in Strayer's 2nd edition <i>Ways of the World</i> . Students will be able to explain the historical content, audience, point of view, and purpose of the primary source. 23.1 "Communism and the Family" 23.2 "Remember, Resist, Do Not Comply" 23.3 A Black Feminist Statement 23.4 Politics and the Muslim Woman	

