

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Advanced Placement World History	Course Number: 3591
Department: Social Studies	Grade(s): 9
Level(s): Advanced Placement	Credit: 1
<p>Course Description In Advanced Placement World History students will develop a greater understanding of the evolution of global processes and contacts and how they interact with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional and technological precedents that, along with geography, set the human stage. Students will discuss periodization, which forms an organizing principle for dealing with change and continuity throughout the course. Six specific themes provide further organization and consistent attention to contacts among societies that form the core of World History as a field of study.</p>	
<p>Required Instructional Materials <i>World History</i>. 5th ed., William Duiker, Jackson Spielvogel, Thomson/Wadsworth Publishers, 2007</p>	<p>Completion/Revision Date Approved by the Board of Education on March 17, 2007</p>

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

Students will understand that:

Content

- Reoccurring themes of change and continuity throughout world history lead to a better understanding of contemporary society.
- Trade, war, diplomacy, and international organizations exhibit patterns among societies and regions throughout history and in today's world.
- Advancements and changes in technology, the economy, demographics, and the environment have impacted the evolution of society.
- Systems of social structure and gender issues reveal major differences within and among societies.

<ul style="list-style-type: none"> • Cultural, intellectual, and religious developments among and within societies reveal significant differences.
<ul style="list-style-type: none"> • Changes in functions and structures of states, in attitudes toward states, and in political identities have had a significant impact on our world today.
Skills
<ul style="list-style-type: none"> • Analyzing data is critical for problem solving.
<ul style="list-style-type: none"> • Determining linkages/cause and effect relationships is essential.
<ul style="list-style-type: none"> • Readers use strategies to construct meaning.
<ul style="list-style-type: none"> • Formulating hypotheses based on a variety of data and source materials enhances problem solving.
<ul style="list-style-type: none"> • Communicating clearly and effectively with both the written and spoken word is essential.
<ul style="list-style-type: none"> • Authors write for different purposes.
<ul style="list-style-type: none"> • Mastering test taking skills is essential to success in the Advanced Placement program.
<ul style="list-style-type: none"> • Using technology is an effective tool for collecting, organizing, and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

Students will understand that:

- Analyzing data is critical for problem solving.
- Determining linkages/cause and effect relationships is essential.
- Readers use strategies to construct meaning.
- Formulating hypotheses based on a variety of data and source materials enhances problem solving.
- Communicating clearly and effectively with both the written and spoken word is essential.
- Authors write for different purposes.
- Mastering test taking skills is essential to success in the Advanced Placement program.
- Using technology is an effective tool for collecting, organizing, and presenting information.

ESSENTIAL QUESTION(S)

- How does data contribute to problem solving?
- What is the significance of cause and effect relationships?
- What is the significance of evaluating what is read?
- Why is it important to form and test hypotheses?
- How is it determined that information/data is valid?
- What is essential to communicating clearly and effectively?
- What is the purpose of communication?
- How does audience influence the format of one's work?
- How are testing skills mastered?
- What is the impact of technology on the learning process?

LEARNING OBJECTIVES *The student will:*

- 1.1 Generate questions to be investigated.
- 1.2 Select information from a variety of sources.
- 1.3 Interpret information from primary and secondary sources.
- 1.4 Evaluate the validity of information, testing its credibility and identifying bias.
- 1.5 Understand diversity of interpretations through analysis of context, point of view and frame of reference.
- 1.6 Analyze conflicts using historical data, belief systems, customs, and societal values.
- 1.7 Debate divergent points of view
- 1.8 Compose a variety of text forms for different audiences using standard forms of English grammar and mechanics.
- 1.9 Develop proposals regarding solutions to significant historical, international,

INSTRUCTIONAL SUPPORT MATERIALS

- www.thomsonedu.com
- *World History Atlas*, George F. Cram Company
- *World History Documents*, CD-ROM, Prentice Hall
- Select world history novels (e.g., *Germinal*, *Guns, Germs and Steel*, *Brunelleschi's Dome*, *The World that Trade Created*)
- *Guns, Germs and Steel*, DVD
- *Barbarians*, DVD, four part series
- *World Civilizations: Sources, Images, and Interpretations*, volumes I & II. Sherman & Grunfeld
- *Sources of World History*, volumes I & II, Kishlansky
- *AP World History DBQ Practice* (spiral bound reproducible units), Social Studies School Service
- *AP European History DBQ Practice* (spiral

<p>political, economic, demographic, or environmental issues.</p> <p>1.10 Justify personal beliefs, feelings, and convictions.</p> <p>1.11 Recognize the personal responsibilities of citizens for responsible social change.</p> <p>1.12 Synthesize data and concepts clearly and effectively on application exercises and examinations.</p> <p>1.13 Assess global patterns of change and continuity over time.</p> <p>1.14 Connect local developments to global ones.</p> <p>1.15 Examine levels of generalizations from the global to the specific.</p> <p>1.16 Critique universal standards and culturally diverse ideas and values in historical context while considering human commonalities and differences.</p>	<p>bound reproducible units) Social Studies School Service</p> <ul style="list-style-type: none"> • <i>AP World History</i>, Kaplan Test Preparation • www.apcentral.collegeboard.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Summer assignment which includes summer reading, writing a book review, analyzing a secondary source and memorizing locations of countries • Debate divergent points of view • Categorization strategy CSPRITE(A) [cultural, social, political, religious, intellectual, technological, economic, artistic]. Have students categorize primary/secondary sources • Analysis strategy SOAPStone(B) [speaker, occasion, audience, purpose, subject, tone, bias]. Have students analyze primary/secondary sources • Using AP rubrics, students grade past exams from the College Board website • Peer review of written assignments using AP rubrics • Multimedia presentations using textbook resources (Spielvogel text CD-ROM) • Role-playing (“A day in the life of a ...”) • Discourse (meaningful exchange of ideas) on the essential questions and themes of the course through discussion, debate, Q&A, trial, etc. • Guided note-taking (e.g., answering the focus questions at the beginning of each chapter) <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • AP style multiple-choice exams • Document-Based Questions • AP style comparison and change over time essays • Participation through discourse • Presentations • Role-playing
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LEARNING STRAND

2.0 Foundations: Circa 8000 B.C.E. – 600 C.E.

7 Weeks (19 – 20%)

ENDURING UNDERSTANDING(S)

Students will understand that:

- The reoccurring themes of change and continuity throughout world history lead to a better understanding of contemporary society.
- Trade, war, diplomacy, and international organizations exhibit patterns among societies and regions throughout history and in today’s world.
- Advancements and changes in technology, the economy, demographics, and the environment have impacted the evolution of society.
- Systems of social structure and gender issues reveal major differences within and among societies.
- Cultural, intellectual, and religious developments among and within societies reveal significant differences.
- Changes in functions and structures of states, in attitudes toward states, and in political identities have had a significant impact on our world today.

ESSENTIAL QUESTION(S)

- How do major religious and philosophical systems cement social hierarchy?
- How have geography, climate, periodization, and the concept of “civilization” shaped world history?
- Why was the collapse of empire more severe in Western Europe than it was in the eastern Mediterranean or in China?
- How do the major belief systems define the status of women?
- Why is inequality an inherent characteristic of social systems?
- Why are cities considered a hallmark of civilization as opposed to those societies that are pastoral or nomadic?
- How does one explain the differences in traditions and institutions that characterize major civilizations?

LEARNING OBJECTIVES *The student will:*

- 2.1 Compare and contrast the political and social structures of any two of the following early civilizations: Mesopotamia, Egypt, Indus Valley, Shang dynasty, Mesoamerica and/or Andean South America.
- 2.2 Analyze how agriculture and technology developed.
- 2.3 Synthesize the basic characteristics of early civilizations in different environments.
- 2.4 Examine the basic features and locations of the major world belief systems prior to 600 CE.
- 2.5 Determine the major themes of the Late Classical period (200 CE to 600 CE) including empire collapse, migration, trade, and spread of religions.
- 2.6 Critique the basic tenets of world religions including, but not limited to, Buddhism,

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- www.thomsonedu.com
- *World History Atlas*, George F. Cram Company
- *World History Documents*, CD-ROM, Prentice Hall
- Selected novels from world history; i.e. *Germinal*, *Guns, Germs and Steel*, *Brunelleschi’s Dome*, *The World that Trade Created*.
- *Guns, Germs and Steel*, DVD
- *Barbarians*, DVD, four part series
- *World Civilizations: Sources, Images, and Interpretations*, volumes I & II. Sherman & Grunfeld
- *Sources of World History*, volumes I & II, Kishlansky
- *AP World History DBQ Practice* (spiral bound reproducible units), Social Studies

<p>Christianity, Hinduism, Islam, Judaism, and popular indigenous religions.</p> <p>2.7 Analyze how interregional trading systems operate.</p> <p>2.8 Compare and contrast how the collapse of empire was more severe in Western Europe than it was in the eastern Mediterranean or in China.</p>	<p>School Service</p> <ul style="list-style-type: none"> • <i>AP European History DBQ Practice</i> (spiral bound reproducible units) Social Studies School Service • <i>AP World History</i>, Kaplan Test Preparation • www.apcentral.collegeboard.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Categorization strategy: CSPRITE(A) [cultural, social, political, religious, intellectual, technological, economic, artistic]. Have students categorize primary/secondary sources • Analysis strategy: SOAPStone(B) [speaker, occasion, audience, purpose, subject, tone, bias]. Have students analyze primary/secondary sources • Using AP rubrics, students grade past exams from the College Board website • Peer review of written assignments using AP rubrics • Multimedia presentations using textbook resources (Spielvogel text CD-ROM) • Role-playing (“A day in the life of a”) • Discourse (meaningful exchange of ideas) on the essential questions and themes of the course through discussion, debate, Q&A, trial, etc. • Venn diagram comparing the political and social structures of any two early civilizations • Guided note-taking (e.g., answering the focus questions at the beginning of each chapter) • Guided test-taking (i.e., writing a thesis, multiple-choice strategies, five paragraph essays) <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • AP style multiple-choice exams • Document Based Questions • AP style comparison and change over time essays. • Participation through discourse • Presentations • Role-playing • Venn Diagram/graphic organizers
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LEARNING STRAND

3.0 600 C.E to 1450

8 Weeks (22%)

ENDURING UNDERSTANDING(S)

Students will understand that:

- The reoccurring themes of change and continuity throughout world history lead to a better understanding of contemporary society.
- Trade, war, diplomacy, and international organizations exhibit patterns among societies and regions throughout history and in today's world.
- Advancements and changes in technology, the economy, demographics, and the environment have impacted the evolution of society.
- Systems of social structure and gender issues reveal major differences within and among societies.
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ESSENTIAL QUESTION(S)

- How did political and social institutions develop in both eastern and western Europe?
- What was the role and function of cities in major societies?
- What functions and roles do cities serve in major societies?
- How do belief systems affect gender systems?
- How did the Islamic world contribute to the development of regional contacts?
- What were the cultural, economic, social, and political forces which defined and shaped Aztec, Mayan, and Incan societies?
- How did trade patterns reflect and reinforce religious values?

LEARNING OBJECTIVES *The student will:*

- 3.1 Analyze changes in gender systems.
- 3.2 Examine the role and function of cities in major societies.
- 3.3 Evaluate how Dar al-Islam unified the cultures of Eurasia and Africa.
- 3.4 Compare and contrast the patterns of trade that developed in the Trans-Saharan, Indian Ocean, and Silk Route regions.
- 3.5 Evaluate the extent to which trade patterns influenced and mirrored the missionary outreach of major religions.
- 3.6 Analyze the causes and results of China's expansion both within China and in surrounding areas.
- 3.7 Analyze the importance of the Tang and Song economic revolutions.
- 3.8 Investigate the behavior of the early Ming dynasty.

INSTRUCTIONAL SUPPORT MATERIALS

- www.thomsonedu.com
- *World History Atlas*, George F. Cram Company
- *World History Documents*, CD-ROM, Prentice Hall
- Selected novels from world history; i.e. *Germinal*, *Guns, Germs and Steel*, *Brunelleschi's Dome*, *The World that Trade Created*.
- *Guns, Germs and Steel*, DVD
- *Barbarians*, DVD, four part series
- *World Civilizations: Sources, Images, and Interpretations*, volumes I & II. Sherman & Grunfeld
- *Sources of World History*, volumes I & II, Kishlansky
- *AP World History DBQ Practice* (spiral bound reproducible units), Social Studies

<p>3.9 Examine European feudalism and the religious differences that developed in Christendom.</p> <p>3.10 Compare and contrast Japanese and European feudalism.</p> <p>3.11 Critique the cultural, economic, social, and political developments of the Aztec, Mayan, and Incan Empires.</p> <p>3.12 Differentiate between Islam and Christianity.</p> <p>3.13 Compare and contrast political and social developments in Eastern and Western Europe.</p> <p>3.14 Analyze the cause and effect of demographic changes on nomadic migrations, the growth of cities, and plague pandemics of the fourteenth century.</p>	<p>School Service</p> <ul style="list-style-type: none"> • <i>AP European History DBQ Practice</i> (spiral bound reproducible units) Social Studies School Service • <i>AP World History</i>, Kaplan Test Preparation • www.apcentral.collegeboard.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Categorization strategy: CSPRITE(A) [cultural, social, political, religious, intellectual, technological, economic, artistic]. Have students categorize primary/secondary sources • Analysis strategy: Using SOAPStone(B) [speaker, occasion, audience, purpose, subject, tone, bias] have students analyze primary/secondary sources • Using AP rubrics, students grade past exams from the College Board website • Peer review of written assignments using AP rubrics • Multimedia presentations using textbook resources (Spielvogel text CD-ROM) • Role-playing (“A day in the life of a”) • Discourse (meaningful exchange of ideas) on the essential questions and themes of the course through discussion, debate, Q&A, trial, etc. • Venn diagram or another graphic organizer comparing Japanese and European feudalism, Islam and Christianity and Eastern and Western European developments • Illustrate a map depicting the patterns of trade that developed in the Trans-Saharan, Indian Ocean, and Silk Route regions • Guided note-taking (e.g., answering the focus questions at the beginning of each chapter) • Guided test-taking (i.e., writing a thesis, multiple-choice strategies, five paragraph essays) <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • AP style multiple-choice exams • Document Based Questions • AP style comparison and change over time essays. • Participation through discourse • Presentations
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- Role-playing
- Venn diagrams/graphic organizers
- Maps

LEARNING STRAND

4.0 1450 -1750

7 Weeks (19-20%)

ENDURING UNDERSTANDING(S)

Students will understand that:

- The reoccurring themes of change and continuity throughout world history lead to a better understanding of contemporary society.
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- Advancements and changes in technology, the economy, demographics, and the environment have impacted the evolution of society.
- Systems of social structure and gender issues reveal major differences within and among societies.
- Cultural, intellectual, and religious developments among and within societies reveal significant differences.
- Changes in functions and structures of states, in attitudes toward states, and in political identities have had a significant impact on our world today.

ESSENTIAL QUESTION(S)

- How and why do European monarchies differ from land-based Asian empires?
- How and why did coercive labor systems develop?
- Why do empires develop and disintegrate?
- How do empires reflect the political, economic, and social values of people?
- What are the common values, attitudes, and beliefs that define a political culture?

LEARNING OBJECTIVES *The student will:*

- 4.1 Compare imperial systems such as European monarchies with land-based Asian empires.
- 4.2 Compare coercive labor systems (e.g., slavery and other coercive labor systems in the Americas).
- 4.3 Examine the political, economic, and social development of empire building.
- 4.4 Compare and contrast Russia’s interaction with the west with their interaction with one of the following: Ottoman Empire, China, Tokugawa Japan, or Mughal India.
- 4.5 Trace the development of changes in trade, technology and global interactions (i.e., the Colombian Exchange, the impact of guns, changes in shipbuilding

INSTRUCTIONAL SUPPORT MATERIALS

- www.thomsonedu.com
- *World History Atlas*, George F. Cram Company
- *World History Documents*, CD-ROM, Prentice Hall
- Selected novels from world history; i.e. *Germinal*, *Guns, Germs and Steel*, *Brunelleschi’s Dome*, *The World that Trade Created*.
- *Guns, Germs and Steel*, DVD
- *Barbarians*, DVD, four part series
- *World Civilizations: Sources, Images, and Interpretations*, volumes I & II. Sherman & Grunfeld
- *Sources of World History*, volumes I & II, Kishlansky
- *AP World History DBQ Practice* (spiral

<p>and navigational techniques).</p> <p>4.6 Compare and contrast the general social and political commonalities of the Ottoman, Chinese, Portuguese, Spanish, Russian, French, English, Tokugawan, and Mughal empires.</p> <p>4.7 Evaluate one of the following African empires: Kongo, Benin, Oyo, or Songhay.</p> <p>4.8 Examine the role of women in empires, including households and politics.</p> <p>4.9 Analyze the significance of the Scientific Revolution and the Enlightenment.</p> <p>4.10 Critique the impact of the slave system on the economic, social, and cultural development of Africa and the Americas.</p> <p>4.11 Analyze the ways race, gender, ethnicity, and class issues have affected individuals and societies in the past.</p>	<p>bound reproducible units), Social Studies School Service</p> <ul style="list-style-type: none"> • <i>AP European History DBQ Practice</i> (spiral bound reproducible units) Social Studies School Service • <i>AP World History</i>, Kaplan Test Preparation • www.apcentral.collegeboard.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Categorization strategy: CSPRITE(A) [cultural, social, political, religious, intellectual, technological, economic, artistic]. Have students categorize primary/secondary sources • Analysis strategy: SOAPStone(B) [speaker, occasion, audience, purpose, subject, tone, bias]. Have students analyze primary/secondary sources • Venn diagram or another graphic organizer comparing imperial systems such as European monarchies with land-based Asian empires or coercive labor systems • Using AP rubrics, students grade past exams from the College Board website • Peer review of written assignments using AP rubrics • Multimedia presentations using textbook resources (Spielvogel text CD-ROM) • Role-playing (“A day in the life of a . . .”) • Discourse (meaningful exchange of ideas) on the essential questions and themes of the course through discussion, debate, Q&A, trial, etc. • Illustrate a map depicting Russia’s interaction with the west with their interaction with one of the empires in the east • Venn diagram or another graphic organizer comparing the general social and political commonalities of various empires • Guided note-taking (e.g., answering the focus questions at the beginning of each chapter) • Guided test-taking (i.e., writing a thesis, multiple-choice strategies, five paragraph essays) <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • AP style multiple-choice exams • Document Based Questions
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- AP style comparison and change over time essays.
- Participation through discourse
- Presentations
- Role-playing
- Venn diagrams/graphic organizers
- Maps

LEARNING STRAND

5.0 1750 – 1914

7 Weeks (19-20%)

ENDURING UNDERSTANDING(S)

Students will understand that:

- The reoccurring themes of change and continuity throughout world history lead to a better understanding of contemporary society.
- Trade, war, diplomacy, and international organizations exhibit patterns among societies and regions throughout history and in today’s world.
- Advancements and changes in technology, the economy, demographics, and the environment have impacted the evolution of society.
- Systems of social structure and gender issues reveal major differences within and among societies.
- Cultural, intellectual, and religious developments among and within societies reveal significant differences.
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ESSENTIAL QUESTION(S)

- How have patterns of world trade changed?
- How has trade impacted the global economy?
- How did the Industrial Revolution impact society?
- What are the common elements of the concept of nationalism?
- Why were Latin America and Africa susceptible to western intervention?
- How can the utility of modernization theory be used as a framework for interpreting events during this period and subsequent periods?
- What is the relationship between the rise of democracy and reform, women, and racism?
- How do demographic and environmental changes impact peoples and societies?

LEARNING OBJECTIVES *The student will:*

- 5.1 Compare and contrast the causes and early phases of the Industrial Revolution in Western Europe and Japan.
- 5.2 Compare and contrast the Haitian and French Revolutions.
- 5.3 Analyze the reactions to foreign domination by the Ottoman Empire, China, India, and Japan.
- 5.4 Examine the concept of nationalism, (e.g., China and Japan, Cuba and the Philippines, Egypt and Nigeria).
- 5.5 Evaluate forms of western intervention in Latin America and Africa.
- 5.6 Analyze the roles and conditions of women in the upper/middle classes with peasantry/working class in Western Europe.

INSTRUCTIONAL SUPPORT MATERIALS

- www.thomsonedu.com
- *World History Atlas*, George F. Cram Company
- *World History Documents*, CD-ROM, Prentice Hall
- Selected novels from world history; i.e. *Germinal*, *Guns, Germs and Steel*, *Brunelleschi’s Dome*, *The World that Trade Created*.
- *Guns, Germs and Steel*, DVD
- *Barbarians*, DVD, four part series
- *World Civilizations: Sources, Images, and Interpretations*, volumes I & II. Sherman & Grunfeld
- *Sources of World History*, volumes I & II, Kishlansky
- *AP World History DBQ Practice* (spiral

<p>5.7 Trace the development of changes in global commerce, communications, and technology.</p> <p>5.8 Analyze the political revolutions and independence movements during this period in terms of how they reveal the power of ideas.</p> <p>5.9 Examine the rise of democracy with respect to reform, women, and racism.</p> <p>5.10 Analyze the rise of Western economic, political, social, and cultural dominance.</p> <p>5.11 Understand the nature of European expansion, imperialism, and colonialism and their effects.</p> <p>5.12 Examine the different cultural and political reactions to western dominance.</p> <p>5.13 Analyze the changing role of women during this period.</p> <p>5.14 Examine demographic and environmental changes on peoples and societies.</p> <p>5.15 Explain how the use and expansion of trade have connected and affected the history of a global economy.</p>	<p>bound reproducible units), Social Studies School Service</p> <ul style="list-style-type: none"> • <i>AP European History DBQ Practice</i> (spiral bound reproducible units) Social Studies School Service • <i>AP World History</i>, Kaplan Test Preparation • www.apcentral.collegeboard.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Categorization strategy: CSPRITE(A) [cultural, social, political, religious, intellectual, technological, economic, artistic]. Have students categorize primary/secondary sources • Analysis strategy: SOAPStone(B) [speaker, occasion, audience, purpose, subject, tone, bias]. Have students analyze primary/secondary sources • Venn diagram or another graphic organizer comparing the Haitian and French Revolutions • Research and debate the evolving roles of women during this time period. (How do these debates apply to industrialized areas and how do they apply in colonial societies?) • Using AP rubrics, students grade past exams from the College Board website • Peer review of written assignments using AP rubrics • Multimedia presentations using textbook resources (Spielvogel text CD-ROM) • Role-playing (“A day in the life of a ...”) • Venn diagram or another graphic organizer comparing the causes and early phases of the Industrial Revolution in Western Europe and Japan • Discourse (meaningful exchange of ideas) on the essential questions and themes of the course through discussion, debate, Q&A, trial, etc. • Guided note-taking (e.g., answering the focus questions at the beginning of each chapter) • Guided test-taking (i.e., writing a thesis, multiple-choice strategies, five paragraph essays) • Role-play various reactions to foreign domination in the Ottoman Empire, China, India, and Japan
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SUGGESTED ASSESSMENT METHODS

- AP style multiple-choice exams
- Document Based Questions
- AP style comparison and change over time essays.
- Participation through discourse
- Presentations
- Role-playing
- Venn diagrams/graphic organizers
- Debates

LEARNING STRAND

6.0 1914 – Present

7 Weeks (19-20%)

ENDURING UNDERSTANDING(S)

Students will understand that:

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- Advancements and changes in technology, the economy, demographics, and the environment have impacted the evolution of society.
- Systems of social structure and gender issues reveal major differences within and among societies.
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- Changes in functions and structures of states, in attitudes toward states, and in political identities have had a significant impact on our world today.

ESSENTIAL QUESTION(S)

- What are the sources of modern revolutions and change?
- Is cultural convergence or diversity the best model for understanding increased intercultural contact in the twentieth and twenty-first centuries?
- How effective are units of analysis (such as the nation, world, west, and developing world) in assessing the twentieth and twenty-first?
- What was the historical significance of nationalism in twentieth century history?
- How did consumerism impact non-western societies?
- How would the models for economic growth in the developing world impact political and social behavior?

LEARNING OBJECTIVES *The student will:*

- 6.1 Compare and contrast patterns and results of decolonization in Africa and India.
- 6.2 Determine the legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and/or Latin America).
- 6.3 Analyze the notion of the west and the east in the context of Cold War ideology.
- 6.4 Compare and contrast the impact of nationalism in European and non-European countries.
- 6.5 Examine the different types of independence struggles.
- 6.6 Compare and contrast the impacts of western consumer society on two civilizations outside of Europe.

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- www.thomsonedu.com
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- *World History Documents*, CD-ROM, Prentice Hall
- Selected novels from world history; i.e. *Germinal*, *Guns, Germs and Steel*, *Brunelleschi’s Dome*, *The World that Trade Created*
- *Guns, Germs and Steel*, DVD
- *Barbarians*, DVD, four part series
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- *Sources of World History*, volumes I & II, Kishlansky
- *AP World History DBQ Practice* (spiral

<p>6.7 Analyze the similarities and differences between high-tech warfare and guerilla warfare.</p> <p>6.8 Describe different proposals (or models) for economic growth in the developing world and the social and political consequences of each.</p> <p>6.9 Evaluate the new patterns of nationalism during this period including fascism, decolonization, racism, genocide and the breakup of the Soviet Union.</p> <p>6.10 Analyze the impact of major global economic developments including the Great Depression, technology, the rise of the Pacific Rim, and multi-national corporations.</p> <p>6.11 Critique social reforms and revolutions of the modern era.</p> <p>6.12 Compare and contrast the role of religious fundamentalism in today's world to international Marxism.</p> <p>6.13 Analyze the globalization of science, technology, and culture and the responses to those forces.</p> <p>6.14 Differentiate between elite and popular culture today and compare it to a different time period.</p>	<p>bound reproducible units), Social Studies School Service</p> <ul style="list-style-type: none"> • <i>AP European History DBQ Practice</i> (spiral bound reproducible units) Social Studies School Service • <i>AP World History</i>, Kaplan Test Preparation • www.apcentral.collegeboard.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Categorization strategy: CSPRITE(A) [cultural, social, political, religious, intellectual, technological, economic, artistic]. Have students categorize primary/secondary sources • Analysis strategy: SOAPStone(B) [speaker, occasion, audience, purpose, subject, tone, bias]. Have students analyze primary/secondary sources • Venn diagram or another graphic organizer comparing patterns and results of decolonization in Africa and India • Using AP rubrics, students grade past exams from the College Board website • Peer review of written assignments using AP rubrics • Multimedia presentations using textbook resources (Spielvogel text CD-ROM) • Role-playing (“A day in the life of a ...”) • Venn diagram or another graphic organizer comparing high-tech warfare with guerilla warfare • Discourse (meaningful exchange of ideas) on the essential questions and themes of the course through discussion, debate, Q&A, trial, etc. • Guided note-taking (e.g., answering the focus questions at the beginning of each chapter) • Guided test-taking (i.e., writing a thesis, multiple-choice strategies, five paragraph essays) • Venn diagram or another graphic organizer comparing legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and/or Latin America) <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • AP style multiple-choice exams • Document Based Questions
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- AP style comparison and change over time essays.
- Participation through discourse
- Presentations
- Role-playing
- Venn diagrams/graphic organizers

