WORLD HISTORY PROJECT



WHP AP® COURSE GUIDE

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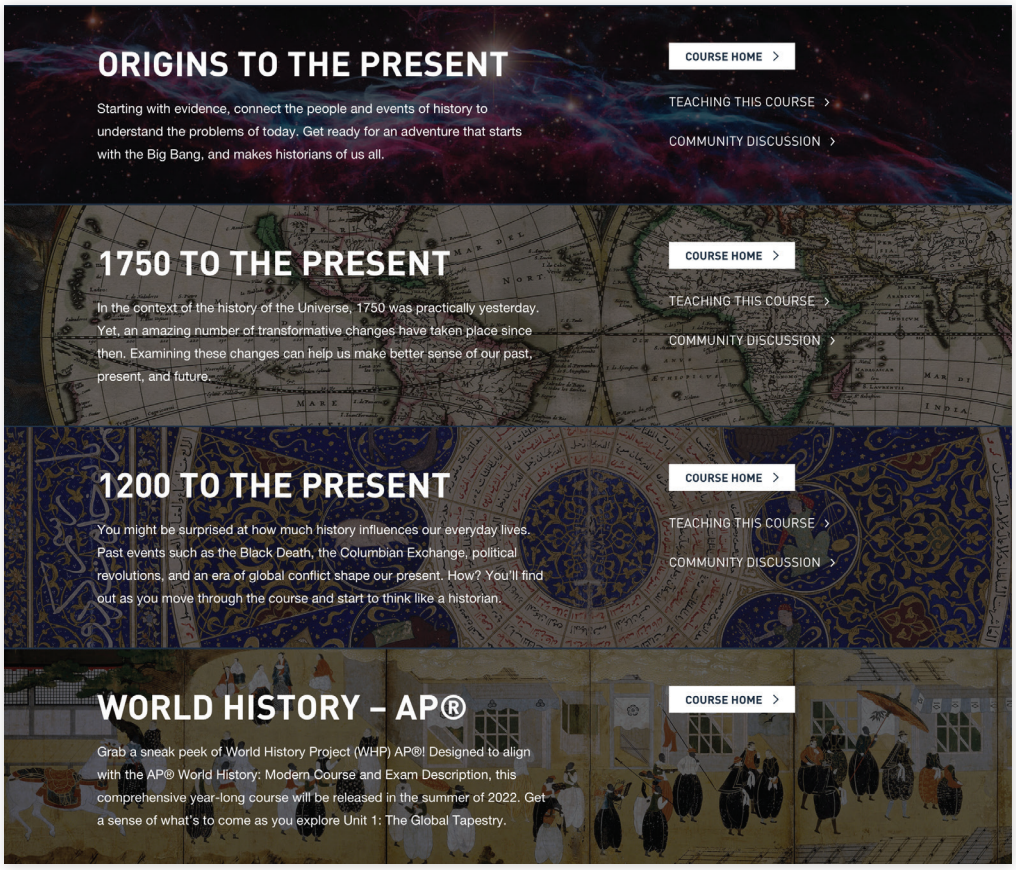
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Cover image: A Sultan and his court. © Leemage/Universal Images Group via Getty Images.

World History Project AP Overview

Welcome to the World History Project AP course! This global history course—which we often refer to simply as WHP AP—is aimed at providing high-school students with a cohesive approach to learning and understanding the history of the world while simultaneously preparing them to take the AP® World History: Modern exam. In this course, you and your students will explore our collective history beginning in 1200 and ending in our present moment. WHP AP will help students learn how to use stories about our connected human past to orient themselves to their "now" and prepare for the future. We're going to cover a lot of ground (and more than 800 years); however, this course is not a typical march-through-time history class that simply presents one event after another. Rather, WHP uses a set of overarching inquiry problems that are tied to the AP® Course and Exam Description (CED) learning objectives, historical developments, and themes, situated at a variety of scales, to organize and facilitate teaching and learning. As you begin your journey with WHP AP, remember, you're not alone. An active community of teachers and scholars will be along for the ride through this global history of the last eight centuries and counting.

In this guide, you'll find detailed information about WHP AP's course structure and content. For descriptions of the objectives, we refer you to the AP® World History Modern Course and Exam Description (CED), with which we have tightly aligned the course. For an overview of OER Project's approach to the subject matter, including our inquiry framework, philosophy, and our suggested approaches to teaching, check out the OER Project Teaching Guide. In addition, if you think one of our other (non-AP) world history courses might be a better fit for your classroom, check out the other course guides. We currently offer three world history courses: WHP Origins, WHP 1200 to the Present, and WHP 1750 to the Present.



Four WHP course options

Course Alignment

One question that often comes up for teachers adopting a new AP course is whether the course is truly aligned to the College Board's expectations, and whether it will fully prepare students for the AP® World History: Modern exam. The WHP AP team conducted a thorough assessment of course's content assets to ensure that they align with the AP CED. The CED identifies particular topics within each unit. WHP AP has either a single content asset or multiple assets to address each of these topics. As a result, each article, video, and activity in the WHP AP course aligns with specific topics and themes in the AP CED (see the WHP AP Alignment document for detailed information). WHP AP content assets address the thematic focus for each topic, describe all historical developments identified in the AP CED, and include lesson plans that help students achieve the learning objectives. We often specifically address the illustrative examples identified in the CED, but we do not include all these examples. In our consultation process with AP experts, we learned that these examples are suggestions; therefore, if we have at least one illustrative example per subtopic covered, students will be able to apply that content knowledge to answer questions on the AP exam.

Skills alignment: The WHP AP unit problems and assessments were designed to precisely align unit by unit with the reasoning processes in the AP CED. The WHP AP course also includes a series of historical thinking practice progressions that align with the historical thinking skills and reasoning processes included in the AP CED. For each article and video in the course, we created guiding questions that ask students about how the content in that asset relates to the AP theme, topic, or suggested skill for that unit.

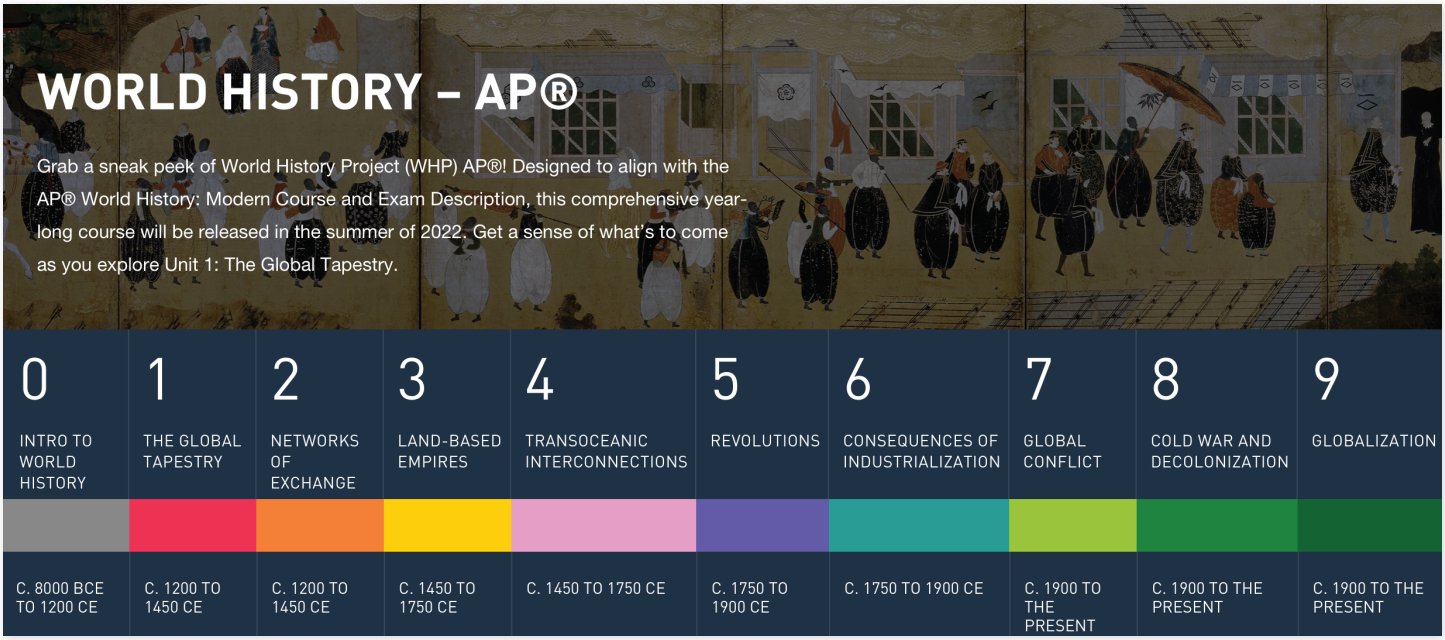
Structural alignment: Each unit in the WHP AP course aligns with the units and periodization identified in the AP CED. Lessons are organized and grouped based on the topics of the CED. Each WHP AP lesson aligns either with one topic or multiple topics. Considering that the AP CED topics and numbering are subject to change over the years, we've grouped some topics together in one lesson rather than splitting the course into seven to ten lessons per unit.

Course Content

The WHP AP course comprises three main asset types—texts, videos, and activities—and has a clear structure that will help you navigate the course content.

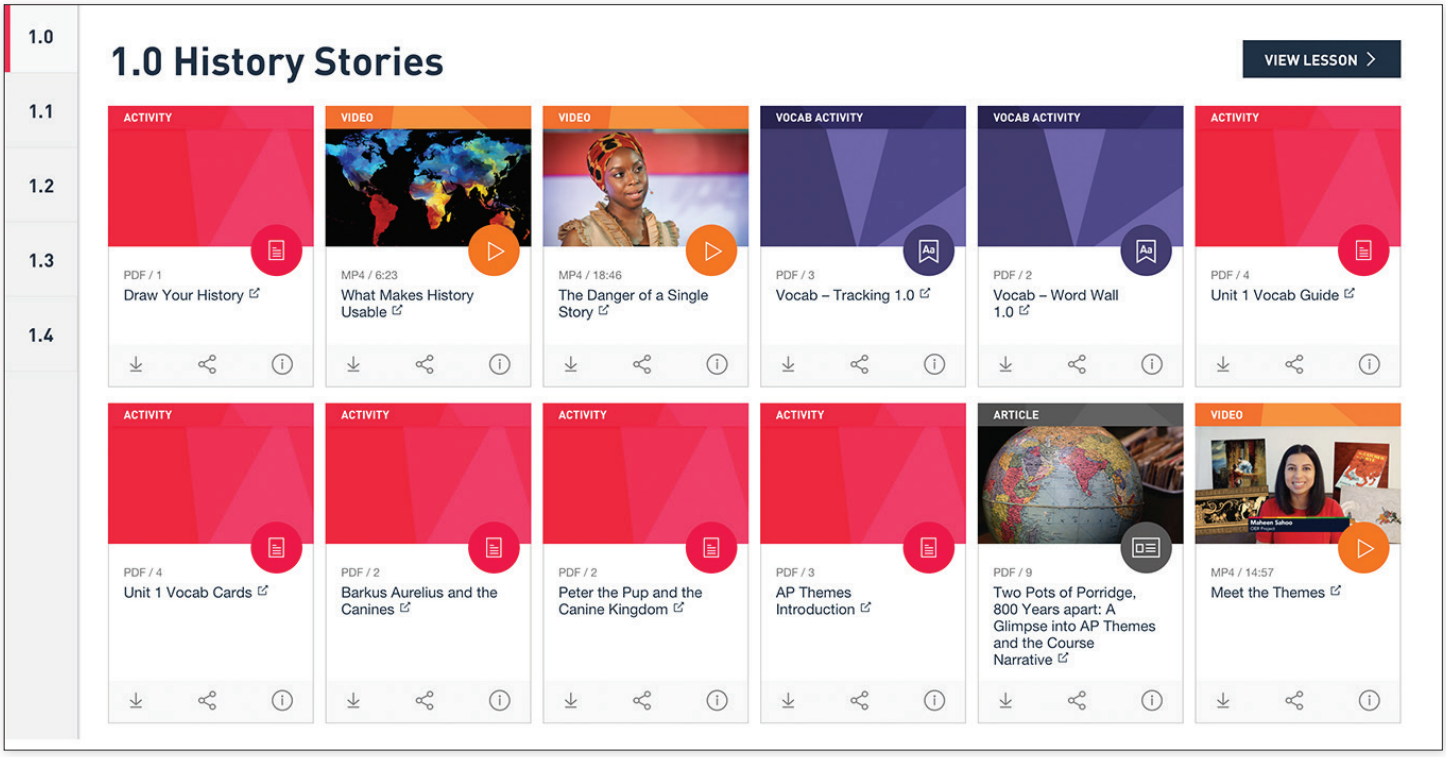
Course Structure

The WHP AP course is divided into nine main units plus an introductory review unit (Unit 0), which are described in more detail below. Each unit is composed of a set of lessons. Each lesson typically includes a mix of articles, videos, and activities. The first lesson in each unit (that is, the "0" lesson: 1.0, 2.0, 3.0, and so on) provides a high-level overview—a big picture—of what happens in each unit, and also shows how the units are connected to one another. This high-level overview lesson supports a big-picture narrative while the remaining lessons tend to get into more of the details.



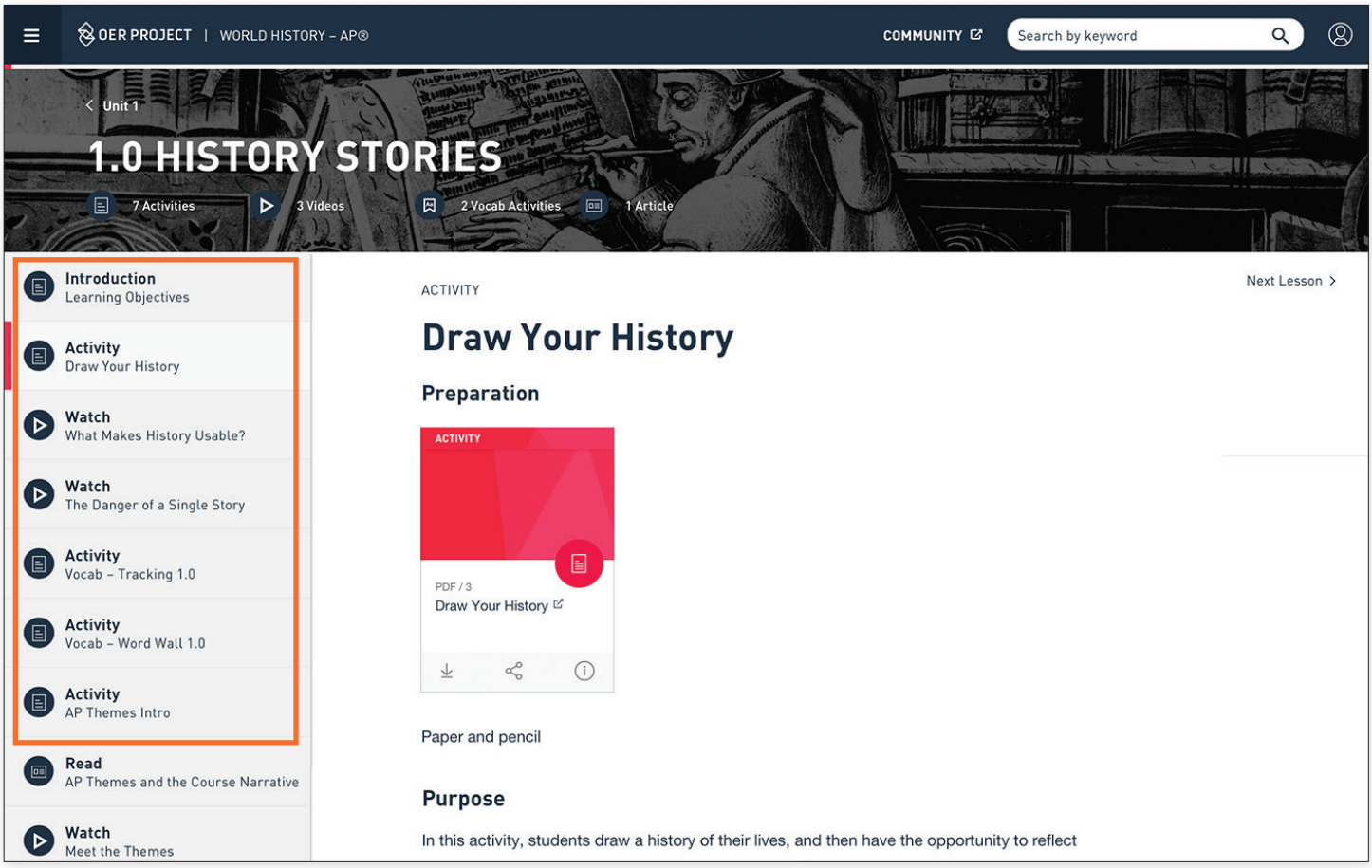
WHP AP periodization scheme

We have two ways to access the activities, articles, and videos within the course—the Unit View and the Lesson View. There are some slight differences between what you will find in each of these views.



*From the Unit View, you can see all the activities, articles, videos, and assessments in each lesson of the unit. Click **View Lesson** to see the lesson.*

Within the Lesson View you'll find directions to help guide you through each activity, video, and article. In the case of activities, these are the same directions you'll find in the associated PDF. For articles and videos, you'll find questions aligned to the Three Close Reads approach; guiding questions aligned with the AP CED; and key ideas questions that will help students process the content (along with links to the related videos and articles). Note that you'll also find teacher-facing language and sample answers in the Lesson View; on the student-accessed website, students will see student-facing language and they will not see any sample answers or answer keys.



From the Lesson View, click on any asset in the left-hand menu to see related lesson instructions and materials.

Texts

There are three main types of texts included in the course: articles, graphic biographies, and primary source collections.

- **Articles:** A series of essays by eminent scholars from around the world. We provide audio versions of all the readings.
- **Graphic biographies:** Graphic biographies of everyday people from throughout human history are included in each unit. These are discussed in more detail below.
- **Primary source collections:** Primary source collections (including image collections) have been curated and included throughout the course to include a wide variety of historical content. Each primary source collection includes a guiding question. We offer the option to use our Quick Sourcing Tool if you choose to use these with your students.



Examples of course texts: article (left), graphic biography (center), and primary source collection (right).

Videos

The course features a variety of videos, each with a specific purpose as part of an integrated lesson. The videos provide variety alongside text and activities, giving students an opportunity to view historical sites and hear the views of scholars from around the world. They offer an engaging way for students to learn a good deal of history content in a fairly short amount of time. We provide transcripts and closed captioning for all videos. Some teachers choose to review video transcripts with their students either before or after watching the videos. You can also check the "Pause at Key Concepts" box to have the video stop in places where we suggest checking student comprehension. These stopping points match up with the questions and answers found in the lesson view that goes with each video. All our videos include these features, but there are several different video types, each playing a distinct role in the course.

- **AP-specific unit videos (in development)**: This AP-specific video series will provide the narrative thread for the course, and will highlight key concepts, historical developments, and themes that students will encounter in each unit, giving them a framework to guide their learning.
- **Topical videos**: These videos, which are found throughout the course, bring expert knowledge from world historians and other scholars to discuss key questions such as: What makes history usable? How did Islam emerge and spread? How did the slave trade impact West Africa? Why did the Armenian Genocide happen? What is fascism? Why did internationalism fail to stop the First World War? In each case, experts present on the questions and offer evidence to help students to answer these questions.

- **International video arcs**: We've created five international video arcs, each made up of three videos based around a particular geographic location. Each video provides regional evidence to help students think about the unit problem. However, they also work longitudinally to ask and address questions of continuity and change within a state or region, such as the Caribbean, the Arabian Peninsula, the United Kingdom, Ghana, and China.
- **Crash Course videos**: We have carefully curated a selection of Crash Course world history videos that are teacher-tested for topical coverage and that we feel are a great fit for the course. These videos often move fast, so consider having students review the transcript before or after they watch to fill in or reinforce any details they might miss.
- **Khan Academy videos:** Khan Academy has an extensive video library, and we've partnered with them to provide students with more in-depth explorations of certain historical units, such as the Aztec Empire, the Inca Empire, and the Opium Wars.



Excerpts from WHP videos

Activities

Lessons include standard activity types (vocabulary activities, for example), progression activities, repeated activities, assessments, and customized "fun" activities to maximize student engagement and learning. We also have a few special features, such as data explorations, which are discussed more in this section.

Practice Progressions and Thinking Tools

Please see the OER Project Course Teaching Guide for more detailed information about the rationale behind practice progressions. Here, you will see the specific activity progressions found in the WHP AP course. We

recommend you use caution if you are considering skipping activities that are part of a spiraling series. Doing so might leave students with an incomplete set of skills or cause confusion when students encounter less-scaffolded activities. The OER Project advises teachers to complete each activity in the series with your students. Even if you don't do them in the exact order suggested in the outline, ensure appropriate scaffolding is provided to support skill development.

WHP AP Activity Placemat

	Unit 1 The Global Tapestry	Unit 2 Networks of Exchange	Unit 3 Land-based Empires	Unit 4 Transoceanic Interconnections	Unit 5 Revolutions	Unit 6 Consequences of Industrialization	Unit 7 Global Conflict	Unit 8 Cold War and Decolonization	Unit 9 Globalization
Practice Progressions									
Reading	Three Close Reads Introduction	No specific activity sequence—release of scaffolding determined by teacher in relation to Three Close Reads recommendations.							
Writing	AP Rubrics	Thesis and Contextualization Part 1	Analysis and Evidence and WHP Concepts Part 1	Organization and Language and Style	Claim and Focus Part 2	Analysis and Evidence and WHP Concepts Part 2	Organization and Language and Style Part 2	Peer Editing	Self-Editing
Claim Testing	Intro The Islamic World	Authority Making Claims: Expanding Networks	Evidence	Transoceanic Empires	Social Class and Gender *Making Claims: Revolutions* *Making Claims: Industrialization*	Imperialism	Global Conflict *Making Claims: World War I*		Globalization *Making Claims: Globalization*
Causation	Alphonse the Camel	The Black Death			Recipe for a Revolution	Indian Uprising	World War II	Cold War	Environmental Change
Comparison	Life in 1200 and Today		Empires		Egypt and Japan Women's Suffrage		Russian Revolution and ___ Revolution	Decolonization Methods	
Contextualization	Intro Mansa Musa		Belief Systems		Child Labor	Opium Wars	The Great Depression		
Continuity and Change Over Time (CCOT)	Intro to CCOT		Networks of Exchange to Land-Based Empires	Land-Based Empires to Transoceanic Connections	Transoceanic Connections to Revolutions		Empire to Global Conflict		Unit Comparisons
Sourcing	Intro			Spanish Conquest of the Aztec Empire	Reactions to Industrialization	Differing Perspectives on Imperialism		Who Started the Cold War?	

	Unit 1 The Global Tapestry	Unit 2 Networks of Exchange	Unit 3 Land-based Empires	Unit 4 Transoceanic Interconnections	Unit 5 Revolutions	Unit 6 Consequences of Industrialization	Unit 7 Global Conflict	Unit 8 Cold War and Decolonization	Unit 9 Globalization
Fun, Special Projects, DBQs and LEQs									
Big Fun*	Draw Your History	Traveler Postcards Silk Road Simulation	Comparing Graphic Biographies	Our Interconnected World World Zone Café	Revolutionary Women Urbanization Game Economic Systems Simulation Assembly Line Simulation	Imperialism Cartoons	Our Interconnected World—World War I World War I Letters World War I Peace Talks Political Party Platform	Cold War Crisis	Dollar Street Project UN Sustainable Development Goals
Project X		A Guide to Reading Charts Three Close Reads for Data Data Exploration: Population	Make a Prediction, Pt 1 Data Exploration: Urbanization	Data Exploration: War and Peace	Data Exploration: Child Labor	Make a Prediction, Pt 2 Data Exploration: Greenhouse Gas Emissions	Topic Selection Data Exploration: Democracy	Research Data Exploration: Inequality in Income	Final Project Data Exploration: Future Population Growth
Graphic Biographies	Three Close Reads for Graphic Biographies Rumi Mocuilxo-chitzl	Sorqoqtani Beki Rashid al-Din Zheng He	Mawläy 'Abd al-Mälik Qing Shih" Kanzada Begum	Yasuke Amonute Juana de la Cruz Domingos Álvares	Edmund Burke Manuela Sáenz, Jonotas, and Natan Rifa'a al-Tahtawi	Lucknow Yaa Asantewaa, Queen Mother of Ejisu	Helen Fairchild Dr. Rosa Luxemburg Plaek Phibun-songkhram Manuel Quezon	Dadabhai Naoroji Kwame Nkrumah	Hua Guofeng Ugandan Migrants Islam Alhashel
Graphic Biographies (continued)					Iwasaki Yatarō Ottilie Baader Harriet Forten Purvis				
Sourcing Collections	Belief Systems	The Mongol Collection Networks of Exchange	Transformation of Belief	Trade and Technology Imperial Expansion, Competition, and Resistance Labor and Social Hierarchy	Words of the Enlightenment Revolutions	Economic Imperialism and State Expansion Responses to State Expansion Migration	World War I Economy in the Interwar Period Unresolved Tensions World War II Science and Technology in the World Wars	Cold War Communism Newly Independent States Global Resistance to Established Power Structures	Economics in the Global Age Resistance to Global Institutions

	Unit 1 The Global Tapestry	Unit 2 Networks of Exchange	Unit 3 Land-based Empires	Unit 4 Transoceanic Interconnections	Unit 5 Revolutions	Unit 6 Consequences of Industrialization	Unit 7 Global Conflict	Unit 8 Cold War and Decolonization	Unit 9 Globalization
DBQs/LEQs ***Score available**	LEQ *Develop an argument that evaluates the similarities and differences in the ways states were organized in different parts of the world from c. 1200 to 1450 CE.*	LEQ *Develop an argument that analyzes the similarities and differences between various networks of exchange from c. 1200 to 1450 CE.*	DBQ *Evaluate the extent to which governments reacted similarly to increased foreign trade during the period c. 1450 to 1750 CE.*	LEQ *Develop an argument that evaluates the extent to which economic developments that occurred between c. 1450 and 1750 CE impacted social structures over time.*	DBQ *Evaluate the extent to which industrialization brought change to Britain and India during the period from c. 1750 to 1900 CE.*	LEQ *Develop an argument that evaluates the extent to which responses to colonial rule were effective c. 1750 to 1914 CE.*	DBQ *Analyze how and why the Nazi Party rose to power in prewar Germany.*	LEQ *Develop an argument that evaluates the extent to which decolonization and the Cold War were interconnected factors in two of the following countries: Cuba, South Africa, and China.*	DBQ *Evaluate the extent to which globalization brought positive change for all people in the period from c. 1900 CE to the present.*

**Note: Some units have multiple opportunities for Big Fun, so choose according to the time you have. Also, the Unit 1 activities are shorter overall.*

Reading

WHP seeks to improve students' ability to analyze, evaluate, and use a range of primary and secondary sources and video, including arguments about the past, in a variety of formats or genres. Specifically, WHP activities regularly asks students to read sources deeply; to evaluate the roles that evidence, context, and underlying assumptions play in constructing an interpretation; and to evaluate the consequences or significance of one interpretation over another.

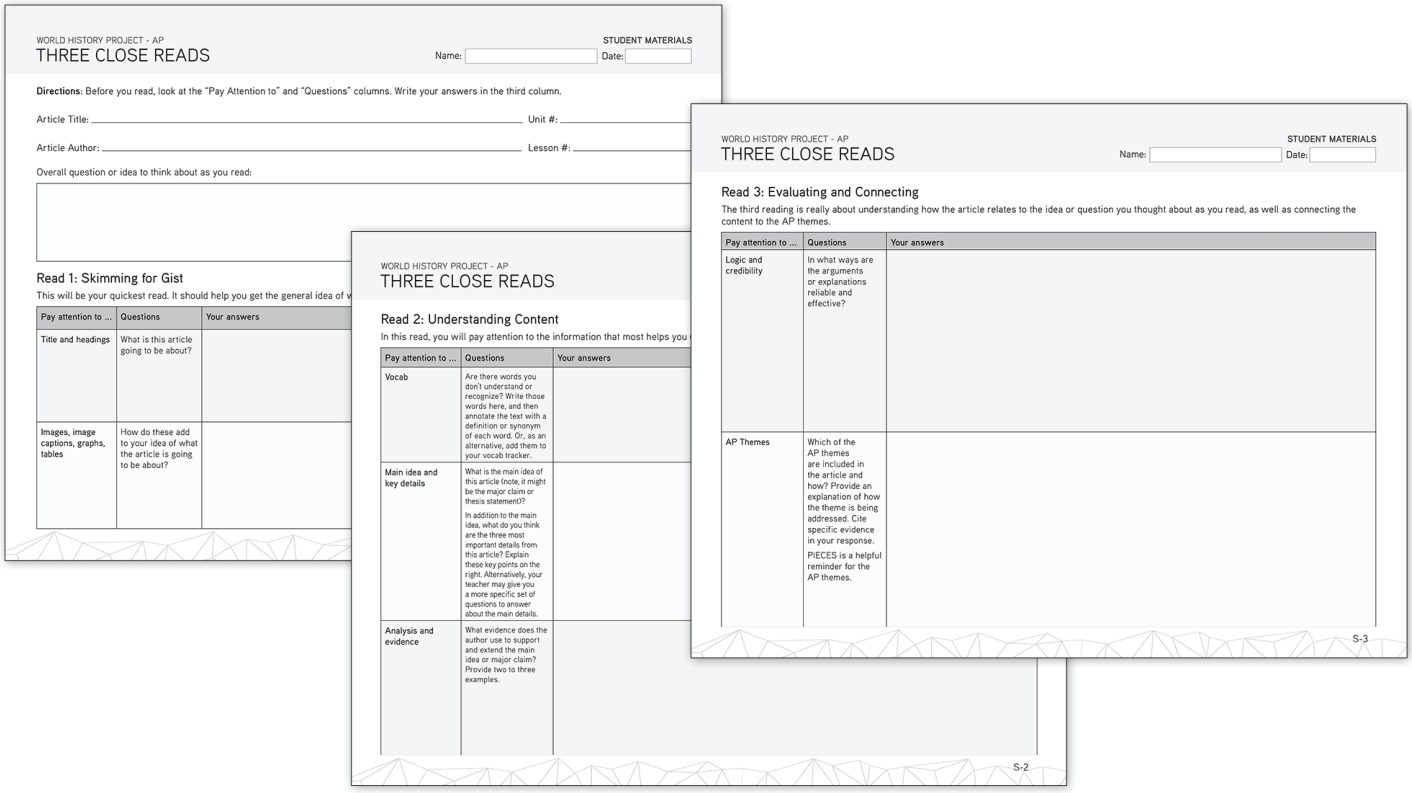
For students to develop the skills related to historical reading, the course provides extensive supports for what we call the Three Close Reads process, which you can learn more about in the OER Project Teaching Guide. Students are introduced to close reading strategies in the first overview reading of the course, and then continue to use the process throughout. Although reading everything in the course three times might seem like overkill, it's a very helpful tool for getting all the information from the articles and other readings. Students will get faster and faster with each reading, and somewhere in the middle of the course they will notice that the three reads take the same amount of time that one used to take. Students will eventually internalize this process; however, they should continue to use the Three Close Reads worksheet as a tool to help them with more complicated readings.

In addition to text-based readings, we also assume that students will "read" videos in the course in the same manner they use Three Close Reads to assess text-based readings. The videos used in the course are often dense and provide detailed information. Usually, watching a video once and moving on does not provide the kind of engagement needed for students to comprehend, recall, and apply the details contained in it. We recommend that you approach video just as you do reading. First, have students watch the video so they can get the overall gist (a first watch of a video is often a great homework assignment). Then, have students watch the video more closely, using the questions provided in the accompanying lesson plan to help them focus on the key ideas. For the final viewing, ask students to apply what they learned in the video to see if the video supports, extends, or challenges what they already knew about the topic at hand. You can also have students read video transcripts to cut down on the overall time it takes to use each video as part of instruction. Note: Videos are not intended to replace instruction; rather, they are a resource that should be used in an interactional way.

You should keep an ear out for when students start to grumble about the three reads. It might mean that they're ready for a less-scaffolded experience. Teachers should use their knowledge of how their students' reading skills are developing to decide when they need less guidance and structure. It's unlikely this will happen in the first unit, or even the first couple of units, but eventually this process will become a habit. Until it does, it's important to use the worksheet, and early in the course we recommend modeling the Three Close Reads process with your students.

Typically, students should use the Three Close Reads worksheet to help them analyze an article. In addition to the worksheet, you will always be given more specific questions (with sample answers that appear only in the teaching material) that can be used to orient your students to particular concepts and rhetorical devices for the second and third reads. The questions provided as part of the activity should be used for class discussions and for checking students' understanding of the reading. The content covered in the reading-specific questions is important for your students to learn, so make sure these questions, which are in addition to those on the Three Close Reads worksheet, are addressed with your students in some way. Note the questions for the third read have been aligned to those found in the AP World History Modern CED.

Our teachers have noted that sourcing is a difficult skill for students to master; therefore, we call it out as a separate historical thinking practice. Although it's tightly bound to reading, we tease it out in the WHP practices so students can spend additional time deliberately practicing their sourcing skills. While the standard Three Close Reads approach is intended for use for regular essay-type articles, we have developed additional strategies for different types of texts. To support the reading of graphic biographies and charts and graphs, we also have Three Close Reads—Graphic Biographies and Three Close Reads—Data Exploration. For more information on these, refer to the Graphic Biographies and Project X sections of this guide.


WORLD HISTORY PROJECT - AP
THREE CLOSE READS
STUDENT MATERIALS
Name: Date:
Directions: Before you read, look at the "Pay Attention to" and "Questions" columns. Write your answers in the third column.
Article Title: Unit #:
Article Author: Lesson #:
Overall question or idea to think about as you read:
Read 1: Skimming for Gist
This will be your quickest read. It should help you get the general idea of
Pay attention to ... | Questions | Your answers
Title and headings | What is this article going to be about?
Images, image captions, graphs, tables | How do these add to your idea of what the article is going to be about?
WORLD HISTORY PROJECT - AP
THREE CLOSE READS
Read 2: Understanding Content
In this read, you will pay attention to the information that most helps you
Pay attention to ... | Questions | Your answers
Vocab | Are there words you don't understand or recognize? Write those words here, and then annotate the text with a definition or synonym of each word. Or, as an alternative, add them to your vocab tracker.
Main idea and key details | What is the main idea of this article (note, it might be the major claim or thesis statement)?
In addition to the main idea, what do you think are the three most important details from this article? Explain these key points on the right. Alternatively, your teacher may give you a more specific set of questions to answer about the main details.
Analysis and evidence | What evidence does the author use to support and extend the main idea or major claim? Provide two to three examples.
S-2
WORLD HISTORY PROJECT - AP
THREE CLOSE READS
STUDENT MATERIALS
Name: Date:
Read 3: Evaluating and Connecting
The third reading is really about understanding how the article relates to the idea or question you thought about as you read, as well as connecting the content to the AP themes.
Pay attention to ... | Questions | Your answers
Logic and credibility | In what ways are the arguments or explanations reliable and effective?
AP Themes | Which of the AP themes are included in the article and how? Provide an explanation of how the theme is being addressed. Cite specific evidence in your response.
PIECES is a helpful reminder for the AP themes.
S-3

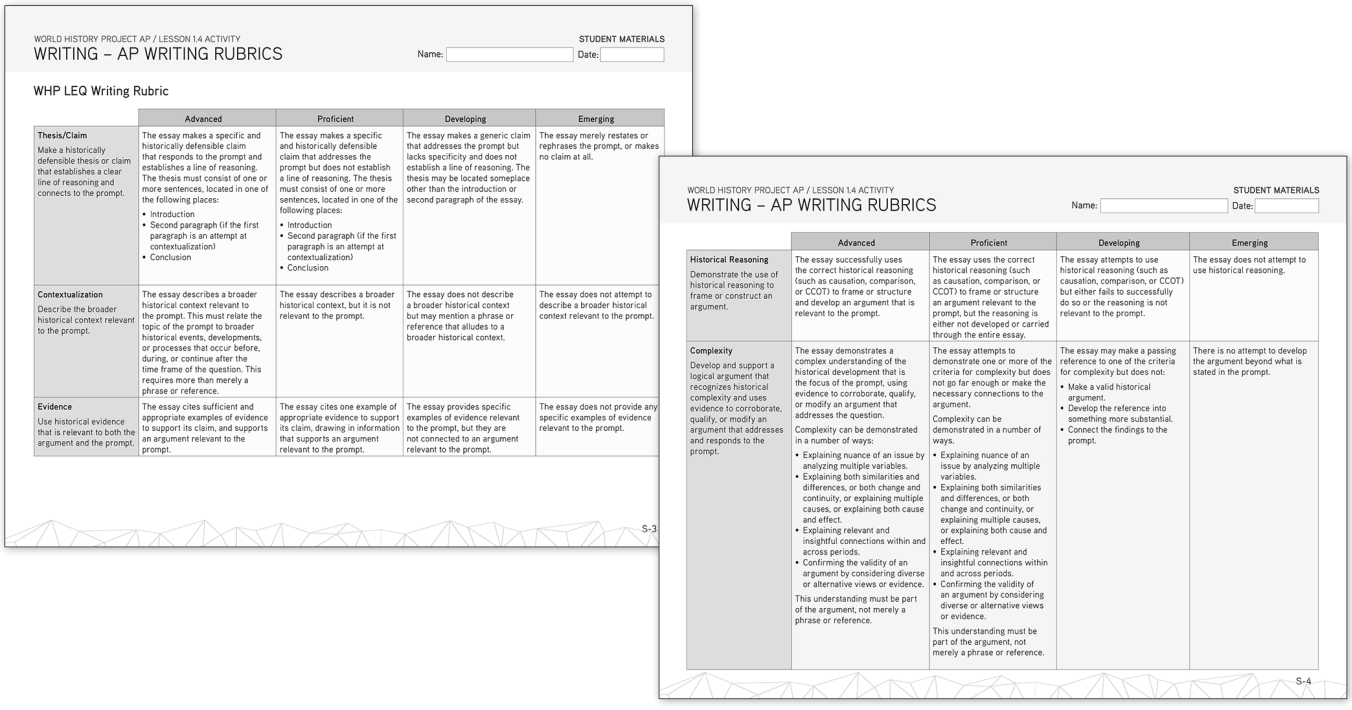
Three Close Reads worksheet

Writing

The WHP AP course is writing intensive. Students are asked to respond in writing to a variety of essay prompts, including those related to the reasoning processes of causation, historical comparison, and continuity and change over time (CCOT). Because history teachers must help students develop their writing skills but are not necessarily trained as writing teachers, we have created a series of seven activities that focus specifically on developing these core writing skills so that students are prepared to construct their own historical narratives in response to these varied historical prompts.

The writing progression activities start with an introduction to the WHP AP Writing Rubrics. We have developed two rubrics: the WHP AP DBQ Rubric and the WHP AP LEQ Rubric. These rubrics were created using the criteria shared in the AP CED for what it takes to score points on the exam. If students earn a score of 5 on the rubric, this equates to receiving points on the exam. We have created additional rubric columns so students have a clearer sense of what they need to do to improve on each criteria of the rubric, helping them focus their efforts where needed to receive points on the AP World History: Modern exam. The first activity in the progression introduces students to these rubrics so they have a clear understanding of the goals they are trying to meet when writing for the exam. Each activity is designed to help students not only understand the rubric criteria, but also learn how to identify the elements of good writing. Students will learn about how to craft a thesis statement, how to write a contextualization paragraph, how to properly use evidence and reasoning in their writing, and so on.

For the writing progression activities in the later units of the course, we ask students to do a deeper analysis of sample essays. They will shift from simply identifying elements such as the thesis and contextualization, to attempting to make suggestions for improvement in sample essays. This will help students develop these core writing skills so they're prepared to construct their own historical narratives in response to historical prompts. Note these activities are the second to last activity in each unit, preceding a unit-culminating writing assessment in the form of a DBQ or LEQ. The DBQs and LEQs are explained in more detail in the Assessment section of this guide.



WORLD HISTORY PROJECT AP / LESSON 1.4 ACTIVITY
WRITING – AP WRITING RUBRICS
STUDENT MATERIALS
Name: Date:

WHP LEQ Writing Rubric

	Advanced	Proficient	Developing	Emerging
Thesis/Claim Make a historically defensible thesis or claim that establishes a clear line of reasoning and connects to the prompt.	The essay makes a specific and historically defensible claim that responds to the prompt and establishes a line of reasoning. The thesis must consist of one or more sentences, located in one of the following places: • Introduction • Second paragraph (if the first paragraph is an attempt at contextualization) • Conclusion	The essay makes a specific and historically defensible claim that addresses the prompt but does not establish a line of reasoning. The thesis must consist of one or more sentences, located in one of the following places: • Introduction • Second paragraph (if the first paragraph is an attempt at contextualization) • Conclusion	The essay makes a generic claim that addresses the prompt but lacks specificity and does not establish a line of reasoning. The thesis may be located someplace other than the introduction or second paragraph of the essay.	The essay merely restates or rephrases the prompt, or makes no claim at all.
Contextualization Describe the broader historical context relevant to the prompt.	The essay describes a broader historical context relevant to the prompt. This must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This requires more than merely a phrase or reference.	The essay describes a broader historical context, but it is not relevant to the prompt.	The essay does not describe a broader historical context but may mention a phrase or reference that alludes to a broader historical context.	The essay does not attempt to describe a broader historical context relevant to the prompt.
Evidence Use historical evidence that is relevant to both the argument and the prompt.	The essay cites sufficient and appropriate examples of evidence to support its claim, and supports an argument relevant to the prompt.	The essay cites one example of appropriate evidence to support its claim, drawing in information that supports an argument relevant to the prompt.	The essay provides specific examples of evidence relevant to the prompt, but they are not connected to an argument relevant to the prompt.	The essay does not provide any specific examples of evidence relevant to the prompt.

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WORLD HISTORY PROJECT AP / LESSON 1.4 ACTIVITY
WRITING – AP WRITING RUBRICS
STUDENT MATERIALS
Name: Date:

	Advanced	Proficient	Developing	Emerging
Historical Reasoning Demonstrate the use of historical reasoning to frame or construct an argument.	The essay successfully uses the correct historical reasoning (such as causation, comparison, or CCOT) to frame or structure and develop an argument that is relevant to the prompt.	The essay uses the correct historical reasoning (such as causation, comparison, or CCOT) to frame or structure an argument relevant to the prompt, but the reasoning is either not developed or carried through the entire essay.	The essay attempts to use historical reasoning (such as causation, comparison, or CCOT) but either fails to successfully do so or the reasoning is not relevant to the prompt.	The essay does not attempt to use historical reasoning.
Complexity Develop and support a logical argument that recognizes historical complexity and uses evidence to corroborate, qualify, or modify an argument that addresses and responds to the prompt.	The essay demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. Complexity can be demonstrated in a number of ways: • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarities and differences, or both change and continuity, or explaining multiple causes, or explaining both cause and effect. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.	The essay attempts to demonstrate one or more of the criteria for complexity but does not go far enough or make the necessary connections to the argument. Complexity can be demonstrated in a number of ways. • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarities and differences, or both change and continuity, or explaining multiple causes, or explaining both cause and effect. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.	The essay may make a passing reference to one of the criteria for complexity but does not: • Make a valid historical argument. • Develop the reference into something more substantial. • Connect the findings to the prompt.	There is no attempt to develop the argument beyond what is stated in the prompt.

S-4

WHP Writing Rubric

Claim Testing

Claim testing is an important analytical process for assessing the quality and veracity of claims. It helps students see and evaluate people's assertions and gives shape to one of the most important and useful historical critical thinking practices. Since history is all about making assertions, it's important that students learn the skill of testing claims early and use it frequently as part of evaluating historical accounts and making historical interpretations. Through use of this process, students will become familiar with the language of claim testing, which they should also begin to use as part of accountable talk in the classroom.

The WHP AP course equips students with the language and practice needed to analyze claims made in many forms, including primary and secondary sources, data charts, videos, graphic biographies, and even in-class discussions. It's very important for students to see you, their teacher, model claim testing by making it a regular part of classwork. You might stop a video to ask about the support Trevor Getz offers for one of his claims; or you might ask students to highlight an article's major and minor claims; or have them use claim testers to shape a discussion of a current issue in the news or in school.

In class discussions, you might encourage students to respond to each other with questions such as:

- Is the creator of this source credible? Why?
- What's the evidence for that claim?
- Can you explain the logic behind your statement?
- This makes logical [or intuitive] sense to me but I don't have much evidence. Can someone suggest some evidence to support this?

You might even create a poster of such phrases to scaffold the regular use of the claim testers in class. Of course, claim testing should also become evident in students' writing as they use these same strategies to show how they arrived at or are supporting their conclusions.

The claim-testing progression starts with a fun and quick activity to introduce students to the claim testers, then moves into specific activities that address the concepts of authority and evidence. For the remaining activities in the progression, students will apply what they know about authority, logic, intuition, and evidence to write supporting statements for claims they're given that are relevant to the unit they're studying. They will analyze the quality of evidence put forth by their peers, find disconfirming evidence, and write thesis statements based on their conclusions, all of which will help them be better prepared to make and support claims in their own writing.

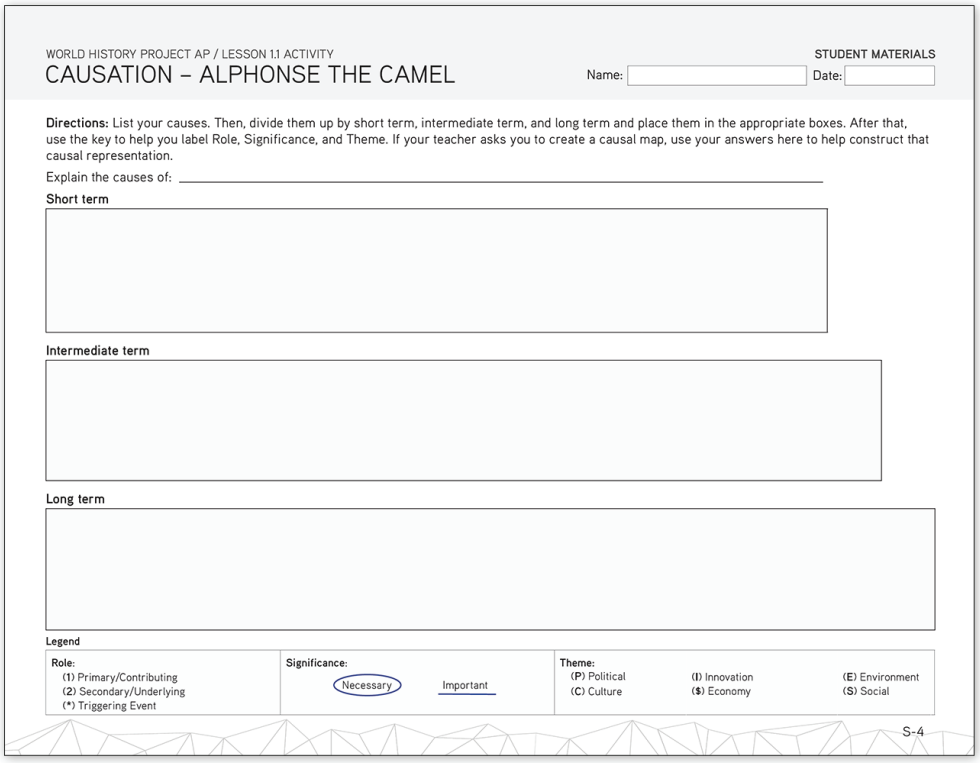


WHP Claim Testers

Causation

Causal reasoning can help students develop evidence-based explanations or arguments in response to a causal question that considers human actions, events, and larger structures or processes. Reasoning about cause and consequence is core to the work of a historian and therefore this practice is introduced early and repeated often. As students' progress in the course, they will use their causal reasoning skills in most activities. It won't be long before the steps they follow to analyze cause and consequence become implicit, and at that point they may not need the support of the Causation Tool. However, writing about causation may take more time, so make sure to provide the appropriate support to your students until they've mastered writing about cause and consequence.

Students are introduced to causation in Unit 1 of the course using the fictitious story of Alphonse the Camel. They are introduced to the Causation Tool at the end of this activity. In the activity that follows, which focuses on the Black Death, students learn how to draw causal maps. Then students dig into both cause and consequence, learning that their relationship is not linear. A couple of activities later, students have some fun with causation in Recipe for a Revolution. For this activity, students create a recipe that explains the causes for a particular political revolution. Students cover some other topics, ending by analyzing a complex process—environmental change. By the end of this progression, students should be skilled in analyzing long-, intermediate-, and short-term causes as well as their significance, role, and type.



WORLD HISTORY PROJECT AP / LESSON 1.1 ACTIVITY

STUDENT MATERIALS

CAUSATION – ALPHONSE THE CAMEL

Name: Date:

Directions: List your causes. Then, divide them up by short term, intermediate term, and long term and place them in the appropriate boxes. After that, use the key to help you label Role, Significance, and Theme. If your teacher asks you to create a causal map, use your answers here to help construct that causal representation.

Explain the causes of: _____

Short term

Intermediate term

Long term

Legend

Role:	**Significance:**	**Theme:**		
(1) Primary/Contributing	Necessary	(P) Political	(I) Innovation	(E) Environment
(2) Secondary/Underlying	Important	(C) Culture	($) Economy	(S) Social
(*) Triggering Event				

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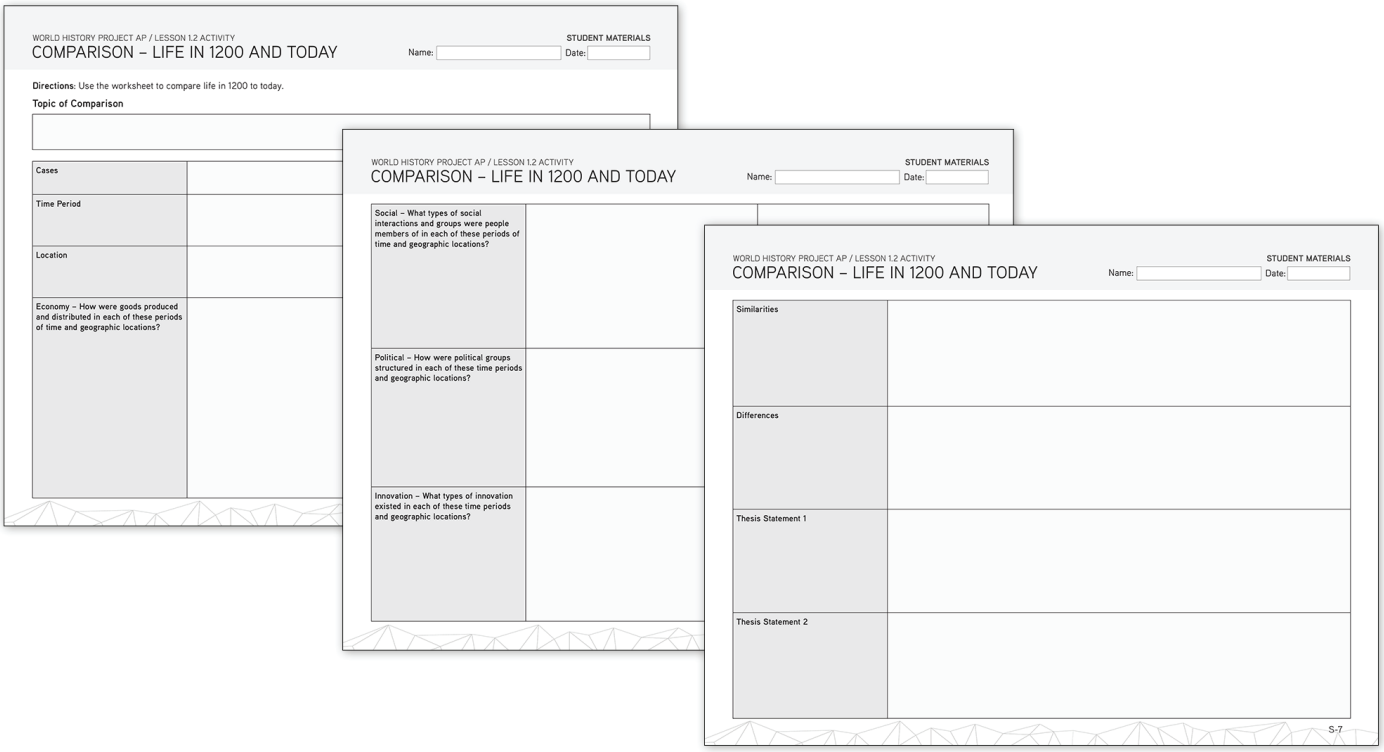
Causation tool

Comparison

Comparison is a key process that historians use to help them better understand the past. WHP seeks to improve students' ability to "do" historical comparison. We ask students first to *describe* similarities and differences between different historical developments and processes; we then have them *explain* relevant similarities and differences between specific historical developments and processes; and finally, they must *explain the relative historical significance* of similarities and differences between different historical developments and processes.

While comparing and contrasting is something that students have likely engaged in prior to this course, in these activities they are introduced to a systematic way of conducting historical comparison. We recommend that you not skip these activities because this seems like an easy skill to master—while students may be able to conduct historical comparisons quickly, writing comparison essays can be more of a challenge. Students are introduced to different structures for writing comparison essays so that they can write a well-crafted essay that carefully addresses historical comparison.

The comparison progression considers scale, making sure that students are thinking about comparison across time and space. There are many ways to conduct historical comparison, so in the first activity of the progression, we start at the most local level, with the students comparing their lives to humans living in 1200. Then, in Unit 3, they will compare empires, and in Unit 5, they'll compare two sites from elsewhere in the world (Egypt and Japan), during a similar time in history. Next, they'll compare suffrage movements from around the world. After this, they will compare the Russian Revolution to a revolution of their choosing. Finally, they'll complete the progression by examining women's involvement in decolonization movements in different regions of Africa. By the end of the progression, students will not only be skilled in comparing and contrasting, but they will also understand how comparison is especially useful for expanding one's perspective of historical events.



Comparison tool

Contextualization

A key component of historical inquiry is the ability to contextualize. Contextualization is a historical thinking skill that involves situating phenomena and actions by people in the context of time, space, and sociocultural setting. Context, in many ways, is complex and subtle, and involves other events, climate of opinion, and the local and more distant political, economic, social, and other cultural processes that surround the issue at hand. Contextualization is more than deciding when to begin an event. It requires students to think about the various layers of information that help us understand an event. Essentially, historical contextualization requires students to avoid "present-ism"—the tendency to interpret past events through the lens of modern values and concepts.

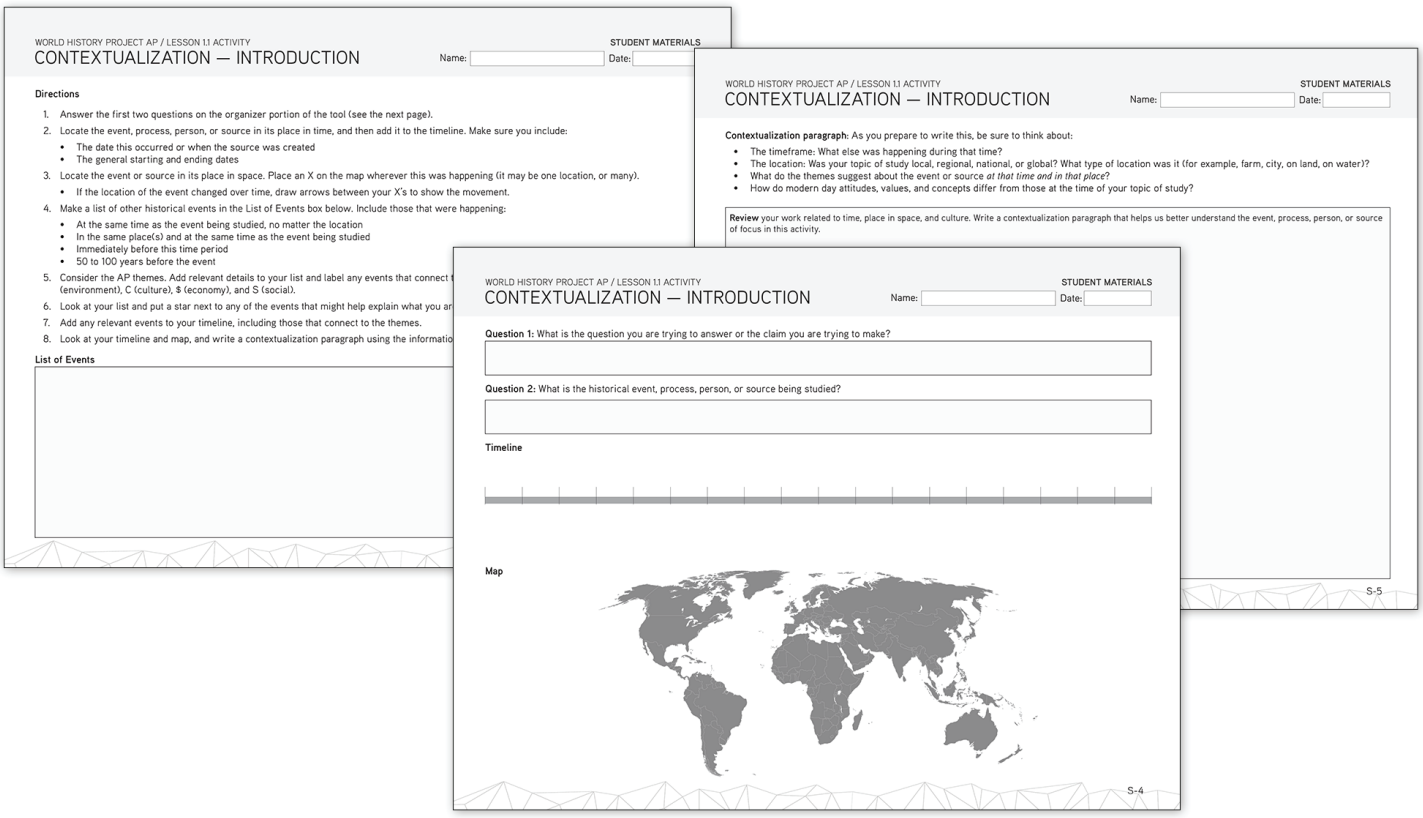
Some research has shown that there are four pedagogical design principles that should be in place for students to both understand and write about historical context (Huijgen, van de Grift, van Boxten, and Holthuis, 2018).[1] These include:

1. Making sure that students are aware of presentism.
2. Assisting students in the reconstruction of historical context.
3. Supporting students in using historical context to explain historical phenomena.
4. Focusing on historical empathy by putting human agents into the historical narrative.

It is these four pedagogical design principles upon which the contextualization activity spiral has been constructed. In the first activity in the contextualization progression, students become familiar with the concept and why it's important. They do this by examining a well-known historical photograph without having any context, which means the photo has no meaning to them. Students learn that once they do have context, the image becomes meaningful and representative of the times. After this, students really dig into the progression by first examining the ways in which geography and location can impact how we contextualize. Then, they'll look into how to contextualize people and larger historical events. After this, they'll contextualize child labor, something that has been increasingly unacceptable over time—a great way to help students use historical empathy and avoid presentism. In the final activity, students will contextualize the Great Depression, which is perhaps the most global in scale of each of these activities.

Contextualization is notoriously difficult to teach, and the Contextualization Tool is nuanced and can be difficult. Model the use of this tool over and over until students have a handle on how to use it effectively. We also recommend you use overview articles and videos to help students with this skill—without sufficient background knowledge, it's incredibly hard to contextualize and the overviews will help in that regard. Additionally, if you feel your students still need more support for the step in the tool that asks students to make a list of historical events, one WHP teacher has been successful by providing the list of events from the answer key to their students and having them decide which are most relevant to what they are trying to contextualize.

1 Tim Huijgen, Wim van de Grift, Carla van Boxtel & Paul Holthuis, "Promoting Historical Contextualization: The Development and Testing of a Pedagogy," *Journal of Curriculum Studies* 50, no. 3 (2018):410-434, DOI: 10.1080/00220272.2018.1435724.



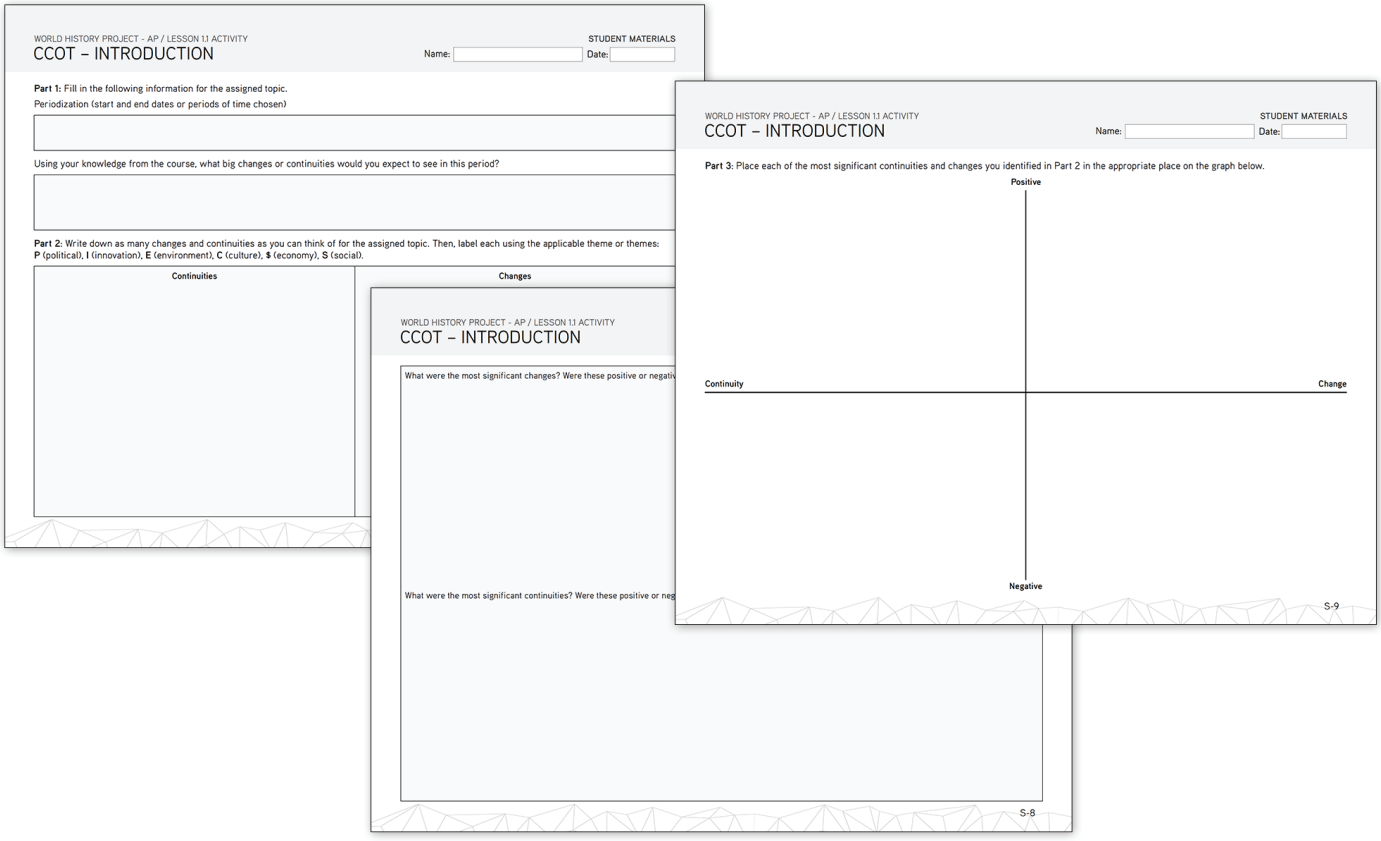
Contextualization tool

Continuity and Change Over Time (CCOT)

WHP AP seeks to improve students' capacity to evaluate historical continuity and change. Specifically, WHP AP activities ask students to describe patterns of continuity and change over time; to periodize and explain patterns of continuity and change over time; to explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and change; to compare the past and the present to determine what has changed and what has remained stable; to evaluate the degree to which change was global, interregional, regional, or local; to assess different paces of change (slow, rapid); and to determine the direction or impact of change (degree to which change or continuity was progressive or regressive). Learning how to evaluate continuity and change over time helps students make sense of historical processes and the evolution of those processes.

The CCOT Tool uses a fun and active process in which students place sticky notes on a simple graph to display continuities and changes for certain periods of time in history. As part of this process, student groups will decide which historical processes are changes, which are continuities, if they are positive or negative, and which themes they fit. The placement of sticky notes (and the option to put someone else's in a new position) helps foster lively classroom debate and discussion, not something that is always easy to elicit when working on CCOT.

The first activity in the progression examines how farms have changed over time, both in their structure and function. This gives students a concrete sense of what continuity is and what change is, in terms of historical thinking. Then, early in the progression, students look across units to identify continuities and changes over longer lengths of time. While students examine historical events and processes over shorter lengths of time, the culminating activity has them comparing at the largest scale—the entire course. As part of this, they will write an essay that asks them to identify the most significant changes and continuities across multiple units.

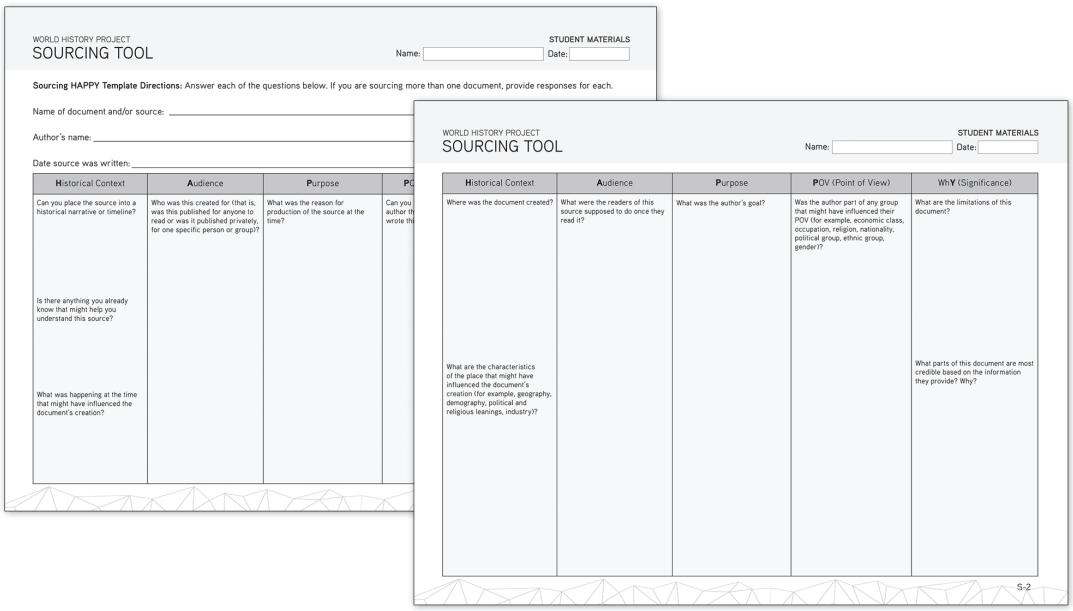


CCOT tool

Sourcing

Sourcing—the act of understanding who wrote a document, where they wrote it, and why they wrote it, for the purposes of analysis or interpretation—is integral to the work of a historian. Without properly understanding an author's purpose and perspective, it's difficult to properly interpret a document. Therefore, students will learn how to discover how an author has framed an event, and how that then impacts their interpretation of it. The act of sourcing a historical event involves two of the essential practices that students have already been introduced to in this course: reading and claim testing. In order to adequately make sense of a historical account, students need to understand the author who is interpreting and then producing an account of that event.

The introduction is meant to introduce students to the concept of sourcing by having them read different perspectives of a car crash, which will help them discover that all authors frame events, and that how they frame those events will have an impact on how we then interpret them. Then, students begin digging into primary source material using the Sourcing Tool, which will help them respond to specific questions related to sourcing. By the end of the progression, students will use their sourcing skills, in combination with their historical comparison and contextualization skills, to answer a historical question. The Sourcing Tool uses the mnemonic "HAPPY" to assist students in remembering all the different questions they should consider when sourcing material.



WORLD HISTORY PROJECT
SOURCING TOOL

STUDENT MATERIALS
Name: Date:

Sourcing HAPPY Template Directions: Answer each of the questions below. If you are sourcing more than one document, provide responses for each.

Name of document and/or source:

Author's name:

Date source was written:

Historical Context	**A**udience	**P**urpose	**P**O
Can you place the source into a historical narrative or timeline? Is there anything you already know that might help you understand this source? What was happening at the time that might have influenced the document's creation?	Who was this created for (that is, was this published for anyone to read or was it published privately, for one specific person or group)?	What was the reason for production of the source at the time?	Can you author th wrote th

WORLD HISTORY PROJECT
SOURCING TOOL

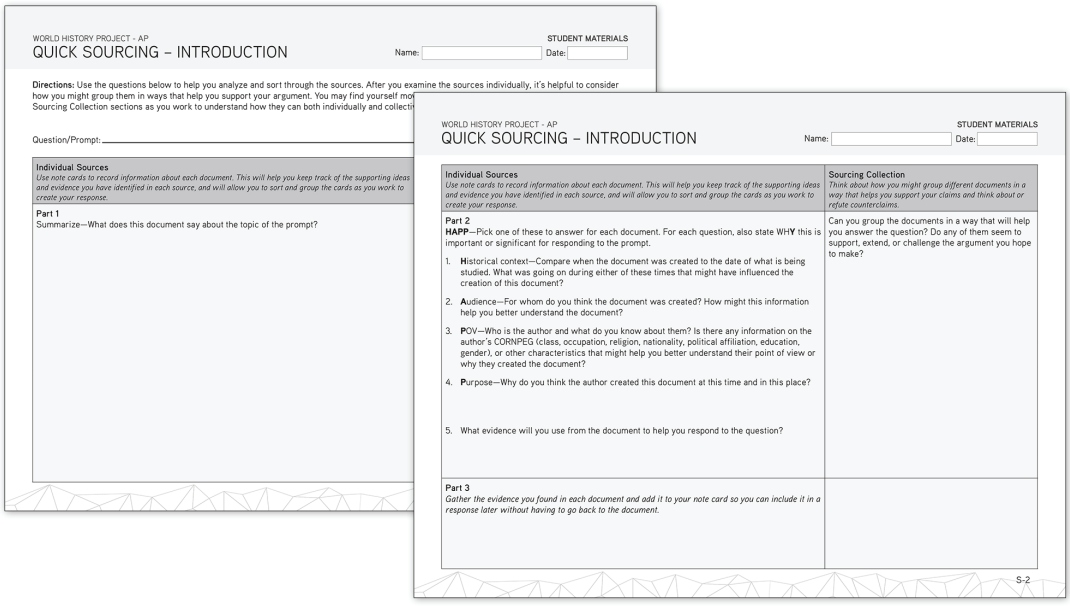
STUDENT MATERIALS
Name: Date:

Historical Context	**A**udience	**P**urpose	**P**OV (Point of View)	Wh**Y** (Significance)
Where was the document created? What are the characteristics of the place that might have influenced the document's creation (for example, geography, demography, political and religious leanings, industry)?	What were the readers of this source supposed to do once they read it?	What was the author's goal?	Was the author part of any group that might have influenced their POV (for example, economic class, occupation, religion, nationality, political group, ethnic group, gender)?	What are the limitations of this document? What parts of this document are most credible based on the information they provide? Why?

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Sourcing tool

In addition to the Sourcing Tool, we have also created a Quick Sourcing Tool. There are a variety of standalone primary source collections throughout the WHP AP course that provide students with opportunities to practice applying their sourcing skills. This is a slightly different approach to sourcing than we use in the practice progression, as those activities are detailed and ask students to engage in thorough sourcing related to historical context, audience, purpose, point of view, and overall significance for a specific document. While it's vital that students have a deep understanding of how to source, they will also find they need to be able to source more quickly in certain situations. Therefore, for the sourcing collections, we recommend using the WHP AP Quick Sourcing Tool, which will help them unpack a collection of documents.



WORLD HISTORY PROJECT - AP
QUICK SOURCING – INTRODUCTION

STUDENT MATERIALS
Name: Date:

Directions: Use the questions below to help you analyze and sort through the sources. After you examine the sources individually, it's helpful to consider how you might group them in ways that help you support your argument. You may find yourself mo
Sourcing Collection sections as you work to understand how they can both individually and collecti

Question/Prompt:

Individual Sources *Use note cards to record information about each document. This will help you keep track of the supporting ideas and evidence you have identified in each source, and will allow you to sort and group the cards as you work to create your response.*
Part 1 Summarize—What does this document say about the topic of the prompt?

WORLD HISTORY PROJECT - AP
QUICK SOURCING – INTRODUCTION

STUDENT MATERIALS
Name: Date:

Individual Sources *Use note cards to record information about each document. This will help you keep track of the supporting ideas and evidence you have identified in each source, and will allow you to sort and group the cards as you work to create your response.*	**Sourcing Collection** *Think about how you might group different documents in a way that helps you support your claims and think about or refute counterclaims.*
Part 2 **HAPP**—Pick one of these to answer for each document. For each question, also state WH**Y** this is important or significant for responding to the prompt. 1. **H**istorical context—Compare when the document was created to the date of what is being studied. What was going on during either of these times that might have influenced the creation of this document? 2. **A**udience—For whom do you think the document was created? How might this information help you better understand the document? 3. **P**OV—Who is the author and what do you know about them? Is there any information on the author's CORNPEG (class, occupation, religion, nationality, political affiliation, education, gender), or other characteristics that might help you better understand their point of view or why they created the document? 4. **P**urpose—Why do you think the author created this document at this time and in this place? 5. What evidence will you use from the document to help you respond to the question?	Can you group the documents in a way that will help you answer the question? Do any of them seem to support, extend, or challenge the argument you hope to make?
Part 3 *Gather the evidence you found in each document and add it to your note card so you can include it in a response later without having to go back to the document.*	

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Quick Sourcing tool

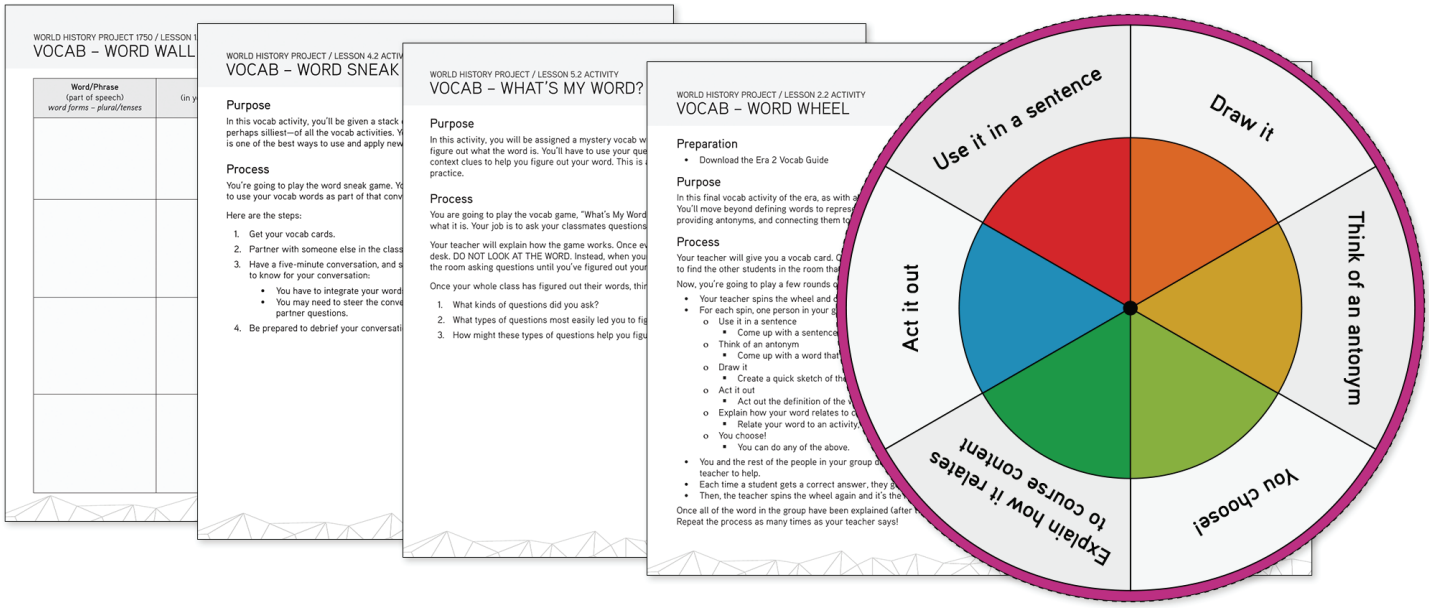
Repeated Activities

Note: For more information about the importance of routines and activities, please see the OER Project Teaching Guide or the Teaching World History course.

WHP AP features repeated activities: Vocab, Themes Notebook, What Is This Asking?, and Making Claims. Each of these is described in brief below. Remember, having repeated activities that help form classroom routines is a great way to help students get to learning faster (since they aren't learning new processes), and is a great way for both you and them to measure progress over time. Unlike the progressions, skipping a repeated activity should not cause confusion; however, we do recommend you always start with the first activity in the series, which has more introductory detail than those that follow.

Vocab

Each unit has three suggested vocab activities. It's hard to have a one-size-fits-all approach to vocabulary, so we recommend you take a three-pronged approach to incorporating vocabulary into your instruction using these methods: Use Word Walls for a more global approach to vocab; personal vocab trackers to individualize vocab; and some of the vocab activities provided in the course so that students are applying what they are learning. For more details about this approach, please see the OER Project Vocab Guide.



A selection of vocab activities

Themes Notebook

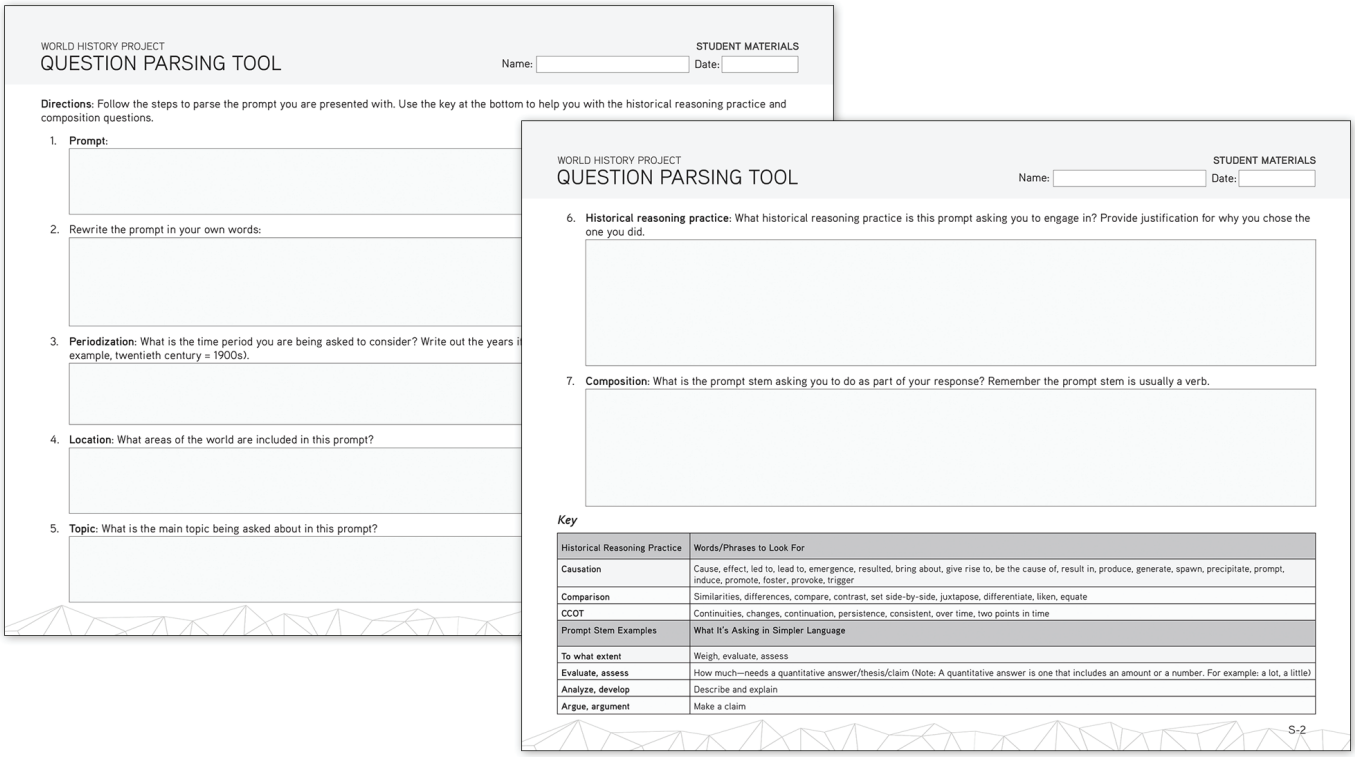
WHP AP asks students to visit and revisit the AP themes throughout the course. The aim of this activity, which appears twice in every unit, is to keep students and teachers connected to the core themes of the course. The first time students encounter the Themes Notebook, they will be asked to evaluate a set of statements based on what they currently know. The second time they encounter the Themes Notebook, they will be asked to respond to questions more thoroughly and also to revise and refine their initial understanding of the themes from that unit. The emphasis here is for students to focus on concepts rather than formal writing. Additionally, the Themes Notebook

helps both you and your students assess how their thinking is progressing: Where are they gaining mastery? Where might they need additional instruction?

While it may seem that your students don't have enough context to respond to the prompts and questions at the beginning of each unit, we place the Themes Notebooks early in the unit as an informal baseline assessment to help gauge what students already know about the themes and concepts of the unit. It's OK not to know much! Remind your students of this as well. This will also help orient your students to the focus of the unit, giving them a framework for which concepts and themes they should pay attention to as they are introduced to new content.

What Is This Asking? (Question Parsing)

What Is This Asking? is meant to be a quick skill-building activity to help students understand what is being asked of them when they're presented with historical prompts, particularly those they will encounter on the AP World History: Modern exam's document-based questions (DBQs) and long-essay questions (LEQs). Students are given a Question Parsing Tool, which will help them deconstruct the question so they can provide an appropriate and relevant essay response. The Question Parsing Tool can really be used with any question or prompt, not just those that are provided in the course.



WORLD HISTORY PROJECT
QUESTION PARSING TOOL

STUDENT MATERIALS
Name: Date:

Directions: Follow the steps to parse the prompt you are presented with. Use the key at the bottom to help you with the historical reasoning practice and composition questions.

1. **Prompt**:
2. Rewrite the prompt in your own words:
3. **Periodization**: What is the time period you are being asked to consider? Write out the years i example, twentieth century = 1900s).
4. **Location**: What areas of the world are included in this prompt?
5. **Topic**: What is the main topic being asked about in this prompt?

WORLD HISTORY PROJECT
QUESTION PARSING TOOL

STUDENT MATERIALS
Name: Date:

6. **Historical reasoning practice**: What historical reasoning practice is this prompt asking you to engage in? Provide justification for why you chose the one you did.
7. **Composition**: What is the prompt stem asking you to do as part of your response? Remember the prompt stem is usually a verb.

Key

Historical Reasoning Practice	Words/Phrases to Look For
Causation	Cause, effect, led to, lead to, emergence, resulted, bring about, give rise to, be the cause of, result in, produce, generate, spawn, precipitate, prompt, induce, promote, foster, provoke, trigger
Comparison	Similarities, differences, compare, contrast, set side-by-side, juxtapose, differentiate, liken, equate
CCOT	Continuities, changes, continuation, persistence, consistent, over time, two points in time
Prompt Stem Examples	**What It's Asking in Simpler Language**
To what extent	Weigh, evaluate, assess
Evaluate, assess	How much—needs a quantitative answer/thesis/claim (Note: A quantitative answer is one that includes an amount or a number. For example: a lot, a little)
Analyze, develop	Describe and explain
Argue, argument	Make a claim

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Question Parsing tool

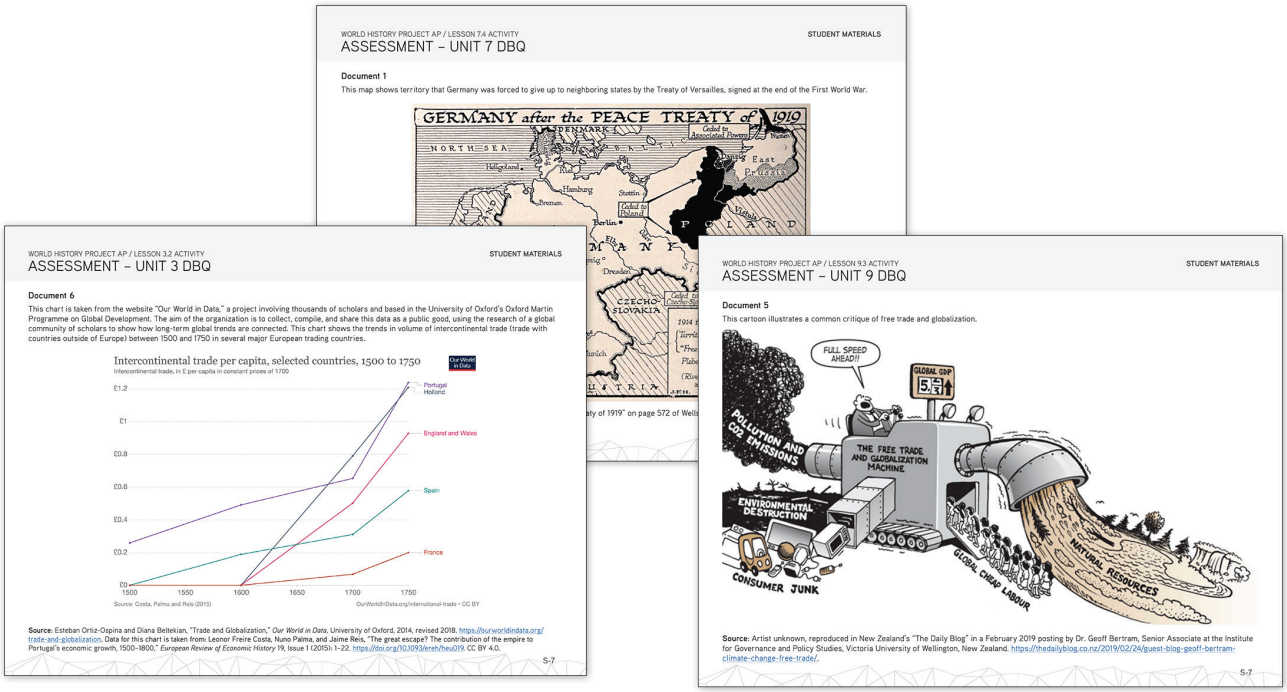
Making Claims

Students are given a lot of practice testing claims throughout the course. They make claims as well, often within the context of writing assignments. This activity gives them the opportunity to practice making claims (and counterclaims) and will help you assess their ability to make strong, evidence-backed claims. Developing claim-making skills will help students develop strong thesis statements and historical arguments. You can follow this activity structure for just about any topic in the course you want students to be drawing conclusions about.

Assessment

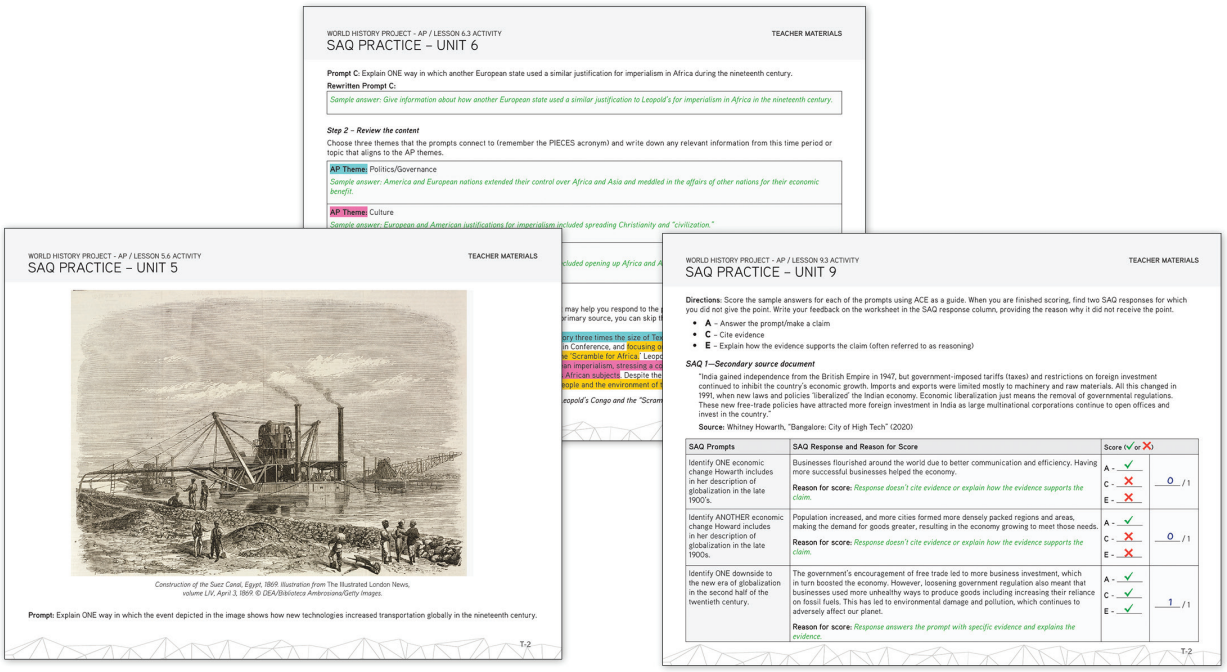
Please see the Assessment Guide on pg. 26 of the OER Project Teaching Guide for more information about our overall approach to assessment, including the use of progression tools and closing activities to assist in ongoing assessment. However, this course differs from our others since the ultimate goal of the course is for students to be successful on the AP World History: Modern exam. In this section, we focus on the formal assessments and related practice opportunities and included in WHP AP course, including the DBQ, LEQ, SAQ, and multiple-choice questions.

At the end of each unit, students are asked to respond to a historical prompt by answering a long-essay question (LEQ) or a document-based question (DBQ). The course includes a variety of prompts, all asking about the reasoning processes of either causation, comparison, or CCOT. The DBQs and LEQs have undergone multiple rounds of testing and revision so they are as similar to the LEQs and DBQs that the College Board produces. Please see the WHP AP Placemat for a list of prompts by unit.



Examples of DBQs

The WHP AP course offers students practice in constructing concise and detailed responses to prompts similar to what they will experience on the AP World History examination. These practice SAQs guide students to analyze the prompts, gather evidence from the primary or secondary sources or their background knowledge, and then write a two to three sentence answer to the prompt. These practice SAQs target students' mastery of the historical content for each WHP AP unit. Some of the SAQ prompts involve historical content across several units, however, thus taking more of a CCOT approach to world history, which is a historical reasoning skill students will need to employ on the examination. Please note that most or all of the SAQs used in the SAQ practice series may be from previously released AP exams, meaning students can find answers online. Since the purpose of these activities is to provide practice in preparation for the exam, we suggest that you NOT use these assessments for grades in your gradebook. If you are looking to assess students using SAQs, we recommend using the released SAQs available in AP Classroom.



WORLD HISTORY PROJECT - AP / LESSON 6.3 ACTIVITY
SAQ PRACTICE – UNIT 6
TEACHER MATERIALS

Prompt C: Explain ONE way in which another European state used a similar justification for imperialism in Africa during the nineteenth century.

Rewritten Prompt C:

Sample answer: Give information about how another European state used a similar justification to Leopold's for imperialism in Africa in the nineteenth century.

Step 2 – Review the content

Choose three themes that the prompts connect to (remember the PIECES acronym) and write down any relevant information from this time period or topic that aligns to the AP themes.

AP Theme: Politics/Governance

Sample answer: America and European nations extended their control over Africa and Asia and meddled in the affairs of other nations for their economic benefit.

AP Theme: Culture

Sample answer: European and American justifications for imperialism included spreading Christianity and "civilization."

WORLD HISTORY PROJECT - AP / LESSON 5.6 ACTIVITY
SAQ PRACTICE – UNIT 5
TEACHER MATERIALS

Construction of the Suez Canal, Egypt, 1869. Illustration from The Illustrated London News, *volume LIV, April 3, 1869. © DEA/Biblioteca Ambrosiana/Getty Images.*

Prompt: Explain ONE way in which the event depicted in the image shows how new technologies increased transportation globally in the nineteenth century.

T-2

WORLD HISTORY PROJECT - AP / LESSON 9.3 ACTIVITY
SAQ PRACTICE – UNIT 9
TEACHER MATERIALS

Directions: Score the sample answers for each of the prompts using ACE as a guide. When you are finished scoring, find two SAQ responses for which you did not give the point. Write your feedback on the worksheet in the SAQ response column, providing the reason why it did not receive the point.

- **A** – Answer the prompt/make a claim
- **C** – Cite evidence
- **E** – Explain how the evidence supports the claim (often referred to as reasoning)

SAQ 1—Secondary source document

"India gained independence from the British Empire in 1947, but government-imposed tariffs (taxes) and restrictions on foreign investment continued to inhibit the country's economic growth. Imports and exports were limited mostly to machinery and raw materials. All this changed in 1991, when new laws and policies 'liberalized' the Indian economy. Economic liberalization just means the removal of governmental regulations. These new free-trade policies have attracted more foreign investment in India as large multinational corporations continue to open offices and invest in the country."

Source: Whitney Howarth, "Bangalore: City of High Tech" (2020)

SAQ Prompts	SAQ Response and Reason for Score	Score (✓ or ✗)	
Identify ONE economic change Howarth includes in her description of globalization in the late 1900's.	Businesses flourished around the world due to better communication and efficiency. Having more successful businesses helped the economy. **Reason for score:** *Response doesn't cite evidence or explain how the evidence supports the claim.*	A - ✓ C - ✗ E - ✗	0 / 1
Identify ANOTHER economic change Howard includes in her description of globalization in the late 1900s.	Population increased, and more cities formed more densely packed regions and areas, making the demand for goods greater, resulting in the economy growing to meet those needs. **Reason for score:** *Response doesn't cite evidence or explain how the evidence supports the claim.*	A - ✓ C - ✗ E - ✗	0 / 1
Identify ONE downside to the new era of globalization in the second half of the twentieth century.	The government's encouragement of free trade led to more business investment, which in turn boosted the economy. However, loosening government regulation also meant that businesses used more unhealthy ways to produce goods including increasing their reliance on fossil fuels. This has led to environmental damage and pollution, which continues to adversely affect our planet. **Reason for score:** *Response answers the prompt with specific evidence and explains the evidence.*	A - ✓ C - ✓ E - ✓	1 / 1

T-2

Examples of SAQs

We also recommend using AP classroom to give students opportunities to practice responding to multiple-choice questions similar to those that they will encounter on the AP exam.

Fun and Special Projects

Fun

At OER Project, we are big believers in fun. While learning is often challenging, it doesn't have to be boring. It's also really easy to lose focus on fun when you're trying to meet state standards while training a new generation of historians. We provide a short explanation of fun here; be sure to check out our section on fun in Teaching World History.

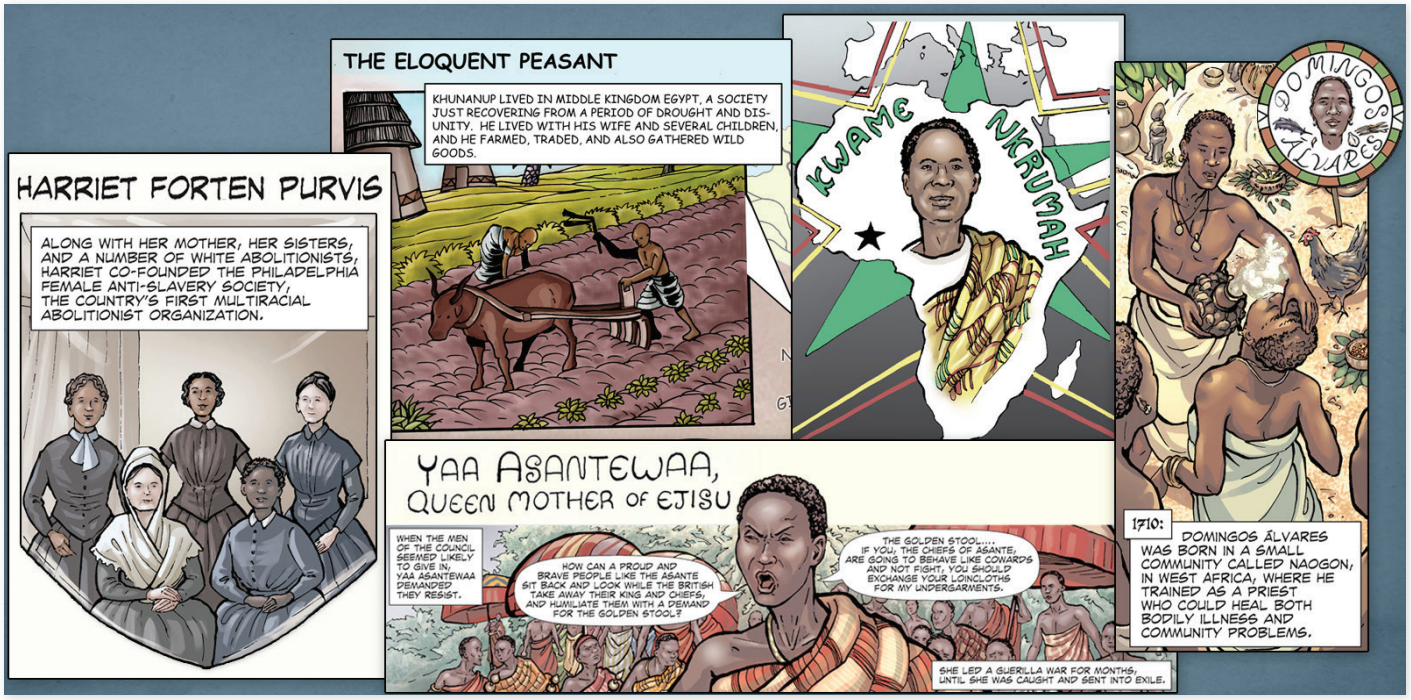
We know fun leads to engagement, and we certainly want to foster engagement in our classrooms. We think of fun in a variety of ways, and it usually involves some of the following: student voice and choice, simulations, debates, and other projects that are not typically part of history classes. In WHP AP, we have yarn tossing. We also ask students to create influencer campaigns, draw anti-imperialist cartoons, and create recipes for revolutions. We have two categories of fun: big fun and little fun. "Big fun" are those activities that tend to take more than one class period, such as simulations and debates. Each unit of the course features big fun. And some units feature a ton of big fun—those activities are highlighted in the WHP AP Placemat.

Now, you can't have big fun without some little fun. We think of "little fun" as quick openers and other short activities that will liven things up a bit. Vocab is a great way to get creative—in addition to some of the ideas we suggest in the course, you can use vocab for trivia (for that matter, you can do all kinds of stuff with trivia in history). We also recommend that you add your own flair to repeated activities to make them more fun. For example, instead of giving students prompts to parse, maybe ask them to come up with their own creative prompts. Bottom line—please have a good time with our materials, modify them to fit your local context, and when you find ways to make them more fun, please share your ideas with the community!

Graphic Biographies

Graphic biographies help you and your students figure out where they fit into world history. The history of the world is an immeasurably large topic spanning millennia and huge expanses of land and ocean. A person, by contrast, is usually between three and six feet tall and generally lives for less than a century. It follows that humans fit into world history in such a way that they basically disappear in the vastness of space and time. In fact, that has been a problem for world historians as long as the field has existed: How can we talk about world history in a way that makes visible the actions and experiences of human beings? Our answer to this problem is the graphic biography.

Graphic biographies are one-page histories of people—usually *not* the ones you're likely to know of. However, most of these graphic biography subjects are not what you'd call "everyday" people, because everyday people—those who are not powerful—are less likely to have their stories preserved in the historical record. But powerful or not, the people whose stories we share in this collection are individuals with unique connections to world history. We do get to tell the stories of *some* everyday people, such as refugees in the twentieth century, a period for which we have lots of records, and there's the occasional everyday person who arises almost by chance out of the archival records of the distant past. Whether they're "important" or "everyday," each of these individuals has their own story, their own history, and those stories weave in and out of the global themes of their unit. Their experiences highlight, and sometimes bring into question, developments on a global scale that students are studying as part of the themes presented in the course. These biographies are one of the best ways for students to zoom in, and doing so helps bring nuance to their understanding of history.



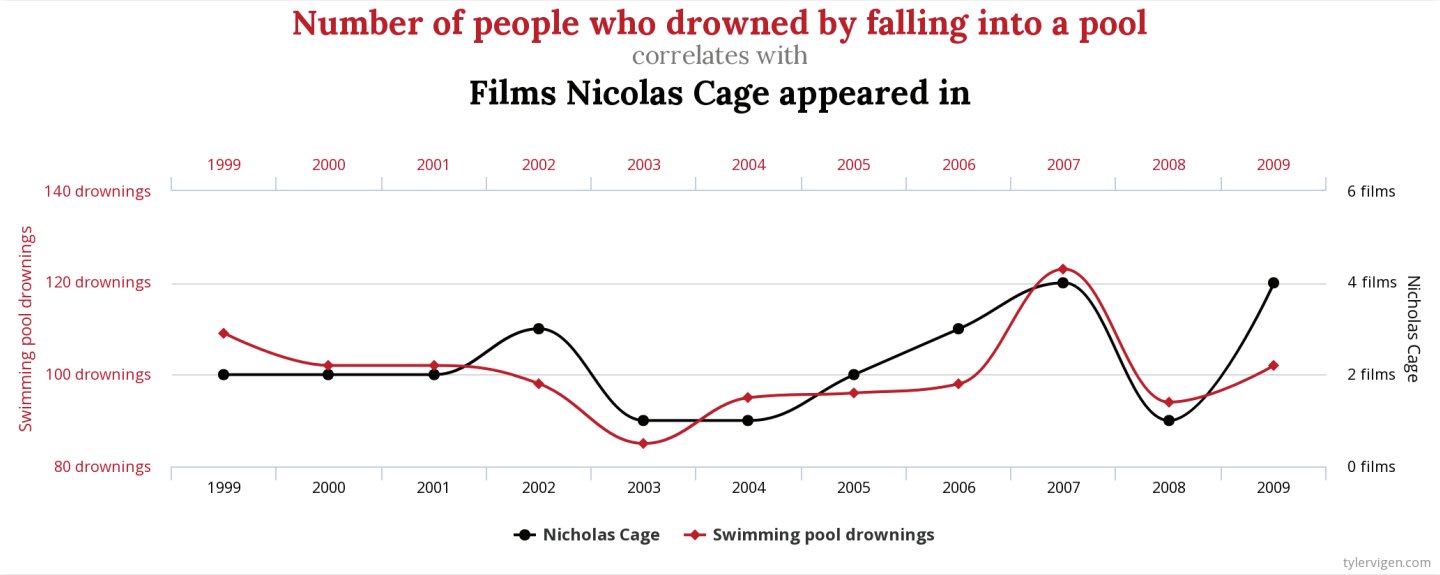
Examples of graphic biographies

To maximize what your students get out of these graphic biographies, they—just like all our articles and videos—should be read using the Three Close Reads approach. This approach is described in more detail in the Reading Guide on pg. 17 of the OER Project Teaching Guide. You can also learn more about the biographies and their amazing authors in this blog post, and you can really dig in by checking out this section in Teaching World History.

Project X and Data Explorations

Project X

Project X is meant to help students understand and evaluate the data they encounter and help them learn to use data in their own arguments. This becomes especially important for the AP World History: Modern exam as students are often asked to read charts and other data when responding to stimulus-based questions. Students are constantly bombarded with representations of data. These charts and maps can be confusing and misleading. As data becomes a bigger part of our lives—just one result of the Information Revolution—students need to learn to be critical consumers of it. That's what Project X is all about. Project X culminates in a final presentation in which students use historical data to predict the future and offer solutions to some of humanity's biggest challenges.



Correlation does not equal causation!

Project X kicks off with this prompt:

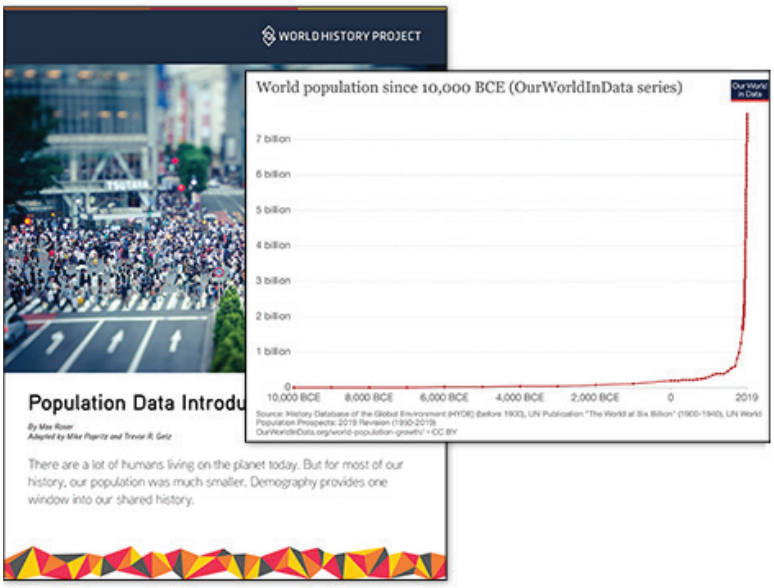
> "You are a historian of the future, and data is your crystal ball. As our species confronts the challenges of the twenty-first century, we carry the knowledge and burdens of history. In Project X, you'll use that knowledge of the past to predict the future. Choose one significant issue and use data to predict how it will change during your lifetime."

We've designed materials to guide students step-by-step through how to read charts, evaluate data, and make predictions. Project X has three main components:

Data Explorations

At the core of Project X are 10 exercises we call Data Explorations. These explorations are organized thematically around significant topics of world history. Each Data Exploration includes two elements:

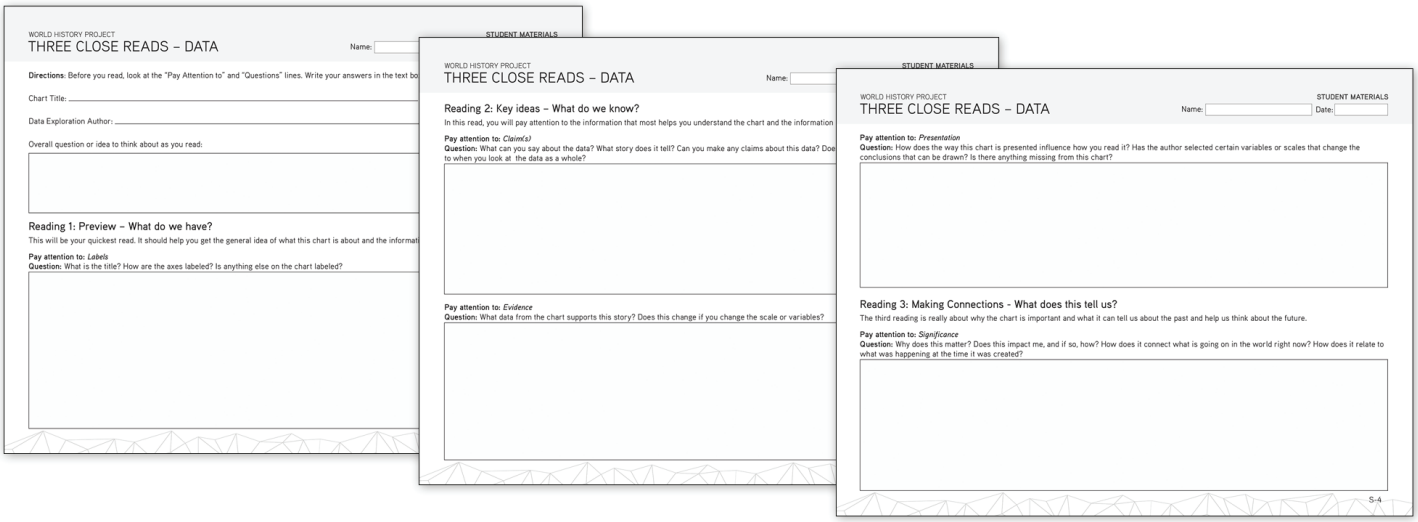
- **Articles**: Every Data Exploration begins with an introductory article that introduces students to the charts included in that exploration, and provides historical context. These articles are written by Max Roser and the team at Our World in Data (OWID), which you'll find here: www.ourworldindata.org.
- **Charts**: Each Data Exploration centers around a selection of thematic charts from the OWID website. Students should spend the bulk of their time during Data Explorations "reading" the charts.



Project X Data Exploration and chart

Three Close Reads for Data

"Reading" data and charts requires different skills than reading text does. To develop those skills, Project X introduces a new tool: Three Close Reads for Data. Like our Three Close Reads Tool, this one guides students through the process of understanding and evaluating reading material—but with this new tool they're learning to read charts rather than normal text. Students should follow the Three Close Reads for Data process for each chart in the Data Exploration (although you may want to assign groups of students to different charts and have them report back to the class). A Three Close Reads for Data—Introduction activity introduces students to the thinking practice of Three Close Reads. As you progress through Project X, keep an ear open for when your students start to grumble about the three reads. It might mean that they're ready for a less-scaffolded reading experience. Use your knowledge of your students and how their skills are developing to decide when they need less guidance and structure.



Three close reads for data

Final Project

There are a series of activities that scaffold up to the final project. These activities culminate in a presentation in which students make a claim about the future supported by data and historical evidence.

WHP AP Course Planning and Pacing

It can be difficult to map out the pacing for your course for the year, so here is a breakdown of assets as well as some notes to consider when examining the table.

- The table below shows how many articles, videos, and activities are in each unit, which should help you determine how long each unit will take.
- We assume that an article will take about half of a 50-minute class period, with some overview articles taking longer. We encourage you to teach all overview articles.
- We assume that most videos will take about half of a 50-minute class period.
- Most progression activities will take an entire 50-minute class period. We encourage you to teach all these activities since each activity builds upon the last.
- Each unit has at least one activity that we refer to as "big fun." These activities will often take longer than one class period, typically two to three class periods depending on your class size and students' abilities. These include simulations and longer projects.
- Each unit culminates with either a DBQ or an LEQ.
- This guide does not account for homework you may assign.

	Unit 0 Intro to World History	Unit 1 The Global Tapestry	Unit 2 Networks of Exchange	Unit 3 Land-based Empires	Unit 4 Transoceanic Interconnections	Unit 5 Revolutions	Unit 6 Consequences of Industrialization	Unit 7 Global Conflict	Unit 8 Cold War and Decolonization	Unit 9 Globalization
		WHP AP Asset Count by Unit*								
Articles	22	14	15	14	22	31	15	27	18	22
Videos	7	8	5	1	3	7	3	9	5	4
Activities	8	22	19	16	18	28	19	30	19	17
% of Course	8%	10%	9%	7%	9.5%	15%	8%	15%	9%	9.5%

**Please note that these are rough estimates since not all assets require an equal amount of time. Additionally, we sometimes add and remove assets from the course based on teacher feedback.*