

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Advanced Placement World History**

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**Curriculum writing committee:  
Thomas Bailer**

**Grade Level:**

**10**

**Date of Board Approval: \_\_\_\_\_ 2020 \_\_\_\_\_**

**Course Grading Scale for AP World: Modern**  
**Total Points earned:**

<b>Tests (approximately 2 per quarter)</b>	<b>100 points</b>
<b>Writing (approximately 1 per quarter)</b>	<b>50 points</b>
<b>Homework/Classwork (weekly)</b>	<b>5-10 points</b>
<b>Quizzes (approximately 1 per quarter)</b>	<b>25-50 points</b>
<b>Projects (approximately 1 per quarter)</b>	<b>50-100 points</b>

## **Curriculum Map**

Overview: This course is designed for students who have met the necessary academic requirements and received the proper recommendations to take this college level social studies class. It is recommended for students who have special interests in history, politics, government, international relations, and plan on majoring in related areas in a nationally recognized four-year university. Students will study in detail the rise of humanity from the Neolithic Era to present day post-industrial societies. Particular attention will be given to the comparative nature of history and broad thematic changes and continuities that are present from one major era to the next. Completion of this course should not only stress success on a standardized cumulative AP test, but should help apply those lessons in order to become responsible, productive citizens in this modern age of globalization for the benefit of future generations. This course has been constructed to meet state standards. Each unit is chronologically and thematically organized to include the interconnectedness of regions' geographic features, cultural and historical heritage, economic and governmental systems, and religious/spiritual backgrounds and practices to others.

**Time/Credit for the Course:** 2 Semesters, 1 Credit Social Studies Curriculum

**Curriculum Writing Committee:** Thomas Bailer, Michael Guzenski, Daniel Gonzalez

## Goals:

### Understanding of:

### Marking Period One:

- **Unit 1: The Global Tapestry (c. 1200-1450)**
  - In this unit students will identify and describe the political, cultural, and economic developments in East Asia.
  - They will also identify the cultural, political, and technological advances and developments in Dar al-Islam.
  - Students will analyze and compare cultural and political developments in South and Southeast Asia.
  - Additional analysis of state building in the Americas with an emphasis on continuity and change over time.
  - Students will also analyze change and continuity over time in state building in Africa.
  - Students will identify causation in cultural and political developments, as well as social interactions, in Europe.
  - Additional comparisons will be made throughout the region during this time period.
- **Unit 2: Networks of Exchange (c. 1200-1450)**
  - In this unit students will describe, analyze, and evaluate the effects of Pre-Columbian trade networks.
  - They will first focus on trading patterns outside of Europe, and then apply their knowledge to Europe as a case study.
  - Students will analyze the Indian Ocean Basin of Trade and the religious/trade empires of the Abbasid Muslims.
  - Additional discussion of the Silk Road, turquoise road, and trans-Saharan trade will provide comparative analysis of global patterns and movements. Students will analyze the importance of trade in connecting the world and describe the heavy cost of isolationism (ie Europe during Middle Ages).
  - Special focus will be spent on the Mongol Khanates, Kingdoms and Empires in Africa, and East Asian Empires

### Marking Period Two:

- **Unit 3: Land Based Empires (c. 1450-1750)**
  - In this unit students will examine the expansion and administration of world empires from this time period.
    - Special emphasis will be placed on comparisons of:
      - Safavid, Mughal, and Ottoman Empires
      - the Mexica, and Inca peoples
      - the Empires of Songhai, Mali, and Ghana
      - The Qing and Ming dynasties
      - Feudal Japan
  - Students will also examine the changes and continuities over time regarding the belief systems of empires during this time period.

- Students will be able to make comparisons of land-based empires throughout the world.
- **Unit 4: Transoceanic Interconnections (c. 1450-1750)**
  - In this unit students will examine technological developments and innovations that led to wider world exploration.
    - Special emphasis will be placed on causation and effects of:
      - The Caravel, the Carrack, and the Fluyt
      - The Lateen sail, the Compass, and Astronomical Charts
  - Students will examine the political and economic causes, events, and effects of exploration.
  - The environmental impact of the Columbian exchange will be examined.
  - Students will identify the political, economic, and social developments of the establishment of maritime empires.
    - Special emphasis will be placed on the maritime empires of:
      - East Asia, such as Ming China and Tokugawa Japan
      - The Indian Ocean Basin, such as Swahili Arabs, Omanis, Gujaratis, and the Javanese
      - Western Europe, such as the Portuguese, Spanish, Dutch, French, and English
    - Students will also examine the impact of maritime trade on empires of Africa, such as Asante, and the Kingdom of Kongo.
  - Students will identify the political, economic, cultural, and social developments of the maintenance of maritime empires.
  - The causation of internal and external challenges to state power will be examined by students.
  - Students will identify causes and changes over time within social hierarchies.

### **Marking Period Three:**

- **Unit 5: Revolutions (c. 1750-1900)**
  - In this unit students will identify continuity and change in cultural and social developments during the Enlightenment.
  - Students will also examine the causation in the political developments of nationalism and revolutions during this time period.
    - Special emphasis will be placed on the:
      - English Civil War
      - The American Revolution
      - The French Revolution
      - The Haitian Revolution
      - Latin American Revolutions
  - Students will also identify causation in environmental developments in the causes and effects of the Industrial Revolution.
  - They will also analyze change and continuity in technological advances as the Industrial Revolution spreads throughout the world.

- Students will examine the political impact of the spread of the Industrial Revolution.
  - A close examination of the economic developments, as well as, the way that they changed and continued throughout the Industrial Age will occur.
  - Students will identify and examine the causes and effects of reactions to the industrial economy.
  - Students will also examine continuity and change in regard to social interactions in the Industrial Age.
- **Unit 6: Consequences of Industrialization (c. 1750-1900)**
    - In this unit students will examine the causation of rationales for imperialism.
    - Students will compare the causes and effects of state expansion during this time period.
    - Conversely, students will also examine the causes and effects of indigenous responses to state expansion.
    - Students will analyze continuity and change in global economic development.
    - An analysis if economic imperialism during this time period will be made.
    - Students will also examine the economic and environmental causes and effects of migration in the newly interconnected world.

#### **Marking Period Four:**

- **Unit 7: Global Conflict (c. 1900-Present)**
  - In this unit students will analyze continuity and change in the shifting political power after 1900.
  - Students will identify the political causes and effects of World War I.
  - Students will analyze the technological changes and continuities in the conducting of World War I.
  - Students will compare world economies during the interwar period.
  - Students will analyze the continuities and changes in the unresolved tensions that existed after the First World War.
  - Students will analyze the political causes of World War II.
  - Students will analyze the technological changes and continuities in the conducting of World War II.
  - Students will analyze the causation in the societal interactions in the mass atrocities that occurred during the Second World War.
  - Comparisons will be made focusing on the causation of global conflicts during this time period.
- **Unit 8: Cold War and Decolonization (c. 1900-Present)**
  - In this unit students will examine the political changes and continuities during the Cold War and decolonization periods.
  - Students will analyze the political and cultural causes and effects of the developments and events of the Cold War.
  - Students will examine the economic and social effects of the spread of communism after 1900.
  - Students will compare the differing examples of decolonization after 1900.
  - Students will identify the changes and continuities is the political and economic developments of newly independent states.

- The causes and effects of global resistance to established power structures will be identified.
- Students will identify the political causes and effects of the end of the Cold War.
- **Unit 9: Globalization (c. 1900-Present)**
  - In this unit students will examine the continuity and change in technological advances and exchanges after 1900.
  - Students will identify continuity and change within technological advances with regard to disease after 1900.
  - Students will analyze the causation of debates about the environment after 1900.
  - Students will examine continuities and change within economic developments in the global age.
  - The changes and continuities of social interactions, specifically calls for reform and responses to those calls, during this time period will be examined.
  - Students will analyze the causes to resistance to globalization after 1900.
  - The causes and effects of developing institutions in a globalized world will be examined.
  - Students will examine continuity and change throughout the globalized world.

**Big Ideas:**

**Big Idea # 1:** Historical context is needed to comprehend time and space.

**Big Idea # 2:** Historical analysis involves understanding cause and result.

**Big Idea # 3:** Perspective helps to define the attributes of historical comprehension.

**Big Idea #4:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

**Big Idea #5:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**Big Idea #6:** A variety of internal and external factors contribute to state formation, expansion, and decline.

**Big Idea #7:** Governments maintain order through a variety of administrative institutions, policies, and procedures.

**Big Idea #8:** Governments obtain, retain, and exercise power in different ways and for different purposes.

**Big Idea #9:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

**Big Idea #10:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

**Big Idea #11:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and the technological advances have shaped human development and interactions with both intended and unintended consequences.

**Textbook and Supplemental Resources:**

Strayer, Robert W., et al. *Ways of the World: A Brief History of the World, 4<sup>th</sup> edition (for the AP World History Modern Course)*. Boston, Bedford, Freeman, and Worth, 2020.

## Curriculum Plan

**Unit 1:** The Global Tapestry (c. 1200-1450)

**Time/Days:** 13 Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

**Eligible Content:**

- Developments in East Asia
- Developments in Dar al-Islam
- Developments in South and Southeast Asia
- State Building in the Americas
- State Building in Africa
- Developments in Europe
- Comparisons in the time period c. 1200 to c. 1450

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Explain the systems of government employed by Chinese dynasties and how they developed over time. (DOK 1)
- Explain the effects of Chinese cultural traditions on East Asia over time. (DOK 4)
- Explain the effects of innovation on the Chinese economy over time. (DOK 4)
- Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450. (DOK 3)
- Explain the causes and effects of the rise of Islamic states over time. (DOK 2)
- Explain the effects of intellectual innovation in Dar al-Islam. (DOK 2)
- Explain how the various belief systems and practices of South and Southeast Asia affected society over time. (DOK 3)
- Explain how and why various states of South and Southeast Asia developed and maintained power over time. (DOK 3)
- Explain how and why states in the Americas developed and changed over time. (DOK 3)
- Explain how and why states in Africa developed and changed over time. (DOK 3)

- Explain how the beliefs and practices of the predominant religions in Europe affected European society. (DOK 3)
- Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450. (DOK 2)
- Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450. (DOK 2)
- Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450. (DOK 3)
- Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450. (DOK 3)

### **Core Activities and Corresponding Instructional Methods:**

1. Using a section of the textbook, have students brainstorm words or phrases that they associate with the title, subheadings, pictures, graphics, and bold words in the section. Then have them complete the following steps: Predict four questions about cause and effect that the text might answer. Read the section and answer the questions. Cross out questions that cannot be answered and replace with new ones. Skim the text again and answer the new questions.
2. Assign an excerpt from a secondary source like Southeast Asia in World History by Craig A. Lockard (available on World History Connected). Ask students to read the document silently. Then have them complete the following steps: With a partner, choose a graphic organizer that represents the structure of the author’s argument. Reread the document and organize the information learned on the graphic organizer. Individually, write a summary of the graphic organizer. Start with “According to the author . . . .”
3. Assign a short excerpt of Bernal Diaz del Castillo’s description of Tenochtitlan. As students read, ask them to highlight evidence that supports the author’s claim that Tenochtitlan was a large, well-organized metropolis.
4. In pairs, assign students two of the regions addressed in this unit. Ask them to individually complete a Venn diagram comparing how the governments of each region developed and maintained power. Have students share their diagrams with their partner and work together to write a claim about similarities in the process of state formation. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.

### **Assessments:**

**Diagnostic:** pre-test, question and answer session, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussion, question and answer

**Summative:** Chapter quizzes for Chapters 2 and 3. Unit 1 & 2 Test, Short Answer Questions, Free Response Essay Questions

# Curriculum Plan

**Unit 2:** Networks of Exchange

**Time/Days:** 13 Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

**Eligible Content:**

- The Silk Roads
- The Mongol Empire and the Making of the Modern World
- Exchange in the Indian Ocean
- Trans-Saharan Trade Routes
- Cultural Consequences of Connectivity
- Environmental Consequences of Connectivity
- Comparisons of Economic Exchange

**Objectives:**

- Identify key vocabulary concepts (DOK 1)
- Explain the causes and effects of growth of networks of exchange after 1200 (DOK 2)
- Explain the process of state building and decline in Eurasia over time. (DOK 4)
- Explain how the expansion of empires influenced trade and communication over time. (DOK 2)
- Explain the significance of the Mongol Empire in larger patterns of continuity and change. (DOK3)
- Explain the causes of the growth of networks of exchange after 1200. (DOK 2)
- Explain the effects of the growth of networks of exchange after 1200. (DOK 3)
- Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450. (DOK 4)
- Explain the causes and effects of the growth of trans-Saharan trade. (DOK 2)
- Explain how the expansion of empires influenced trade and communication over time. (DOK 4)
- Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450. (DOK 4)
- Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450. (DOK 4)

- Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450. (DOK 3)

**Core Activities and Corresponding Instructional Methods:**

1. Explain to students that context is like the set for a play; it does not tell the story, but it does make the story easier to understand. Provide students with the following claim and list of developments. The developments could serve as either evidence or context related to the given claim.
  - a. Claim: Improved commercial practices and technology led to an increased volume of trade on the Silk Road.
  - b. List: Caravanserai, Song Dynasty, credit, money, porcelain, Islam, Abbasid Caliphate, textiles

Ask students to discuss which of the five items in the list best serve as evidence to support the given claim and which three items provide helpful context for understanding the claim.

2. Ask students to use their textbooks to create a flow chart that identifies and describes the political, economic, and cultural changes that occurred in Eurasia as a result of the Mongol Empire.
3. Assign a short excerpt, edited to be appropriate for the classroom, from *On the Tatars* by the Arab Historian Ibn al-Athir (1220–1221 CE). Ask students to answer and discuss the following questions:
  - a. What was the historical situation when this was written?
  - b. What do you think was the author’s point of view? Was he an ally of the Tatars, a neutral observer, or something else?
  - c. What do you think was the author’s purpose? Was he promoting the Tatars, condemning them, giving them advice, or something else?
  - d. Who do you think was the author’s audience? His neighbors, the Tatar ruler, or someone else?
4. Ask students to list evidence that supports the claim made by the essential knowledge statement in Topic 2.7. Have students share and refine their list with a partner. Ask several students to share their evidence with the class. Model how this evidence can be used to support the claim

**Assessments:**

**Diagnostic:** pre-test, question-answer sessions, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussions

**Summative:** Chapter quizzes for Chapters 3, & 4, Unit 1 & 2 Test, Short Answer Questions, Free Response Essay Questions

# Curriculum Plan

**Unit 3:** Land-Based Empires

**Time/Days:** 11 Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

## **Eligible Content:**

- Empires Expand
- Empires: Administration
- Empires: Belief Systems
- Comparison in Land-Based Empires

## **Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Explain how and why various land-based empires developed and expanded from 1450 to 1750. (DOK 3)
- Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750. (DOK 3)
- Explain continuity and change within the various belief systems during the period from 1450 to 1750. (DOK 4)
- Compare the methods by which various empires increased their influence from 1450 to 1750. (DOK 2)

## **Core Activities and Corresponding Instructional Methods:**

1. Provide students with the description of the Battle of Panipat in the Baburnama (a primary source on the Mughal conquest of India). Ask students to use the description from the Baburnama to draw a diagram of the Battle of Panipat. Then have them write a paragraph responding to the following prompt: Explain the technological factors that contributed to the growth of the Mughal Empire.
2. Select short excerpts describing the rulers of the Ottoman and Songhay empires from the Description of Timbuktu by Leo Africanus (1526) and The Turkish Letters by Ogier Ghiselin de Busbecq (1555–1562). Ask students to read the sources and identify and describe the historical context for the developments described. Have students reread each text and highlight similarities in methods the rulers used to legitimize and consolidate power.
3. After a lesson on the Protestant Reformation, assign a short excerpt from Martin Luther's 95 Theses. Ask students to read the excerpt individually and then paraphrase it to a partner. Assign each pair of students one of the elements of document sourcing (point of view, purpose, situation, or audience). Have students individually identify and describe the assigned element, and then work with their partners to explain how it might affect Luther's interpretation of the Catholic Church. Ask several students to share and debrief with the class.
4. Have students review their notes from the unit. Then ask them to respond to the learning objective for Topic 3.4—Compare the methods by which various empires increased their

influence from 1450 to 1750—with a claim statement followed by a paragraph that explains how at least three pieces of specific evidence support their argument.

**Assessments:**

**Diagnostic:** pre-test, question-answer sessions, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussions

**Summative:** Chapter quizzes for Chapters 5, & 6, Unit 3 & 4 Test, Short Answer Questions, Free Response Essay Questions

# Curriculum Plan

**Unit 4:** Transoceanic Interconnections

**Time/Days:** 25 Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

**Eligible Content:**

- Technological Innovations from 1450-1750
- Exploration: Causes and Events from 1450-1750
- Columbian Exchange
- Maritime Empires Established
- Maritime Empires Maintained and Developed
- Internal and External Challenges to State Power from 1450-1750
- Changing Social Hierarchies from 1450-1750
- Continuity and Change from 1450-1750

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750. (DOK 2)
- Describe the role of states in the expansion of maritime exploration from 1450 to 1750. (DOK 2)
- Explain the economic causes and effects of maritime exploration by the various European states. (DOK 2)
- Explain the economic causes and effects of maritime exploration by the various European states. (DOK 2)
- Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres. (DOK 2)
- Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres. (DOK 2)
- Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750. (DOK 3)
- Explain the continuities and changes in economic systems and labor systems from 1450 to 1750. (DOK 4)
- Explain changes and continuities in systems of slavery in the period from 1450 to 1750. (DOK 4)
- Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750. (DOK 3)
- Explain the continuities and changes in networks of exchange from 1450 to 1750. (DOK4)
- Explain how political, economic, and cultural factors affected society from 1450 to 1750. (DOK3 3)

- Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750. (DOK 3)
- Explain the effects of the development of state power from 1450 to 1750. (DOK 3)
- Explain how social categories, roles, and practices have been maintained or have changed over time. (DOK 4)
- Explain how economic developments from 1450 to 1750 affected social structures over time. (DOK 4)

### **Core Activities and Corresponding Instructional Methods:**

1. Ask students to brainstorm a list of everything they remember about technological developments in Asia from previous units and what they recently learned about European exploration. Assign students a partner. With their partner, have them create a concept web that maps the causal connections between the two developments.
2. Ask students to read an excerpt from the “Declaration of Pedro Naranjo” (1681) about the Pueblo Revolt. As they read, have them use different colors to highlight the social, economic, and political reasons for rebellion. Next, have students reread their highlighted text and respond to the following prompt with a historically defensible claim: Explain the most significant causes of the Pueblo Revolt.
3. Assign the introduction of “Toleration in the World History of Religions” by Alan Kramer (available on World History Connected). Ask students to use their textbook to compile evidence from the period 1250–1750 that supports and refutes Kramer’s claim about toleration. Have students engage in a debate about the scope of religious tolerance in the period. As students debate, remind them to always support their position with historical evidence.
4. Have students pair up and ask them to discuss the following prompt and decide which historical reasoning process is best for organizing a response: Develop an argument that explains how economic developments led to changes in social structures in the period 1450–1750. Ask the students to decide which historical reasoning process is best for organizing a response. Then, ask each student to write a thesis that uses this reasoning process. Have students exchange papers with their partner and discuss the strengths and areas for improvement in each thesis. Have students continue this process of peer revision for each paragraph of the essay.

### **Assessments:**

**Diagnostic:** pre-test, question-answer sessions, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussions

**Summative:** Chapter quizzes for Chapters 6 & 7, Unit 3 & 4 Test, Short Answer Questions, Free Response Essay Questions

# Curriculum Plan

**Unit 5:** Revolutions

**Time/Days:** 23 Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

## **Eligible Content:**

- The Enlightenment
- Nationalism and Revolutions in the period from 1750 to 1900
- Industrial Revolution Begins
- Industrialization Spreads in the period from 1750-1900
- Technology in the Industrial Age
- Industrialization: Government's Role from 1750 to 1900
- Economic Developments and Innovations in the Industrial Age
- Reactions to the Industrial Economy from 1750 to 1900
- Society and the Industrial Age
- Continuity and Change in the Industrial Age

## **Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900. (DOK 4)
- Explain how the Enlightenment affected societies over time. (DOK 2)
- Explain causes and effects of the various revolutions in the period from 1750 to 1900. (DOK 2)
- Explain how environmental factors contributed to industrialization from 1750 to 1900. (DOK 3)
- Explain how different modes and locations of production have developed and changed over time. (DOK 4)
- Explain how technology shaped economic production over time. (DOK 2)
- Explain the causes and effects of economic strategies of different states and empires. (DOK 2)
- Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900. (DOK 2)
- Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900. (DOK 2)
- Explain how industrialization caused change in existing social hierarchies and standards of living. (DOK 4)
- Explain the extent to which industrialization brought change from 1750 to 1900. (DOK 4)

### **Core Activities and Corresponding Instructional Methods:**

1. Student completion of vocabulary worksheet.
2. Assign student's excerpts from the Declaration of Independence, the "Declaration of the Rights of Man and of the Citizen," and the "Letter from Jamaica."  
Place students in groups of about eight and have them discuss the following questions: § How does historical context help us understand these documents?
  - How are the authors' arguments similar? Why?
  - How are the authors' arguments different? Why?
  - To what extent do you think these documents affected the course of human history?
3. Place students into groups of five. Assign each student a technology from this topic and provide them a reading about it. Present students with this scenario:  
Imagine you are on the writing staff of Scientific American magazine. Your team is going to write an article entitled "Five Technologies that Changed the World." The steam engine, railroad, internal combustion engine, steamship, and telegraph will be the featured technologies; your job is to decide how to rank them.  
After reading about your assigned technology, engage in a debate with your group about each technology's relative importance.  
As a group, rank them from most important to least and write a few paragraphs justifying your decision.
4. In groups of three, assign the descriptions of Manchester from Friedrich Engels's *The Condition of the Working-Class in England in 1844* and the preface to the *Wheelan and Co. business directory, 1852*. Ask students to discuss the differences in the descriptions; how the point of view, purpose, and intended audience of the authors might explain the differences; and which description they believe is the most accurate and why.

### **Assessments:**

**Diagnostic:** pre-test, question-answer sessions, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussions

**Summative:** Chapter quizzes for Chapters 8 & 9, Unit 5 & 6 Test, Short Answer Questions, Free Response Essay Questions

# Curriculum Plan

**Unit 6:** Consequences of Industrialization

**Time/Days:** 9 Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

## **Eligible Content:**

- Rationales for Imperialism from 1750 to 1900
- State Expansion from 1750 to 1900
- Indigenous Responses to State Expansion from 1750 to 1900
- Global Economic Development from 1750 to 1900
- Economic Imperialism from 1750 to 1900
- Causes of Migration in an Interconnected World
- Effects of Migration
- Causation in the Imperial Age

## **Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Explain how ideologies contributed to the development of imperialism from 1750 to 1900. (DOK 4)
- Compare processes by which state power shifted in various parts of the world from 1750 to 1900. (DOK 2)
- Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900. (DOK 4)
- Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900. (DOK 4)
- Explain how various economic factors contributed to the development of the global economy from 1750 to 1900. (DOK 4)
- Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900. (DOK 3)
- Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900. (DOK 3)
- Explain how and why new patterns of migration affected society from 1750 to 1900. (DOK 4)
- Explain the relative significance of the effects of imperialism from 1750 to 1900. (DOK 2)

### **Core Activities and Corresponding Instructional Methods:**

1. Student completion of vocabulary worksheet.
2. Divide the class into groups of eight. Provide each group member with the documents from the 2009 AP Exam document-based question on imperialism in Africa. Model how to explain the historical significance of purpose for document 1. Assign each student one of the remaining documents. Ask students to read their document and write a paragraph explaining the relative historical significance of the source's point of view, purpose, historical situation, or audience. Then have them take turns leading a group discussion about the significance of their document's point of view, purpose, situation, or audience.
3. After a lesson or reading on Topic 6.6, ask students to write a few paragraphs responding to the following question: How do economic, environmental, and technological factors converge to cause migration? Ask students to peer review a classmate's work to ensure that they have accurately connected the economy, environment, technology, and migration. Have students discuss possible revisions to improve their work.
4. Have students work in groups to list four effects of imperialism across the top of a sheet of paper. Under each effect, have students list as many things that they can think of that changed as a result. Ask them to rank the effects from most significant to least based on the amount of change each caused. Then, have the groups circle the three changes that they believe are most important and then revise their ranking to take this into account. Individually, have students complete the following sentence frame:  
While imperialism in the 19th century had many effects, including \_\_\_\_\_, the most significant was \_\_\_\_\_ because \_\_\_\_\_.

### **Assessments:**

**Diagnostic:** pre-test, question-answer sessions, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussions

**Summative:** Chapter quizzes for Chapters 10 & 11, Unit 5 & 6 Test, Short Answer Questions, Free Response Essay Questions

# Curriculum Plan

**Unit 7:** Global Conflict

**Time/Days:** 12 Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

## **Eligible Content:**

- Shifting Power After 1900
- Causes of World War I
- Conducting World War I
- Economy in the Interwar Period
- Unresolved Tensions After World War I
- Causes of World War II
- Conducting World War II
- Mass Atrocities After 1900
- Causation in Global Conflict

## **Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Explain how governments used a variety of methods to conduct war. (DOK1)
- Explain how different governments responded to economic crisis after 1900. (DOK 2)
- Explain the continuities and changes in territorial holdings from 1900 to the present. (DOK 4)
- Explain the causes and consequences of World War II. (DOK 2)
- Explain similarities and differences in how governments used a variety of methods to conduct war. (DOK 2)
- Explain the various causes and consequences of mass atrocities in the period from 1900 to the present. (DOK 2)
- Explain the relative significance of the causes of global conflict in the period 1900 to the present. (DOK 3)

## **Core Activities and Corresponding Instructional Methods:**

1. Student completion of vocabulary worksheet.
2. Assign extended excerpts of Lázaro Cárdenas’s “Speech to the Nation” (1938) and Joseph Stalin’s “Industrialization of the Country and the Right Deviation in the C.P.S.U.(B.)” (1928) before class. In small groups, ask students to reread the documents and discuss the following questions:
  - a. What is each author’s purpose and audience?
  - b. How are they similar and different?
  - c. Discuss the changes and continuities associated with the Mexican and Russian revolutions (Topic 7.1).
  - d. How does the historical situation in each country help you understand the similarities and differences?

- e. Discuss the economic changes that you studied in Units 5 and 6. How does this help you understand the historical significance of each author's point of view? Support your response with examples.
3. Assign a short excerpt from Georges Clemenceau's "Letter of Reply to the Objections of the German Peace Delegation" (May 1919). Ask students to review their notes from Topic 7.2 and respond to the following prompt in a paragraph: Based on what you learned about the causes of World War I, what are the weaknesses in Clemenceau's argument?
4. Ask students to read and annotate "The Century of Total War" section of "War and the Environment" by Richard P. Tucker (available on World History Connected) before class. Facilitate a student discussion of the following questions:
  - a. What is the author's argument?
  - b. What evidence does he use to support his argument?
  - c. Is there additional evidence from before or during this time period that would support or refute the author's argument?
  - d. Do you agree with the author's argument? Why or why not?

**Assessments:**

**Diagnostic:** pre-test, question-answer sessions, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussions

**Summative:** Chapter quiz for Chapter 12, Unit 7, 8, & 9 Test, Short Answer Questions, Free Response Essay Questions

# Curriculum Plan

**Unit 8:** Cold War and Decolonization

**Time/Days:** 17

Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

## **Eligible Content:**

- Setting the Stage for the Cold War and Decolonization
- The Cold War
- Effects of the Cold War
- Spread of Communism After 1900
- Decolonization After 1900
- Newly Independent States
- Global Resistance to Established Power Structures After 1900
- End of the Cold War
- Causation in the Age of the Cold War and Decolonization

## **Objectives:**

- Identify key vocabulary concepts (DOK 1)
- Explain the historical context of the Cold War after 1945. (DOK 3)
- Explain the causes and effects of the ideological struggle of the Cold War. (DOK 2)
- Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War. (DOK 3)
- Explain the causes and consequences of China's adoption of communism. (DOK 2)
- Explain the causes and effects of movements to redistribute economic resources.
- Compare the processes by which various peoples pursued independence after 1900. (DOK 3)
- Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments. (DOK 4)
- Explain the economic changes and continuities resulting from the process of decolonization. (DOK 4)
- Explain various reactions to existing power structures in the period after 1900. (DOK 1)
- Explain the causes of the end of the Cold War. (DOK 1)
- Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres. (DOK 3)

## **Core Activities and Corresponding Instructional Methods:**

1. Student completion of vocabulary worksheet.

2. Display Paul Plaschke’s cartoon of the Yalta Conference (1945). Ask students to write a quick reply to the following prompt: Predict how this cartoon might provide context for understanding Unit 8. Ask a few students to share, and debrief by discussing how the events of World War II provide essential context for understanding the Cold War.
3. Provide excerpts from John Foster Dulles’s “Dynamic Peace” speech (1957), V. M. Molotov’s “The Task of Our Time: Unite Against the Enslavement of the People” (1947), and President Sukarno’s speech at the opening of the Bandung Conference (1955). Have students use the documents to respond to the learning objective for this topic with a claim/thesis statement and then practice writing explanations on how or why the document’s point of view, purpose, situation, or audience is relevant to that argument. As students work, ask them to seek feedback and suggestions from classmates.
4. Have students read and annotate “The Events of 1989–1992” section of “1789–1792 and 1989–1992: Global Interaction of Social Movements” by Patrick Manning (available on World History Connected) before class. In small groups, have students discuss the author’s argument and then create a political cartoon that summarizes and explains the social movements discussed.
5. Provide students with the following claim: The Cold War increased the influence of the United States in the world but ultimately weakened the influence of Russia. Lead a discussion about how to develop a complex argument that supports a claim like this as well as acknowledges and discusses evidence that contradicts it.

**Assessments:**

**Diagnostic:** pre-test, question-answer sessions, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussions

**Summative:** Chapter quiz for Chapter 13, Unit 7, 8, & 9 Test, Short Answer Questions, Free Response Essay Questions

# Curriculum Plan

**Unit 9:** Globalization

**Time/Days:** 11 Days

**Standards (by number):** PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

**Anchors:** R8.A.2, R8.B.1, R8.B.3

## **Eligible Content:**

- Advances in Technology and Exchange After 1900
- Technological Advances and Limitations After 1900: Disease
- Technological Advances: Debates About the Environment After 1900
- Economics in the Global Age
- Calls for Reform and Responses After 1900
- Globalized Culture After 1900
- Resistance to Globalization After 1900
- Institutions Developing in a Globalized World
- Continuity and Change in a Globalized World

## **Objectives:**

- Identify key vocabulary concepts (DOK 1)
- Explain how the development of new technologies changed the world from 1900 to present. (DOK 4)
- Explain how environmental factors affected human populations over time. (DOK 4)
- Explain the causes and effects of environmental changes in the period from 1900 to present. (DOK 2)
- Explain the continuities and changes in the global economy from 1900 to present. (DOK 4)
- Explain how social categories, roles, and practices have been maintained and challenged over time. (DOK 2)
- Explain how and why globalization changed culture over time. (DOK 4)
- Explain the various responses to increasing globalization from 1900 to present. (DOK 3)
- Explain how and why globalization changed international interactions among states. (DOK 4)
- Explain the extent to which science and technology brought change in the period from 1900 to the present. (DOK 4)

## **Core Activities and Corresponding Instructional Methods:**

1. Student completion of vocabulary worksheet.
2. Display photographs from the 1918 influenza pandemic. Ask students to think about the technological, geopolitical, and environmental continuities and changes they studied in previous units. Have students create a list of continuities and changes that help us understand the developments depicted in the photo. Next, have students work with a partner to create a concept

web that explains the connections between the 1918 influenza pandemic and at least two other major changes or continuities in the early part of the 20th century.

3. Give students the “Pinochet’s Achievements” section of Margaret Thatcher’s speech on Pinochet at the Conservative Party Conference (1999). Ask students to fact-check Thatcher by conducting research on each of the claims she makes about Pinochet in the document. Have students rate the accuracy of Thatcher’s speech and write a brief report justifying their rating.
4. Organize students into small groups. Display the learning objective for Topic 9.9. Ask students to write a claim supported by a paragraph with specific historical evidence that argues for a change but qualifies the argument by acknowledging continuity. To help students get started, provide a sentence frame for the topic sentence such as the following:  
Science and technology led to profound changes like \_\_\_\_\_; however, this change did have limits, for example \_\_\_\_\_ remained constant.  
When students finish, have them share their paragraphs and discuss the strengths and areas for improvement.

**Assessments:**

**Diagnostic:** pre-test, question-answer sessions, class discussion, brainstorming

**Formative:** teacher generated worksheets, class discussions

**Summative:** Chapter quizzes for Chapters 14 & 15, Unit 7, 8, & 9 Test, Short Answer Questions, Free Response Essay Questions

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