AP WORLD HISTORY

Samantha Kolesky

[Samantha.kolesky@slcschools.org](mailto:Samantha.kolesky@slcschools.org)

East High School Room B412

**Overview:**

APWH is a challenging year long course that is meant to provide students with an expansive view of the history of the human world. The course is structured around the investigation of selected themes woven into key concepts covering distinct chronological periods. AP World History is the equivalent of an INTRODUCTORY COLLEGE SURVEY COURSE! The purposes of this course are threefold. First, it is designed to prepare students for successful placement in higher-level college and university history courses. Second, it is designed to help students understand and develop the skills and habits of mind used by historians in constructing historical narratives. Finally, it is meant to teach students critical thinking, learning, and research skills they will need to be active global citizens in the 21st century. Students will be able to demonstrate their mastery of course content and materials by taking the College Board AP World History exam in May.

The goal of this course is to encourage students to develop a sophisticated “big picture” narrative of human history beyond the effort to just collect and memorize information. Though the course will indeed deal with facts – names, dates, events, and the like - it places greater emphasis on historical analysis so that students develop the skills and tools utilized by historians in their construction of history.

This course uses college-level textbooks, a wide variety of primary sources, and interpretations presented in historical scholarship. In addition, this course contains a wealth of visual images – art, architecture, artifacts, photographs, etc.-meant to broaden the students’ understanding of the products of human societies across the span of world history. These resources are designed to develop the skills required to analyze point of view and interpret evidence to use in creating plausible historical arguments. These tools will also be used to assess issues of change and continuity over time, identifying global processes, comparing and contrasting societies and various aspects of their culture, and understanding diverse interpretations of historiography.

This course is meant to show students that the advanced study of world history can be an enjoyable experience as well. Therefore, a wide variety of student-centered activities have been included such as small group projects, debates, discussions, and other interactive assignments that will help students develop higher -level habits of mind while broadening their content knowledge. Many of these activities will also encourage students to move beyond the typical Eurocentric view of global history presented in most secondary world history courses and provide a more balanced global perspective.

**The Exam:**

The exam is 3 hours and 15 minutes long and has two sections — multiple choice/short answer and free-response. Each section is divided into two parts.

**Section I Part A:** Multiple Choice | 55 Questions | 55 minutes | 40% of Exam Score

Questions appear in sets of 2 to 5.

You will analyze historical texts, interpretations, and evidence.

Primary and secondary sources, images, graphs, and maps are included.

**Section I Part B:** Short Answer | 3 Questions | 40 minutes | 20% of Exam Score

Analyze historians’ interpretations, historical sources, and propositions about history.

Questions give you an opportunity to explain the historical examples you know best.

Some questions include texts, images, graphs, or maps.

You’ll have a choice between two options for the final required short answer question, each one focusing on a different time period.

Question 1 (required): periods 3-8

Question 2 (required): periods 3-8

Choose between Question 3, periods 1-3, and Question 4, periods 4-6

**Section II Part A:** Document Based | 1 Question | 60 minutes (includes a 15-minute reading period) | 25% of Exam Score

Assess written, quantitative, or visual materials as historical evidence.

Develop an argument supported by an analysis of historical evidence.

The document-based question will focus on topics from periods 3-6.

**Section II Part B:** Long Essay | 1 Question | 40 minutes | 15% of Exam Score

Explain and analyze significant issues in world history

Develop an argument supported by your analysis of historical evidence.

You’ll select from one of three essay choices, each focusing on the same theme and historical thinking skill but different time periods:

Option 1: periods 1-2

Option 2: periods 3-4

Option 3: periods 5-6

**Resources:**

For more information on the exam and the course as well as practice questions visit the College Board Website https://apstudent.collegeboard.org/apcourse/ap-world-history

**Primary Text:**

Strayer, Robert W., and Eric W. Nelson. *Ways of the World with Sources AP edition*. 3rd ed. Boston : Bedford/St. Martins, 2016.

**Online Learning Resource:**

Strayer, Robert W., and Eric W. Nelson. *Launchpad for* *Ways of the World with Sources AP edition*. 3rd ed. Boston : Bedford/St. Martins, 2016. <https://join.macmillanhighered.com/>

**Secondary Sources:**

Standage, Tom. *A history of the world in 6 glasses*. London: Atlantic , 2007. Print.

Tignor, Robert, et al. Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present. 4th ed. New York: W.W. Norton.

Black, Jeremy. *World History Atlas: Mapping the Human Journey.* 2nd ed. London: Dorling Kindersley, 2005.

Series: *Mankind: The Story of All of Us*, The History Channel, 2010.

*World History for Us All*, San Diego State University Site.; Nation Center for History in the Schools of UCLA, 2011.

Strayer, Robert W., and Eric Nelson. *Thinking through sources for Ways of the world: a brief global history*. Vol. 1 & 2 . Boston: Bedford/St Martins, 2016.

Students will analyze articles from various historians throughout the course (listed in outline)

Online Series: Various Crash Course World History episodes, John Green.

**Primary Sources:**

Pomeranz, K., Given, J., & Mitchell, L. (Eds.). *Worlds Together Worlds Apart: A Companion Reader* (Vol. 2). New York, New York: W.W. Norton, 2011.

Various art pieces from, Fred S. Kleiner. *Gardner's Art Through The Ages.* 13th ed*.* Boston: Thomson Higher Education, 2005.

Document of the Day analysis will come from sources in Strayer text as well as past DBQs released by the College Board. Listed below in Unit outlines.

**Materials Needed:**

3 Ring Binder

Dividers

Internet access for Lanuchpad

Self-motivation

A quiet place to study

Suggested review materials available either online through App Store or print version (will provide more info)

**Course Requirements and Continued Assignments:**

* ***Binder Checks:*** The majority of your grade will come from unit binder checks due the day of each unit test. Binder checks will act as portfolio for your work and should include a variety of assignments which will be listed on each binder check grade form. Binders should be organized exactly as explained on the separate handout in order to receive full credit. Grades for homework and daily in class assignments will all be entered in at the end of each unit, however I will also have daily checks to make sure you are staying on track. Late submissions are only allowed within a week and subject to 25% of points being docked.
* ***Reading & Chapter Outlines:*** In order to pass this course, you NEED to READ. We will be covering between 1-2 chapters per week. You will check out a book from the bookstore and will be responsible for it during the entire year. This book should stay at home unless asked to bring to class. You will also be expected to take notes as you read. In class, I will teach you the Cornell system of note-taking and that will serve as your model for how to do your chapter outlines. These two assignments are the most effective way for you to manage the enormous content load this course requires on your own.
* ***Class Starters/ Document of the Day:*** Each day class will begin with a “starter”. This may include a short video clip, essential question, or primary source document. These will be kept track of in your binder along with your notes. We will use the POV/CAPmethod to analyze primary sources, this will be an opportunity to practice the various aspects of this process. This will be counted in your grade through a “binder check” that will occur each unit. (See organization structure on separate handout)
* ***Snapshot Charts:***  The last homework assignments you will be given in order to help you manage the content load in this course are snapshot charts. Snapshot charts are graphic organizers that are meant to provide you with quick summaries of civilizations, empires, concepts/ideas, or events based around our “SPICE” acronym, that occur within a unit. They will be given to you at various times this semester and will be another valuable study tool to help you prepare for tests.
* ***Reading Quizzes/Tests:*** When it comes to major assessments my ultimate goal is to prepare you for the AP exam. The first way will be through short online reading quizzes. The dates will be posted in class as well as on "launchpad". Taking the quizzes will require internet access and a personal account so I can track your progress. If access at home is an issue, please manage your time so you are able to access the computers at the school. The second being unit tests. I will use each unit test to assess your understanding of course content and your mastery of the AP historical skills we practice in class. You will have five unit tests over the course of this semester, and though each will vary in the number of questions and the nature of the writing tasks, they will feature "stimulus based" multiple-choice questions, short answer questions, long essay questions, and document based essays. Furthermore, the course will culminate with a final exam modeled on an actual AP exam that you will take in May.
* ***Writing Assignments:***  Writing is a huge part of the AP World History Exam. The section of the exam that usually makes or breaks a student’s score is the open-ended section. In this section, you will have a specified amount of time to write historical essays. This means we will be writing many practice essays both in and out of class in order to prepare, some will be graded by the teacher, others through a peer review process in order to familiarize yourself with the grading rubric used by AP scorers. However, many of you coming in to this class are new to AP history classes (and most of you are new to high school!) Therefore, in this class we will have a progression of writing assignments that will help you practice the skills of effective writing before you even attempt a WHAP essay. We will start first with the structure of a good history essay, next work on crafting an effective thesis statement, and then move on to pre-writing strategies before we actually tackle a real WHAP essay.
* ***Small Group Projects:*** In addition to tests and essays, you will also be expected to complete projects in small groups of 2, 3 or 4 students in each of our five units. These projects will be interactive assignments meant to enhance your understanding of course content and themes while also providing you with the opportunity to practice the essential life skill of working with others on a common task. They are also intended to provide you with a creative alternative to your other major grades. Considering the difficulty of the tests and essays in this class, your small group projects will offer you vital opportunities to boost your major grade average.

**Grading:**

Binder Checks = ~150-250 pts

Review Assignments = ~50-100 pts

Weekly Quizzes (1 per chapter) = 20 pts

Unit Tests (6) = 150 pts

Extra Credit = 5-30 pts

**Extra Credit:**

Extra credit is available through out the year, however *only* for the specified assignments explained below. Students may not complete other assignments to receive extra credit at the end of the term. Extra credit assignments must be turned in on the due date, *no late work accepted.*

Option 1: AP Practice Tests= 30 points- These practice tests are at the end of each unit and must be completed by the day of the unit exam. Answers should be hand written on a piece of notebook paper, all ALL questions must be answered for credit.

Option 2: Big Picture Questions= 5 points- Questions are listed at the end of each chapter reading, students should choose one to answer by writing out the question and answer in complete sentences. These are due the day the notes are due and should be written on a separate piece of paper from your chapter notes and turned in to the basket.

Option 3: Crash Course Videos= 10 points- As we progress through the course, some Crash Course videos will be mandatory homework assignments, others will be given as extra credit. They will be due the following class period. This assignments involves watching the 10-12 minute video and writing out at least 3 questions and the answers to those questions that are addressed in the video.

**Plagiarism:**

Absolutely no copying or cheating will be tolerated in this class. If it is found that you have been involved in this situation, both the person providing the work and the person copying will receive a zero with no opportunity to make up the grade and will be ineligible for extra credit for the entire quarter.

As this is a college level course, many students who may have received higher grades in the past will have to put in more effort in order to achieve an A in this course. The grading will be based on the above assignments, the scale for this course is listed below. Grades are not "negotiable", make sure to stay up with assignments throughout the year so you are not being docked for late work.

A 94-100% C 73-76%

A- 90-93% C- 70-72%

B+ 87-89% D+ 67-69%

B 83-86% D 63-66%

B- 80-82% D- 60-55%

C+ 77-79% F 0-54%

**Late Work:**

Late work will only be accepted up to 2 weeks after to original due date. All late work will receive 25% credit unless the school excuses the absence. If so, the student has two days for every day absent. The student should let the teacher know if they are aware of any upcoming absences either because of sports/clubs or vacations. In APWH we will be moving quickly and covering a lot of content, a week missed from school without getting the work ahead of time could be devastating to both your grade and score on the AP exam. There will be a binder explaining the missed class as well as a box in the where students can pick up any missed assignments. The assignments will stay in the file for one week, students must pick up assignments within that time frame. If a test is missed, it must be made up outside of regular class time within 1 week of the original exam. Missed deadlines will automatically result in a ZERO for the assignment.

**Themes:**

This AP World History course will challenge students to do much more than just memorize facts and dates. It will push students to think about history thematically. Five themes serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide students with a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “SPICE” acronym.

|  |  |
| --- | --- |
| **S** | **Development and Transformation of Social Structures**  Gender Roles and relations  Family and kinship  Racial and economic constructions  Social and economic classes |
| **P** | **State-Building, Expansion, and Conflict**  Political structures and forms of governance  Empires  Nations and nationalism  Revolts and revolutions  Regional, trans regional, and global structures |
| **I** | **Interaction between Humans and the Environment**  Demography and disease  Migration  Patterns of Settlement  Technology |
| **C** | **Development and Interaction of Cultures**  Religions  Belief systems, philosophies, and ideologies  Science and technology  The arts and architecture |
| **E** | **Creation, Expansion, and Interaction of Economic Systems**  Agricultural and Pastoral Production  Trade and commerce  Labor systems  Industrialization  Capitalism and socialism |

# **Course Schedule:**

Period 1 : Technological and Environmental Transformations - to c. 600 B.C.E. - 5% of exam ~2 weeks

Period 2; Organization and Reorganization of Human Societies -600 B.C.E. - 600 C.E. - 15% of exam ~4 weeks

Period 3: Regional and Trans regional Interactions - 600 C.E to 1450 - 20 % of exam ~6 weeks

Period 4: Global Interactions- 1450-1750- 20 % of exam ~6 weeks

Period 5: Industrialization and Global Integration- 1750-1900- 20% of exam ~6 weeks

Period 6: Accelerating Global Change and Realignments- 1900-to the present- 20% of exam ~6 weeks

Review of entire course and practice for AP Exam ~ 3 weeks

**Introduction to AP World History**

*Topics for Overview include:*

Class expectations

Big Picture Map, AP World Regions

Historical Thinking Skills

Why Study History?

*Class Time: 3 Days*

*Selected Activities/Assessments:*

* Students will construct a map of the world from memory in groups, they will then compare with other groups as well as various projections and historical maps. Quiz about AP World Regions.
* Reading of *Historical Thinking Skills for AP World History* by Dave Newmann, in groups, students will create posters for the classroom defining and providing examples of each skill. Students will learn close reading skills as they complete this assignment.
* Students will read both Peter Stearns’ and William McNeill’s “Why Study History”, compare and debate thesis with partner, provide three pieces of evidence to prove thesis. This will be used as an opportunity to review what a thesis statement is, students will then write their own short essay including a thesis.
* Students will watch for homework, *The History of our World in 18 minutes, a* TED talk by David Christiansen and list main points for discussion in class.

**Unit 1: To 600 BCE: Technological and Environmental Transformations**

*Key Concepts:*

Big Geography and the Peopling of the Earth

Neolithic Revolution and Early Agricultural Societies

Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

*Historical Thinking Focus:*

Interpretation & Analyzing Evidence

*Exam Skill Focus:*

SAQ

MC Stimulus

Thesis Statements and Use of Evidence

*Topics for Overview include:*

Prehistoric Societies

Neolithic Revolution

Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa, and Oceania

*Class Time: 5 Days*

*Text:*  Strayer and Nelson Ch 1-2

*Primary Sources:*

Cave Paintings from Lascaux, France

Various maps from early civilizations

Epic of Gilgamesh

Code of Hammurabi

The Book of the Dead

*Selected Activities/Assessment:*

* Students will read, *"The Worst Mistake in the History of the Human Race"* by Jared Diamond, decide what his thesis statement is and decide if they agree or disagree. Students will group up based on their decision and come up with 3 pieces of evidence to support it, students will then write a well-developed paragraph explaining why they agree or disagree with his thesis.
* Students will be placed in groups of five students will be assigned one document about various ancient beliefs to read and analyze using provided questions. Students will then present their document to the group. When finished, the group will answer final questions together. (Strayer)
* Students will analyze the impact of geography on political, social, and economic developments in Mesopotamia, South Asia, East Asia, Mesoamerica, Andes and conduct a jigsaw research activity, comparing findings from group to group using GRAPES chart. Use this activity to begin to teach process for comparison essays. Students will write a mini **comparison essay** using at least two civilizations.
* Students will complete a small group discussion based on: What environmental changes occurred as a result of the birth of civilizations? What geographic features influenced the development of early civilizations? What characteristics of foraging societies continued to be a part of agricultural societies?
* Unit 1 Exam (Open notes) containing 15 MC Questions, 2 SAQ

**Unit 2 600 BCE-600 CE: Organization and Reorganization of Human Societies**

*Key Concepts:*

Development and Codification of Religious and Cultural Traditions

Development of States and Empires

Emergence of Trans regional Networks of Communication and Exchange

*Historical Thinking Focus:*

Comparison

*Exam Skill Focus:*

SAQ

LEQ Comparison & Causation

*Topics for Overview include:*

Classical Civilizations: Greece, Rome, China and India, including migrations of the Huns and Germanic Tribes

Major Belief Systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism; including Daoism; polytheism and shamanism

Early Trading Networks: Silk Road, spread of belief systems

*Class Time: 4 weeks*

*Text:* Strayer and Nelson Ch. 3-6

*Primary Sources:*

Pericles Funeral Oration

Excerpts from Ashoka’s Pillars

Excerpts from the Bible, the Torah, the Analects, and the Bhagavad Gita

*Selected Activities/ Assessments:*

• Students will complete a chart based on the Conrad Demerest Model of Empire. Using this information, students will write a Comparison essay: Characteristics and fall of Empires during the Classical period, choice of two Han China, Maruyan/Gupta India, Imperial Rome.

* Students will complete a close reading of primary documents from Greece and participate in a structured debate based on the idea of Athenian democracy.
* Students will view a documentary on the Battle of Thermopylae and then have small group discussions concerning the historical perspective the story is told from and how it could be told differently if from the Persian perspective
* Students will complete a problem solving activity pertaining to the inventions of the Chinese dynasties and then hypothesize what year certain inventions were created or discovered by the Chinese versus in Europe.
* Students will analyze primary source documents relating to Ashoka, the creation of the Maruryan Empire in India, and his conversion from Hinduism to Buddhism. Students will compare the ruling style to that of Shi Huang Di in the Qin dynasty.

**Unit 3 600-1450: Regional and Trans-regional Interactions**

*Key Concepts:*

Expansion and Intensification of Communication and Exchange Networks

Continuity and Innovation of State Forms and their Interactions

Increased Economic Productive Capacity and Its Consequences

*Historical Thinking Focus:*

Argumentation

*Exam Skill Focus:*

DBQ

MC Stimulus

*Topics for Overview include:*

The Islamic World, the Crusades, and Schism in Christianity

European and Japanese feudalism

Mongols across Eurasia and urban destruction in SW Asia, Black Death

Overseas expansion and the innovation of government in colonies

Bantu and Polynesian migrations

Great Zimbabwe and Mayan empires and urbanizations

Ming Treasure Ships and Indian Ocean Trade (Swahili Coast)

Changes in Women’s roles regionally

*Class Time: 6 weeks*

*Text:* Strayer and Nelson Ch. 7-12

*Primary Sources:*

Mayan Creation Story

The Lives of Caesar

Magna Carta

Ibn Battuta, Travels in Africa

excerpts from the Koran

Lady Murasaki, The Tale of Genji

Images from the Kaifeng Scroll

Yuan Ts’ai, Precepts for Social Life

The Mongol Empire Takes Shape

The Tale of King Sundunita

*Selected Activities/ Assessments:*

•Students will examine archeological evidence using an interactive website (<http://www.learner.org/interactives/collapse/>) in the form of data from sediment samples, images of skeletal remains, and the image of a stone lintel from Bonampak to develop a hypothesis that might explain the collapse of classical Mayan civilization. Students will also be encouraged to consult one of the following sources to bolster their conclusions.

* Students will host a philosophical chairs activity with focus on using historical evidence to form their argument after reading the article by Gregory Guzman “Were the Barbarians a Negative or a Positive Factor in Ancient and Medieval History?
* Students will closely analyze documents pertaining to the contributions and spread of Islam and develop a thesis statement by grouping the documents into various categories .
* Students will examine parts of the Kaifeng scroll and then complete a web quest gathering information about early urban life.
* Students will study cause and effect by identifying correlations between trade routes and the spread of bubonic plague as well as using primary sources to research the changes in the cultural, political, and social aspects of Europe in the late middle ages.

**Unit 4: 1450-1750: Global Interactions**

*Key Concepts:*

Globalizing Networks of Communication and Exchange

New Forms of Social Organization and Modes of Production

State Consolidation and Imperial Expansion

*Historical Thinking Focus:*

Contextualization

*Exam Skill Focus:*

LEQ Continuity and Change

Using Synthesis and Context in LEQs

*Topics for Overview include:*

Renaissance to Scientific Revolution

Reconquista, Europe in Africa, Spanish in the Americas

Portuguese and Indian Ocean Trade networks, Southwest Asian trade networks

The Columbian Exchange in Atlantic and Pacific Context

Expansion of Global Economy and Absolutism: Muslim, Tokugawa, and Romanov empires

Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Atlantic Slave trade, and expansion of Islam in sub-Saharan Africa

*Class Time:* 6 weeks

*Text:* Strayer and NelsonCh. 13-15

*Primary Sources:*

Bernal Diaz, The True History of the Conquest of New Spain

An Aztec Account of the Conquest of Mexico

El Lienzo de Tlaxcala

Juan Gonzales de Mendoza, The History of the Great and Mightie Kingdom of China

Christopher Columbus, Letter from the First Voyage

*Selected Activities/ Assessments:*

• Students will write a CCOT Essay: Analyze continuities and changes in the commercial life of the Indian Ocean region from 650 C.E. to 1750 C.E.

• Students will write a Comparative essay: Compare demographic and environmental effects of the Columbian Exchange on the Americas with the Columbian Exchange’s demographic and environmental effects on ONE of the following regions between 1492 and 1750. (Africa, Asia, Europe)

* Students will read primary and secondary sources on the Tokugawa and Russian Empires in the 1450-1750 time period. Students will role play either Ieyasu or Peter the Great with a counter partner. Students will write an essay comparing and contrasting Japanese and Russian actions and reactions to Western influences in the 1450-1750 time period.

• Students will use their knowldge of the Atlantic Slave Trade to create a group project identifying the connection to "SPICE" themes in the various regions in order to practice contextualization of a topic

• Students will read The Columbian Exchange by Alfred Crosby and answer questions evaluating Crosby’s argument and the larger global impact of the Columbian Exchange on world economics, politics, and culture.

Students will complete a bucket activity to help practice grouping documents for a DBQ using the 2006 DBQ about the global flow of silver.

**Unit 5 1750-1900: Industrialization and Global Integration**

*Key Concepts:*

Industrialization and Global Capitalism

Imperialism and Nation-State Formation

Nationalism, Revolution and Reform

Global Migration

*Historical Thinking Focus:*

Causation

*Exam Skill Focus:*

DBQ : Bucket activity

LEQ Causation

Thesis Statement and Evidence

*Topics for Overview include:*

The Age of Revolutions: English Revolutions, Scientific Revolution & Enlightenment,  
American Revolution, French Revolution and its fallout in Europe, Haitian & Latin American Revolutions

Global Transformations: Demographic Changes, the End of the Atlantic Slave Trade, Industrial Revolution and Its Impact, Rise of Nationalism, Imperialism and its Impact on the World

*Class Time: 6 weeks*

*Text:* Strayer and Nelson Ch. 16-19

*Primary Sources:*

The US Declaration of Independence

Communist Manifesto, Karl Marx

The Man Versus the State, Herbert Spencer

Why We Are Militant, Emmeline Pankhurst

The Unexpurgated Case Against Women Suffrage, Almroth E. Wright

The Superior Anglo-Saxon Race, Cecil Rhodes

*Selected Activities/ Assessments:*

• Students will write a CCOT Essay: Analyze continuities and changes in labor systems between 1750 and 1900 in ONE of the following regions. (Latin America and the Caribbean, Oceania, Sub-Saharan Africa)

• Students will write a Comparative Essay: Compare the effects of racial ideologies on North American societies with those on Latin American/Caribbean societies during the period from 1500 to 1830.

• Students will write a DBQ: Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s.

• Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period

• Students will complete a close analysis of the US Declaration of Independence and identify the Enlightenment ideals inspiring the political theories behind the document.

Students will read about Crane Brinton's Fever model of Revolution, apply it to the French, Haitian, and American Revolutions, and then argue if the model fits their assigned topic.

• Students will participate in a Socratic Seminar debating the Impact of the American Declaration of Independence on International Revolutions based on their comparison of other declarations and the article written by David Armstrong, *Declaration of Independence: A Global History.*

• Students will analyze data demonstrating patterns of urbanization to determine the impacts of industrialization on various aspects of life.

• Students will investigate the impact of colonialism and industrialization on native societies in Oceania, Australia, India, and Africa by analyzing pieces of art, photographs, and graphs and reading an article from a prominent historian. They will then conduct a philosophical chairs debate on if it had a long-term positive or negative impact.

**Unit 6 1900-present: Accelerating Global Change and Realignments**

*Key Concepts:*

Science and the Environment

Global Conflicts and Their Consequences

New Conceptualizations of Global Economy and Culture

*Topics for Overview include:*

Anti-Imperial Movements, World War I, Russian, Chinese and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, World War II

Decolonization, the Cold War World, International Organizations, the Post-Cold War World, Globalization

*Class Time: 6 weeks*

*Text:* Strayer and Nelson Ch. 20-23

*Primary Sources:*

Fourteen Points Woodrow Wilson

WWI Propaganda Posters

• There is no salvation for India, and the Doctrine of the Sword, Mohandas Gandhi

• Problems of China’s Revolutionary War, Mao Zedong

• Mein Kempf, Hitler

• The Decision to Drop the Atomic Bomb

• Maps available showing income discrepancies, social movements, on Worldmapper.com

• Tables/Charts concerning the Cold War progression of atomic weapon development from Strayer

*Selected Activities/ Assessments:*

* Students will write a CCOT: Analyze continuities and changes in cultural beliefs and practices in ONE of the following regions from 1450 to the present. (Sub-Saharan Africa, Latin America/Caribbean)
* Students will view and analyze eight posters of SCAP (Supreme Commander of the Pacific) design to teach Japanese citizens about their new constitution. What differences did the new constitution contain when comparing it to the old constitution?

• Students will write a Comparative Essay: Compare the effects of the First World War in TWO of the following regions: (East Asia, Middle East, South Asia)

• Students will debate the benefits and negative consequences of the rapid advances in science during the 20th and early 21st centuries.

• Students will trace the development of globalization through one form of popular culture in the 20th century such as soccer, the Olympics, or Reggae music and identify it’s impact on politics, social issues, or economic development in non- European regions.