# Advanced Placement World History: Modern

**General Course Information:**

Required Textbook: Getz, Trevor, Bennett Sherry, Bridgette Byrd O’Connor, Eman M. Elshaikh, et al. *World History Project AP*. 2021.

<https://www.oerproject.com/AP> **CR1**

## Course Overview:

AP® World History: Modern is an introductory college-level modern global history course. Students will explore our collective history beginning in 1200 and ending in our present moment. The World History Project AP (WHP AP) course 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 learning. Students will also develop their historical thinking skills (sourcing, making and testing claims, contextualization, identifying and explaining historical developments and processes, using historical reasoning to make connections, and argumentation) and reasoning processes (comparison, causation, and continuity and change over time). In addition, students will gain ample writing practice including crafting historical arguments for short-answer, long essay, and document-based questions. The WHP AP course will prepare students to take the AP® World History: Modern exam and fulfill the world history requirement for graduation.

## Student Practice:

Throughout each unit, Topic Questions will be provided to help students check their understanding. Guiding questions in the form of Unit Problems and questions for each article and video in the course, all of which are aligned with the AP CED, will help students formulate answers for key ideas and overarching concepts. For additional practice answering Topic Questions and AP® multiple-choice questions, students will utilize AP® Classroom. Topic Questions in AP Classroom can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question’s answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

## Course Outline

## Unit 1 – The Global Tapestry c. 1200 to c. 1450 (~10–13 class periods) **CR2**

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| **Topic** | **Skills** |
| 1.0—History Stories | 1.A, 1.B |
| 1.1—Intro to AP Historical Thinking Skills and Reasoning Processes | 2.A, 2.B, 2.C, 3.A, 4.A, 4.B |
| 1.2—Developments in Asia c. 1200–1450 | 3.A, 3.B, 4.A, 4.B |
| 1.3—State Building in the Americas c. 1200–1450 | 1.A, 1.B, 3.A, 3.B, 4.A, 4.B |
| 1.4—Africa and Europe c. 1200–1450 | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**1.0—History Stories**

1. [Activity: Draw Your History](https://onworldhistory.wpcomstaging.com/activity-draw-your-history-3/)
2. [Watch: *What Makes History Usable?*](https://onworldhistory.wpcomstaging.com/video-what-makes-history-usable/)
3. [Watch: *The Danger of a Single Story*](https://onworldhistory.wpcomstaging.com/watch-the-danger-of-a-single-story-3/)
4. Activity: Vocab – Tracking
5. Activity: Vocab – Word Wall
6. Activity: AP Themes Intro
7. Read: “AP Themes and the Course Narrative”
8. Watch: Themes Video
9. Activity: Themes Notebook

* Watch *What Makes History Usable?* Video presented by historian Bob Bain and *The Danger of a Single Story* video presented by Chimamanda Adiche to understand how history is composed of different narratives **CR1 CR4 (Skill 1 – developments and processes)**
* Read “AP Themes and Course Narrative” by historian Trevor Getz to learn about the AP themes and to develop an understanding of the course narrative
* AP Themes Intro activity and AP Themes Notebook activity – students will read a short story and identify the themes using the PIECES acronym **(P**olitics **= GOV; I**nnovation **= TEC; E**nvironment **= ENV; C**ultural Developments and Interactions **= CDI; H**umans and the Environment **= ENV; S**ocial Interactions and Organization **= SIO)**. Students will also watch a Themes Intro video to gain insight into each of the themes, learn some examples for each theme, and understand how a historical event or process can relate to multiple themes. This will help them evaluate historical developments for specific themes and allow them to make cross-theme connections. Finally, students will also evaluate a series of statements in the Themes Notebook activity, choosing whether they agree or disagree with them and categorizing by theme. Each statement relates to one of the featured themes for Unit 1 **(GOV, CDI, TEC, and SIO).** At the end of the unit, students will revisit the Themes Notebook activity to reevaluate their themes selections and choices made regarding each statement. They will answer questions for each theme related to the content for the unit and assess how their thinking changed as they learned more content. **CR3**

**1.1—Intro to AP Historical Thinking Skills and Reasoning Processes**

1. Activity: Contextualization – Introduction
2. [Activity: Intro to Claim Testing](https://onworldhistory.wpcomstaging.com/activity-claim-testing-introduction-3/)
3. [Activity: Sourcing – Intro](https://onworldhistory.wpcomstaging.com/activity-sourcing-introduction-3/)
4. Activity: Causation – Alphonse the Camel
5. Activity: CCOT Intro
6. Activity: Comparison – Life in 1200 and Today
7. Activity: Geography – Unit 1 Mapping

* Students will complete a series of introductory activities on contextualization, claim testing, sourcing, causation, continuity and change over time (CCOT), and comparison **CR5** **CR6** **CR7** **CR8** **(Skill 2 – sourcing and situation; Skill 3 – claims and evidence in sources; and Skill 4 – contextualization)**
* Geography – Unit 1 Mapping activity – introductory activity in which students will become familiar with the [WHP Maps Index](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Worksheets/WHP-Maps-Index) and identify the regions focused on in this unit **CR1 (Maps – WHP Maps Index** which includes blank maps, political maps, and thematic maps for various historical periods such as 1200 CE Political Map and Black Death and Mongols Thematic Map; 1450 CE Political Map and Medieval Trade Routes Thematic Map; 1550 CE Political Map and Silver Trade and Transoceanic Voyages Thematic Map; 1750 CE Political Map and Empires, Enslavement, and Revolutions Thematic Map; 1871 CE Political Map and Industrialization and Imperialism Thematic Map; 1914 CE Political Map and First World War Casualties and Alliance Thematic Map; 1945 CE Political Map and Second World War (November, 1942) Thematic Map; 1975 CE Political Map and Decolonization and the Cold War Thematic Map**)**

**1.2—Developments in Asia**

1. Activity: Introduction to 3CR
2. Read: “Unit 1 Introduction”
3. Read: “East Asia 1200–1450”
4. Read: “Dar-al-Islam 1200–1450”
5. Watch: *Emergence of Islam*
6. Activity: Introduction to Three Close Reads for Graphic Biographies
7. Read: “Rumi – Graphic Biography”
8. Read: “South and Southeast Asia 1200-1450”

* Students will learn content and develop contextualization on East Asian history by reading the WHP AP articles “Unit 1 Introduction” by Trevor Getz and “East Asia 1200–1450” by Merry Wiesner-Hanks. In addition, they will be introduced to the Three Close Reads strategy, which will be used for close reading of each article in the course. **CR1** **CR6 CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will develop their understanding of Dar al-Islam by reading the article “Dar al-Islam 1200–1450” by Merry Wiesner-Hanks and watching the video *Emergence of Islam.* For each asset (article and video), students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions.They will also be introduced to the WHP AP series of graphic biographies and learn how to read these visual histories by completing the activity Introduction to Three Close Reads for Graphic Biographies using the “Rumi – Graphic Biography” to deepen their understanding of the intersection between Islam and Sufism. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will learn content and develop contextualization on South and Southeast Asian history by reading the WHP AP article by Merry Wiesner-Hanks, “South and Southeast Asia 1200–1450”. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**

**1.3—State Building in the Americas**

1. Activity: SAQ Practice – Introduction
2. [Read: “The Americas 1200–1450”](https://onworldhistory.wpcomstaging.com/read-the-americas-1200-1450/)
3. Watch: Pre-Colonial Caribbean
4. Read: “Long Distance Trade in the Americas”
5. Activity: Vocab – Live Concept Mapping
6. [Watch: The Aztecs](https://onworldhistory.wpcomstaging.com/watch-the-aztecs/)
7. Read: “Mocuilxochitzl – Graphic Biography”
8. [Watch: The Incas](https://onworldhistory.wpcomstaging.com/watch-the-incas/)

* Students will be introduced to the skill of developments and processes as they become familiar with the task verbs (identify, describe, and explain) and response strategies for short-answer questions (SAQs). In this activity, students will define each of the task verbs in their own words, rewrite each SAQ prompt in their own words to parse the prompt, and craft SAQ responses using the ACE framework. The SAQ prompts in this activity ask students to identify, describe, and explain causes and effects of the rise of Islamic states as well as technology and innovation that facilitated trade in the Indian Ocean c. 1200–1450 CE. **CR4 (Skill 1 – developments and processes)**
* Students will learn content and identify the author’s claim and evidence by reading “The Americas 1200–1450” by William H. Beezley and “Long-Distance Trade in the Americas” by Bennett Sherry. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions.In addition, they will switch scales and examine the graphic biography of Macuilxochitl. **CR1** **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will develop contextualization for state building in the Americas by watching the videos *Pre-Colonial Caribbean*, *The Aztecs*, and *The Incas.* They will work on their close reading video skills as they watch and answer a guiding question along with key ideas and evaluating and corroborating questions. **CR1** **CR6 CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**

**1.4—Africa and Europe**

1. [Read: “Africa 1200–1450”](https://onworldhistory.wpcomstaging.com/read-africa-1200-1450/)
2. Activity: Contextualization – Mansa Musa
3. [Read: “States and Empires of West Africa”](https://onworldhistory.wpcomstaging.com/read-states-and-empires-of-west-africa-2/)
4. [Watch: *Mansa Musa and Islam in Africa: Crash Course World History #16*](https://onworldhistory.wpcomstaging.com/watch-mansa-musa-and-islam-in-africa-crash-course-world-history-16-3/)
5. Read “Europe 1200–1450”
6. Read: “State and Religion in Afro-Eurasia"
7. Activity: Claim Testing – The Islamic World
8. Activity: Quick Sourcing – Introduction
9. Read: “Primary Sources – Belief Systems”
10. Activity: Themes Notebook
11. Activity: SAQ Practice – Unit 1
12. Activity: Writing – AP Rubrics
13. Assessment: Unit 1 LEQ

* Students will learn content and develop contextualization for state building in Africa by reading “Africa 1200–1450” and “States and Empires of West Africa” by Trevor Getz. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6 (Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will watch the video *Mansa Musa and Islam in Africa: Crash Course World History #16* and complete a contextualization activity that asks students to evaluate the geographic and cultural **(CDI)** factors that enabled Mansa Musa to embark on his hajj. Using the information in the Contextualization Tool, students will write a contextualization paragraph for the following prompt, which ties to the **CDI theme:** What geographic and cultural factors enabled Mansa Musa to embark on his journey? **CR1** **CR3** **CR4** **CR6 CR7** **(Skill 1 – developments and processes; Skill 3 – claims and evidence in primary and secondary sources; Skill 4 – contextualization)**
* Students will learn content and develop contextualization for developments in Europe by reading “Europe 1200–1450” by Jack Bouchard. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6 CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will learn content, develop contextualization, and investigate the theme of **Cultural Developments and Interactions** by reading the article “State and Religion in Afro-Eurasia” by Trevor Getz. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6 (Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will develop their claim making and testing skills by completing the activity Claim Testing – The Islamic World. In this activity, students are presented with a series of claims about the Islamic world. They are asked to work with these claims in three rounds. First, they find supporting statements and evidence for the claim. Then, they evaluate the strength of statements provided, and finally, they find statements and evidence that refutes the claim. **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills by analyzing a set of documents and completing the Quick-Sourcing Tool, a graphic organizer that asks students to summarize individual sources in the collection and choose one of the following to answer for each document: historical context and significance; audience and significance; point of view using CORNPEG (class, occupation, religion, nationality, political affiliation, education, gender) and significance; or purpose and significance. Then students will record the evidence they will use in each document to help them respond to the prompt provided at the end of this paragraph. In addition to analyzing each source individually, students will also look across the texts to decide which texts are best for helping them respond to the prompt and they will group texts in a way that will help them answer the prompt. The “Primary Sources – Belief Systems” collection focuses on the **Cultural Developments and Interactions** theme. Sources in this collection include the following (Source 1: al-Qazwini’s Monument of Places, 1275; Source 2: Sukhothai Inscription No. 1, 1292; Source 3: Pope Boniface VIII’s Clericis laicos, 1296; Source 4: Cheng Duanli’s A Schedule for Learning, 1315; Source 5: Ibn Khaldun on Human Society and Governance, 1377; Source 6: Sant Soyarabai’s poems, c. 1300-1400; Source 7: Narrative of the Journey of Abd-er-Razzak, 1442). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did belief systems affect state formation, social interactions, and economic exchange in Afro-Eurasia from c. 1200 to 1450 CE? **CR1** **CR3** **CR5** **(Skill 2 – sourcing and situation – primary sources/textual; Skill 3 – claims and evidence in primary sources/textual)**
* In the second part of the Themes Notebook activity for this unit, students will answer a set of questions related to the content for the unit and the themes of **Governance, Cultural Developments and Interactions, Technology and Innovation, Social Interactions and Organization.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Students will continue to work on the skill of developments and processes as they become familiar with the task verbs and response strategies for short-answer questions (SAQs). In this activity, students will rewrite each SAQ prompt in their own words to parse the prompt and craft SAQ responses using the ACE framework. The SAQ prompts in this activity ask students to identify and explain how Chinese dynasties and Islamic states developed and maintained power from c. 1200–1450 CE. **CR4 (Skill 1 – developments and processes)**
* The unit will culminate with a long essay writing assessment focusing on **comparison**. Students will develop a historically defensible claim supported with specific and relevant evidence explaining the similarities and differences in the processes of state formation in the period from 1200 to 1450 CE. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the [WHP LEQ Writing Rubric](https://www.dropbox.com/s/mzsy2dd6m3ooj6m/WHP-AP%20LEQ%20Writing%20Rubric.pdf?dl=0) to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Historical Reasoning, and Complexity. The WHP LEQ Writing Rubric is a modified version of the AP® rubric used to evaluate LEQs on the exam. The advanced criteria row is aligned to what students need to earn points on the AP exam. If they receive advanced rankings in each of the categories, then they would likely earn the equivalent of 6 points for their LEQ response. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – comparison)**
* Complete **Personal Progress Check MCQ for Unit 1 – AP Classroom**

## Unit 2 – Networks of Exchange c. 1200 to c. 1450 (~10–13 class periods) **CR2**

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| **Topic** | **Skills** |
| 2.0—Unit 2 Overview | 3.A, 3.B, 3.C, 3.D, 4.A |
| 2.1—The Mongol Empire | 2.A, 2.B, 2.C, 3.A, 3.B |
| 2.2—Routes of Exchange | 1.A, 1.B, 3.A, 3.B, 5.A, 5.B, |
| 2.3—Consequences of Connectivity | 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**2.0—Unit 2 Overview**

1. Read: “Unit 2 Introduction”
2. Activity: Geography – Unit 2 Mapping Part 1
3. Activity: Vocab Tracking
4. Activity: Vocab – Word Wall
5. Activity: Themes Notebook
6. Read: Project X – “A Guide to Reading Charts”
7. Activity: Project X – Three Close Reads for Data – Introduction
8. Read: “Data Exploration: Population”
9. Students will learn content and develop contextualization on global networks of exchange from c. 1200 to c. 1450 by reading the WHP AP article “Unit 2 Introduction” by Trevor Getz. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6 CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
10. In the first part of the Themes Notebook activity for this unit, students will decide if they agree or disagree with a set of statements related to the content for the unit and categorize these statements using the themes of **Governance, Cultural Developments and Interactions, Technology and Innovation, Humans and the Environment, and Economic Systems. CR3**

* Students will be introduced to the Three Close Reads for Data strategy, read “Project X – A Guide to Reading Charts” by Marissa Major, and “Data Exploration: Population” by Max Roser, Mike Papritz, and Trevor Getz. **CR1** **CR3 (Skill 3 – quantitative, secondary sources –** [**Our World in Data Chart 1: World population since 10,000 BCE**](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-Population)**)**
* Geography – Unit 2, Part 1 Mapping activity – students will identify the regions focused on in this unit and make some geographic predictions. **CR1 (Maps –** [**1200 CE Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1200-layer-2) **and** [**Medieval Trade Routes Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1450-layer-3)**)**

**2.1—The Mongol Empire**

1. Watch: *Rebuilding the Silk Road*
2. Read: “Secrets of the Mongols”
3. Watch: *Wait for It… the Mongols!:* *Crash Course World History #17*
4. Read: “Sorqoqtani Beki – Graphic Biography”
5. Activity: Quick Sourcing – Mongol Collection
6. Read: “Primary Sources – Mongol Collection”
7. Read: “Rashid al-Din – Graphic Biography”

* Students will develop their understanding of the Mongol Empire by watching the videos *Rebuilding the Silk Road* and *Wait for It…the Mongols! Crash Course World History #17* and reading the article “Secrets of the Mongols” by Bennett Sherry. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. They will also read two graphic biographies (“Sorqoqtani Beki – Graphic Biography” and “Rashid al-Din – Graphic Biography”) and use the information presented in these biographies as evidence to support, modify, or refute the claims made in the videos and article at the beginning of this lesson. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Cultural Developments and Interactions** themes using the “Primary Sources – Mongol Collection”. Sources in this collection include the following (Source 1: Ibn al-Athir’s The Complete History, 1220-1221; Source 2: Juvaini’s History of the World Conqueror, c. 1260; Source 3: Marco Polo’s Travels, 1271-1291; Source 4: The Secret History of the Mongols, c. 1250; Source 5: Historia Tartarorum, 1247; Source 6: Hayton’s Flower of the Histories of the East, c. 1307; Source 7: de Clavijo’s A Spanish ambassador’s account of Timur’s Capital, 1403). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did the Mongols create the largest empire in history and how did their imperial expansion impact trade over time? **CR1** **CR3** **CR5** **(Skill 2 – sourcing and situation – primary sources/textual)**

**2.2—Routes of Exchange**

1. Activity: What Is This Asking? Introduction
2. Read: “Archipelago of Trade”
3. Watch: *Guilds, Wool, and Trade: Medieval England in a Global Economy*
4. Activity: Traveler Postcards
5. Activity: Vocab – Word Wheel
6. Read: “Across an Ocean of Sand: Trans-Saharan Trade Routes”
7. Read: “Indian Ocean Routes”
8. Read: “Zheng He – Graphic Biography”
9. Watch: *Silk and the Song Dynasty*
10. Activity: Silk Road Simulation
11. Activity: SAQ Practice – Unit 2
12. Closing: Making Claims – Expanding Networks

* Students will learn content by identifying and explaining historical developments and make connections regarding different networks of exchange in Afro-Eurasia from c. 1200 to c. 1450 by reading and answering questions for the WHP AP articles “Archipelago of Trade” by Alejandro Quintana, “Across an Ocean of Sand: Trans-Saharan Trade Routes”, and “Indian Ocean Routes” by Bennett Sherry. They will also work on making connections by watching and answering questions for the videos *Guilds, Wool, and Trade: Medieval England in a Global Economy* and *Silk and the Song Dynasty* **CR1** **CR4** **CR6 CR7 CR8 (Skill 1 – developments and processes; Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization; Skill 5 – making connections – comparison)**
* Students participate in the Silk Road Simulation activity. This simulation will allow them to identify patterns and connections between networks of exchange, which will help them answer questions and participate in a discussion to explain how the Silk Roads relate to other networks of exchange in Afro-Eurasia and the themes of **Economic Systems, Cultural Developments and Interactions, and Humans and the Environment**. **CR3** **CR8** **(Skill 5 – making connections – comparison)**
* Students will continue to work on the skill of developments and processes as they practice responding to short-answer questions (SAQs). In this activity, students will rewrite each SAQ prompt in their own words to parse the prompt and craft SAQ responses using the ACE framework. The SAQ prompts in this activity ask students to identify and explain an innovation, political factor, and cultural factor influenced trade in the Indian Ocean from c. 1200–1450 CE. **CR4 (Skill 1 – developments and processes)**
* Students will develop their claim making and testing skills by completing the activity Making Claims – Expanding Networks. **CR6 (Skill 3 – claims and evidence in secondary sources)**

**2.3—Consequences of Connectivity**

1. Activity: Claim Testing—Authority
2. Read: “Cultural Consequences of Connectivity”
3. Activity: Quick Sourcing – Networks of Exchange
4. Read: “Primary Sources – Networks of Exchange”
5. Activity: Contagion!
6. Read: “Trade Networks and the Black Death”
7. Read: “Reactions to the Black Death”
8. Activity: Causation – The Black Death
9. Watch: *Disease!: Crash Course World History #203*
10. Activity: Themes Notebook
11. Activity: Geography – Unit 2 Mapping Part 2
12. Activity: Writing – Thesis and Contextualization Part 1
13. Assessment: Unit 2 LEQ

* Students will develop their claim making and testing skills by completing the activity Claim Testing – Authority. **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will identify the author’s claim and evidence and develop contextualization for the consequences of increased interconnections by reading “Cultural Consequences of Connectivity” by Trevor Getz and “Trade Networks and the Black Death” by Bennett Sherry and watching the video *Disease! Crash Course World History #203*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6 CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Cultural Developments and Interactions** and **Economic Systems** themes using the “Primary Sources – Networks of Exchange” collection. Sources in this collection include the following (Source 1: Ibn Battuta’s Visit to Mombasa and Kilwa, 1325-1354; Source 2: al-Shakandi’s descriptions of Andalusia, c. 1200; Source 3: Abbot Hubert’s Note of a Double Loan Arising from a Tax, 1203; Source 4: Marco Polo on paper money, c. 1300; Source 5: Fibonacci’s Book of Calculation, 1202; Source 6: Mpu Prapanca’s In praise of Majapahit, 1365; Source 7: Zheng He’s The Overall Story of the Ocean’s Shores, 1433; Source 8: Chola Spoked Chariot Wheel, c. 1200; Source 9: Guyot de Provins poem about Mariner’s Compass; Source 10: Yuan Stone with Nestorian Inscription, c. 1300). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did trade networks facilitate cross-cultural interactions, in particular the exchange of intellectual and cultural ideas and traditions c. 1200 to 1450 CE? In addition, students will read a set of primary source excerpts to compare the claims and main ideas of two sources in “Reactions to the Black Death”. **CR1** **CR3** **CR5** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will develop their causal reasoning skills by creating a causal map in the activity Causation – The Black Death. **CR8** **(Skill 5 – making connections – causation)**
* In the second part of the Themes Notebook activity for this unit, students will respond to a set of questions related to the content for the unit and the themes of **Governance, Cultural Developments and Interactions, Technology and Innovation, Humans and the Environment, and Economic Systems.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Geography – Unit 2, Part 2 Mapping activity – students will use their mapping skills to answer a continuity and change prompt for the regions focused on in this unit **CR1 CR8** **(Maps; Skill 5 – making connections – CCOT –** [**1200 CE Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1200-layer-2)**;** [**1450 CE Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1450-layer-2)**;** [**Black Death and Mongols Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1200-layer-3)**)**
* The unit will culminate with a long essay writing assessment focusing on **comparison**. Students will develop a historically defensible claim supported with specific and relevant evidence explaining the similarities and differences between various networks of exchange from 1200 to 1450 CE. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the WHP LEQ Writing Rubric to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Historical Reasoning, and Complexity. The WHP LEQ Writing Rubric aligns with the rubric AP® uses to assess LEQs on the exam. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – comparison)**
* Complete **Personal Progress Check MCQ for Unit 2 – AP Classroom**

## Unit 3 – Land-Based Empires c. 1450 to c. 1750 (~8–11 class periods) **CR2**

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| --- | --- |
| **Topic** | **Skills** |
| 3.0—Unit 3 Overview | 3.A, 3.B, 3.C, 3.D, 4.A, 5.A |
| 3.1—Empires Expand | 3.A, 3.B, 3.C, 3.D, 5.A, 5.B |
| 3.2—Administration of Empires and Belief Systems | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**3.0—Unit 3 Overview**

1. Read: “Unit 3 Introduction”
2. Activity: Geography – Unit 3 Mapping Part 1
3. Activity: Vocab Tracking
4. Activity: Vocab – Word Wall
5. Activity: CCOT – Networks of Exchange to Land-Based Empires
6. Activity: Themes Notebook
7. Activity: Project X – Make a Prediction Part 1
8. Read: “Data Exploration: Urbanization”

* Students will learn content, including changes and continuities from Unit 2 to Unit 3, and develop contextualization on land-based empires from c. 1450 to c. 1750 by reading the WHP AP article “Unit 3 Introduction” by Trevor Getz. **CR1** **CR6 CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* CCOT – Networks of Exchange to Land-Based Empires – students will work on the reasoning process of continuity and change over time as they pull out the changes and continuities found in the Unit 2 and Unit 3 Introduction articles. They’ll complete the CCOT Tool and craft a thesis in response to a CCOT prompt. **CR8** **(Skill 5 – making connections – CCOT)**
* In the first part of the Themes Notebook activity for this unit, students will decide if they agree or disagree with a set of statements related to the content for the unit and categorize these statements using the themes of **Governance** and **Cultural Developments and Interactions. CR3**
* Students will develop their close reading for data skills by completing the activity Project X – Make a Prediction Part 1 and reading “Data Exploration: Urbanization” by Max Roser, Mike Papritz, and Bennett Sherry. **CR1** **CR6 (Skill 3 – quantitative, secondary sources –** [**Our World in Data**](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-Urbanization) **Chart 1: Urban area over the long-term, 10,000 BCE to 2000; Chart 2: Urbanization over the past 500 years, 1500 to 2016; Chart 3: Land use over the long-term, World, 100 to 2016; Chart 4: Urban population vs. GDP per capita, 1500 to 2016)**
* Geography – Unit 3, Part 1 Mapping activity – students will identify the regions focused on in this unit and make some geographic predictions. **CR1 (Maps – WHP** [**1450 CE Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1450-layer-2) **and** [**Black Death and Mongols Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1200-layer-3)**)**

**3.1—Empires Expand**

1. Activity: What Is This Asking?
2. Activity: Comparison – Empires
3. Read: “A Sublime Empire: Ottoman Rule on Land and Sea”
4. Read: “Mawläy 'Abd al-Mälik – Graphic Biography”
5. Read: “The Safavid Empire”
6. Read: “China Under Ming and Qing Rule”
7. Read: “Qing Shih – Graphic Biography”
8. Read: “From Muscovy to the Russian Empire”
9. Activity: Vocab – Word Relay
10. Watch: *Omani Empire*
11. Read: “South Asia 1450–1750”
12. Read: “Kanzada Begum – Graphic Biography”
13. Activity: Claim Testing – Evidence
14. Read: “Europe: Exception or Variety?”

* Students will complete the activity Comparison – Empires in small groups. Each group will be assigned a land-based empire to complete the Comparison Tool. Students will then form new groups with “experts” for each empire. At the end of the activity, students respond to a comparison prompt using evidence from the articles and their Comparison Tools. Students will also read “Mawläy 'Abd al-Mälik – Graphic Biography” and “Qing Shih – Graphic Biography” and use evidence from these individual histories to support, modify, or refute the claims made in the articles on the Ottoman Empire and Ming and Qing China. **CR1** **CR6 CR8** **(Skill 3 – claims and evidence in secondary sources; Skill 5 – making connections – comparison)**
* Students will expand their understanding of land-based empires from c. 1450 to c. 1750 by watching the video *Omani Empire* and reading the articles “South Asia 1450–1750” by Hannah Archambault and “Europe: Exception or Variety?” by Trevor Getz. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. They will also read “Kanzada Begum – Graphic Biography” and use the information presented in this biography as evidence to support, modify, or refute the claims made in the video and articles in this lesson. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will develop their claim making and testing skills by completing the activity Claim Testing – Evidence **CR6 (Skill 3 – claims and evidence in secondary sources)**

**3.2—Administration of Empires and Belief Systems**

1. Read: “Legitimizing and Consolidating Power”
2. Activity: Contextualization – Belief Systems
3. Read: “Transformations in Eurasian Belief Systems, 1450–1750”
4. Activity: Quick Sourcing – Transformation of Beliefs
5. Read: “Primary Sources – Transformation of Beliefs”
6. Activity: Themes Notebook
7. Activity: Geography – Unit 3 Mapping Part 2
8. Activity: SAQ Practice – Unit 3
9. Activity: Writing – DBQ Evidence, Sourcing, and Complexity Part I
10. Assessment: Unit 3 DBQ

* Students read “Legitimizing and Consolidating Power” by Trevor Getz to understand the historical developments associated with the administration of land-based empires. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students build upon their contextualization skills by completing the Contextualization – Belief Systems activity using the article “Transformations in Eurasian Belief Systems, 1450–1750” by Amy Elizabeth Robinson and their content knowledge from previous lessons. This activity also helps students further develop their understanding of the **Cultural Developments and Interactions** theme. **CR1** **CR6 CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Cultural Developments and Interactions** and **Governance** themes using the “Primary Sources – Transformation of Beliefs” collection. Sources in this collection include the following (Source 1: Erasmus’ In Praise of Folly, 1509; Source 2: Martin Luther’s open letter to the Christian nobility, 1520; Source 3: Council of Trent, 1563; Source 4: Father Monserrate on his journey to the court of Akbar, 1591; Source 5: Letters between Sultan Selim and Shah Ismail, 1514; Source 6: Guru Granth Sahib, 1604; Source 7: The Life and Letters of Ogier Ghiselin de Busbecq, 1589; Source 8: Miniature of devshirme gathering process, sixteenth century; Source 9: Hindu and Muslim scholars discuss the Mahabharata, 1599; Source 10: Jahinger’s memoirs, 1624; Source 11: Mystical writings of ‘A’ishah al-Ba’uniyah, c. 1500). They will evaluate the primary sources in order to write a paragraph response for the prompt: How and why did belief systems change during the period from c. 1450 to 1750 CE? **CR1** **CR3** **CR5** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* In the second part of the Themes Notebook activity for this unit, students will answer a set of questions related to the content for the unit and the themes of **Governance** and **Cultural Developments and Interactions.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Geography – Unit 3, Part 2 Mapping activity – students will use their mapping skills to answer a continuity and change prompt for the regions focused on in this unit **CR1 CR8** **(Maps; Skill 5 – making connections – CCOT – WHP** [**1450 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1450-layer-2)**;** [**1550 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1550-layer-2)**;** [**1750 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1750-layer-2)**)**
* Students will continue to work on the skill of developments and processes as they practice responding to short-answer questions (SAQs). In this activity, students will take on the role of an AP grader to evaluate a set of student responses to short-answer questions. **CR4 (Skill 1 – developments and processes)**
* The unit will culminate with a DBQ writing assessment focusing on **comparison**. Students will develop a historically defensible claim supported with specific and relevant evidence from the texts explaining the extent to which governments reacted similarly to increased foreign trade from c. 1450 to 1750 CE. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the [WHP DBQ Writing Rubric](https://www.dropbox.com/s/jdyfoibw1hyn0ng/WHP-AP%20DBQ%20Writing%20Rubric.pdf?dl=0) to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Sourcing, and Complexity. The WHP DBQ Writing Rubric is a modified version of the AP® rubric used to evaluate DBQs on the exam. The advanced criteria row is aligned to what students need to earn points on the AP exam. If they receive advanced rankings in each of the categories, then they would likely earn the equivalent of 7 points for their DBQ response. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – comparison)**
* Complete **Personal Progress Check MCQ for Unit 3 – AP Classroom**

## Unit 4 – Transoceanic Interconnections c. 1450 to c. 1750 (~22–25 class periods) **CR2**

|  |  |
| --- | --- |
| **Topic** | **Skills** |
| 4.0—Technological Innovations and Exploration | 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B |
| 4.1—Columbian Exchange | 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 5.A, 5.B |
| 4.2—Transoceanic Empires: Expansion and Resistance | 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D |
| 4.3—Transoceanic Interconnections: Changing Social Hierarchies | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**4.0—Technological Innovations and Exploration**

1. Read: “Unit 4 Introduction”
2. Activity: Geography – Unit 4 Mapping Part 1
3. Activity: Vocab Tracking
4. Activity: Vocab – Word Wall
5. Read: “Origins of Oceanic Connections”
6. Read: “The Cosmopolitan Indian Ocean”
7. Activity: Quick Sourcing – Trade and Technology
8. Read: “Primary Sources – Trade and Technology”
9. Activity: CCOT – Land-Based Empires to Transoceanic Connections
10. Activity: Themes Notebook
11. Read: “Data Exploration: War and Peace”

* Students will learn content, including changes and continuities from Unit 3 to Unit 4, and develop contextualization on transoceanic interconnections from c. 1450 to c. 1750 by reading the WHP AP articles “Unit 4 Introduction” by Trevor Getz and “Origins of Oceanic Connections” and “The Cosmopolitan Indian Ocean” by Bennett Sherry. **CR1** **CR6 CR7 (Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Technology and Innovation** and **Economic Systems** themes using the “Primary Sources – Trade and Technology c. 1450 to 1750” collection. Sources in this collection include the following (Source 1: Two diagrams from Al-Tusi and Copernicus, thirteenth and sixteenth century; Source 2: Ibn Majid’s The Book of the Benefits of the Principles and Foundations of Navigation, 1489; Source 3: Ibn Mubarak’s The Akbarnama, c. 1500; Source 4: Tome Pires on Indian Ocean merchants, 1512-1515; Source 5: Two Ottoman maps, 1513 by Piri Reis and 1728 by Ibrahim Muteferrika; Parmentier’s Observations on Such Nutritive Vegetables as May Be Substituted in the Place of Ordinary Food, 1781). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did cross-cultural interactions facilitate innovations in technology and how did these ideas impact exploration and trade from c. 1450 to 1750 CE? **CR1** **CR3** **CR5** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* CCOT – Land-Based Empires to Transoceanic Connections – students will work on the reasoning process of continuity and change over time as they pull out the changes and continuities found in the Unit 3 and Unit 4 Introduction articles. They’ll complete the CCOT Tool and craft a thesis in response to a CCOT prompt. **CR8** **(Skill 5 – making connections – CCOT)**
* In the first part of the Themes Notebook activity for this unit, students will decide if they agree or disagree with a set of statements related to the content for the unit and categorize these statements using the themes of **Humans and the Environment, Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization,** and **Technology and Innovation. CR3**
* Students will develop their close reading for data skills by reading “Data Exploration: War and Peace” by Max Roser and Eman M. Elshaikh. **CR3 (Skill 3 – quantitative, secondary sources –** [**Our World in Data**](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-War-and-Peace)Chart 1: Percentage of years in which the ‘Great Powers’ fought one another, 1500–2015; Chart 2: Global deaths in conflicts since the year 1400; Chart 3: Deaths from the 100 deadliest wars and other atrocities**)**
* Geography – Unit 4, Part 1 Mapping activity – students will identify the regions focused on in this unit and make some geographic predictions. **CR1 (Maps – WHP** [**1550 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1550-layer-2?Id=29&share=link)**;** [**Medieval Trade Routes Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1450-layer-3?Id=29&share=link)**)**

**4.1—Columbian Exchange**

1. Read: “The Columbian Exchange”
2. Activity: Our Interconnected World
3. Watch: *The Columbian Exchange: Crash Course World History #23*
4. Activity: Sourcing – Spanish Conquest of the Aztec Empire
5. Read: “Crops that Grew the World”
6. Read: “Religious Syncretism in Colonial Mexico City”
7. Activity: World Zone Café

* Students will expand their understanding of transoceanic interconnections from c. 1450 to c. 1750 by watching the video *The Columbian Exchange: Crash Course World History #23* and reading the articles “The Columbian Exchange” by Eman M. Elshaikh and “Crops that Grew the World” and “Religious Syncretism in Colonial Mexico City” by Bennett Sherry. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* The class will participate in the activity Our Interconnected World to visualize the transoceanic interconnections of this era and compare networks of exchange across three periods: 1450, 1750, and today. **CR8** **(Skill 5 – making connections – comparison)**
* Sourcing – Spanish Conquest of the Aztec Empire – students will read two primary source excerpts (Aztec/Nahuatl poets, “Flowers and Songs of Sorrow” from *Cantares Mexicanos* and Alonso de Aguilar’s *The Chronicle of Fray Francisco de Aguilar*) that provide contrasting views on the conquest of the Aztec Empire. They will analyze these sources by completing the Sourcing Tool (HAPPY analysis – Historical Context, Audience, Purpose, Point of View, and Significance) then use the evidence from these excerpts and their tools to answer a prompt. **CR1** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual; Skill 3 – claims and evidence in primary sources/textual)**

**4.2—Transoceanic Empires: Expansion and Resistance**

1. Read: “Survey of Transoceanic Empires, 1450 to 1750”
2. Read: “Yasuke – Graphic Biography”
3. Read: “Overview of New Economic Systems”
4. Activity: Vocab – Word Sneak
5. Read: “European Colonies in the Americas”
6. Read: “Amonute – Graphic Biography”
7. Watch: *The Spanish Empire Silver and Runaway Inflation: Crash Course World History* #25
8. Read: “Juana de la Cruz – Graphic Biography”
9. Read: “The Transatlantic Slave Trade”
10. Read: The Disastrous Effects of Increased Global Interaction”
11. Activity: Claim Testing – Transoceanic Empires
12. Watch: *Impact of the Slave Trade: Through a Ghanaian Lens*
13. Read: “Domingos Álvares – Graphic Biography”
14. Read: “State Centralization and Resistance”
15. Activity: Quick Sourcing – Imperial Expansion, Competition, and Resistance
16. Read: “Primary Sources – Imperial Expansion, Competition, and Resistance”

* Students will learn about the expansion of transoceanic empires from c. 1450 to c. 1750 by reading “Survey of Transoceanic Empires, 1450–1750” by Jack Bouchard, “Overview of New Economic Systems” by Eman M. Elshaikh, “European Colonies in the Americas” by William H. Beezley and watching *The Spanish Empire Silver and Runaway Inflation: Crash Course World History #25*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Yasuke – Graphic Biography”, “Amonute – Graphic Biography”, and “Juana de la Cruz – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will continue to evaluate claims and evidence in secondary sources and focus on expansion of empire and resistance by reading “The Transatlantic Slave Trade” by Jake Thurman and “The Disastrous Effects of Increased Global Interaction” by Sharon Cohen, “State Centralization and Resistance” by Trevor Getz and watching *Impact of the Slave Trade: Through a Ghanaian Lens*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will develop their claim making and testing skills by completing the activity Claim Testing – Transoceanic Empires. In this activity, students are presented with a series of claims about transoceanic empires. They are asked to work with these claims in three rounds. First, they find supporting statements and evidence for the claim. Then, they evaluate the strength of statements provided, and finally, they find statements and evidence that refutes the claim. **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance**, **Economic Systems**, and **Social Interactions and Organization** themes using the “Primary Sources – Imperial Expansion, Competition, and Resistance c. 1450 to 1750” collection. Sources in this collection include the following (Source 1: Nzinga Mbemba’s letters to King John III of Portugal, 1526; Source 2: Memoir of Joan Maetsuycker, 1650; Source 3: James Moxon’s A Memento for Holland, 1652; Source 4: Pedro Naranjo’s Narrative of the Pueblo Revolt, 1680; Source 5: Report on Trade to Africa, 1708; Source 6: The Edicts of Pugachev, 1773-1774). They will evaluate the primary sources in order to write a paragraph response for the prompt: What were the causes and effects of imperial expansion from c. 1450 to 1750? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**

**4.3—Transoceanic Interconnections: Changing Social Hierarchies**

1. Read: “Transatlantic Migration Patterns”
2. Read: “Americas in 1750”
3. Activity: What Is This Asking?
4. Read: “The Mughal Empire”
5. Read: “Qing Dynasty”
6. Activity: Quick Sourcing – Labor and Social Hierarchy
7. Read: “Primary Sources – Labor and Social Hierarchy”
8. Activity: Themes Notebook
9. Activity: Geography – Unit 4 Mapping Part 2
10. Activity: SAQ Practice – Unit 4
11. Activity: Writing – LEQ Evidence, Historical Reasoning, and Complexity Part 1
12. Assessment: Unit 4 LEQ

* Students read “Transatlantic Migration Patterns” by Burleigh Hendrickson, “Americas in 1750” by Bennett Sherry, “The Mughal Empire” by Whitney Howarth, and “Qing Dynasty” by Eman M. Elshaikh to identify and describe claims and evidence in secondary sources as well as evaluate the theme of **Social Interaction and Organization** during this era. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR3** **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Social Interactions and Organization** and **Economic Systems** themes using the “Primary Sources – Labor and Social Hierarchy” collection. Sources in this collection include the following (Source 1: Jalali’s Ethics, 1475; Source 2: Report from the General Inspection of the Chupaychu, 1549; Source 3: Russian Law Code of the Assembly of the Land, 1649; The Autobiography of John Fitch, 1760s; Source 5: d’Alvimart’s Ottoman plates, 1802). They will evaluate the primary sources in order to write a paragraph response for the prompt: To what extent did labor and social hierarchies change over the period from c. 1450 to 1750 CE? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* In the second part of the Themes Notebook activity for this unit, students will answer a set of questions related to the content for the unit and the themes of **Humans and the Environment, Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization,** and **Technology and Innovation.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Geography – Unit 4, Part 2 Mapping activity – students will use their mapping skills to answer a continuity and change prompt for the regions focused on in this unit **CR1 CR8** **(Maps; Skill 5 – making connections – CCOT – WHP** [**1550 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1550-layer-2?Id=29&share=link)**;** [**1750 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1750-layer-2?Id=29&share=link)**;** [**Silver Trade and Transoceanic Voyages Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1550-layer-3?Id=29&share=link)**)**
* Students will continue to work on the skill of developments and processes as they practice responding to short-answer questions (SAQs). In this activity, students will conduct image analysis so they can respond to SAQ prompts that include primary source images. They will summarize or describe in detail what they see in the image, analyze or explain how this image contributes to their understanding of the SAQ topic. Then, they will relate or describe how the image helps them respond to the SAQ prompt. Finally, they will use the ACE framework to respond to the prompts, which focus on social categories in the Spanish colonies. **CR1** **CR4** **(Visual – primary source images**; **Skill 1 – developments and processes)**
* The unit will culminate with an LEQ writing assessment focusing on **CCOT**. Students will develop a historically defensible claim supported with specific and relevant evidence evaluating the extent to which economic developments that occurred between c. 1450 to 1750 impacted social structures over time. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the [WHP LEQ Writing Rubric](https://www.dropbox.com/s/mzsy2dd6m3ooj6m/WHP-AP%20LEQ%20Writing%20Rubric.pdf?dl=0) to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Historical Reasoning, and Complexity. The WHP LEQ Writing Rubric is a modified version of the AP® rubric used to evaluate LEQs on the exam. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – CCOT)**
* Complete **Personal Progress Check MCQ for Unit 4 – AP Classroom**

## Unit 5 – Revolutions c. 1750 to c. 1900 (~20–23 class periods) **CR2**

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| --- | --- |
| **Topic** | **Skills** |
| 5.0—An Era of Revolutions | 3.A, 3.B, 3.D, 4.A, 4.B, 5.A, 5.B |
| 5.1—The Enlightenment and Origins of Revolution | 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D |
| 5.2—Nationalism and Revolutions | 3.A, 3.B, 3.C, 3.D, 5.A, 5.B, 6.A, 6.B. 6.C, 6.D |
| 5.3—The Industrial Revolution Begins | 3.A, 3.B, 3.D, 5.A, 5.B |
| 5.4—Global Industrialization | 3.A, 3.B, 3.D, 5.A, 5.B |
| 5.5—Economic Developments and Reactions to Industrialization | 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D |
| 5.6—Social Transformation | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**5.0—An Era of Revolutions**

1. Read: “Unit 5 Introduction”
2. Activity: Geography – Unit 5 Mapping Part 1
3. Activity: Vocab Tracking
4. Activity: Vocab – Word Wall
5. Activity: CCOT – Transoceanic Connections to Revolutions
6. Activity: Themes Notebook
7. Activity: Data Exploration – Child Labor

* Students will learn content, including changes and continuities from Unit 4 to Unit 5, and develop contextualization on the era of revolutions from c. 1750 to c. 1900 by reading the WHP AP articles “Unit 5 Introduction” by Trevor Getz. **CR1** **CR6 CR7** **(Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Geography – Unit 5, Part 1 Mapping activity – students will identify the regions focused on in this unit and make some geographic predictions. **CR1 (Maps – WHP** [**1750 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1750-layer-2?Id=29&share=link)**)**
* CCOT – Transoceanic Connections to Revolutions – students will work on the reasoning process of continuity and change over time as they pull out the changes and continuities found in the Unit 4 and Unit 5 Introduction articles. They’ll complete the CCOT Tool and craft a paragraph in response to a CCOT prompt. **CR8** **(Skill 5 – making connections – CCOT)**
* In the first part of the Themes Notebook activity for this unit, students will decide if they agree or disagree with a set of statements related to the content for the unit and categorize these statements using the themes of **Humans and the Environment, Technology and Innovation, Governance,** and **Social Interactions and Organization. CR3**
* Students will develop their close reading for data skills by reading “Child Labor” by Esteban Ortiz-Ospina, Max Roser, Mike Papritz, and Trevor Getz. **CR1** **CR3 (Skill 3 – quantitative, secondary sources –** [**Our World in Data**](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-Child-Labor)Chart 1: Child labor in Italy, 1881 to 1961; Chart 2: Incidence of child labor in the UK, 1851 to 1911; Chart 3: Incidence of child labor in the United States, 1890–1930; Chart 4: Global Incidence of Child Labour, 2000 to 2012; Chart 5: Share of children in employment, 2016**)**

**5.1—The Enlightenment and Origins of Revolution**

1. Read: “Sovereignty”
2. Watch: *The Scientific Revolution and the Age of Enlightenment*
3. Read: “The Enlightenment”
4. Activity: Enlightenment Quotes
5. Read: “Edmund Burke – Graphic Biography”
6. Read: “Economic and Material Causes of Revolt”
7. Activity: Quick Sourcing – Words of the Enlightenment
8. Read: Primary Sources – Words of the Enlightenment

* Students will expand their understanding of the origins of revolutions by watching the video *The Scientific Revolution and the Age of Enlightenment* and reading the articles “Sovereignty” by Eman M. Elshaikh, “The Enlightenment” by Amy Elizabeth Robinson, and “Economic and Material Causes of Revolt” by Bennett Sherry. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Edmund Burke – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* The class will participate in the activity Enlightenment Quotes and students will work together to analyze a set of quotes from seventeenth- and eighteenth-century authors to determine how each quote is both symbolic of the Enlightenment and an indication of the Enlightenment’s impact today. **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Social Interactions and Developments** themes using the “Primary Sources – Words of the Enlightenment” collection. Sources in this collection include the following (Source 1: John Locke’s Second Treatise on Government, 1690; Source 2: Jean-Jacques Rousseau’s The Social Contract, 1762; Source 3: Selections from Diderot and d’Alembert’s Encyclopedie, 1751-1765; Source 4: Catherine the Great’s Instruction, 1768; Source 5: Henri Gregoire’s Letter to the Citizens of Color and Free Negroes of Saint-Domingue, 1791; Source 6: Constitution of Saint-Domingue, 1801; Source 7: Haitian Declaration of Independence, 1804; Source 8: Calhoun, Union and Liberty, 1811; Source 9: Simon Bolivar in Venezuela, 1813-1819). They will evaluate the primary sources in order to write a paragraph response for the prompt: To what extent did Enlightenment philosophy inspire revolutionary thinking? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**

**5.2—Nationalism and Revolutions**

1. Read: “The Atlantic Revolutions”
2. Watch: *Haitian Revolution*
3. Activity: Causation – Recipe for a Revolution
4. Read: “West Africa in an Age of Revolution”
5. Read: “Manuela Sáenz, Jonotas, and Natan – Graphic Biography”
6. Read: “Origins and Impact of Nationalism”
7. Watch: *Nationalism*
8. Activity: Vocab – What’s My Word?
9. Read: “Ethnic Nationalism”
10. Read: “Rifa'a al-Tahtawi – Graphic Biography”
11. Read: “The World Revolution of 1848”
12. Activity: Making Claims – Revolutions
13. Activity: Revolutionary Women

* Students will learn about the Atlantic revolutions from c. 1750 to 1900 by reading “The Atlantic Revolutions” by Malcolm F. Purinton, “West Africa in an Age of Revolution” by Trevor Getz and watching the video *Haitian Revolution*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Manuela Sáenz, Jonotas, and Natan – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will develop their causal reasoning skills by categorizing the causes for one of the Atlantic revolutions. They’ll categorize by time, type, and role as they complete the Causation Tool. Then, students will create a Recipe for a Revolution using the causes they identified in the tool. **CR8** **(Skill 5 – making connections – causation)**
* Students will continue to evaluate claims and evidence in secondary sources and focus on the spread of nationalism and its impact on revolutions by reading “Origins and Impact of Nationalism” by Malcolm F. Purinton, “Ethnic Nationalism” by Trevor Getz, “The World Revolution of 1848” by Bennett Sherry and watching *Nationalism*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Rifa'a al-Tahtawi – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will develop their claim making and testing skills by completing the activity Making Claims – Revolutions **CR6 (Skill 3 – claims and evidence in secondary sources)**
* The class will participate in the activity Revolutionary Women in which students will engage in an in-depth study of one revolutionary woman to assess how her impact is still felt and seen in women’s lives around the world today. **CR8** **CR9** **(Skill 5 – making connections – causation; Skill 6 – argumentation – causation)**

**5.3—The Industrial Revolution Begins**

1. Activity: Urbanization Game
2. Read: “Scale of the Industrial Revolution”
3. Watch: *Origins of the Industrial Revolution*
4. Read: “The Industrial Revolution”
5. Activity: Making Claims – Industrialization
6. Watch: *The Railroad Journey and the Industrial Revolution: Crash Course World History #214*
7. Activity: Technology and Innovation

* The class will participate in the activity Urbanization Game which will introduce students to the concept of urbanization, both as a shift in demographics and as a shift in the physical environment resulting from the rise of industrialization. First, students will analyze a passage from Thomas Carlyle’s essay (1892, Signs of the Times) then they will listen as you read aloud narratives about how life changed in an English village from 1700 to 1850. As they listen, they will work in pairs to draw how the effects of industrialization significantly altered life in England in relation to the themes of **Humans and the Environment, Economic Systems, and Technology and Innovation.** Finally, they will answer a series of follow-up questions as they examine the drawings that student pairs created in a gallery walk. **CR3** **CR8** **(Themes – Humans and the Environment, Economic Systems, and Technology and Innovation; Skill 5 – making connections – causation)**
* Students will identify and describe claims and evidence in secondary sources by reading “Scale of the Industrial Revolution” by Trevor Getz, “The Industrial Revolution” by Cynthia Stokes-Brown and watching *Origins of the Industrial Revolution*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. They will also evaluate the themes of **Humans and the Environment, Economic Systems, and Technology and Innovation** during this era. **CR1** **CR3** **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will develop their claim making and testing skills by completing the activity Making Claims – Industrialization **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Finally, students will evaluate the theme of **Technology and Innovation** as they watch the video *The Railroad Journey and the Industrial Revolution: Crash Course World History #214* and complete the activity Technology and Innovation in which they work in small groups to write a definition for technology and innovation and create a visual representation of how the words relate to one another. Students will do a gallery walk and have a wrap-up discussion about these terms, their similarities and differences, in particular in relation to the Industrial Revolution. **CR3**

**5.4—Global Industrialization**

1. Read: “Global Transformations of the Industrial Revolution”
2. Watch: *The Macartney Expedition and the Global Economy*
3. Read: “Meiji Restoration”
4. Read: “Iwasaki Yatarō – Graphic Biography”
5. Activity: Comparison – Egypt and Japan
6. Read: “Japan’s Industrial Revolution”
7. Read: “Egypt’s Industrial Revolution”
8. Read: “Imperialism and De-Industrialization in India”
9. Activity: Images of the Industrial Revolution

* Students will learn about the transformations that occurred as a result of industrialization from c. 1750 to 1900 by reading “Global Transformations of the Industrial Revolution” by Bennett Sherry, “Meiji Restoration” by Dennis RM Campbell and watching the video *The Macartney Expedition and the Global Economy*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Iwasaki Yatarō – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will complete the activity Comparison – Egypt and Japan in small groups. Each group will be complete the Comparison Tool for their assigned reading, either “Japan’s Industrial Revolution” or “Egypt’s Industrial Revolution” both by Trevor Getz. At the end of the activity, students respond to a comparison prompt using evidence from the articles and their Comparison Tools. Students will also read “Imperialism and De-Industrialization in India” by Whitney Howarth and use evidence from this article to support, modify, or refute the claims made in the articles on Japan and Egypt. **CR1** **CR6 CR8** **(Skill 3 – claims and evidence in secondary sources; Skill 5 – making connections – comparison)**
* Students will complete an activity on historical image analysis (Images of the Industrial Revolution) in which they will examine images from before and after industrialization to analyze the changes and continuities in this era. **CR1** **CR8** **(Visual – primary source images; Skill 5 – making connections – comparison and CCOT)**

**5.5—Economic Developments and Reactions to Industrialization**

1. Activity: Economic Systems Simulation
2. Watch: *Capitalism and Socialism: Crash Course World History #33*
3. Read: “Class Structure”
4. Read: “The Rise of the Proletariat”
5. Activity: Assembly Line Simulation
6. Read: “Ottilie Baader – Graphic Biography”
7. Read: “Capitalism and Slavery”
8. Read: “Harriet Forten Purvis – Graphic Biography”
9. Activity: Sourcing – Why Was Slavery Abolished?
10. Read: “Responses to Industrialization”

* Students will participate in the activity Economic Systems Simulation in which they examine changes brought about by the Industrial Revolution. This activity will introduce students to the economic theories of capitalism and socialism and illustrate why socialist (and later communist) ideology gained popular support amid industrial transformations. Students will play two rounds of rock-paper-scissors, one of which simulates capitalism and the other socialism. Then the class will formulate definitions for each of these terms and have a discussion about capitalism in the context of the Industrial Revolution and how different social classes from business owners to factory workers experienced the rewards and drawbacks of capitalism. **CR3** (**Theme** – **Economic Systems**)
* Students will learn about economic and social transformations that came about as a result of industrialization from c. 1750 to 1900 by reading “Class Structure” by Malcom F. Purinton, “The Rise of the Proletariat” by Rachael Hill and Eman M. Elshaikh and watching the video *Capitalism and Socialism: Crash Course World History #33*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Ottilie Baader – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will participate in the activity Assembly Line Simulation in which they examine the labor, economic, and social changes brought about by the Industrial Revolution. This activity will allow students to experience several different roles through a manufacturing simulation. Students will work in different groups (factory owner, supervisor, timer, recorder, factory workers) to make greeting cards in an assembly line in a series of multiple rounds. Each round will have factory workers make more cards for less revenue in order to compete in a capitalist/industrial system. At the end of the activity, students will participate in a discussion about each of these roles and consider how workers in the Industrial Revolution felt about being on the assembly line and why business owners used this method of production. **CR3** (**Themes** – **Economic Systems, Social Interactions and Organization**)
* Students will evaluate the connections between slavery and capitalist systems by reading “Slavery and Capitalism” by Trevor Getz. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Harriet Forten Purvis – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Sourcing – Why Was Slavery Abolished? – students will evaluate one secondary source and two primary source excerpts (Eric Williams’ *Capitalism and Slavery,* 1944; William Lloyd Garrison’s “The Liberator”, 1831; and Ottobah Cugoano’s *Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery and Commerce of the Human Species,* 1787) that provide different perspectives on the reasons why slavery was abolished. They will analyze these sources by completing the Sourcing Tool (HAPPY analysis) then use the evidence from these excerpts and their tools to answer a prompt. **CR1** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary and secondary sources/textual; Skill 3 – claims and evidence in primary and secondary sources/textual)**

**5.6—Social Transformation**

1. Activity: Contextualization – Child Labor
2. Read: “Child Labor”
3. Activity: Quick Sourcing – Revolutions
4. Read: “Primary Sources – Revolutions”
5. Activity: Comparison – Women’s Suffrage
6. Read: “A World Tour of Women’s Suffrage”
7. Read: “Changing Gender Roles”
8. Activity: Claim Testing – Social Class and Gender
9. Activity: Themes Notebook
10. Activity: Geography – Unit 5 Mapping Part 2
11. Activity: SAQ Practice – Unit 5
12. Activity: Writing – Thesis and Contextualization Part 2
13. Assessment: Unit 5 DBQ

* Students will read the article “Child Labor” by Eman M. Elshaikh and complete a contextualization activity that asks students to evaluate the changes in culture that led to the transformation of ideas about childhood **(CDI)**. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR3** **CR4** **CR6 CR7** **(Skill 1 – developments and processes; Skill 3 – claims and evidence in primary and secondary sources; Skill 4 – contextualization)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Social Interactions and Organization**, **Economic Systems, Governance,** and **Cultural Developments and Interactions** themes using the “Primary Sources – Revolutions” collection. Sources in this collection include the following (Source 1: Simon Bolivar’s Letter from Jamaica, 1815; Source 2: Friedrich Engels’ Principles of Communism, 1847; Source 3: French Declaration of the Rights of Man, 1789; Source 4: Adam Smith’s Wealth of Nations, 1776; Source 5: Olympe de Gouge’s Declaration of the Rights of Women, 1791; Source 6: United States Declaration of Independence, 1776; Source 7: Pasquinades against the government, c. 1770-1781; Source 8: New Zealand Southern Cross, The Native Question, 1857; Source 9: Lola Rodriguez de Tio’s “The Borinqueña”, 1868; Source 10: Giuseppe Mazzini’s Oath taken by members of Young Italy, 1832; Source 11: Georgina Sebright and Adelina Irby’sTravels in the Slavonic provinces of Turkey-in-Europe, 1866; Source 12: Art Young’s Next! From the Cradle to the Mill, 1912). They will evaluate the primary sources in order to write a paragraph response for the prompt: Explain the extent to which the revolutionary transformations of the long nineteenth century impacted TWO of the following themes: politics and governance, economics, social interactions, and cultural developments? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will complete the activity Comparison – Women’s Suffrage in small groups. Each group will be complete the Comparison Tool for their assigned region in the article “A World Tour of Women’s Suffrage” by Bridgette Byrd O’Connor. At the end of the activity, students respond to a comparison prompt using evidence from the article and their Comparison Tools. Students will also read “Imperialism and De-Industrialization in India” by Whitney Howarth and use evidence from this article to support, modify, or refute the claims made in the articles on Japan and Egypt. **CR1** **CR6 CR8** **(Skill 3 – claims and evidence in secondary sources; Skill 5 – making connections – comparison)**
* Students read “Changing Gender Roles” by Bridgette Byrd O’Connor and complete the activity Claim Testing – Social Class and Gender **(SIO, CDI)** to evaluate claims by finding supporting evidence and crafting counterclaims supported by evidence. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR3 CR6 (Skill 3 – claims and evidence in secondary sources)**
* In the second part of the Themes Notebook activity for this unit, students will answer a set of questions related to the content for the unit and the themes of **Humans and the Environment, Technology and Innovation, Governance,** and **Social Interactions and Organization.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Geography – Unit 5, Part 2 Mapping activity – students will use their mapping skills to answer a continuity and change prompt for the regions focused on in this unit **CR1 CR8** **(Maps; Skill 5 – making connections – CCOT – WHP** [**1750 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1750-layer-2?Id=29&share=link) **and** [**Empires, Enslavement, and Revolutions Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1750-layer-3?Id=29&share=link)**)**
* Students will continue to work on the skill of developments and processes as they practice responding to short-answer questions (SAQs). Students will once again analyze visual sources as evidence for their response to SAQ prompts. **CR1** **CR4 (Visual – primary sources; Skill 1 – developments and processes)**
* The unit will culminate with a DBQ writing assessment focusing on **CCOT**. Students will develop a historically defensible claim supported with specific and relevant evidence from the texts evaluating the extent to which industrialization brought change to Britain and India during the period from c. 1750 to 1900 CE. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the [WHP DBQ Writing Rubric](https://www.dropbox.com/s/jdyfoibw1hyn0ng/WHP-AP%20DBQ%20Writing%20Rubric.pdf?dl=0) to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Sourcing, and Complexity. The WHP DBQ Writing Rubric is a modified version of the AP® rubric used to evaluate DBQs on the exam. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – CCOT)**
* Complete **Personal Progress Check MCQ for Unit 5 – AP Classroom**

## Unit 6 – Consequences of Industrialization c. 1750 to c. 1900 (~12–15 class periods) **CR2**

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| --- | --- |
| **Topic** | **Skills** |
| 6.0—Unit 6 Overview | 3.A, 3.B, 3.D, 4.A, 4.B, 5.A, 5.B |
| 6.1—State Expansion and Economic Imperialism | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B |
| 6.2—Colonialism and Response | 2.A, 2.B, 3.A, 3.B, 3.D, 5.A, 5.B |
| 6.3—Industrialization, Migration, and Empire | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**6.0—Unit 6 Overview**

1. Read: “Unit 6 Introduction”
2. Activity: Geography – Unit 6 Mapping Part 1
3. Activity: Vocab Tracking
4. Activity: Vocab – Word Wall
5. Activity: Project X – Make a Prediction Part 2
6. Activity: Themes Notebook
7. Read: “Data Exploration: Greenhouse Gas Emissions”

* Students will learn content, including changes and continuities from Unit 5 to Unit 6, and develop contextualization on industrialization and imperialism from c. 1750 to c. 1900 by reading the WHP AP articles “Unit 6 Introduction” by Trevor Getz. **CR1** **CR6 (Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Geography – Unit 6, Part 1 Mapping activity – students will identify the regions focused on in this unit and make some geographic predictions. **CR1 (Maps – WHP** [**1871 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1871-layer-2?Id=29&share=link)**)**
* In the first part of the Themes Notebook activity for this unit, students will decide if they agree or disagree with a set of statements related to the content for the unit and categorize these statements using the themes of **Cultural Developments and Interactions, Governance, Economic Systems,** and **Humans and the Environment. CR3**
* Students will develop their close reading for data skills by completing the activity Project X – Make a Prediction Part 2 and reading “Greenhouse Gas Emissions” by Hannah Ritchie, Max Roser, and Eman M. Elshaikh. **CR1** **CR3 (Skill 3 – quantitative, secondary sources –** [**Our Word in Data**](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-Greenhouse-Gas-Emissions)Chart 1: Average temperature anomaly, Global, 1850 to 2019; Chart 2: Annual total CO2 emissions, by world region, 1751 to 2018; Chart 3: Annual CO2 emissions, 2018; Chart 4: Global greenhouse gas emissions and warming scenarios, 1990 to 2100**)**

**6.1—State Expansion and Economic Imperialism**

1. Read: “The ‘New’ Imperialism”
2. Activity: Sourcing – Differing Perspectives on Imperialism
3. Watch: *Imperialism: Crash Course World History#* 35
4. Activity: Gentlemen of the Jungle
5. Read: “Tools of Imperialism”
6. Activity: Quick Sourcing - Economic Imperialism and State Expansion
7. Read: “Primary Sources – Economic Imperialism and State Expansion”
8. Activity: Contextualization – Opium Wars
9. Read: “Struggle and Transformation in China”
10. Watch: *Opium Wars*

* Students will expand their understanding of the “new” imperialism and evaluate claims and evidence in secondary sources by watching the video *The Imperialism: Crash Course World History #35* and reading the articles “The ‘New’ Imperialism” and “Tools of Imperialism” both by Trevor Getz. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Sourcing – Differing Perspectives on Imperialism – students will read two primary source excerpts (Jules Ferry’s speech to the French Chamber of Deputies, 1884 and Wilfrid Scawen Blunt’s diary entries, 1896–1900) that provide contrasting views on European imperialism. They will analyze these sources by completing the Sourcing Tool (HAPPY analysis – Historical Context, Audience, Purpose, Point of View, and Significance) then use the evidence from these excerpts and their tools to answer a prompt. **CR1** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual; Skill 3 – claims and evidence in primary sources/textual)**
* The class will participate in the activity Gentlemen of the Jungle by reading the fable by Jomo Kenyatta and analyzing the themes and historical significance of the story. **CR1** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual; Skill 3 – claims and evidence in primary sources/textual)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Economic Systems** themes using the “Primary Sources – Economic Imperialism and State Expansion” collection. Sources in this collection include the following (Source 1: Muhammad Ali’s manufacturing system, 1834; Source 2: Charles Darwin’s Observation of Copper Mining in Chile from the Beagle Diary, 1835; Source 3: Images of Guano mines in Peru, 1865; Source 4: Anthony Trollope’s The diamond fields of South Africa, 1877-1878; Source 5: Letter from King Leopold II to Prime Minister of Belgium, 1890; Source 6: Mary Kingsley on trade in West Africa, 1897; Albert J. Beveridge’s In support of American empire, 1900). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did industrialization help empires expand both territorially and economically? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will read the article “Struggle and Transformation in China” by Bridgette Byrd O’Connor, watch the video *Opium Wars*, and complete a contextualization activity that asks students to analyze the conditions that led to the Opium Wars. **CR1** **CR4** **CR6 CR7** **(Skill 1 – developments and processes; Skill 3 – claims and evidence in primary and secondary sources; Skill 4 – contextualization)**

**6.2—Colonialism and Response**

1. Activity: What Is This Asking?
2. Read: “Responses to Industrial Imperialism”
3. Read: “Colonial Violence”
4. Activity: Causation – Indian Uprising
5. Read: “1857 Indian Uprising”
6. Read: “Azizun of Lucknow – Graphic Biography”
7. Watch: *Experiencing Colonialism: Through a Ghanaian Lens*
8. Read: “Yaa Asantewaa, Queen Mother of Ejisu – Graphic Biography”
9. Activity: Quick Sourcing – Indigenous Responses to State Expansion
10. Read: “Primary Sources – Indigenous Responses to State Expansion”
11. Activity: Claim Testing – Imperialism

* Students will learn about the responses to imperialism from c. 1750 to 1900 by reading “Responses to Industrial Imperialism” by Eman M. Elshaikh, “Colonial Violence” by Trevor Getz, and “1857 Indian Uprising” by Whitney Howarth and watching the video *Experiencing Colonialism: Through a Ghanaian Lens*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Azizun of Lucknow – Graphic Biography” and “Yaa Asantewaa, Queen Mother of Ejisu – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will develop their causal reasoning skills by categorizing the causes for the 1857 Indian Uprising. They’ll categorize by time, type, and role as they complete the Causation Tool. Then, students will create a causal map and compare their maps with others in the class to discuss similarities and differences. **CR8** **(Skill 5 – making connections – causation)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Economic Systems** themes using the “Primary Sources – Indigenous Responses to State Expansion” collection. Sources in this collection include the following (Source 1: Li Shih-Yao’s Five Rules to Regulate Foreigners; Source 2: Letter from Micaela Bastidas to Tupac Amaru II, 1780; Source 3: Nanyehi’s (Nancy Ward’s) address to the Cherokee Nation, 1817; Source 4: Nana Asma’u on Sokoto rise, 1839; Source 5: Statement of the Prophetess Nongqawuse, Xhosa “Cattle Killing Movement”, 1857). They will evaluate the primary sources in order to write a paragraph response for the prompt: What techniques did different societies use in response to state expansion? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will develop their claim making and testing skills by completing the activity Claim Testing – Imperialism. In this activity, students are presented with a series of claims about imperialism. They are asked to work with these claims in three rounds. First, they find supporting statements and evidence for the claim. Then, they evaluate the strength of statements provided, and finally, they find statements and evidence that refutes the claim. **CR6 (Skill 3 – claims and evidence in secondary sources)**

**6.3—Industrialization, Migration, and Empire**

1. Activity: Imperialism Cartoons
2. Read: “Industrialization and Migration”
3. Read: “Migration and Empire”
4. Activity: Quick Sourcing - Migration
5. Read: “Primary Sources – Migration”
6. Activity: Themes Notebook
7. Activity: Geography – Unit 6 Mapping Part 2
8. Activity: SAQ Practice – Unit 6
9. Activity: Writing – LEQ Evidence and Reasoning Part 2
10. Assessment: Unit 6 LEQ

* Students will complete an activity on historical image analysis (Imperialism Cartoons) in which they will examine nineteenth-century political cartoons images. Student groups will analyze the image for who or what is being portrayed, and who or what is left out of the image. Next, they will determine if the artist portrays imperialism in a positive or negative light and determine the historical event or development that’s represented in the image. **CR1** **CR4** **(Visual – primary source images; Skill 1 – developments and processes)**
* Students will identify and describe claims and evidence in secondary sources by reading “Industrialization and Migration” by Trevor Getz, “Migration and Empire” by Amy Elizabeth Robinson. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. They will also evaluate the themes of **Social Interactions and Organization** and **Cultural Developments and Interactions** during this era by answering the guiding questions, both of which relate to this theme. **CR1** **CR3** **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Social Interactions and Organization** and **Cultural Developments and Interactions** themes using the “Primary Sources – Migration” collection. Sources in this collection include the following (Source 1: Mark Twain’s Roughing It, 1870-1871; J.C. Fletcher’s Dearth of Women in the State of California, 1893; Source 3: Photographs of Indo-Caribbean women, nineteenth century; Source 4: Folk songs from Japanese immigrant workers in Hawai’i, nineteenth and twentieth centuries; C.C. Monero, Henry J. Jackson, Stephenson, and T.V. Powderly, Some of the Evils of Immigration, US Congressional Record, 1891; Source 6: Lafcadio Hearn, Saint Malo, a lacustrine village in Louisiana, *Harpers Weekly,* 1883). They will evaluate the primary sources in order to write a paragraph response for the prompt: What were the causes and effects of new patterns of migration from c. 1750 to 1900 CE? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* In the second part of the Themes Notebook activity for this unit, students will answer a set of questions related to the content for the unit and the themes of **Cultural Developments and Interactions, Governance, Economic Systems,** and **Humans and the Environment.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Geography – Unit 6, Part 2 Mapping activity – students will use their mapping skills to answer a continuity and change prompt for the regions focused on in this unit **CR1 CR8** **(Maps; Skill 5 – making connections – CCOT – WHP** [**1750 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1750-layer-2?Id=29&share=link)**;** [**1871 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1871-layer-2?Id=29&share=link)**;** [**1914 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1914-layer-2?Id=29&share=link)**;** [**Industrialization and Imperialism Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1871-layer-3?Id=29&share=link)**)**
* Students will continue to work on the skill of developments and processes as they practice responding to short-answer questions (SAQs). In this activity, students will rewrite each SAQ prompt in their own words to parse the prompt and craft SAQ responses using the ACE framework. The SAQ prompts in this activity ask students to identify and explain evidence that supports and refutes an argument made in a secondary source excerpt on the causes of migration in the nineteenth century. **CR4 (Skill 1 – developments and processes)**
* The unit will culminate with an LEQ writing assessment focusing on **causation**. Students will develop a historically defensible claim supported with specific and relevant evidence evaluating the extent to which indigenous responses to colonial rule were effective c. 1750 to 1900 CE. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the [WHP LEQ Writing Rubric](https://www.dropbox.com/s/mzsy2dd6m3ooj6m/WHP-AP%20LEQ%20Writing%20Rubric.pdf?dl=0) to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Historical Reasoning, and Complexity. The WHP LEQ Writing Rubric is a modified version of the AP® rubric used to evaluate LEQs on the exam. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – causation)**
* Complete **Personal Progress Check MCQ for Unit 6 – AP Classroom**

## Unit 7 – Global Conflict c. 1900 to the Present (~14–17 class periods) **CR2**

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| --- | --- |
| **Topic** | **Skills** |
| 7.0—Shifting Power after 1900 | 1.A, 1.B, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B |
| 7.1—Causes of World War I | 3.A, 3.B, 3.C, 3.D, 5.A, 5.B |
| 7.2—World War I | 2.A, 2.B, 3.A, 3.B, 3.C, 3.D, 5.A, 5.B |
| 7.3—From World War I to World War II | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D 4.A, 4.B, 5.A, 5.B, |
| 7.4—World War II | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 5.A, 5.B |
| 7.5—Mass Atrocities and the Effects of Global Conflict | 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**7.0—Shifting Power after 1900**

1. Read: “Unit 7 Introduction”
2. Activity: Geography – Unit 7 Mapping Part 1
3. Activity: Vocab Tracking
4. Activity: Vocab – Word Wall
5. Read: “Global Shifts in Power”
6. Read: “Mexican Revolution”
7. Activity: CCOT – Empire to Global Conflict
8. Activity: Themes Notebook
9. Read: “Data Exploration: Democracy”
10. Activity: Project X – Topic Selection

* Students will learn content, including changes and continuities from Unit 6 to Unit 7, and develop contextualization on the era of global conflict from c. 1900 to the present by reading the WHP AP article “Unit 7 Introduction” by Trevor Getz. **CR1** **CR6 (Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Geography – Unit 7, Part 1 Mapping activity – students will identify the regions focused on in this unit and make some geographic predictions. **CR1 (Maps – WHP** [**1914 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1914-layer-2?Id=29&share=link)**)**
* In the first part of the Themes Notebook activity for this unit, students will decide if they agree or disagree with a set of statements related to the content for the unit and categorize these statements using the themes of **Social Interactions and Organization, Governance, Economic Systems,** and **Technology and Innovation. CR3**
* CCOT – Empire to Global Conflict – students will work on the reasoning process of continuity and change over time as they pull out the changes and continuities found in the Unit 6 and Unit 7 Introduction articles. They’ll complete the CCOT Tool and craft a paragraph in response to a CCOT prompt. **CR8** **(Skill 5 – making connections – CCOT)**
* Students will develop their close reading for data skills by reading “Democracy” by Max Roser, Mike Papritz, and Trevor Getz. **CR1** **CR3 (Skill 3 – quantitative, secondary sources –** [**Our World in Data**](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-Democracy)Chart 1: Numbers of autocracies and democracies, 1900 to 2018; Chart 2: World citizens living under different political regimes, 1816 to 2015; Chart 3: Political Regime, 2015**)**
* Students will select their final project topic for Project X. They’ll need to identify an issue that’s meaningful to them that has world-historical significance. They’ll also have to be sure they can find enough evidence (data) about their topic to complete their final presentation. **CR4 (Skill 1 – developments and processes)**

**7.1—Causes of World War I**

1. Activity: What is This Asking?
2. Read: “What Caused the First World War?”
3. Watch: *How World War I Started: Crash Course World History #209*
4. Read: “The First World War as a Global War”
5. Watch: *Britain and World War I*
6. Watch: *Southeast Asia and World War I*
7. Watch: *The Middle East and World War I*
8. Activity: Our Interconnected World – World War I

* Students will expand their understanding of the causes of World War I and evaluate claims and evidence in secondary sources by watching the video *How World War I Started: Crash Course World history #209* and reading the article “What Caused the First World War?” by Trevor Getz. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will analyze the global impacts of World War I and evaluate claims and evidence in secondary sources by watching the videos *Britain and World War I, Southeast Asia and World War I,* and *The Middle East and World War I*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* The class will participate in the activity Our Interconnected World – World War I to simulate the extent to which preexisting and newly emerging networks and alliances contributed to the global scale of World War I. **CR8** **(Skill 5 – making connections – comparison)**

**7.2—World War I**

1. Opening: Making Claims: World War I
2. Read: “World War I: A Total War?”
3. Read: “Helen Fairchild – Graphic Biography”
4. Read: “Capitalism and World War I”
5. Activity: WWI Poster Analysis
6. Watch: *Armenian Genocide*
7. Activity: Quick Sourcing – World War I
8. Read: “Primary Sources – World War I”
9. Read: “The Power of One: Russian Revolution”
10. Activity: Comparison – Russian Revolution and \_\_\_\_ Revolution
11. Activity: World War I Letters

* Students will develop their claim making and testing skills by completing the activity Making Claims – World War I. **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will assess whether World War I was the first total war as well as the role of capitalism in the war by reading “World War I: A Total War?” by Amy Elizabeth Robinson and “Capitalism and World War I” by Bridgette Byrd O’Connor. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will complete an activity on historical image analysis (World War I Poster Analysis) in which they will examine propaganda posters from around the world to evaluate the ways in which governments influenced people, and how this propaganda impacted citizens of different nations. **CR1** **CR8** **(Visual – primary source images; Skill 5 – making connections – comparison)**
* Students will begin to evaluate the causes and consequences of mass atrocities after 1900 by watching the video *Armenian Genocide* and answering key ideas and evaluating and corroborating questions. This will set the stage for their analysis of subsequent mass atrocities during this era. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Technology and Innovation** themes using the “Primary Sources – World War I” collection. Sources in this collection include the following (Source 1: British, Italian, American, and German army recruitment posters, 1914-1919; Source 2: British propaganda postcard with colonial soldiers, 1914; Source 3: British children’s accounts of air bombing, 1915; Source 4: British War Pictorial, 1917; Source 5: Mary J. Huestis’s article “The Women Workers of Canada”, *Scientific American,* 1918; Source 6: Wilfred Owen’s Dulce et decorum est, 1920). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did governments mobilize their populations for war? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will complete the activity Comparison – Russian Revolution and \_\_\_\_\_\_\_ Revolution in pairs or individually. Students will read the article “The Power of One: The Russian Revolution” by Nicole Magie and complete the Comparison Tool for the Russian Revolution. Then, they will complete the second column of the Comparison Tool by choosing a political revolution they previously studied such as the French or Haitian. By comparing two revolutions, students will begin to see how political revolutions can be generally similar in terms of their causes, but the consequences that follow vary widely depending on the revolution. At the end of the activity, students respond to a comparison prompt using evidence from the article and their Comparison Tools. **CR1** **CR6 CR8** **(Skill 3 – claims and evidence in secondary sources; Skill 5 – making connections – comparison)**

**7.3—From World War I to World War II**

1. Activity: World War I Peace Talks
2. Read: “A Lost Generation”
3. Read: “Dr. Rosa Luxemburg – Graphic Biography”
4. Activity: Contextualization – The Great Depression
5. Read: “Global Great Depression”
6. Activity: Quick Sourcing – Economy in the Interwar Period
7. Read: “Primary Sources – Economy in the Interwar Period”
8. Watch: *Internationalism Between the Wars*
9. Activity: Who Am I?
10. Read: “Dual Consciousness”
11. Activity: Quick Sourcing – Unresolved Tensions
12. Read: “Primary Sources – Unresolved Tensions”
13. Watch: *What is Fascism?*
14. Activity: Communism vs. Fascism
15. Activity: Political Party Platform

* Students participate in the World War I Peace Talks activity. This simulation will allow for deeper student reflection on the human and material costs of “total war”. This will help students see how countries’ different wartime experiences played into the peace talks of 1919 and lay the groundwork for considering how the Treaty of Versailles contributed to future problems. **CR8** **(Skill 5 – making connections – causation)**
* Students will assess the consequences of global conflict by reading “A Lost Generation” by Bennett Sherry and “Dual Consciousness” by Amy Elizabeth Robinson. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Dr. Rosa Luxemburg – Graphic Biography” to evaluate a different perspective on the war. Students will then explain how the claims or evidence in the graphic biography supports, modifies, or refutes the claims and evidence presented in the articles and videos from previous lessons on the war. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read the article “Global Great Depression” by Bennett Sherry and complete a contextualization activity that asks students to analyze the historical events and developments that led to a global economic depression. By investigating the context for the Great Depression, students will deepen their understanding of how both capitalism and globalization played a role in economic crises of this era. **CR1** **CR4** **CR6 CR7** **(Skill 1 – developments and processes; Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Economic Systems** themes using the “Primary Sources – Economy in the Interwar Period” collection. Sources in this collection include the following (Source 1: Economic hardship in photographs, China, US, India, Great Britain, and Germany, 1930-1938; Source 2: Works Progress Administration posters, 1935-1940; Source 3: Social Security poster, 1935; Source 4: Edgar F. “Steve” Schilder’s Speaking of Dust Storms, 1937; Source 5: Joseph Stalin’s On the Grain Front, 1928; Source 6: Harry Byers’ diary while in the USSR, 1930-1931; Source 7: Statistical Yearbook of the League of Nations, 1930-1931; Source 8: Report on food situation in Germany, 1917; Source 9: German hyperinflation in photographs, 1919-1923). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did different nations attempt to overcome economic crises after 1900? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Economic Systems** themes using the “Primary Sources – Unresolved Tensions” collection. Sources in this collection include the following (Source 1: Treaty of Versailles, 1919; Source 2: Hammond’s map of Europe; Source 3: Frank H. Simonds’ A Year after the Armistice, 1919; Source 4: Coal requisitioning in the Ruhr, 1923; Source 5: Charles Raymond Macauley’s Paying for a Dead Horse; Source 6: Haile Selassie’s speech to the League of Nations, 1936; Source 7: Greater East Asia Co-Prosperity Sphere, 1942). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did economic factors and changes to imperial powers lead to World War II? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will watch the video *What Is Fascism?* and complete the activities Communism vs. Fascism and Political Party Platform to assess the causes for the rise of fascism and the Nazi Party in the lead up to World War II. **CR1** **CR6** **CR8** **(Skill 3 – claims and evidence in secondary sources; Skill 5 – making connections – causation)**

**7.4—World War II**

1. Opening: Responsibility and Compassion
2. Read: “The Second World War”
3. Watch: *World War II: Crash Course World History #38*
4. Read: “Plaek Phibunsongkhram – Graphic Biography”
5. Read: “Economics in the Second World War”
6. Activity: Quick Sourcing – World War II
7. Read: “Primary Sources – World War II”
8. Activity: Causation – World War II
9. Activity: SAQ Practice – Unit 7

* Students will evaluate how governments conducted World War II by reading “The Second World War” by Trevor Getz and “Economics in the Second World War” by Whitney Howarth and watching the video *World War II: Crash Course World History #38*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Plaek Phibunsongkhram – Graphic Biography” to evaluate the war from a different perspective. Students will then explain how the claims or evidence in the graphic biography support, modify, or refute the claims and evidence presented in the articles and videos in this lesson. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** theme using the “Primary Sources – World War II” collection. Sources in this collection include the following (Source 1: Wartime propaganda from Axis countries, 1937-1944; Source 2: Wartime propaganda and recruitment posters from Allied countries, 1940-1943; Source 3: Benito Mussolini’s The Doctrine of Fascism, 1932; Source 4: Pablo Picasso’s Guernica, 1937; Source 5: Photographs during and after air raids in London, Coventry, Milan, Tokyo, and Dresden, 1940-1945; Source 6: Yoshito Matsushige’s Account of the Hiroshima Bombing, 1945; Source 7: Irving Berlin’s Any Bonds Today?, 1942). They will evaluate the primary sources in order to write a paragraph response for the prompt: What were the changes and continuities in how governments waged war over the period from 1914 to 1945? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will develop their causal reasoning skills by categorizing the causes for World War II. They’ll categorize by time, type, role, and significance as they complete the Causation Tool. Then, students will craft a response to a causation prompt, explaining their reasoning for why the causes and consequences they chose are the most significant ones. **CR8** **(Skill 5 – making connections – causation)**
* Students will continue to work on the skill of developments and processes as they practice responding to short-answer questions (SAQs). In this activity, students will analyze a chart so they can use the data as evidence to support their claims in response to SAQ prompts on military spending in the twentieth century. **CR4 (Skill 1 – developments and processes)**

**7.5—Mass Atrocities and the Effects of Global Conflict**

1. Watch: *The Fallen of World War II*
2. Read: “The Holocaust”
3. Activity: Assessing Responsibility and Conscience
4. Read: “Manuel Quezon – Graphic Biography”
5. Read: “Nuclear Weapons”
6. Activity: Quick Sourcing – Science and Technology in the World Wars
7. Read: “Primary Sources – Science and Technology in the World Wars”
8. Read: “Thirty Years of Continuous War”
9. Read: “Why Does Genocide Still Happen?”
10. Activity: Claim Testing – Global Conflict
11. Activity: Themes Notebook
12. Activity: Geography – Unit 7 Mapping Part 2
13. Activity: Writing – DBQ Evidence, Sourcing, and Complexity Part 2
14. Assessment: Unit 7 DBQ

* Students will identify and describe claims and evidence in secondary sources by reading “The Holocaust” by Amy Elizabeth Robinson and “Nuclear Weapons” by Bridgette Byrd O’Connor and watching the video *The Fallen of World War II*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Manuel Quezon – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biography support, modify, or refute the claims and evidence presented in the articles and video in this lesson. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Technology and Innovation** themes using the “Primary Sources – Science and Technology in the World Wars” collection. Sources in this collection include the following (Source 1: Amedee Forestier’s “They Send Us in Front with a Fuse An’ a Mine”, 1915; Source 2: Logan Howard-Smith, Sir Philip Gibbs, Vance Thompson, and Gilbert Parker’s Horrors and Atrocities of the Great War, 1915; Source 3: “To the Rescue in a Land Cruiser”, *The Ogden Standard,* 1916; Source 4: British Navy at War photographs, *The War Pictorial,* 1917; Source 5: Harrison Howe’s The Service of the Chemist, *Scientific American,* 1918; Source 6: Alan Turing’s Treatise on the Enigma, c. 1940; Source 7: Jet Propelled Planes, *The Science Newsletter,* 1944; Source 8: Photographs of WAVES and Bletchley cryptographers, 1943-1945; Source 9: J. Robert Oppenheimer’s Letter from the Scientific Panel of the Interim Committee, 1945; Source 10: The End of the Second World War, *Nature,* 1945). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did new innovations impact society during the era of global conflict? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will develop their claim making and testing skills by completing the activity Claim Testing – Global Conflict. In this activity, students are presented with a series of claims about the era of global conflict. They are asked to work with these claims in three rounds. First, they find supporting statements and evidence for the claim. Then, they evaluate the strength of statements provided, and finally, they find statements and evidence that refutes the claim **CR6 (Skill 3 – claims and evidence in secondary sources)**
* In the second part of the Themes Notebook activity for this unit, students will answer a set of questions related to the content for the unit and the themes of **Social Interactions and Organization, Governance, Economic Systems,** and **Technology and Innovation.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Geography – Unit 7, Part 2 Mapping activity – students will use their mapping skills to answer a continuity and change prompt for the regions focused on in this unit **CR1 CR8** **(Maps; Skill 5 – making connections – CCOT – WHP** [**First World War Casualties and Alliance Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1914-layer-3?Id=29&share=link) **and** [**Second World War, November 1942, Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1945-layer-3?Id=29&share=link)**)**
* The unit will culminate with a DBQ writing assessment focusing on **causation**. Students will develop a historically defensible claim supported with specific and relevant evidence from the texts analyzing how and why the Nazi Party rose to power in prewar Germany. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the [WHP DBQ Writing Rubric](https://www.dropbox.com/s/jdyfoibw1hyn0ng/WHP-AP%20DBQ%20Writing%20Rubric.pdf?dl=0) to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Sourcing, and Complexity. The WHP DBQ Writing Rubric is a modified version of the AP® rubric used to evaluate DBQs on the exam. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – causation)**
* Complete **Personal Progress Check MCQ for Unit 7 – AP Classroom**

## Unit 8 – Cold War and Decolonization c. 1900 to the Present (~12–15 class periods) **CR2**

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| --- | --- |
| **Topic** | **Skills** |
| 8.0—Setting the Stage | 3.A, 3.B, 3.D, 4.A, 4.B, 5.A, 5.B |
| 8.1—The Cold War and Decolonization | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 5.A, 5.B, 6.A, 6.B |
| 8.2—New States, Global Resistance, and the End of the Cold War | 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**8.0—Setting the Stage**

1. Read: “Unit 8 Introduction”
2. Activity: Geography – Unit 8 Mapping Part 1
3. Activity: Vocab Tracking
4. Activity: Vocab – Word Wall
5. Read: “The Spread of Communism”
6. Read: “Devastation of Old Markets”
7. Activity: Themes Notebook
8. Activity: Data Explorations – Inequality in Income
9. Activity: Project X – Research

* Students will learn content, including changes and continuities from Unit 7 to Unit 8, and develop contextualization on the Cold War and decolonization from c. 1900 to the present by reading the WHP AP article “Unit 8 Introduction” by Trevor Getz. **CR1** **CR6 (Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Geography – Unit 8, Part 1 Mapping activity – students will identify the regions focused on in this unit and make some geographic predictions. **CR1 (Maps – WHP** [**1945 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1945-layer-2?Id=29&share=link)**)**
* Students will expand their understanding of the spread of communist and socialist ideas and states and evaluate claims and evidence in secondary sources by reading the articles “The Spread of Communism” by Alejandro Quintana and “Devastation of Old Markets” by Bennett Sherry. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* In the first part of the Themes Notebook activity for this unit, students will decide if they agree or disagree with a set of statements related to the content for the unit and categorize these statements using the themes of **Cultural Developments and Interactions, Social Interactions and Organization, Governance,** and **Economic Systems. CR3**
* Students will develop their close reading for data skills by reading “Global Inequality” by Max Roser, Mike Papritz, and Trevor Getz. **CR1** **CR3 (Skill 3 – quantitative, secondary sources –** [**Our World in Data**](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-Global-Inequality)Chart 1: Global income distribution in 1800, 1975, and 2015; Chart 2: The global income distribution in 2003 and 2013; Chart 3: The global income distribution in 2003 and 2013 – Charts 2 and 3 present the same data in two different scales for students to compare**)**
* Students will conduct research on their final project topic for Project X. They’ll need to identify evidence in primary and secondary sources to support their claim. **CR6** **(Skill 3 – claims and evidence in primary and secondary sources)**

**8.1—The Cold War and Decolonization**

1. Activity: Simulation – Cold War Crisis
2. Activity: Sourcing – Who Started the Cold War?
3. Read: “The Cold War: An Overview”
4. Activity: Causation – Cold War
5. Read: “The Cold War Around the World”
6. Activity: Quick Sourcing – Cold War
7. Read: “Primary Sources – Cold War”
8. Read: “Chinese Communist Revolution”
9. Watch: *Chinese Communist Revolution*
10. Activity: Quick Sourcing – Communism
11. Read: “Primary Sources – Communism”
12. Watch: *Decolonization and the Cold War – Through a Caribbean Lens*
13. Watch: *Decolonization and the Cold War – Through an Asian Lens*
14. Activity: Who Is “Winning” the Cold War?
15. Read: “End of Old Regimes”
16. Closing: SAQ Practice – Unit 8

* Students will participate in the activity Simulation – Cold War Crisis in which they will utilize their causation, contextualization, and claim testing skills to solve a historical problem. In this activity, students are tasked with trying to understand the causes of the Cuban Missile Crisis, as well as the consequences that might occur depending on the action they choose to take to end the crisis. **CR4** **CR7** **CR8** (**Skill 1 – developments and processes; Skill 4 – contextualization; Skill 5 – making connections – causation**)
* Sourcing – Who Started the Cold War? – using primary source excerpts, students will respond to the prompt: Who started the Cold War? Students will read two primary source excerpts (Nikolai Novikov’s Telegram, 1946 and US National Security Council Report, 1950) that provide different perspectives on why the Cold War began. They will analyze these sources by completing the Sourcing Tool (HAPPY analysis) then use the evidence from these excerpts and their tools to answer the prompt. **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual; Skill 3 – claims and evidence in primary sources/textual)**
* Students will develop an understanding of the Cold War by reading “The Cold War: An Overview” and “The Cold War Around the World” both by Burleigh Hendrickson to evaluate claims and evidence in secondary sources. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will develop their causal reasoning skills by categorizing the causes for the Cold War. They’ll categorize by time, type, role, and significance as they complete the Causation Tool. Then, students will craft a response to a causation prompt, explaining their reasoning for why the causes and consequences they chose are the most significant ones. **CR8** **(Skill 5 – making connections – causation)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Economic Systems** themes using the “Primary Sources – Cold War” collection. Sources in this collection include the following (Source 1: Winston Churchill’s “The Sinews of Peace” Speech, 1946; Source 2: Stalin’s Victory Speech, 1946; Source 3: George Kennan’s Long Telegram, 1946; Source 4: Catechetical Guild Educational Society, Is This Tomorrow? America Under Communism, 1947; Source 5: Harding College in Searcy, Arkansas, Meet Joe King, 1949; Source 6: James Berryman’s cartoons, 1953-1957; Source 7: Vitold Bordzilovskiy and Yuriy Prytkov’s American Imperialist: The Millionaire, 1963; Source 8: Charles de Gaulle’s Europe and Its Role in World Affairs, 1964; Source 9: Soviet Poster, c. 1970s; Source 10: US State Department and CIA, Documents from Operation Condor, 1976; Source 11: Ronald Reagan’s Address to the Nation on National Security, 1986; Source 12: Martin Calhoun’s American military spending data from the Department of Defense and Center for Defense Information, 1996). They will evaluate the primary sources in order to write a paragraph response for the prompt: What were the causes and consequences of the Cold War? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual/visual/quantitative)**
* Students will analyze the spread of communism in China and evaluate claims and evidence in secondary sources by watching the video *Chinese Communist Revolution* and reading the article “Chinese Communist Revolution” by Eman M. Elshaikh. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will evaluate claims and evidence in secondary sources by watching the videos *Decolonization and the Cold War: Through a Caribbean Lens* and *Decolonization and the Cold War: Through an Asian Lens* in order to analyze how the entanglement of decolonization and the Cold War occurred in different regions of the world. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Student groups will work on researching historical developments in the Cold War to assess which side was “winning” at certain times. As they research, students will develop an argument supported by evidence regarding which side was winning based on the events occurring at a particular time period in the Cold War. **CR4** **CR6** **(Skill 1 – developments and processes; Skill 6 – argumentation)**
* Students will continue to work on the skill of developments and processes as they practice responding to short-answer questions (SAQs). In this activity, students will use the ACE framework to identify and explain the entanglement of decolonization and the Cold War. **CR4 (Skill 1 – developments and processes)**

**8.2—New States, Global Resistance, and the End of the Cold War**

1. Watch: *Decolonization and Nationalism Triumphant: Crash Course World History #40*
2. Read: “And then Gandhi Came: Nationalism Revolution and Sovereignty”
3. Read: “Middle East and The End of Empire”
4. Activity: Quick Sourcing – Newly Independent States
5. Read: “Primary Sources – Newly Independent States”
6. Watch: *Resisting Colonialism – Through a Ghanaian Lens*
7. Read: “Kwame Nkrumah – Graphic Biography”
8. Activity: Comparison – Decolonization Methods
9. Read: “Civil Rights and Global Liberation”
10. Read: “Apartheid”
11. Read: “Collapse of Communism”
12. Activity: Quick Sourcing – Global Resistance to Established Power Structures
13. Read: “Primary Sources – Global Resistance to Established Power Structures”
14. Activity: Themes Notebook
15. Activity: Geography – Unit 8 Mapping Part 2
16. Activity: Writing – Peer Editing
17. Assessment: Unit 8 LEQ

* Students will evaluate decolonization efforts and the formation of new states by reading “And Then Gandhi Came: Nationalism, Revolution, and Sovereignty” by Anita Ravi and “Middle East and the End of Empire” by Eman M. Elshaikh and watching the videos *Decolonization and Nationalism Triumphant: Crash Course World History #40* and *Resisting Colonialism: Through a Ghanaian Lens*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Kwame Nkrumah – Graphic Biography” to evaluate the decolonization from the perspective of one individual. Students will then explain how the claims or evidence in the graphic biography support, modify, or refute the claims and evidence presented in the articles and videos in this lesson. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance, Economic Systems,** and **Cultural Developments and Interactions** themes using the “Primary Sources – Newly Independent States” collection. Sources in this collection include the following (Source 1: Ihsan Hasan Turjman’s diary, 1915; Source 2: McMahon-Hussein letters, 1915; Source 3: Sykes-Picot map, 1916; Source 4: Balfour Declaration, 1917; Source 5: Declaration of Independence of the Democratic Republic of Viet-Nam, 1945; Source 6: All-African People’s Conference: Resolution on Imperialism and Colonialism, 1958; Source 7: Ahmed Kamel and Mohamed Wahab’s The Greater Homeland, 1960; Source 8: Kwame Nkrumah’s “I Speak of Freedom”, 1961; Source 9: Indira Gandhi’s “Person to Person” Broadcast, 1966; Source 10: Henry Adams’ Trail of Broken Treaties, 1972; Source 11: Sirimavo Bandaranaike on Non-Alignment, 1976). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did political changes after 1900 CE lead to new nationalistic and territorial developments? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students will complete the activity Comparison – Decolonization Methods in small groups and then respond individually to a prompt. Students will use evidence from articles and videos in this unit to complete the Comparison Tool for India, Ghana, and Egypt. At the end of the activity, students craft a comparison essay using evidence from this unit’s assets and their Comparison Tools. **CR1** **CR6 CR8** **CR9** **(Skill 3 – claims and evidence in secondary sources; Skill 5 – making connections – comparison; Skill 6 – argumentation)**
* Students will identify and describe claims and evidence in secondary sources by reading “Civil Rights and Global Liberation” by Bennett Sherry and “Apartheid” and “Collapse of Communism” both by Jeff Spoden. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** theme using the “Primary Sources – Global Resistance to Established Power Structures” collection. Sources in this collection include the following (Source 1: Mohandas Gandhi’s Indian Home Rule, 1909; Source 2: Spanish popular front’s demand, *El Socialista,* 1936; Source 3: Declassified COINTELPRO memos, 1964-1969; Source 4: Suryaninov Vasilievich’s Soviet military propaganda poster, 1960s; Source 5: Nelson Mandela’s letter to Verwood, 1961; Source 6: Martin Luther King Jr’s “Beyond Vietnam” speech, 1967; Source 7: Islamic Republican Party of Iran, “Islam is the Only Supporter of the Worker”, Iranian poster, 1980s; Source 8: CIA, American anti-Sandinista sabotage pamphlets, 1996; Source 10: Flobot’s “Handlebars”, 2008; Source 11: Stockholm International Peace Research Institute, Military expenditure data, 2013; Source 12: Stockholm International Peace Research Institute, Global weapons spending, 2021). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did various states, groups, and individuals respond to existing power structures after 1900 CE? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* In the second part of the Themes Notebook activity for this unit, students will answer a set of questions related to the content for the unit and the themes of **Cultural Developments and Interactions, Social Interactions and Organization, Governance,** and **Economic Systems.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Geography – Unit 8, Part 2 Mapping activity – students will use their mapping skills to answer a continuity and change prompt for the regions focused on in this unit **CR1 CR8** **(Maps; Skill 5 – making connections – CCOT – WHP** [**1945 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1945-layer-2?Id=29&share=link)**;** [**1975 Political Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1975-layer-2?Id=29&share=link)**;** [**Decolonization and the Cold War Thematic Map**](https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1975-layer-3?Id=29&share=link)**)**
* The unit will culminate with an LEQ writing assessment focusing on **causation**. Students will develop a historically defensible claim supported with specific and relevant evidence evaluating the extent to which decolonization and the Cold War were interconnected factors in two of the following countries: Cuba, South Africa, and China. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the [WHP LEQ Writing Rubric](https://www.dropbox.com/s/mzsy2dd6m3ooj6m/WHP-AP%20LEQ%20Writing%20Rubric.pdf?dl=0) to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Historical Reasoning, and Complexity. The WHP LEQ Writing Rubric is a modified version of the AP® rubric used to evaluate LEQs on the exam. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – causation)**
* Complete **Personal Progress Check MCQ for Unit 8 – AP Classroom**

## Unit 9 – Globalization c. 1900 to the Present (~9–12 class periods) **CR2**

|  |  |
| --- | --- |
| **Topic** | **Skills** |
| 9.0—Globalization | 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B. 6.A, 6.B, 6.C, 6.D |
| 9.1—Technology and the Environment | 3.A, 3.B, 3.C, 3.D, 5.A, 5.B. 6.A, 6.B, 6.C, 6.D |
| 9.2—Economics in the Global Age | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D |
| 9.3—Global Culture, Resistance, and Reforms | 1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 5.A, 5.B, 6.A, 6.B, 6.C, 6.D |

**9.0—Globalization**

1. Read: “Unit 9 Introduction”
2. Activity: Vocab Tracking
3. Activity: Vocab – Word Wall
4. Read: “Is the World Flat or Spiky?”
5. Activity: CCOT – Unit Comparisons
6. Activity: Themes Notebook
7. Read: “Data Exploration: Future Population Growth”
8. Activity: Project X – Final Presentation

* Students will learn content, including changes and continuities from Unit 8 to Unit 9, and develop contextualization on the globalization by reading the WHP AP article “Unit 9 Introduction” by Trevor Getz. **CR1** **CR6 (Skill 3 – claims and evidence in secondary sources; Skill 4 – contextualization)**
* Students will assess arguments from differing perspectives regarding globalization and evaluate claims and evidence in secondary sources by reading the article “Is the World Flat or Spiky?” by Bridgette Byrd O’Connor. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* CCOT – Unit Comparisons – In the final CCOT activity of the course, students will put to use all of the skills they’ve acquired to write an essay about the continuities and changes that occurred in the world across multiple units. They’ll use all the Introduction articles and their completed CCOT Tools from Units 3, 4, 5, 7, and 9 to write an essay in response to a CCOT prompt. **CR8** **CR9** **(Skill 5 – making connections – CCOT; Skill 6 – argumentation – CCOT)**
* In the first part of the Themes Notebook activity for this unit, students will decide if they agree or disagree with a set of statements related to the content for the unit and categorize these statements using the themes of **Humans and the Environment, Technology and Innovation, Cultural Developments and Interactions,** and **Social Interactions and Organization. CR3**
* Students will develop their close reading for data skills by reading “Future Population Growth” by Max Roser, Mike Papritz, and Eman M. Elshaikh. **CR1** **CR3 (Skill 3 – quantitative, secondary sources –** [**Our World in Data**](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-Future-Population-Growth)Chart 1: World population growth, 1700–2100; Chart 2: Population growth rate, 2015; Chart 3: Population projection by the UN, 2100**)**

**9.1—Technology and the Environment**

1. Watch: *Globalization I – The Upside: Crash Course World History #41*
2. Activity: What’s the Downside of Globalization?
3. Read: “The Trouble with Globalization”
4. Read: “The Anthropocene”
5. Read: “Population Explosion and Environmental Trends 1880 to the Present”
6. Activity: Making Claims – Globalization
7. Read: “Environmentalism”
8. Watch: *Green Revolution*
9. Read: “Conflicts over Natural Resources”
10. Activity: Causation – Environmental Change

* Students will analyze the advantages and disadvantages of globalization and evaluate claims and evidence in secondary sources by watching the video *Globalization I – The Upside: Crash Course World History #41* and reading the articles “The Trouble with Globalization” by Andalusia Knoll Soloff, “The Anthropocene” by Cynthia Stokes-Brown, and “Population Explosion and Environmental Trends 1880 to the Present” by Bridgette Byrd O’Connor. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will develop their claim making and testing skills by completing the activity Making Claims – Globalization. **CR6 (Skill 3 – claims and evidence in secondary sources)**
* Students will analyze globalization’s effects on the environment and evaluate claims and evidence in secondary sources by reading “Environmentalism” by Mike Burns and “Conflicts over Natural Resources” by Jeff Spoden and watching the video *Green Revolution*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* In this final causation activity in the practice progression, students will develop their causal reasoning skills by categorizing the causes for environmental change. They’ll categorize by time, type, role, and significance as they complete the Causation Tool. Then, students will write an essay in response to a causation prompt, explaining their reasoning for why the causes and consequences they chose are the most significant ones. **CR8** **CR9** **(Skill 5 – making connections – causation; Skill 6 – argumentation – causation)**

**9.2—Economics in the Global Age**

1. Activity: Dollar Street Project
2. Read: “International Institutions”
3. Activity: UN Sustainable Development Goals
4. Read: “The Rise of China”
5. Watch: *Global China into the 21st Century*
6. Read: “Hua Guofeng – Graphic Biography”
7. Read: “Goods Across the World”
8. Activity: Follow the Product
9. Activity: Quick Sourcing – Economics in the Global Age
10. Read: “Primary Sources – Economics in the Global Age”

* Students will analyze the role of international institutions in the global age and evaluate claims and evidence in secondary sources by reading the article “International Institutions” by Eman M. Elshaikh and participating in the activity UN Sustainable Development Goals. In this activity, students will read the UN Sustainable Development Goals, choose one goal that’s important to them, engage in research about one of the countries this issue impacts most, and then formulate a reasonable plan about what kind of action they can take part in to help meet these global goals. **CR1** **CR4** **CR6** **(Skill 1 – developments and processes; Skill 3 – claims and evidence in secondary sources)**
* Students will learn about the economic transformations in China during this era by reading the article “The Rise of China” by Eman M. Elshaikh and watching the video *Global China into the 21st Century*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Hua Guofeng – Graphic Biography”. Students will then explain how the claims or evidence in the graphic biographies support, modify, or refute the claims and evidence presented in the articles and video. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will assess the global production and distribution of goods and evaluate claims and evidence in secondary sources by reading the article “Goods Across the World” by Bridgette Byrd O’Connor and participating in the activity Follow the Product. In this activity, students will choose a product that is part of their everyday lives that is made of different components and perform research to figure out where the components originated before they were assembled into their product and where these components traveled as they made their way to their homes. They’ll then map these routes and compare results. Finally, they’ll discuss what they can do to lessen the environmental impact and hidden costs associated with these products. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Economic Systems** themes using the “Primary Sources – Economics in the Global Age” collection. Sources in this collection include the following (Source 1: The Guardian and Office of National Statistics, Economic data from the United Kingdom before and during the premiership of Margaret Thatcher, 1971-1990; Source 2: Deng Xiaoping’s speech, 1992; Peter Dworkin, “Chile’s Brave New World of Reagonomics”, *Fortune*, 1981; Source 4: Maastricht Treaty, 1992; Source 5: Killer Mike’s “Reagan”, 2012; Source 6: Knowledge4all and Knoema, Global Knowledge Index, 2020; Source 7: David Bacon’s “The Fruits of NAFTA”, *Z Magazine,* 2002; Source 8: ASEAN Declaration, 1967; Source 9: Jeff Ballinger’s, “Nike in Indonesia”, *Dissent,* 1998). They will evaluate the primary sources in order to write a paragraph response for the prompt: Analyze the continuities and changes in the global economy from 1900 to the present. **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**

**9.3—Global Culture, Resistance, and Reforms**

1. Activity: Quick Sourcing – Resistance to Global Institutions
2. Read: Primary Sources – Resistance to Global Institutions
3. Read: “WTO Resistance”
4. Read: “Transnationalism and the Revival of Nationalism”
5. Watch: *Conflict in Israel and Palestine: Crash Course World History #223*
6. Read: “A Century of Refugees”
7. Activity: Claim Testing – Globalization
8. Read: “Ugandan Migrants – Graphic Biography”
9. Activity: Themes Notebook
10. Read: “Islam Alhashel – Graphic Biography”
11. Read: “September 11, 2001”
12. Read: “Movements to End Racial Injustice”
13. Read: “Our Networks Today”
14. Activity: SAQ Practice – Unit 9
15. Activity: Writing – Self Editing
16. Assessment: Unit 9 DBQ

* Students will read a collection of primary source excerpts, work on their quick-sourcing skills using the Quick-Sourcing Tool, and evaluate the **Governance** and **Economic Systems** themes using the “Primary Sources – Resistance to Global Institutions” collection. Sources in this collection include the following (Source 1: United Nations Charter, 1945; Source 2: World Bank Articles of Agreement, 1944; Source 3: Nilufar Ahmad’s Battling the World Bank, 1992; Source 4: Tyree Scott interview, World Trade Organization Protests, 2000; Source 5: “Big Protest at IMF Site”, *The New York Times,* 1988; Source 6: Maquila Solidarity Network’s Worker Testimonies from Maquilas, 2000). They will evaluate the primary sources in order to write a paragraph response for the prompt: How did globalization lead to new international organizations and why do some individuals and groups resist these organizations? **CR1** **CR3** **CR5** **CR6** **(Skill 2 – sourcing and situation – primary sources/textual and visual; Skill 3 – claims and evidence in primary sources/textual and visual)**
* Students continue to evaluate the effects of globalization by reading the articles “WTO Resistance” by Bridgette Byrd O’Connor, “Transnationalism and the Revival of Nationalism” by Andalusia Knoll Soloff and Trevor Getz, and “A Century of Refugees” by Bennett Sherry and watching the video *Conflict in Israel and Palestine: Crash Course World History #223*. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. Then, students will switch scales by reading and analyzing “Ugandan Migrants – Graphic Biography” and “Islam Alhashel – Graphic Biography” to evaluate the globalization from the perspective of one individual. Students will then explain how the claims or evidence in the graphic biography support, modify, or refute the claims and evidence presented in the articles and videos in this lesson. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* In the second part of the Themes Notebook activity for this unit, students will answer a set of questions related to the content for the unit and the themes of **Humans and the Environment, Technology and Innovation, Cultural Developments and Interactions,** and **Social Interactions and Organization.** They will also describe how their thinking has changed over the course of the unit and recategorize by theme if necessary. **CR3**
* Students will identify and describe claims and evidence in secondary sources by reading “September 11, 2001” by Bennett Sherry, “Movements to End Racial Injustice” by Sharika D. Crawford, and “Our Networks Today” by Andalusia Knoll Soloff and Trevor Getz. For each asset, students will answer a guiding question that relates to the aligned topic in the AP CED as well as a set of Key Ideas and Evaluating and Corroborating questions. **CR1** **CR6** **(Skill 3 – claims and evidence in secondary sources)**
* Students will continue to work on the skill of developments and processes as they practice responding to short-answer questions (SAQs). In this activity, students will examine primary source excerpts and charts to identify and explain economic and environmental changes that occurred during the era of globalization, c. 1900 to the present and identify and explain historical developments related to mass atrocities from c. 1900 to the present. **CR4 (Skill 1 – developments and processes)**
* The unit will culminate with a DBQ writing assessment focusing on **CCOT**. Students will develop a historically defensible claim supported with specific and relevant evidence from the texts evaluating the extent to which globalization brought positive change for all people in the period from c. 1900 to the present. They will use historical reasoning to explain relationships among pieces of historical evidence; and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. Students will use the [WHP DBQ Writing Rubric](https://www.dropbox.com/s/jdyfoibw1hyn0ng/WHP-AP%20DBQ%20Writing%20Rubric.pdf?dl=0) to assess their writing for the following categories: Thesis/Claim, Contextualization, Evidence, Sourcing, and Complexity. The WHP DBQ Writing Rubric is a modified version of the AP® rubric used to evaluate DBQs on the exam. **CR7** **CR8** **CR9 (Skill 4 – contextualization; Skill 5 – making connections; Skill 6 – argumentation – CCOT)**
* Complete **Personal Progress Check MCQ for Unit 9 – AP Classroom**