

Advanced Placement World History

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“TEACHERS HAVE THE RIGHT TO TEACH, AND STUDENTS HAVE THE RIGHT TO LEARN”

Course Overview

Advanced Placement World History is a year-long two credit course and open to 10th grade students. Students will earn required World History graduation credit upon the successful completion of this course. This course will focus on the study of the histories of the world’s civilizations. This full-year course explores the expansive history of the human world. You will learn many facts, but also the critical thinking skills necessary to analyze historical evidence. Five themes will be used as a frame of reference in the chronological study of our world’s history; these themes are: Interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. An important skill you will acquire in the class is the ability to examine change over time, including the causation of events as well as the major effects of historical developments, the interconnectedness of events over time, and the spatial interactions that occur over time that have geographic, political, cultural, and social significance. It is important for each student to develop the ability to connect the local to the global, and vice versa. You also will learn how to compare developments in different regions and in different time periods as well as contextualize important changes and continuities throughout world history.

AP World History Historical Thinking Skills

<http://apcentral.collegeboard.com/apc/public/repository/WorldHistoryHistoricalThinkingSkills.pdf>

- Crafting Historical Arguments from Historical Evidence
- Chronological Reasoning
- Comparison and Contextualization
- Historical Interpretation and Synthesis

AP World History Themes

- Interaction between humans and the environment
- Development and interaction of cultures
- State building, expansion, and conflict
- Creation, expansion, and interaction of economic systems
- Development and transformation of social structures

AP World History Periods

Technological and Environmental Transformations	to c. 600 B.C.E.
Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.
Regional and Transregional Interactions	c. 600 C.E. to c. 1450
Global Interactions	c. 1450 to c. 1750
Industrialization and Global Integration	c. 1750 to c. 1900
Accelerating Global Change and Realignment	c. 1900 to the Present

Textbook

Stearns, Peter N...[et al.]. *World Civilizations: The Global Experience*. 5th Edition. Pearson Education, Inc., 2007. ISBN # 0132206994 (GE)

Supplemental Text

Mitchell, Joseph and Mitchell, Helen Buss. *Taking Sides Clashing Views in World History, V.1: The Ancient World to the Pre-Modern Era*. 3rd Edition. 2006. ISBN# 9780073514994

Mitchell, Joseph and Mitchell, Helen Buss. *Taking Sides Clashing Views in World History, V.2*. 2nd Edition. 2005. ISBN# 9780073514925

Stearns, Peter N. [et al.] *Documents in World History, Volume I: The Great Tradition: From Ancient Times to 1500*, 4/E. 2006. ISBN# 0321330544

Stearns, Peter N. [et al.] *Documents in World History, Volume II: The Modern Centuries: From 1500 to the Present*, 4/E. 2006. ISBN# 032133258X

Wood, Ethel. AP* *World History: An Essential Coursebook*, 2nd Edition. 2011. ISBN# 978-0983176626

A variety of other primary and secondary sources will be used during the course. Check the Canvas website for electronic versions of those sources or links to relevant websites. <https://dubuque.instructure.com/>

AP Exam: Thursday May 11 @ 8:00 a.m.

EXPECTATIONS

HONOR CODE

As a member of the Dubuque Senior school community:

I will let my conscience be my guide in my everyday actions and endeavors at Dubuque Senior High School.

I will neither give nor receive unauthorized aid, as defined by my teacher both explicitly and implicitly, from any source on exams, homework, quizzes, papers, or any other academic endeavor.

I will not steal or violate others' property, either academic or material.

I will not violate the person of others or the person of the school.

I will pledge my honesty to the school community, and I expect others to be responsible and to do the same.

On all my work, my name affirms my honor.

Attendance

YOU CAN ONLY SUCCEED IF YOU ARE IN CLASS. If you attend class regularly you will benefit from class discussions, collaborative work, immediate feedback on progress, instructor assistance on guided work and the development of important learning skills and work habits.

Punctuality

YOU ARE EXPECTED TO BE IN THE CLASSROOM WHEN THE PASSING BELL RINGS. If you are prompt to class you will know the instructional learning goals for the day and thus, will know the instructional purpose. Likewise, you will receive immediate feedback on completed independent homework. More importantly you will develop responsibility, an important learning skill and work habit. **CONSEQUENTLY, IF YOU FAIL TO ATTEND CLASS ON TIME YOU WILL BE EXPECTED TO SERVE A 15 MINUTE DETENTION FOR EACH AND EVERY INFRACTION.**

Independent Homework

YOU ARE EXPECTED TO COMPLETE ALL ASSIGNED HOMEWORK ACCORDING TO ASSIGNED DUE DATES AND DEADLINES. Since completed homework provides evidence of academic development, students will be assigned a minus for incomplete work. If you are absent, arrangements for completion of homework will be arranged and all work will be completed according to established deadlines. Homework will be checked daily.

Makeup Work

All makeup work is expected to be completed by arranged deadlines. If absences are going to be extended it will be necessary for students to inquire about missed assignments by contacting me @ 552-5640 or mwulfekuhle@dbqschools.org

Extra Evidence

All students, at times, will be asked to provide more evidence of academic competency. These opportunities are not optional and the tasks will be completed by all students. These opportunities will only boost your grade but more importantly will provide evidence of student understanding. These opportunities are offered at different points in each quarter. They will be writing tasks and usually will be discussion forums or R.A.F.T.s

Semester/Final Exams

ALL Students are EXPECTED to attend scheduled semester and final exams. NO exemptions will be permitted. Semester and Final exams are designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction. It is necessary students take the exams so sufficient evidence can be collected and assessment of student historical proficiency can be determined.

Behavior

YOU ARE EXPECTED TO BEHAVE IN A MATURE MANNER AND RESPECT OTHERS. NO FOOD OR DRINK WILL BE ALLOWED IN THE CLASSROOM (GENERAL SCHOOL RULES, IN STUDENT AGENDA). By demonstrating mature behaviors, you will develop responsible work habits ensuring your likely success in this course. In addition, students are expected to stay focused and use class time to appropriately complete assigned tasks. Likewise, students will be expected to follow instructions with minimal supervision.

Participation

YOU ARE EXPECTED TO BE AN ACTIVE PARTICIPANT IN ALL CLASS ACTIVITIES AND MUST DEMONSTRATE THAT YOU ARE PREPARED TO LEARN ON A DAILY BASIS. Contributing to class discussions will provide you with immediate feedback and will guide you in your full understanding of historical content. Likewise, your class participation will allow you to assess your preconceptions about the past and you will reinforce your current thinking or correct errors in your previous thinking about the past. In addition, participation in class discussions will enhance your collaborative and initiative skills and work habits. Students are expected to complete an equitable share of work in a group and always respond positively to others.

Organization

You are expected to keep a daily record of your class assignments and you must record information completely and accurately on the independent practice record. You are expected to bring your textbook (covered) to class each day. You are expected to bring writing utensils (pens & pencils) to class each day. Finally, you are expected to maintain a class binder (2" or 2½") that should be brought to class every day. The student binder should be organized and include course handouts, notes and assigned materials.

Technology

Student learning can be enhanced by the use of computers. Using these tools can improve student reading and writing skills. Also, students can be provided immediate feedback about their work using technology. **Because our classroom is equipped with laptops for each student, you will have NO need for a personal electronic device.** You are asked to keep your personal electronic devices in your backpack and not use them in this classroom.

ASSESSMENT

What is the purpose of Assessment in this class?

To collect evidence of...

- Knowledge development and proficiency
- Historical skill development and proficiency
- Learning Skills and Work Habits development and proficiency

To report feedback about...

- Knowledge development and proficiency
- Historical skill development and proficiency
- Learning Skills and Work Habits development and proficiency

How will you be assessed in this class?

- Selected Response Quizzes and Tests (Multiple Choice)
- Socratic Seminars
- Free Response Essays (Change Over Time, Comparison & Contrast, Periodization, Causation & Document Based Questions)***
- Reading Informational Text Quizzes
- R.A.F.T.s (Point of View Writing)

- Discussion Forums
- Independent Homework
- (End of Quarter 5pt. Scale)
- Learning Skills & Work Habits (End of Quarter, 5 pt. Scale)
- Leveler points will be rewarded to students who successfully complete 90% or better on their unit homework.

What is assessed in this class?

- Understanding of historical facts, dates, names, places, events and ideas
- Historical Thinking Skills
- Learning Skills and Work Habits
 - Responsibility
 - ✓ Fulfill responsibilities and commitments within the learning environment.
 - ✓ Complete your class work, homework, and assignments according to agreed-upon timelines.
 - ✓ Take responsibility for and managing your own behavior.
 - Organization
 - ✓ Devise and follow a plan and process for completing your assigned work and tasks.
 - ✓ Establish priorities and manage your time to complete tasks and achieve goals.
 - ✓ Identify, gather, evaluate, and use information, technology, and resources to complete tasks.
 - Independent Work
 - ✓ Independently monitor, assess, and revise plans to complete tasks and meet goals.
 - ✓ Use class time appropriately to complete tasks.

- ✓ Follow instructions with minimal supervision.

Collaboration

- ✓ Accepts various roles and an equitable share of work in a group.
- ✓ Respond positively to the ideas, opinions, values, and traditions of others.
- ✓ Build healthy peer-to-peer relationships through personal and media-assisted interactions.
- ✓ Work with others to resolve conflicts and build consensus to achieve group goals
- ✓ Share information, resources, and expertise and promote critical thinking to solve problems and make decisions.

Initiative

- ✓ Look for and act on new ideas and opportunities for learning.
- ✓ Demonstrate the capacity for innovation and a willingness to take risks.
- ✓ Demonstrate curiosity and interest in learning.
- ✓ Approach new tasks with a positive attitude.
- ✓ Recognize and advocate appropriately for the rights of self and others.

Self-Regulation

- ✓ Set own individual goals and monitor progress towards achieving them.
- ✓ Seek clarification or assistance when needed.
- ✓ Assess and reflect critically on own strengths, needs, and interests.
- ✓ Identify learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- ✓ Persevere and make an effort when responding to challenges.

Grading Scale

A 100%..... 93%
A- 92%..... 90%
B+ 89%..... 87%
B 86%..... 83%
B- 82%..... 80%
C+ 79%..... 77%

C 76%..... 73%
C- 72%..... 70%
D+ 69%..... 67%
D 66%..... 63%
D- 62%..... 60%
F 59%..... 0%

A 100%90% = 5
B 89%80% = 4
C 79%70% = 3
D 69%60% = 2
F 59%0%= 1



What is Canvas?

- Canvas is a software package for producing an internet-based course and web site.
- Place where students can interact with teachers, fellow students and historical content.

How do I, as a student, login in to Canvas?

- Link to the following internet address: <https://dubuque.instructure.com/login/canvas>
- **User Name:** Power School User Name **Password:** Student ID

Can Parents access the Canvas course page?

- Parents can access the course page @ <https://dubuque.instructure.com/login/canvas>

Why Canvas?

- Opportunity for more students to share their thoughts
- Reduce dependency on printed materials (paper)
- Infuses technology into the curriculum
- Social Networking skills are developed
- Promotes more in depth study of course content
- Teacher to Student and Student to Student communication is enhanced
- Complements Face to Face instruction time

What are the benefits of Canvas?

- Class time can be used to troubleshoot student misunderstandings
- ALL students can interact and develop a deeper understanding of the content
- Students can probe the thinking of their peers
- Students can think freely without the pressures that come with classroom participation
- Assessments provide students with rapid feedback
- Security, safe from the dangers often associated with other social networking programs
- Organized, efficient
- GREEN, environmentally friendly with paper and pencils

What is the downside of Canvas?

- Time Management
- Internet Savvy is a must, computer literate
- Computer Access

What skills are needed to navigate Canvas?

- Point and click mouse

How is the course page organized?

- Your Course will be organized into modules, pages, quizzes/tests, syllabus, files, discussions, grades and other important links

*****Mobile Application Access**

- **Canvas by Instructure**

A.P. World History Course Outline

FROM HUNTING AND GATHERING TO CIVILIZATIONS, 2.5 MILLION—1000 B.C.E.: ORIGINS

Focus: Identify the institutions and traditions of early civilizations

Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.

- ✓ Key Concept 1.1. Big Geography and the Peopling of the Earth
- ✓ Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- ✓ Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Overview: Civilizations developed in the world with the advent of systematic agriculture. Greek, Roman, Chinese, and Indian civilizations surfaced following the early development of civilizations near many fertile river areas including the Tigris and Euphrates, Nile, Indus and Yellow. As each settlement emerged common characteristics—agriculture, social classes, trade, occupation specialization, religion, art, record keeping, literature, government structure, settled cities, and military systems— became associated with a civilization.

Chapter 1: From Human Prehistory to the Early Civilizations (1 week)

Learning Targets

- Students can define "civilization"
- Students can identify the institutions and traditions that are critical for a society to become a successful civilization
- Students can compare the drawbacks of non-civilized societies with civilized societies
- Students can explain what enabled civilizations to develop their institutions and traditions

Pacing

- Introduction: Seating Chart, Syllabus & Class Expectations
 - What is History? The Croods (Eep) Beginning→2:33, Andy Discovers America 9:46→17:05 & The Danger of a Single Story Beginning→ 9:37 (Chimamanda Ngozi Adichie) → Skateboard Clip—(Growth Mindset) <https://youtu.be/G8DzG7w-gU8> or <https://youtu.be/zVrtp3rUS3s>
- KWL/Notes & Discussion
- Video Analysis (KOl): Time Life's Lost Civilizations (Return to Eden & Egypt Quest for Immortality)
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding (Cognitive Apprenticeship, DBQ Skills)
 - Test Your Awareness, Do the Test—How many passes does the team in white make? (Evidence Focus) and Patch Adams
- Socratic Seminar: Was Sumerian Civilization Exclusively Male Dominated?
- EC—pp. 21-70, Canvas Quiz, Long Essay Writing (One Note): Analyze, Organize, Develop & Write (Collaborative)

THE CLASSICAL PERIOD, 1000 B.C.E.—500 C.E.: UNITING LARGE REGIONS

Focus: Compare and contrast the development of institutions and traditions in any two classical civilizations.

Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

- ✓ Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- ✓ Key Concept 2.2. The Development of States and Empires
- ✓ Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

Overview: After the decline of early river valley civilizations, new civilizations emerged in China, India, Greece and Rome. Each of these, so-called, Classical Civilizations established social, economic and political patterns that came to have a lasting impact upon many future generations of people. Each established roots that became so deeply embedded that one could still see evidence of their influence in the present modern world. In becoming "civilized", each developed in its own unique way. Even though interaction between the classical civilizations was limited, each developed advanced social, economic and political trends that have become standards for modern day civilizations.

Chapter 2: Classical Civilization—China (1 week)

Learning Targets

- Students can trace the development of Chinese institutions and traditions
- Students can evaluate the strengths and weaknesses of classical China

Pacing

- Close Reading Outline and Discussion
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding (Cognitive Apprenticeship, DBQ Skills)
- Structured Academic Controversy: Did the Chinese Value Individuality? Sources—Confucianism (DIWH, pp. 49-55), Legalism: An Alternative System (DIWH, pp. 56-60), Daoism (DIWH, pp. 62-66), Research: Individualism in Classical Chinese Thought
- EC—pp. 98-105, Canvas Quiz, Long Essay Writing (One Note): AODW (Independent) & Write, Write & Evaluate (Collaborative)

Chapter 3: Classical Civilization—India (1 week)

Learning Targets

- Students can trace the development of Indian institutions and traditions
- Students can evaluate the strengths and weaknesses of classical India
- Students can compare and contrast the development of Classical Chinese and Indian institutions and traditions

Pacing

- QAR and Discussion
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & Consensogram
- Structured Academic Controversy: Was religion an exclusive focus for Indians? Sources, DIWH—To Fight in a Righteous War: Varna and Moral Duty in India (pp. 80-84), The State and the Economy in India (Arthashastra) (pp. 95-99) Emperor Ashoka and "Right Conduct": The Doctrine of Dhamma (pp. 101-106)
- EC—pp.105-109, Canvas Quiz, Long Essay Writing (One Note)

Chapter 4: Classical Civilization in the Mediterranean—Greece and Rome (1 week)

Learning Targets

- Students can trace the development of Mediterranean institutions and traditions
- Students can evaluate the strengths and weaknesses of classical Greece and Rome
- Students can compare and contrast the development of Classical Chinese, Indian and Mediterranean institutions and traditions

Pacing

- KWL/Notes & Discussion
- Video Analysis (KOI): Time Life's Lost Civilizations (Rome the Ultimate Empire)
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & (POV) Plutarch & R.A.F.T.—Roman Patrician
- Societal Comparison (SPRITE): China & Rome
- EC—pp.74-98, Canvas Quiz, Long Essay Writing (One Note): DBQ—Han and Roman Attitudes
- *Discussion Forum: What Kind of Leader was Augustus (Octavius)? (Extra Evidence)*

Chapter 5: Directions, Diversities and Declines by 500 C.E. (1 week)

Learning Targets

- Students can identify and compare the factors that contributed to the fall of classical civilizations
- Students can identify the reasons for the popular appeal for new religions after the fall of classical civilizations
- Students can identify the traits that defined civilizations beyond classical civilizations

Pacing

- Close Reading Outline and Discussion
- Philosophical Chairs: Agree or Disagree. At the time of declining civilization, religion provides stability in a world of disorder and chaos. Sources—Buddhism Spreads to China, Korea, and Japan (DIWH, pp. 167-177), The Spread of Christianity: Justin, Anonymous Documents (DIWH, pp. 180-186), A Record of the Buddhist Kingdoms, Theodosian Code XVI.i.2, Acts 17:16-34 In Athens, An Early Account of an Ordination Ceremony in Sri Lanka, Zosimus Historia nova
- Socratic Seminar: Were Internal Factors Responsible for the Fall of the Roman Empire?
- EC—pp. 109-115 & pp. 118-129, Canvas Quiz, Long Essay Writing (One Note)
- From Hunting and Gathering to Civilizations and the Classical Period: Free Response Essay
- From Hunting and Gathering to Civilizations and the Classical Period: Multiple Choice Objective Exam

ASSESSMENT

- From Hunting and Gathering to Civilizations and the Classical Period: Free Response Essay
Compare and contrast the DEVELOPMENT of institutions and traditions (political, economic, religious, social, intellectual and artistic) in any two classical civilizations.
- From Hunting and Gathering to Civilizations and the Classical Period: Multiple Choice Objective Exam

THE POSTCLASSICAL PERIOD, 500-1450: NEW FAITH AND NEW COMMERCE

Focus: Describe the evolution and development of one of the following areas of civilization from the beginning to the end of the post-classical period. The Middle East and North Africa, South Asia, China and East Asia, Eastern Europe, Western Europe, Sub-Saharan Africa, The Americas

Period 3: Regional and Transregional Interactions, c. 600 C.E. to c. 1450

- ✓ Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- ✓ Key Concept 3.2. Continuity and Innovation of State Forms and their Interactions
- ✓ Key Concept 3.3. Increased Economic Productive Capacity and its Consequences

Overview: From 500 C.E. to 1450 C.E. the postclassical period emerged. During this time, economic, social and political trends, that became characteristic of the classical era, faced the forces of change. The postclassical era witnessed developments that came to define this period. With the collapse of great classical empires, many people looked for guidance and thus, a religious fervor spread and religion became a key trait of the postclassical era. Along with a religious surge, many parts of the classical world began to witness an increase in international trade. During this era, many classical trends were continued but forces were at work promoting a break from fundamental traditions. The Postclassical Era left its mark on the world and the time period was influential in the further development of the civilized world.

Chapter 6 & 7: The Rise and Spread of Islam & Abbasid Decline and The Spread of Islamic Civilization to South and Southeast Asia (1 Week)

Learning Targets

- Students can describe the evolution and development of the Middle East and North Africa from the beginning to the end of the post-classical era
- Students can describe the evolution and development of South Asia from the beginning to the end of the post-classical era

Pacing

- QAR and Discussion
- KWL/Notes & Discussion: Khalifa A Novel of Conquest and Personal Triumph
- KWL/Notes & Discussion and Discussion
- Video Analysis (KOI): Islam Empires of Faith (One Thousand Years of Missing History by Professor Salim T S Al-Hassani)
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & (POV) Masoudi & R.A.F.T—Sufi Traveler
- Change Analysis Sheet (SPRITE) Islam Spread—Middle East and North Africa
- EC—pp. 140-157, Canvas Quiz, Long Essay Writing (One Note)

Chapter 8: African Civilizations and the Spread of Islam (1 Week)

Learning Targets

- Students can describe the evolution and development of Africa from the beginning to the end of the post-classical era

Pacing

- Close Reading Outline and Discussion
- Video Analysis (KOI): Wonders of the African World (The Islamic Legacy of Timbuktu by Tahir Shah)
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & Consensogram
- Change Analysis Sheet (SPRITE) Spread of Islam—African Civilizations
- EC—pp. 227-243, Canvas Quiz, Long Essay Writing (One Note)

Chapter 9: Civilization in Eastern Europe (1 Week)

Learning Targets

- Students can describe the evolution and development of the Eastern Europe from the beginning to the end of the post-classical era

Pacing

- QAR and Discussion
- Video Analysis (KOI): Russia Land of the Tsars (A Brief History of Medieval Russia by Richard Morfill)
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & SPAR
- KWL, Sortout Notes and Jigsaw Discussion: Justinian The Sleepless One
- Socratic Seminar: Did the Byzantine Empire Benefit from the Rule of Justinian and Theodora?
- EC—pp. 175-180, Canvas Quiz, Long Essay Writing (One Note)

Chapter 10: A New Civilization Emerges in Western Europe (1 Week)

Learning Targets

- Students can describe the evolution and development of Western Europe from the beginning to the end of the post-classical era

Pacing

- KWL/Notes & Discussion
- Video Analysis (KOI): The Crusades—The Crescent and the Cross (The Cannibals of Ma'arra)
- Video Analysis (KOI): The Messenger—Joan of Arc (Joan of Arc, Brief Biography by Allen Williamson)
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & (POV) Jean Froissart & R.A.F.T—Islamic Scholar and Traveler
- SAC: Were Western Europeans encouraged to sacrifice their individual rights for the greater good of the state? Sources—Feudalism: Contemporary Descriptions and the Magna Carta (DIWH, pp. 240-245), Christine de Pizan: Women and Society in the Late Middle Ages (DIWH, pp. 250-256), Merchants and the Rise of Commerce (DIWH, pp. 258-260)
- Change Analysis Sheet (SPRITE) Collaborative
- EC—pp. 159-174, Canvas Quiz, Long Essay Writing (One Note)
- Discussion Forum: *Dark Ages, Popular Myth or Historically Accurate? (Extra Evidence)*

Chapter 11: The Americas on the Eve of Invasion (1 Week)

Learning Targets

- Students can describe the evolution and development of the Americas from the beginning to the end of the post-classical era

Pacing

- Close Reading Outline and Discussion
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & (POV) Michael Harner: Enigma of Aztec Sacrifice & R.A.F.T—Representative from Aztec Rival
- SAC: Did American governments ensure that its people were provided for economically? Sources—Tribute Under the Aztecs (DIWH, pp. 288-290), The Andean Kingdom of Chuquito in 1567 (DIWH, pp. 293-295)
- EC—pp. 182-195, Canvas Quiz, Long Essay Writing (One Note)

Chapter 12 & 13: The Era of the Tang and Song Dynasties & Japan, Korea and Vietnam (1 Week)

Learning Targets

- Students can describe the evolution and development of China, Japan, Korea and Vietnam from the beginning to the end of the post-classical era

Pacing

- QAR and Discussion
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & Consensogram
- Change Analysis Sheet: China (SPRITE)
- KWL/Notes & Discussion
- Short Answer BR, DBQ—Reading Like a Historian Scaffolding & SPAR
- EC—pp. 196-214, Canvas Quiz, Long Essay Writing (One Note)

Chapter 14: The Last Great Nomadic Challenges (1 Week)

Learning Targets

- Students can appraise the effect the Mongol invasions had upon developing postclassical civilizations

Pacing

- Close Reading Outline and Discussion
- Philosophical Chairs: Agree or Disagree. The Mongols were nothing more than barbarians and destructive conquerors—Sources: Nomads or Barbarians? (Essay by Catriona Macpherson), Secret History of the Mongols, Mongol the Movie, John Plano of Carpini, Marco Polo, William of Rubruck
- EC—pp. 214-225, Canvas Quiz, Long Essay Writing (One Note)
- The Postclassical Period, 500-1450: Free Response Essay
- The Postclassical Period, 500-1450: Multiple Choice Objective Exam

ASSESSMENT

- The Postclassical Period: Free Response Essay
Describe the evolution and development of one of the following areas of civilization from the beginning to the end of the post-classical period. The Middle East and North Africa, South Asia, China and East Asia, Eastern Europe, Western Europe, Sub-Saharan Africa, The Americas
- The Postclassical Period: Multiple Choice Objective Exam

EARLY MODERN PERIOD, 1450-1750: THE WORLD SHRINKS

Focus: Analyze the state/empire-building process triggered by the Ottoman Conquest of Constantinople in 1453

Period 4: Global Interactions c. 1450 to c. 1750

- ✓ **Key Concept 4.1. Globalizing Networks of Communication and Exchange**
- ✓ **Key Concept 4.2. New Forms of Social Organization and Modes of Production**
- ✓ **Key Concept 4.3. State Consolidation and Imperial Expansion**

Overview: Two big changes occurred during the period of 1450 to 1750. A number of new trade empires came into being, replacing smaller political units' characteristic of the preceding period. Also there was shift in trade which included new oceangoing routes across the Pacific and Atlantic Oceans. The triggers for this shift included the revival of empire building and a progression of explorations of new military technologies. These triggers led to three broad changes. The first change was the forging of a new global economy. There were also new global biological exchanges. Finally, this period saw the emergence of new, large empires based on guns and gunpowder. But even with this change, there was continuity. The spread of world religions continued and global contacts did not change regional cultural patterns and gender relations. Also, there were few technological or political changes. Changes of this period affected ordinary people in many parts of the world by compelling people to work harder to sustain large families.

Chapter 15 & 16: The West and the Changing Balance of Power & The World Economy (1 Week)

Learning Targets

- Students can identify the state/empire building process of Western European states from 1450 to 1750
- Students can analyze the state/empire building process of Western European states from 1450 to 1750

Pacing

- QAR and Discussion
- KWL/Notes & Discussion
- Short Answer BR, DBQ—Reading Like a Historian & Cognitive Apprenticeship
- EC—pp. 257-263 & 272-275, Canvas Quiz, Long Essay Writing (One Note): DBQ—Flow of Silver

Chapter 17: The Transformation of the West (1 Week)

Learning Targets

- Students can identify the forces that contributed to the rise of Western European states from 1450 to 1750
- Students can analyze the forces that contributed to the rise of Western European states from 1450 to 1750

Pacing

- Close Reading Outline and Discussion
- Video Analysis (KOI): Luther—Martin Luther and the Protestant Reformation by Paul A. Bishop
- Short Answer BR, DBQ—Reading Like a Historian & Consensogram
- Socratic Seminar: Was the Scientific Revolution Revolutionary?
- EC—pp. 263-271, Canvas Quiz, Long Essay Writing (One Note): DBQ—Work of Scientists

Chapter 18: The Rise of Russia (1 Week)

Learning Targets

- Students can identify the state/empire building process of Russia from 1450 to 1750
- Students can analyze the state/empire building process of Russia from 1450 to 1750

Pacing

- QAR and Discussion
- Video Analysis (KOI): Land of the Tsars—Peter the Great of Russia
- Short Answer BR, DBQ—Reading Like a Historian & (POV) Mikhailo Vasilevich Lomonosov & R.A.F.T.—Louis XIV, Head of French State
- Philosophical Chairs: How effective was Peter the Great in Building an Empire?—Sources: Peter the Great, Reformer or Revolutionary? (B.H. Sumner, S.M. Soloviev, V.O. Kliuchevsky, S.F. Platonov), Decree on Single Inheritance, Russians Celebrated the Year 1700, Pavel Miliukov, Kuntskamara by Olga Baird, James Holman art image
- EC—pp. 323-328, Canvas Quiz, Long Essay Writing (One Note)

Chapter 19: Early Latin America (1 Week)

Learning Targets

- Students can identify the state/empire building process of Spain & Portugal from 1450 to 1750
- Students can analyze the state/empire building process of Spain & Portugal from 1450 to 1750

Pacing

- KWL/Notes & Discussion
- Short Answer BR, DBQ—Reading Like a Historian & SPAR
- Philosophical Chairs: Did Americans benefit from European colonization?—Sources: Economy and Society in Latin America (DIWH, pp. 82-89), Political Styles in Latin America: Colonial Bureaucracy (DIWH, pp. 90-92), Baroque Culture in Spanish America: The Incorporation of Native Americans in Colonial Life (DIWH, pp. 93-98), Music of Latin America (Educational Video Network), http://www.educationworld.com/a_lesson/lesson/lesson032.shtml
- EC—pp. 277-297, Canvas Quiz, Long Essay Writing (One Note)

Chapter 20: Africa and the Africans in the Age of the Atlantic Slave Trade (1 Week)

Learning Targets

- Students can identify the state/empire building process of West African states
- Students can analyze the state/empire building process of West African states

Pacing

- Close Reading Outline and Discussion
- Video Analysis (KOI): Wonders of the African World: Slave Kingdoms (Thoughts on the Atlantic Slave Trade by Abdul- Rasheed Na'Allah)
- Short Answer BR, DBQ—Reading Like a Historian & (POV) King Afonso I, Amistad & R.A.F.T.—Agent for West African Slave Trade Company
- EC—pp. 298-305, Canvas Quiz, Long Essay Writing (One Note)
- *Discussion Forum: Were Africans willing participants in the Atlantic Slave Trade and the expanding world economy dominated by Western European states? (Extra Evidence)*

Chapter 21: The Muslim Empires (1 Week)

Learning Targets

- Students can identify the state/empire building process of Muslim Empires from 1450 to 1750
- Students can analyze the state/empire building process of Muslim Empires from 1450 to 1750

Pacing

- QAR and Discussion
- Video Analysis (KOI): Islam Empires of Faith—The Ottomans (Richard Hooker)
- Short Answer BR, DBQ—Reading Like a Historian & Consensogram
- Societal Comparison (SPRITE): Ottoman & Spain
- EC—pp. 306-322, Canvas Quiz, Long Essay Writing (One Note)

Chapter 22: Asian Transitions in an Age of Global Change (1 Week)

Learning Targets

- Students can identify the state/empire building process of the Ming Dynasty and Tokugawa Shogunate from 1450 to 1750
- Students can analyze the state/empire building process of the Ming Dynasty and Tokugawa Shogunate from 1450 to 1750

Pacing

- KWL/Notes & Discussion
- Video Analysis (KOI): Memoirs of a Secret Empire
- Short Answer BR, DBQ—Reading Like a Historian & SPAR
- Societal Comparison (SPRITE): Russia & Japan
- EC—pp. 328-342, Canvas Quiz, Long Essay Writing (One Note)
- Early Modern Period, 1450-1750, The World Shrinks Free Response Essay
- Early Modern Period, 1450-1750, Multiple Choice Objective Exam

Assessment

- Early Modern Period, 1450-1750, The World Shrinks Free Response Essay
Analyze the evidence supporting and opposing the conclusion of some historians that the Ottoman Conquest of Constantinople in 1453 was a turning point in history that triggered a revival of empire building.

- Early Modern Period, 1450-1750, Multiple Choice Objective Exam

THE DAWN OF THE INDUSTRIAL AGE, 1750-1914

Period 5: Industrialization and Global Integration c. 1750 to c. 1900

- ✓ **Key Concept 5.1: Industrialization and Global Capitalism**
- ✓ **Key Concept 5.2: Imperialism and Nation-State Formation**
- ✓ **Key Concept 5.3: Nationalism, Revolution, and Reform**
- ✓ **Key Concept 5.4: Global Migration**

Overview: During the period of 1750 to 1914 new technologies and economies arose in parts of the world. The countries in these parts of the world, generally in Europe, gained powerful advantages over the rest of the world. The triggers for this shift in world history came from a series of inventions that originated in Great Britain and spread to Europe and the United States. This industrialization led to new forms of work organization and the development of the factory system. It also changed politics as a new middle class sought a political voice. Finally, industrialization provided a context for imperialist tendencies of the West. Although these changes were revolutionary, its results were spread out over many years with resistance on the regional and cultural level. The impact of the industrialization is most evident with the transformation of leisure. New kinds of leisure were developed to decrease time from work. This trend also influenced agricultural regions.

Focus: Analyze the cause and effect that resulted from the spread of western influences, industrialization and modernization, during the mid-eighteenth century

Chapter 23: The Emergence of Industrial Society in the West (1 Week)

Learning Targets

- Students can explain the modernization/industrialization process
- Students can appraise the industrialization process and its effects as the West came to dominate the world

Pacing

- Close Reading Outline and Discussion
- Video Analysis (KOI): French Revolution (Anatomy of a Revolution—Crane Brinton)
- Short Answer BR, DBQ—Reading Like a Historian & (POV) Edwin Chadwick, & R.A.F.T.—Karl Marx, Author of Communist Manifesto
- SAC: Was the Industrial Revolution a huge success.— Sources: Impacts of the Industrial Revolution (Human Web, McNeill, J.R. & William), Jackdaws: Mills, Arnold Toynbee, Friederich Engels, Tables Illustrating the Spread of Industrialization, Capital and Labour by John Leech, Danger: Kids @ Work
- Socratic Seminar: The Industrial Revolution in Britain, Triumph or Disaster? James Phillips Kay Working-Class Conditions In The 1830s, Seen In Manchester By A Social Reformer, Andrew Ure Working-Class Conditions In The 1830s, Seen By An Enthusiast For The Factory System
- EC—pp. 356-369 & 374-376 & 378-392 & 394-398, Canvas Quiz, Long Essay Writing (One Note)
- *Discussion Forum: Were textile factories bad for the health of English workers? (Extra Evidence)*

Chapter 24: The Making of the European Global Order (1 Week)

Learning Targets

- Students can identify the defining traits of new imperialism
- Students can compare old imperialism in the initial period after 1450 to new imperialism between 1750 and 1914
- Students can weigh the positive or negative value of imperialistic activity

Pacing

- QAR and Discussion
- QAR and Discussion—Novel: Things Fall Apart by Chinua Achebe
- Short Answer BR, DBQ—Reading Like a Historian & Consensogram
- Philosophical Chairs—Agree or Disagree. Western Imperialists had good intentions. Sources: The Decades of Imperialism in Africa (DIWH, pp. 208-211), John A. Hobson—Imperialism, A Study (1902), Vladimir Ilyich Lenin—The Highest Stage of Capitalism, Cecil Rhodes—Confessions of Faith, Jules Ferry—A Defense of French Imperialism, Images of Imperialism in Great Britain—Human Record, V.2—Africa Mercy: Hospital of Hope <http://www.cbsnews.com/video/watch/?id=50141230n>
- EC—pp. 429-449, Canvas Quiz, Long Essay Writing (One Note)

Chapter 25: The Consolidation of Latin America (1 Week)

Learning Targets

- Students can discuss the Latin American response and/or reaction to Western influence and imperialism.
- Students can describe the degree to which Latin American states were successful in shaking off their colonial past

Pacing

- KWL/Notes & Discussion
- Video Analysis (KOI): Égailité for All
- Short Answer BR, DBQ—Reading Like a Historian & SPAR
- SAC: Did Latin American states benefit from patterning themselves after the West?—Sources: Independence and Consolidation (DIWH, pp. 189-196), Economy and Society of Latin America (DIWH, pp.197-202), Plan of Iguala, The Storm that Swept Mexico <http://www.pbs.org/itvs/storm-that-swept-mexico/>
- EC—pp. 370-374 & 399-405, Canvas Quiz, Long Essay Writing (One Note)

Chapter 26: The Ottoman Empire, Islamic Heartlands and Qing China (3 days)

Learning Targets

- Students can discuss the Ottoman, Islamic and Chinese response and reaction to Western influence and imperialism.
- Students can compare the Ottoman, Islamic and Chinese response and reaction to Western influence and imperialism.

Pacing

- Close Reading Outline and Discussion
- Short Answer BR, DBQ—Reading Like a Historian & Consensogram
- Change Analysis (SPRITE): Qing and Ottoman Empire
- EC—pp. 406-416, Canvas Quiz, Long Essay Writing (One Note)

Chapter 27: Russia and Japan (7 days)

Learning Targets

- Students can discuss the Japanese and Russian response and reaction to Western influence and imperialism
- Students can compare the ways in which industrialization manifested itself in Japan and Russia
- Students can compare Japanese and Russian response and reaction to Western influence and imperialism

Pacing

- QAR and Discussion
- Short Answer BR, DBQ—Reading Like a Historian & (POV) Shigenobu Ōkuma & R.A.F.T.—Japanese Daimyo or Russian Boyar, Aristocrat
- Socratic Seminar: Did the Meiji Restoration Constitute a Revolution in Nineteenth-Century Japan?
- Change Analysis (SPRITE): Russia and Japan
- EC—pp. 417-427, Canvas Quiz, Long Essay Writing (One Note)
- Modern Era Period, 1750-1914, The Dawn of the Industrial Age Free Response Essay
- Modern Era Period, 1750-1914, Multiple Choice Objective Exam

ASSESSMENT

- Modern Era Period, 1750-1914, The Dawn of the Industrial Age Free Response Essay
Analyze the cause and effect of Great Britain industrialization in the mid-eighteenth century, before any other country
- Modern Era Period, 1750-1914, Multiple Choice Objective Exam

THE NEWEST STAGE OF WORLD HISTORY: 1914-PRESENT

Period 6: Accelerating Global Change and Realignment, c. 1900 to the Present

Key Concept 6.1. Science and the Environment

Key Concept 6.2. Global Conflicts and Their Consequences

Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture

Overview: During the newest stage of world history, 1914 to the present, great Western Empires declined and were replaced by regional groups and multinational corporations. There are several triggers for this dramatic shift. The first is the collapse of European imperial dominance and subsequent decolonization. Another trigger was massive technological innovation in military capacity and communications. The final reason for this shift in world history was an explosion in population growth. These triggers created political innovation and a renewed globalization. But even with these changes many societies resisted changes to traditional worldviews. These key developments in the 20th and 21st centuries effected people's emotions and behaviors by decreasing birth rates and increasing consumerism.

Chapter 28: World War I and the Crisis of the European Global Order (1 Week)

Focus: Discuss the overall impact and consequences of World War I

Learning Targets

- Students can trace the events of World War I
- Students can discuss the overall impact and consequences of World War I

Pacing

- KWL/Notes & Discussion
- Novel: All Quiet on the Western Front (Chapter 7) & Video Analysis (KOI): Gallipoli
- Video Analysis (KOI): Gandhi
- Short Answer BR, DBQ—Reading Like a Historian & (POV) The Historian Who Sold Out by Thomas Fleming & R.A.F.T—Leader in the International Communist Movement
- EC—pp. 462-479, Canvas Quiz, Long Essay Writing (One Note)

Chapter 29: The World Between the Wars (4 days)

Focus: Discuss the probability of a 2nd World War

Learning Targets

- Students can describe the global results of World War I
- Students can predict the probability of a 2nd World War based upon the post-World War I conditions

Pacing

- Close Reading Outline and Discussion
- Video Analysis (KOI): Holodomor, “golodomor”—murder by hunger
- Short Answer BR, DBQ—Reading Like a Historian & Consensogram
- EC—pp.479-493, Canvas Quiz, Long Essay Writing (One Note)

Chapter 30: A Second Global Conflict and the End of the European World Order (4 days)

Focus: Compare the evolution of World War I and World II, noting major strategic elements and developmental stages in the conflict

Learning Targets

- Students can identify the major strategic elements and developments characteristic of World War II
- Students can compare the strategies and tactics of World War I to World II

Pacing

- QAR and Discussion
- QAR, Rape of Nanking—Six Weeks of Horror, Video Analysis (KOI) Schindler’s List—Krakow Ghetto Liquidation
- Short Answer BR, DBQ—Reading Like a Historian & (POV) Fritz Sauckel & R.A.F.T.—Prosecuting Attorney
- EC—pp. 492-498 & 512-517, Canvas Quiz, Long Essay Writing (One Note)

Chapter 31: Western Society and Eastern Europe in the Decades of the Cold War (1 Week)

Focus: Assign responsibility for the start of the Cold War

Learning Targets

- Students can identify events that contributed to the Cold War
- Students can compare the opposing sides in the cold war
- Students can assign responsibility for the start of the cold war

Pacing

- KWL/Notes & Discussion
- Video Analysis (KOI): Thirteen Days (Anatomy of a Controversy, Cuban Missile Crisis)
- Short Answer BR, DBQ—Reading Like a Historian & SPAR
- Socratic Seminar: Was Stalin Responsible for the Cold War?
- EC—pp. 500-508, Canvas Quiz, Long Essay Writing (One Note)

Focus: Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1945 to the present. Be sure to include evidence from specific countries in the region selected.

Latin America, Middle East, Sub-Saharan Africa, Southeast & East Asia

Chapter 32: Latin America—Revolution and Reaction into the 21st Century (3 days)

Learning Targets

- Students can identify the patterns and trends that came to define the Latin American nations and their national identities from 1945 to the Present
- Students can analyze the major changes and continuities in the formation of Latin America's national identities from 1945 to the Present

Pacing

- Close Reading Outline and Discussion
- Video Analysis (KOI): Romero (The Last Sermon, 1980)
- EC—pp. 528-535, Canvas Quiz, Long Essay Writing (One Note): DBQ—Cuban Revolution

Chapter 33 & 34: Africa, the Middle East, and Asia in the Era of Independence & Rebirth and Revolution: Nation-building in East Asia and the Pacific Rim (1 Week)

Learning Targets

- Students can identify the patterns and trends that came to define the African, Middle Eastern and Asian nations and their national identities from 1945 to the Present
- Students can analyze the major changes and continuities in the formation of African, Middle Eastern and Asian national identities from 1945 to the Present

Pacing

- Africa, the Middle East, and Asia in the Era of Independence: QAR and Discussion
- Video Analysis (KOI): Amandla—A Revolution in Four Part Harmony (Power & Strength) –Mandela An Audio History (All Things Considered, NPR)
- Rebirth and Revolution: Nation-building in East Asia and the Pacific Rim: KWL/Notes & Discussion
- Philosophical Chairs: Agree or Disagree. Ho Chi Minh and the Vietminh were more nationalist than they were communist Sources: Sources—HO (Chapter 4 & 6) by David Halberstam, Ho Chi Minh: Program for Communist of Indochina (1930), Vietnamese Declaration of Independence (1945), The Manifesto of The Laodong Party (1951), Viet Cong Program (1962), President Ho Chi Minh's Reply to President Johnson's Letter (1967)
- EC—pp. 508-512 & 517-528, Canvas Quiz, Long Essay Writing (One Note)
- *Discussion Forum: Why did Chinese Youth get swept up in the Cultural Revolution? (Extra Evidence)*

Chapter 35 & 36: The End of the Cold War and the Shape of New Era & Globalization and Resistance (6 Days)

Focus: Discuss the effect the end of the Cold War had upon global political, economic and social trends from the 1980s to the present

Learning Targets

- Students can identify the political, social and economic changes caused by the end of the Cold War
- Students can identify the cold war trends continued following the end of the Cold War
- Students can identify the greatest challenges that face nations in the post-cold war era
- Students can identify the developments that indicate a promising future for post-cold war nations

Pacing

- The End of the Cold War and the Shape of New Era: Close Reading Outline and Discussion
- Video Analysis: Hotel Rwanda
- Globalization and Resistance: QAR and Discussion
- Philosophical Chairs: Has the world's playing field been leveled, flattened by globalization. (Friedman, Florida, Shiva, Slum Dog Millionaire)
- Socratic Seminar: Does Globalization Threaten Cultural Diversity?
- EC—pp. 537-561, Canvas Quiz, Chapter 35 & 36 Reflection, DBQ—Green Revolution (Buddy Read)

NEWEST STAGE OF WORLD HISTORY: 1914-PRESENT Multiple Choice Objective Exam

REVIEW: Students will be assigned thematic outlines that require individual completion. Students will share completed outlines with assigned group members. This collaborative review of shifts in demographics, gender, global trade and religion will prepare students for the AP College Board exam. In addition, students will visit web sites and review their understanding by completing practice multiple choice questions.

Review Pacing (8 Days)

- Thematic Outlines: Demographic Shifts, Global Trade, Gender, Religion—Collaboration and Response to Prompts
- Cracking the AP World History Exam & www.sparknotes.com
- AP* Exam & Regents Exam Prep Center (Review Resources):
<http://www.regentsprep.org/Regents/global/global.cfm>
- 2002 Release Exam & Ace Practice Tests:
http://college.cengage.com/history/world/bulliet/earth_peoples/2e/students/ace/index.html
- College Board Exam & Pearson Prentice-Hall Brief Review in Global History:
http://www.phschool.com/curriculum_support/brief_review/global_history/
- 2007 Release Exam & Essential Coursebook Exam 2
- 2011 Practice Exam & Barron's Exam 1

Post-Exam

Learning Targets

- Students can analyze Historical based films for accuracy

Pacing

- Video Analysis (KOI): Imitation Game
- Video Analysis (KOI): Invictus
- Video Analysis (KOI): Monuments Men
- Video Analysis (KOI): Unbroken
- Video Analysis (KOI): Defiance
- Video Analysis (KOI): Valkyrie
- Video Analysis (KOI): Slum Dog Millionaire
- Video Analysis (KOI): Gringo Trails

Classical Era Focus (800 B.C.E. to 600 C.E.): Compare and contrast the DEVELOPMENT of institutions and traditions (political, social, economic, or intellectual) in any two of these classical civilizations: China, India, Greece, Rome

Post Classical Era Focus (600 C.E. to 1450 C.E.): Describe the evolution and development of one of the following areas of civilization from the beginning to the end of the post-classical period. The Middle East and North Africa, South Asia, China and East Asia, Eastern Europe, Western Europe, Sub-Saharan Africa, The Americas

Early Modern Period (1450-1750): Analyze the evidence supporting and opposing the conclusion of some historians that the Ottoman Conquest of Constantinople in 1453 was a turning point in history that triggered a revival of empire building.

Industrial Age Focus (1750-1914): Analyze the cause and effect of Great Britain industrialization in the mid-eighteenth century, before any other country

Newest Stage Focus (1914 to Present): Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1945 to the present. Be sure to include evidence from specific countries in the region selected. Latin America, Middle East, Sub-Saharan Africa, Southeast & East Asia

Chapter 1 Develop a Thesis and Plan an Essay (C & C)

Compare and Contrast the treatment of women in Ancient Mesopotamia and Egypt

Chapter 2 Develop a Thesis and Plan an Essay (C & C)

Examine the similarities and differences in the political structures of Ancient Mesopotamia and Classical China.

Chapter 3 Free Response Prompt (C & C)

While India developed a unique culture during the classical era, it was in many ways like Classical China, explore the similarities and differences in these 2 great civilizations.

Chapter 4 Free Response Prompt (DBQ)

Analyze Han and Roman attitudes toward technology.

Chapter 5 Free Response Prompt (C & C)

Compare and Contrast the collapses of the Roman Empire and Han China

Chapter 6 & 7 Develop a Thesis and Plan an Essay (CCOT)

Analyze the overall impact of the rise and spread of Islam to regions in Eurasia during the postclassical era.

Chapter 8 Free Response Prompt (CCOT)

Discuss the impact the spread of Islam had upon cultural patterns in postclassical Sub-Saharan Africa.

Chapter 9 Free Response Prompt (CCOT)

Analyze the changes and continuities in Russian trends after Vladimir, the Russian Slavic prince of Kiev, converted his state to the Byzantine form of Christianity - later Russian Orthodox.

Chapter 10 Develop a Thesis and Plan an Essay (CCOT)

Analyze the overall impact Christianity had in shaping postclassical Western European culture.

Chapter 11 Free Response Prompt (CCOT)

Provide an overview of Mesoamerican development from the beginning to the end of the post-classical era.

Chapter 12 & 13 Free Response Prompt (CCOT)

Analyze the status of women during the Tang and Song Dynasties.

Chapter 14 Free Response Prompt (CCOT)

Analyze the impact that the Mongol invasions had on Eurasia

Chapter 15 & 16 Free Response Prompt (DBQ)

Analyze the social and economic effects of the global flow of silver from the mid-16th century to the early 18th century

Chapter 17 Free Response Prompt (DBQ)

Analyze how political, religious and social factors affected the work of scientists in the 16th and 17th centuries.

Chapter 18 Free Response Prompt (Periodization)

Analyze the evidence supporting and opposing the conclusion of some historians that the rule of Peter the Great was a turning point in Russian history

Chapter 19 Free Response Prompt (Periodization)

Analyze the evidence supporting and opposing the conclusion of some historians that the Era of Spanish reign over the Americas was one of great accomplishment and achievement

Chapter 20 Free Response Prompt (Periodization)

Analyze the evidence supporting and opposing the conclusion of some historical thinkers that growing Western dominance of the global economy during the Early Modern Period from 1450 to 1750 recast the framework of African history.

Chapter 21 Develop A Thesis and Plan an Essay (Periodization)

Analyze the evidence supporting and opposing the conclusion of many historians that the Early Modern Era was dominated more by remarkable Muslim Empires rather than dominant European Empires

Chapter 22 Free Response Prompt (Periodization)

Analyze the evidence supporting and opposing the conclusion of many historians that the Chinese civilizations enjoyed a new age of splendor under the Ming Dynasty

Chapter 23 Free Response Prompt (Causation)

Analyze the causes and effects of the spread of Enlightenment ideas in the 18th and 19th centuries

Chapter 24 Free Response Prompt (DBQ)

Analyze African actions and responses to the European scramble for Africa.

Chapter 25 Free Response Prompt (Causation)

Analyze the causes and effects of Latin American independence movements in the 19th century

Chapter 26 Free Response Prompt (Causation)

Consider the causes and effects of foreign intervention in either the Ottoman Empire or Qing Empire.

Chapter 27 Free Response Prompt (Causation)

Analyze the impact the process of industrialization had upon either Japan or Russia

Chapter 28 Free Response Prompt (CCOT)

Discuss the impact World War I had upon societies outside of Western Europe.

Chapter 29 Develop a Thesis & Plan an Essay (C & C)

Compare & Contrast the American response to post-World War I conditions to the response of Germany, Italy, Japan or the U.S.S.R.

Chapter 30 Free Response Prompt (CCOT)

Analyze the impact and consequences of World War II on one of the following regions: the Middle East, East Asia, Southeast Asia, South Asia or Africa

Chapter 31 Develop a Thesis & Plan an Essay (C & C)

Compare & Contrast the role the East (Soviet Union) and the West (United States) played in causing the Cold War

Chapter 32 Free Response Prompt (DBQ)

Analyze the effects of the Cuban Revolution on women's lives and gender relations in Cuba in the period from 1959 to 1990.

Chapter 33 & 34 Develop a Thesis & Plan an Essay (CCOT)

Analyze the major changes and continuities in the formation of African, Middle Eastern or Asian national identities from 1945 to the Present

Chapter 35 & 36 Free Response Prompt (DBQ)

Analyze the causes and consequences of the Green Revolution from 1945 to the present.

End-of-Year Capstone Assignment

Step 1: Individual Tasks

Top Five Events: Create a list of the five events since 1914 that you consider to be the most significant in terms of their influence on our world today. Provide a short written explanation of why this event is significant in today's world.

Top Five Personalities: Create a list of the five personalities since 1914 that you consider to be the most significant in terms of their influence on our world today. Provide a short written explanation of why this person is significant in today's world.

Step 2: Group Task

Exchange your lists with at least 3 other people (which means you will read at least three other people's)

On a separate sheet of paper, provide comments on the arguments made for why each event or person is included in the list. If the argument needs development, indicate what would strengthen it. If the argument is very convincing, provide praise! Collect the comments of other people.

Step 3: Refine and Edit

After viewing the comments of your classmates, refine and edit your list. If there was an event or person on another's list that you found more compelling than your original choice, you may *add* it to your list; be careful not to make an argument that is too similar to your classmate's though!