

AP World History**Grades:** 10**Length:** Full Year**Environment:** Classroom-based08**Subject:** History / Social Science (A)**Discipline:** World History / Cultures / Historical Geography**Institution:** Redwood High School**Course Overview**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

College Course Equivalent AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history.

UNITS OF STUDY

Unit 1: The Global Tapestry c. 1200 to c. 1450

Unit 2: Networks of Exchange

Unit 3: Land-Based Empires c. 1450 to c. 1750

Unit 4: Transoceanic Interconnections

Unit 5: Revolutions c. 1750 to c. 1900

Unit 6: Consequences of Industrialization

Unit 7: Global Conflict c. 1900 to the present

Unit 8: Cold War and Decolonization

Unit 9: Globalization

COURSE THEMES

THEME 1: HUMANS AND THE ENVIRONMENT (ENV) The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI) 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.

THEME 3: GOVERNANCE (GOV) A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN) As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO) 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.

THEME 6: TECHNOLOGY AND INNOVATION (TEC) Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Unit 1: The Global Tapestry

C. 1250-1450

Unit 1 will explore state formation, expansion and decline in a variety of societies during the period 1200-1450. The unit focuses on cultural developments within societies and cultural interactions between societies. Students will compare and contrast various forms of governance and examine intellectual innovations and their intended and unintended consequences. Students will explore the rise of the Song dynasty in East Asia, its adoption of Confucianism and the larger impact of its belief systems on other parts of East Asia. The unit covers the use of government structures and bureaucracy as well as other innovations. This unit also examines the impacts of the conquering empires such as the Mongols in Central Asia and the Delhi Sultanate and Khmer Empires in South and Southeast Asia. When studying the Khmer Empires and Delhi Sultanate students will examine the impact of Hinduism, an example of which is the Khmer's construction of Angkor Wat to represent the Hindu universe, and also the interaction between Islam and Hinduism in the Delhi Sultanate. Moving on to the Middle East and North Africa, students will learn about the cultural achievements of the Islamic Golden Age of the Abbasid Caliphate, which include advancements in science, math and medicine. The unit examines the impact of belief system of Islam both on Dar-Al-Islam and on neighboring regions. Students will also study the core beliefs of the major religions in Europe at this time: Christianity, Judaism and Islam and how they shaped European and Global society. Europe during this time was a feudal, provincial and agricultural based society in the Early Middle Ages, contrasting with the Islamic Empires who had extensive trade networks. However, as the Middle Ages progressed, Europe had more cultural interactions in the form of the crusades, and toward the end of this time period we see the emergence of states like Spain and France. This unit also examines the rise of sub-Saharan African states. Trade is a major factor in the wealth of sub-Saharan African societies at this time, and students will learn about statebuilding Africa by studying Mali and Songhai. They will learn what oral tradition meant to those cultures, and how Islam became a belief system in Sub-Saharan Africa through cultural diffusion. At this same time, the Empires of Central and South America: Inca, Aztec and Maya also expanded through conquest and students will study the tools they used to maintain power, such as human sacrifice in the Aztec Empire, and land tribute in the Inca Empire. Ultimately, students will understand how cultural interactions shaped states and how technological and intellectual innovations contributed to governance.

Activities:

1. Students will develop contextualization and build their background knowledge by studying the University of Washington Website [A Visual Sourcebook on Chinese Civilization](#).
2. Students will understand the scope of the Song Dynasty by working with Song Dynasty maps.
3. Students will read about the major religions of Buddhism, Hinduism, Confucianism, Christianity and Islam and how they shape the world at this time.
4. Students will view sections of PBS *Islam: Empire of Faith* to understand the culture and impact of Dar-al-Islam.
5. Students will practice note taking strategies using PERSIA (Political, Economic, Social, Intellectual, Artistic) using their textbook and outside readings on the Islamic Golden Age
6. Students will read and discuss [Southeast Asia in World History](#) by Craig T. Lockhard and develop a graphic organizer that represents his ideas.
7. Students will use close reading strategies and primary source analysis for excerpts from Bernal Diaz' *The Conquest of New Spain* to examine Aztec culture at the point of its interaction with Europeans.
8. Students will complete a webquest on the spread of major world religions at this time, focusing on the spread of Buddhism and Islam.
9. Through group discussion students will evaluate the most important intellectual impacts of Islamic empires during the period 1200-1450 (learning objective 1F)
10. In small groups, students will compare and Contrast the development of states in the Americas (Inca and Aztec) and South Asia (Khmer and Delhi Sultanate) during the period 1200-1450 (learning objective 1G and 1H and 1I)
11. Students will outline a long essay prompt examining the similarities and differences in the processes of state formation in TWO regions during the period 1200-1450.
12. Students will be introduced to the SAQ by examining the image: "*Mansa Musa Depicted holding a gold coin from the 1375 Catalan Atlas*" and explaining the progression of statebuilding in Mali
13. Students will complete a short answer prompt (SAQ) illustrating how the systems of government employed by Chinese dynasties developed over time and what innovations helped them maintain power. (learning objective 1A)
14. Students will complete a standard multiple choice exam with relevant questions from AP Classroom and textbook questions.

Unit 2: Networks of Exchange

This unit examines the same time period as Unit 1, but focuses on Global Interaction. The period of 1200 -1450 saw an explosion of trade intercontinentally between Europe, Asia, and Africa. Goods, riches, ideas, crops and diseases were exchanged. Trade aided cultural development and had intended and unintended consequences on societies and the environment. This is exemplified by trade along the Silk Road from Europe to East Asia and the Indian Ocean trade network connecting India, the Middle East and Africa. Students will examine how the Silk Road increased trade innovations, introducing caravans, credit and contributing to the development of money economies. As the silk road expanded, powerful new trading cities popped up along its route, connecting Europe and Asia. And the silk road carried much more than silk. Students will explore how the silk road carried a multitude of goods, as well as military technologies, food traditions, and the religious beliefs of Islam, Buddhism and Christianity. The Indian Ocean trade routes connected India with the Persian Gulf and Africa. Students will examine the technological innovations in shipbuilding that made Indian Ocean trade possible. The unit covers the Mongol Empire, the largest of the time period, which touched Europe, East Asia and the Middle East, connecting these formerly disparate regions in a trade network. Students will learn that the Mongols essentially “brought the world together.” participating in large scale cultural diffusion. One unintended impact of this was facilitating the growth of bubonic plague. Students will also learn about the interactions between the Sub Saharan African kingdoms of Mali and Songhai and Islamic traders to the North. The Islamic traders came for gold and spread Islam. A major example of this impact being Mali’s ruler Mansa Musa making a pilgrimage to Mecca. Europe developed global networks through crusades and trade leagues such as the Hanseatic League. The Hanseatic League expanded the middle class in Northern Europe and created a model for trade operations that would be emulated by the Dutch and English in later centuries. Ultimately, students will learn that during this time period, goods were being traded, economies were developing, but additionally cross cultural interactions resulted in cultural diffusion, and a spread of innovations. Crops, beliefs and people moved throughout the globe.

Suggested Activities:

1. Students will use SOAPS reading strategy from excerpts from the writings of Marco Polo, Ibn Battuta, and Xuanzang to understand the various cultural effects of the networks of exchange
2. Using a list of new technologies and innovations, students will rank what they believe are the most important innovations during this time and argue why their impacts were most influential.
3. Students will read an excerpt from Strayer’s *Ways of the World* textbook: “Sea Roads: Exchange across the Indian Ocean” and answer the prompt: *How did commercial activity lead to political changes in Southeast Asia?*
4. Students will read and annotate *Southernization* by Lynda Shaffer to examine the trade routes that brought new crops to new locations.
5. Students will use the textbook to fill in a graphic organizer comparing and contrasting the causes and political, cultural and economic impacts of the Silk Road, Indian Ocean Trade and Sub- Saharan African trade. Students will make a claim as to which trade route was most influential.
6. Students will complete a map activity mapping out the networks for the spread of disease and also various crops. Students will identify both positive and negative environmental impacts of trade during this time period.
7. Students will complete a reading from the AMSCO AP World History book on the influence of the Mongols to fill in a graphic organizer that examines the Mongol impact on Russia, China and the Middle East.

8. Students will work with a set of documents to outline an answer for the prompt: Evaluate the extent to which Mongol cultural practices changed in response to Mongol interactions with conquered peoples in the period circa 1200-1350

9. In small groups, students will brainstorm responses to a long essay prompt: Evaluate the impact of trade networks on the environment.

10. Students will complete a long essay question that addresses various trade networks during the period 1200-1450, evaluating which was the most influential, using at least two trade networks in your response.

11. Students will complete a standard multiple choice exam with relevant questions from AP Classroom and textbook questions.

Unit 3: Land- Based Empires 1450-1750

This unit tracks empires from 1450-1750: how they expanded, how they managed their governance through administration, how they built identity, and how, as they expanded, conflicts with other belief systems shaped culture. Students are asked to compare and contrast the tools various empires used to increase their influence. Students will study the expansion of the Ottoman empire: how it overpowered the decaying Byzantine empire and created an organized bureaucracy. One theme of this unit is the use of art and architecture as a tool of power, and this is exemplified with the Ottomans' conversion of the Hagia Sofia into an Islamic mosque after conquering Istanbul. Students will learn how the Mughal Empire united and dominated the Indian Subcontinent for 300 years. Under the Mughals, students will learn how the subcontinent experienced a Golden Age of art and architecture, exemplified by the Taj Mahal - another connection of architecture and power. In Sub-Saharan Africa, the strong centralized states of Kongo, Mali and Songhai developed in West and Central Africa. However, in areas where the Portuguese had developed trading posts, such as Angola, state building was characterized by conflict. Moving on to East Asia, the Manchu dynasty dominated China, creating bureaucratic institutions such as the civil service exam. They used the Forbidden City as a seat and symbol of power. In Tokugawa Japan and Absolutist Europe, these regions used complex administration, art and architecture, revenue building and religion to maintain their power. Japan instituted a policy of isolation to keep control and limit foreign influence. Through the Renaissance, Reformation and Enlightenment, Europe was experiencing intellectual revolutions that challenged traditional power structures of the church and monarchy. However, absolute monarchs maintained control in many states for much of this period through their bureaucracies, architecture and power relationships. During this period Russia emerged from isolation and interacted on a wider stage. Religion was a source for conflict during this time period, and students will examine this trend through studying the crisis of the Protestant Reformation in Europe, as well as the conflict between Sunni and Shia Muslims that was intensified by competition between the Ottomans and Safavid Empires, and the relationship between Hinduism, Islam and the development of Sikhism in the Mughal Empire. Students will also compare and contrast religious based theories of power such as the mandate of heaven in China and Divine Right in Europe.

1. Students will discuss the ways empires used religion to maintain power and compare and contrast the concepts of divine right, mandate of heaven, and Mexica tradition of human sacrifice.

2. Students will use the "Read Like a Historian" tools from Stanford History Education Group, students will analyze excerpts from the 95 Theses and answer the prompt: Why did Martin Luther Challenge the Catholic Church?

3. Students will do a webquest to tour the monumental architecture of various empires and analyze how architecture served as a tool to centralize power. Examples include Versailles in France, the Taj Mahal in India and the forbidden City in China.
4. Watch *Islam: Empire of Faith* Episode 2: The Ottomans and create a PERSIA chart analyzing how the Ottomans expanded and maintained their power.
5. Students will compare and contrast the system of devshirme in the Ottoman Empire with that of the samurai in Japan to understand how various empires used trained armies.
6. Distribute primary sources describing the rulers of the Mughal, Ottoman, French and Inca Empires. Students will identify the historical context for the developments described and discuss what similarities and differences they see in the tools of power.
7. Students will participate in a final socratic seminar where they discuss which empires were most and least successful in the areas of expansion, administration, and maintaining control through cultural and belief systems.
8. Students will address the writing prompt: Explain how Rulers used a variety of methods to legitimize and consolidate their power in the land based empires from 1450-1750
9. Students will address the writing prompt: Explain how various belief systems caused cohesion and conflict during the period 1450-1750
10. Students will complete a standard multiple choice exam with relevant questions from AP Classroom and textbook questions.

Unit 4: Transoceanic Interconnections, c. 1450 - c. 1750.

In this unit, students will explore the various causes, dynamics, and effects of new transoceanic developments spanning a 300 year period. Students will investigate how technological innovation (carrack, fluyt, lateen sail, compass) spurred an age of exploration and then conquest, and how these new innovations and ideas were themselves influenced by classical, Islamic, Asian, and other ancient sources. Students will understand the critical role of maritime states (Portugal, Spain, England, France, Dutch Republic) in actively supporting these developments, and how new ventures led to new global trading empires and networks. Students will learn how the new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Students will understand the role of cultural belief systems, such as the religious missionary impulse, as factors that played a role in driving these developments forward. Students will develop an understanding of how Western and Eastern hemispheric societies were changed by encounters with new plants, animals, diseases, technologies, and belief systems as a result of the Columbian Exchange. In learning about the patterns of encounter and conquest, students will investigate the impact of interactions among trading empires, and understand how systems of slavery showed both change and continuity in this era. Students will also understand how states, societies, and groups responded to encounter, conquest, and other interactions through conflict, suppression, accommodation, organized resistance, and syncretism; states, societies, classes, and groups pivoted in various ways and to various degrees to these new developments.

With the rise of new empires, such as the Mughal and Ottoman empires, students will learn how these empires adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In addition to these effects, students will learn how imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system. Along with learning how major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes, students will learn how the demand for labor intensified and how the kind of labor changed as a result of the growing global demand for raw materials and finished products, in particular with respect to the rise of the Atlantic slave trade and plantation economic systems.

Sample Assignments and Assessments:

1. Create a graphic organizer that visually displays the causal connections and effects of Asian technological transfer to Europe.
2. Practice sourcing with HIPP acronym using documents from the 2019 DBQ and write body paragraphs with a pair of documents to include sourcing (identifying point of view, purpose, historical situation, and/or audience)
3. Analyze, using a graphic organizer, social, economic, political, and cultural reasons for various patterns of response to strategies of control and consolidation implemented by maritime empires.
4. Develop an argument and thesis that explains how economic developments led to changes in social structures in the period 1450-1750.
5. Investigate continuity and change in the world belief systems and religions from 1450-1750: Buddhism, Islam, Hinduism, Christianity, Orthodoxy, Judaism, indigenous beliefs)
6. Investigate the features of new governments (Tokugawa Japan, Mughal India, and the Netherlands).
7. Discuss the factors that explain why Western Europe underwent a dynamic period of maritime imperial expansion while very different processes took place in Eastern Europe and China.
8. Analyze the relative effects of the Columbian Exchange on societies and groups in the western and eastern hemispheres.
9. Analyze continuity and change in the development of economic and labor systems in the Americas as a result of conquest and colonization.
10. Analyze the reasons for the advance of some empires (Spain, Ottoman Empire, Russia) and the decline and collapse of others (Aztec, Incan, Byzantine, Holy Roman Empire)
11. Describe and explain the Atlantic System as an interaction among the four continents on both sides of the Atlantic: North America, South America, Europe, and Africa.
12. Compare and contrast imperial controls and strategies in the western hemisphere (Spain, England, France) with those in the eastern hemisphere (Ottomans, China, Russia).

Unit 5: Revolutions, c. 1750 - c. 1900.

In this unit, students will develop an understanding of the causes, dynamics, and effects of the political and economic revolutions that helped shape the modern world. Students will first learn about the Enlightenment movement: how it emphasized reason, and how it changed public discourse, and its patterns of diffusion around the world. Students will also learn about the longer-term effects of this movement, including the rise of the abolitionist and suffrage movements. In learning about the legacy of the Enlightenment, students will also develop an understanding of factors that produced waves of revolutions in the 18th and 19th centuries. These will include a study of how these revolutionary ideals, inspired by the Enlightenment, were part of a set of key factors in revolutionary movements outside of Europe, in the Caribbean, Central America, and South America. The modern ideology of nationalism and the concept of “imagined communities” will also be examined as new nation-states emerged and older territorial borders adjusted in this era.

The main focus for most of this unit, nevertheless, will be on the industrial revolution, beginning with a study of the preconditions and causes that gave rise to industrial breakthrough, beginning with England. Students will learn about factors that explain why new methods of industrial production became more common in parts of northwestern Europe, why and how they spread to other parts of Europe and the United States, Russia, and then Japan. At the same time, students will learn why the share in global manufacturing for Middle Eastern and Asian regions declined.

Over time, Western European countries, followed by others, began to abandon mercantilism in favor of free trade policies, which also involved new practices in investment, banking, and finance. Students will also learn about the rise of modern corporations as a way to carry out large-scale economic activity.

As these developments continue, students will learn how the industrial revolution helped pave the way to a “second industrial revolution”, as well as a fossil fuels revolution; new methods in the production of steel, chemicals, electricity, and precision machinery helped lead to advancements in railroads, steamships, and the telegraph, which in turn accelerated and facilitated exploration, development, and making communication possible in more inaccessible interior regions.. Students will study how these developments of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

Governments promoted their own state-sponsored agendas of industrialization, and students will learn how Japan in the Meiji Era, the Ottoman Empire, and Qing China, as well as other non-western countries, organized and implemented their own modernization programs.

Students will develop an understanding of how the relatively rapid process of industrialization, modernization, and urbanization produced social, cultural, and civic effects, including impacts on the middle and working classes; including women, families, and children; and including challenges that included pollution, poverty, and crime. Students will also learn about the efforts of workers to promote their own agendas, in reaction to issues involving working conditions, hours, and wages; in particular, socialism and Marxism will be closely examined as a powerful ideology that will attract promoters and followers.

Students will be asked to consider to which the significant industrial and political revolutions of the modern era showed change and continuity from 1750-1900.

Sample Assignments and Assessments:

1. Students will assume the roles of various key figures and participate in an Enlightenment era salon that addresses key political, economic, and social issues of the mid 18th century.
2. Using a graphic organizer and working in expert groups, students will compare and contrast the preconditions, motivations, actors, and results of the American, French, Haitian, and South American revolutions
3. Assign students excerpts from the Declaration of Independence, the “Declaration of the Rights of Man and Citizen”, and the “Letter from Jamaica” in order to analyze and compare the arguments of each primary source

4. Students may watch the BBC's "Why Industrialization Happened Here" (Jeremy Black) and fill out a graphic organizer that addresses the key geographic, political, and social factors that set England apart from its continental neighbors.
5. Ask students to evaluate the extent to which industrialization in Japan and Russia were similar during the period 1850-1914. (The 2013 DBQ offers a way to analyze this prompt with primary and secondary sources).
6. Ask students to write an article, entitled "Five Technologies that Changed the World" (steam engine, railroad, internal combustion engine, steamship, telegraph), in which students organize and justify their ranking.
7. Examine how romanticism and realism in art reflected political, social, and economic changes from 1800-1870. Compare how Western art addressed these changes with representations from Japan and China.
8. In groups, debate issues produced by the industrial revolution from the standpoint of various ideological positions: liberalism, utopian socialism, socialism, conservatism, Marxism.
9. Analyze the ways in which political politics and cultural traditions influenced the Asian and Middle Eastern share in global manufacturing from 1750-1900.
10. Analyze images and other visual representations of data to assess and discuss the impact of industrialization on urban environments.
11. Describe and explain how the economic strategies that different states and empires adopted, and explain the causes and effects of those strategies.
12. Compare and contrast the Ottoman Empire's response to industrialization with efforts to modernize in China and Japan.

Unit 6: Consequences of Industrialization, c. 1750 - 1900.

In this unit, students will learn about the causes, dynamics, and effects of territorial expansion and imperialism in world history from 1750 to 1900. The unit begins with study of the rationales and motivations for expansion and empire; these include Social Darwinism, nationalism, and the missionary impulse. Students will learn how modern states used warfare, diplomacy, economic ambitions, and colonial policies to gain and consolidate territory. In particular, students will learn about the Opium Wars in China, as well as the construction of key ports, like Buenos Aires, with the support of British firms.

As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships; students will study this topic and seek to understand how various economic factors contributed to the development of a global economy in this era. Students will learn that as states underwent industrial and population growth, there was an increased demand for raw materials, which in turn led to the growth of export economies and then the purchase of finished goods. In this era of imperial expansion, industrializing states practiced economic imperialism primarily in Asia and Latin America. Students will learn about key commodities, such as opium produced in the Middle East and Asia; cotton grown in South Asia and Egypt; palm oil produced in sub-Saharan Africa; and copper in Chile. Students will also learn how the new global capitalist economy continued to rely on coerced labor migration, including enslavement, indentured servitude, and convict labor, which resulted in systems of institutionalized inequality in several imperialized regions, such as the Indian sub-continent, and Southeast Asia.

In looking at imperial expansion, students will also learn about the emergence of anticolonial, often nationalist, and sometimes religiously motivated resistance movements, such as Tupac Amaru's rebellion in Peru, the Ghost Dance movement in the United States, and the Mahdist wars in Sudan. Students will also learn about the emergence of new states, such as the Sokoto Caliphate in modern-day Nigeria, and independent countries in the Balkan region.

Patterns of migration will also be addressed: students will learn about the causes and dynamics of internal and external, as well as voluntary and involuntary, migration in both industrialized and unindustrialized societies. Where migrants settled, how they coped, and how they were received, will be addressed. Students will be familiar with the term

diaspora, and will be able to compare patterns of migration from India, China, and Ireland to global destinations. Students will also learn about the difference between voluntary and involuntary migration, and the factors that shaped these demographic patterns. Students as well will learn about migration to settler colonies, and the different reasons states like Britain and Japan sought to “export” persons abroad.

Sample Assignments and Assessments:

1. Explain relevant and insightful connections across the periods of older imperialism in the 15th and 16th centuries, with the period of the “new Imperialism” of the 19th century.
2. In groups, analyze various literary and artistic works (Rudyard Kipling’s “The White Man’s Burden, political cartoons from Punch, etc.) that offer a variety of critical responses to the developments and effects of modern imperialism.
3. Using case study materials in expert groups, students compare three types of imperialism—*state-run colonies*, *settler colonies*, and *economic domination*—in these case study areas: Belgian Congo and British West Africa, Australia and French Algeria, European actions in China, and American interventions in Latin America.
4. Compare and contrast the factors that caused and influenced the outcomes of resistance movements in North America, New Zealand, and South Africa.
5. Students can view a pair of clips from *Rabbit Proof Fence* (2002) in order to introduce the indigenous perspective versus the British perspective of imperialism in Australia.
6. Examine the impact of imperialism and the concept of orientalism in the art, culture, and consumer habits of West Europeans.
7. Examine the extent to which regional economies were profoundly affected by imperial colonialism in Indochina, India, Australia, and Hawaii.
8. Teach complexity in the DBQ by revisiting the modified “Scramble for Africa” DBQ.
9. Have students conduct independent research and develop a causation map showing how their assigned ethnic enclave reflects the effects of migration on society from 1750 - 1900.
10. Examine and discuss how historians have revised ideas of agency in colonized peoples with the case study, “*Shadows of the Past*” in David Eaton’s *World History Through Case Studies*. Eaton’s study looks at how historians have rethought the meaning of shadow puppetry in Javanese culture, and the impact of Dutch colonialism.
11. Larger groups are given documents from the 2009 AP Exam document-based question on imperialism in Africa. Model how to explain the historical significance of purpose for a document and then 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.
12. Write a response to the prompt: : 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.

In this unit students will understand that a variety of internal and external factors contribute to state formation, expansion, and decline. Students will be able to explain how internal and external factors contributed to change in various states after 1900. Those states include western European states, Mexico, China, The Ottoman Empire and Russia. A large portion of this unit will also focus on global conflicts, their relative significance to other periods of conflict and the human cost of those conflicts. Students will be able to explain the causes and consequences of World War I and World War II. As part of the unit focus on World War I students will understand how governments used a variety of methods to conduct a total war such as political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war. Students will also understand and be able to explain how governments in the post WWI era responded to the economic crises of the Great Depression and how those governments in both eastern and western Europe took a more active role in economic life. Additionally, students will study the idea that between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance. With the context of unresolved conflicts from WWI and the peace settlement students will understand the causation for World War II such as the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler. Along with the causation of war, students will be exposed to the various ways various governments waged war during World War II including including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond. On the battlefield students will understand the concept of total war and the growth of technology within the context of WWII and how battle techniques lead to large numbers of casualties. Lastly, during this period of global conflict the emergence of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence.

Sample Assignments/Assessments

1. Using the "Carving up the Pie of China" political cartoon students will be able to analyze the content and meaning of the cartoon as well as the author's point of view, the audience for the cartoon, the historical context and purpose of the cartoon.
2. Using a set of primary source documents, students will examine and discuss the long run and short run causes of World War I and evaluate the most significant cause.
3. In order to participate in a socratic seminar students will use a variety of primary source documents and videos, to prepare to discuss the how and why Nazi Germany escalated its policies and persecutions of European Jews from the 1930's to the end of World War II.
4. Students will compare and contrast using short answer questions the ways in which various governments used tools to increase government participation in the economy and society during the two world wars.
5. Students will participate in a gallery walk and discussion examining how the arts reflected the changes to society in the interwar years.
6. With the use of primary source materials and videos students will examine the role played by colonial armies during WWI and WWII and how their participation was reflected in post war policies.

7. To understand the The Economy in the Interwar Period students will conduct a shared Inquiry by assigning 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, supporting their responses with examples from the text:
 - a. What is each author's purpose and audience? § What is the significance of each source's point of view, purpose, historical situation, and/or audience?
 - b. How are they similar and different?
 - c. Discuss the changes and continuities associated with the Mexican and Russian revolutions.
 - d. How does the historical situation in each country help you understand the similarities and differences?
8. 1-2 paragraph summary that responds to the following prompt: "Evaluate the extent to which the ideologies of the Axis Powers caused WWII."
9. Ask students to review the various sources discussed and analyzed over the entire unit. They should work in small groups to develop a DBQ that answers the learning objective: "Explain the relative significance of the cause of global conflict in the period 1900 to the 1950."
10. Students will complete a standard multiple choice exam with relevant questions from AP Classroom and textbook questions.

Unit 8: Cold War and Decolonization- 1900 to Present

In this unit students will learn about the causes and impact of the Cold War period on political, economic and social structures. This study of the Cold War will also include a comparison of the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War and attempted to have influence of those non aligned countries as well as the newly independent colonial regions.

Within this unit of study there will be special emphasis on the Decolonization process. Students will be able to explain how in the post war period and the dissolution of old empires paved the way for independence of colonial regions and how those newly independent states and regions developed their own forms of political and economic structures. Students will also be able to explain the reasons that Communism spreads to China and how in communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population. Beyond China, students will also be able to explain why some states in Latin America and Africa advocated for Socialism, some advocated for Communism and some aligned with the United States after their independence. In addition to the political change in the post war period, students will be able to explain the geographic changes that occurred after 1945. The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel. Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts. Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change. Economically students will be able to explain how the role of the government in the economy changes in the post 1945 period. Many states see a much more intensified role of the government in economic activity and distribution of resources. Lastly students will be able to explain the causation of the end of Cold War and the break up the USSR

Sample Assignments/Assessments

1. To understand the Cuban Revolution students will use documents from the 2011 AP Practice Exam. The documents will be cut up and placed in Ziploc bags. Students determine the best way to group them to form an argument. 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.
2. For the effects of the Cold War students will split into two groups one researching the United States and the other the Soviet Union. Each group will use Strayer to research how both sides sought to maintain influence over other countries during the Cold War (i.e., NATO, Warsaw Pact, and proxy wars). After listening to both groups present their findings, students will individually write a brief essay analyzing the similarities and differences between the United States and the Soviet Union's actions.
3. For Decolonization, students will be divided into groups to complete a case study analysis of the Decolonization process in a particular region. Students will examine the way their region achieved decolonization and the type of alignment and government structures they developed with independence and students will do a brief presentation to the class.
4. A DBQ that asks students to evaluate the most significant causes for the end of the Cold War.
5. Ask students to review the set of documents "Gandhi, King and Mandela: What Made Non-Violence Work?" in Brady, Charles, and Philip Roden. Document Based Questions in World History. DBQ Project, 2005. Have students summarize the point of view, purpose, historical situation, and/or audience for each source. As a formative assessment, students will prepare a debate to explore the extent to which nonviolence was successful in bringing about change.
6. Students will complete a standard multiple choice exam with relevant questions from AP Classroom and textbook questions.

Unit 9: Globalization 1900- Present

In this final unit of the course students will examine the causes of increased globalization from the period 1900 to present day and will also understand the various consequences of that increased globalization. The unit will begin with a focus on how the development of new technologies in transportation, communication and energy changed the world from 1900 to present. In addition to those broad categories of technological developments, students will be able to explain how developments in areas in scientific agriculture and medicine such as vaccines, antibiotics and birth control changed people's lives. Students will also understand the causes and effects of environmental changes in the period from 1900 to present and how those changes impacted population growth and often created political movements to push back against the environmental impact of globalization. Underlying globalization was a trend accelerated by the end of the Cold War, in that many governments encouraged free- market economic policies and promoted economic liberalization in the late 20th century. In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America. Globalization brought with it changing economic institutions, multinational corporations, and regional trade agreements that reflected the spread of principles and practices associated with free-market economics throughout the world. Students will also examine the impact that Globalization has on the assumptions of race, gender, religion and social class and they will be able to explain how in much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms

of race, class, gender, and religion. From those changes students will understand how movements throughout the world protested the inequalities of the environmental and economic consequences of global integration. Students will also examine the impact of globalization on arts and culture by studying how arts, entertainment, and popular culture increasingly reflected the influence of a globalized society and how consumer culture became globalized and transcended national borders. Lastly students will understand how globalization changed political interactions between states. Multinational organizations such as the UN, IMF and WTO were created with the stated goal of maintaining world peace and facilitating international cooperation in an increasingly globalized world.

Sample Assessments/Assignments

1. Students analyze documents from the 2011 Green Revolution DBQ and watch segments from the *Mankind: The Story of us All* documentary about atomic energy and innovations in medical technology. Students will then write an essay explaining how the development of new technologies changed the world from 1900 to present.
2. To understand the Technological Advances and Limitations After 1900: Display photographs from the 1918 influenza pandemic found on the Regional History from the National Archives website Ask students to think about the technological, geopolitical, and environmental continuities and changes they studied in previous units. Students will 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 and today with the COVID crises.
3. Brainstorm with the whole class for the following LEQ style question: “Evaluate the extent to which human activity caused environmental changes in the period from 1900 to the present.” Use the Global – Regional – Local strategy. Students will develop individual Contextualization and Thesis statement paragraphs to include an evaluative and complex thesis.
4. Give students the “Pinochet’s Achievements” section of Margaret Thatcher’s speech on Pinochet at the Conservative Party Conference. 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, focusing on any potential limitations of the source, and write a brief report justifying their rating.
5. Ask students to choose one of the illustrative examples of global culture. Conduct research to develop a poster promoting the example. The poster should include the context in which the example arose. 9.7 Resistance to Globalization After 1900.
6. Have students use “Barbie and Her Competitors in the Muslim World” (Strayer, pp. 1046–47) to analyze responses to increasing globalization making sure to discuss the significance of this source’s point of view, purpose, historical situation, and/or audience. (Skill 2) CR5 9.8 Institutions Developing in a Globalized World
7. Organize students into small groups. Display the learning objective and 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.
8. Students will complete a standard multiple choice exam with relevant questions from AP Classroom and textbook questions.

Materials:

Text Book

Sterns, P.N, Adas, M, Schwartz, S.B., Gildert, M. J. (2021). *World Civilizations: The Global Experience*. Pearson Education.