

# AP World History A/B

## COURSE DESCRIPTION

### **AP World History A/B**

AP® World History: Modern is a yearlong, college-level course designed to prepare students for the Advanced Placement (AP) World History: Modern exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from 1200 to the present day. Emphasis is placed on document analysis, historical thinking skills, reasoning processes, and essay writing. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

## HISTORICAL THEMES

Throughout this course, students will be exposed to six historical themes. These themes, which tap into the big ideas in world history, allow students to identify trends and make connections across four historical time periods.

### **Theme 1: Humans and the Environment (ENV)**

- The environment influences human societies, and, in turn, populations grow and change their environment.

### **Theme 2: Cultural Developments and Interactions (CDI)**

- Societies develop ideas, beliefs, and religions, which show how they view themselves. Interactions between societies usually have political, social, and cultural implications.

### **Theme 3: Governance (GOV)**

- Many different factors influence state formation, growth, and decline. Governments use different institutions, policies, and procedures to maintain order. They gain, use, and keep power in different ways and for different reasons.

### **Theme 4: Economic Systems (ECN)**

- As societies develop, they affect and are affected by the different ways they produce, trade, and consume goods and services.

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### **Theme 5: Social Interactions and Organization (SIO)**

- The ways that societies group their members, and the social norms that direct the interactions between these groups and individuals, influence political, economic, and cultural institutions and organizations.

### **Theme 6: Technology and Innovation (TEC)**

- Human adaptation and innovation have resulted in increased effectiveness and comfort. Technological advances have molded human development and interactions with both intentional and unintentional consequences.

### **STUDENT EXPECTATIONS**

This course requires the same level of commitment from you as a traditional classroom course would. Throughout the course, you are expected to spend approximately 5–7 hours per week online on the following activities:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

### **Citizenship**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

### **Communication**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

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Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

**SCOPE AND SEQUENCE****Unit 1 – The Global Tapestry (1200–1450)**

## Topics and Key Concepts

## 1.1 : Developments in East Asia from c. 1200 to c. 1450

KC-3.2.I.A: Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.

KC-3.1.III.D.i: Chinese cultural traditions continued, and they influenced neighboring regions.

KC-3.1.III.D.ii: Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.

KC-3.3.III.A.i: The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.

KC-3.1.I.D: The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.

## 1.2 : Developments in Dar al-Islam from c. 1200 to c. 1450

KC-3.1.III.D.iii: Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.

KC-3.2.I: As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.

KC-3.1.III.A: Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.

KC-3.2.II.A.i: Muslim states and empires encouraged significant intellectual innovations and transfers.

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1.3 : Developments in South and Southeast Asia from c. 1200 to c. 1450

KC-3.1.III.D.iv: Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.

KC-3.2.I.B.i: State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

1.4 : State Building in the Americas

KC-3.2.I.D.i: In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

1.5 : State Building in Africa

KC-3.2.I.D.ii: In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

1.6 : Developments in Europe from c. 1200 to c. 1450

KC-3.1.III.D.v: Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.

KC-3.2.I.B.ii: Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.

KC-3.1.III.C: Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.

1.7 : Comparison in the Period from c. 1200 to c. 1450

KC-3.2: State formation and development demonstrated continuity, innovation, and diversity in various regions.

### Topics for Overview

- Introduction to AP World History: Modern
- Studying History
- AP Skills: Thinking Like a Historian
- Civilizations in North and South America



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- Imperial China
- Early Japanese and Korean Civilizations
- AP Skills: Answering Short-Answer Questions
- African Civilizations
- Islam and Its Spread
- Hinduism and Buddhism
- New States in South and Southeast Asia
- Christianity
- The Byzantine Empire
- Early Middle Ages
- Feudalism
- Art and Culture in Medieval Europe
- Church Authority in Europe
- Challenges in Late Medieval Times

### **Textbook Reading**

- Strayer, 2019 (selections from chapters 1, 2, and 3)

### **Examples of Key Activities**

#### Essays and Writing Assignments

- Students compare tribute systems used in the Aztec empire, the Inca empire, and Korea.

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- Students learn how to respond to a short-answer–question prompt that includes a primary source. Examples include (but are not limited to) The Pope Excommunicating the Albigenses; the Crusade against the Albigenses and Philip the Good, Duke of Burgundy, Accepts a Copy of the Grandes Chroniques de France from Cardinal Guillaume Fillastre by Simon Marmion.
- Students learn how to respond to a short-answer–question prompt that includes a secondary source. Examples include (but are not limited to) The Middle Kingdom: A Survey of the Geography, Government, Literature, Social Life, Arts, and History of the Chinese Empire and Its Inhabitants by Samuel Wells Williams; History of the Conquest of Peru by William Hickling Prescott; and The White Conquerors: A Tale of Toltec and Aztec by Kirk Munroe.
- Students learn how to respond to a short-answer question that asks them to use historical thinking skills. Examples include (but are not limited to) comparing Theravada and Mahayana Buddhism and discussing the effects of the fragmentation of the Abbasid caliphate.

**Primary and Secondary Source Analysis (Such as but Not Limited To)**

- “The Islamization of the Silk Road” by Richard C. Foltz
- “Afanasii Nikitin: An Orthodox Russian’s Spiritual Voyage in the Dar al-Islam, 1468–1475” by Mary Jane Maxwell

**Projects and Other Assignments**

- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

**Unit 2 – Networks of Exchange (1200–1450)**

## Topics and Key Concepts

## 2.1 : The Silk Roads

KC-3.1.I.A.i: Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.

KC-3.1.I.C.i: The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.

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KC-3.3.I.B: Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.

## 2.2 : The Mongol Empire and the Making of the Modern World

KC-3.2.I.B.iii: Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.

KC-3.1.I.E.i: The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.

KC-3.2.II.A.ii: Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.

## 2.3 : Exchange in the Indian Ocean

KC-3.1.I.A.ii: Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.

KC-3.1.I.C.ii: The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.

KC-3.1.I.A.iii: The Indian Ocean trading network fostered the growth of states.

KC-3.1.III.B: In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.

KC-3.2.II.A.iii: Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.

KC-3.1.II.A.i: The expansion and intensification of long-distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.

## 2.4 : Trans-Saharan Trade Routes

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KC-3.1.II.A.ii: The growth of interregional trade was encouraged by innovations in existing transportation technologies.

KC-3.1.I.A.iv: Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Trans-Saharan trade network.

KC-3.1.I.E.ii: The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.

### 2.5 : Cultural Consequences of Connectivity

KC-3.1.III.D: Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.

KC-3.3.II: The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.

KC-3.1.III.C: As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels.

### 2.6 : Environmental Consequences of Connectivity

KC-3.1.IV: There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.

### 2.7 : Comparison of Economic Exchange

KC-3.1: A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

KC-3.3: Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

KC-3.3.I.B: Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.

## Topics for Overview

- Silk Road and Indian Ocean Trade





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- East and West African Civilizations
- Ming China
- Impact of the Crusades
- The Mongol Empire
- AP Skills: Writing the Long Essay

### **Textbook Reading**

- Strayer, 2019 (selections from chapters 3 and 4)

### **Examples of Key Activities**

#### Essays and Writing Assignments

- Students respond to a short-writing prompt that requires them to examine how commerce changed social and economic life from 1200-1450.
- Students respond to a practice short-answer question that requires them to compare the growth of the networks of exchange along the Silk Roads and the Indian Ocean trade network.
- Students respond to a practice short-answer question about the Mongols that includes a secondary source. Examples include (but are not limited to) *A Short History of the World* by H. G. Wells.
- Students respond to a short-answer-question prompt about the plague that includes a primary source. Examples include (but are not limited to) “*Essay on the Report of the Pestilence*” by Ibn al-Wardi.
- Students learn how to respond to a long essay on trans-Saharan trade networks that influenced the state formation in West Africa.

### **Primary- and Secondary-Source Analysis (Such as but Not Limited To)**

- “Southernization” by Lynda Norene Shaffer
- *Travels* by Ibn Battuta
- *Merchant Handbook* by Francesco Balducci Pegolotti

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- “Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History?” by Gregory Guzman
- “The Mongols” by Yvo of Narbona

### Projects and Other Assignments

- Students will complete a graphic organizer to compare the different facets of the Silk Road and Indian Ocean trade networks.
- Students learn how to respond to a document-based–question prompt that includes primary and secondary sources. Examples include (but are not limited to) *The Book of Ser Marco Polo, the Venetian: Concerning the Kingdoms and Marvels of the East* by Marco Polo; *Genghis Khan: The History of the World Conqueror* by Ala ad-Din Juvaini; *Notices of the Land Route to Cathay and of Asiatic Trade in the First Half of the Fourteenth Century* by Francis Balducci Pegolotti; and letter excerpts by Friar John of Monte Corvino.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

### Unit 3 – Land-Based Empires (1450–1750)

#### Topics and Key Concepts

#### 3.1 : Empires Expand

KC-4.3.II: Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

KC-4.3.II.B: Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.

KC-4.3.III.i: Political and religious disputes led to rivalries and conflict between states.

#### 3.2 : Empires: Administration

KC-4.3.I.C: Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.

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KC-4.3.I.A: Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.

KC-4.3.I.D: Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.

### 3.3 : Empires: Belief Systems

KC-4.1.VI.i: The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.

KC-4.1.VI.ii: Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.

KC-4.1.VI.iii: Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.

### 3.4 : Comparison in Land-Based Empires

KC-4.1: The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.

KC-4.1.VI: In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.

KC-4.3: Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

KC-4.3.II: Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

KC-4.3.II.B: Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.

KC-4.3.III.i: Political and religious disputes led to rivalries and conflict between states.

### Topics for Overview

- Ottoman and Mughal Empires

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- Russia and Eastern Europe
- The Renaissance
- The Protestant Reformation
- The Counter-Reformation

### **Textbook Reading**

- Strayer, 2019 (selections from chapters 5 and 7)

### **Examples of Key Activities**

#### Essays and Writing Assignments

- Students will respond to a short-writing prompt explaining the processes used by land-based empires in Asia as they developed and expanded from 1450 to 1750.
- Students will respond to a practice short-answer question about how the rulers of land-based empires consolidated their power in Asia and South America.
- Students will respond to a practice short-answer question about religious relations in the Mughal Empire under Akbar that includes a secondary source. Examples include (but are not limited to) “Multicultural Akbar” by the Economist.
- Students will respond to a short-answer–question prompt about Luther’s beliefs on Catholicism that includes a primary source. Examples include (but are not limited to) “Address to the Christian Nobility” by Martin Luther.
- Students will respond to a long essay on the extent to which geographic differences affected the Ottoman and Mughal Empires.

### **Primary- and Secondary-Source Analysis (Such as but Not Limited To)**

- “Akbar and Religion” by Bada’uni
- “Sermon on Religion and the State” by Martin Luther
- “Women and Marriage in Europe and China” by Mary Jo Maynes and Ann Waltner
- The Journey of William of Rubruck to the Eastern Parts of the World, translated by William Woodville Rockhill

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- “Did Women and Men Benefit Equally from the Renaissance?” by Mary R. Beard and Joan Kelly-Gadol

### Projects and Other Assignments

- Students will create a graphic organizer to compare four different land-based empires. Students will use primary and secondary sources to examine the empires’ use of bureaucracies and the military to maintain centralized control; their use of religious ideas to legitimize their rule; and their use of economic systems to generate revenue. Source examples include (but are not limited to) “The Civil Service Examinations of Imperial China” by Mark Cartwright; “Ottoman Empire (1450– 1750),” in Encyclopedia of World History; “Mehmed II at the Siege of Constantinople” by Fausto Zonaro; “The Mughal Empire in India” by Kallie Szczepanski; and Conflict in the Early Americas: An Encyclopedia of the Spanish Empire’s Aztec, Incan, and Mayan Conquests, edited by Rebecca M. Seaman.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

### Unit 4 – Transoceanic Interconnections (1450–1750)

#### Topics and Key Concepts

#### 4.1 : Technological Innovations from 1450 to 1750

KC-4.1.II: Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.

KC-4.1.II.A: The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.

#### 4.2 : Exploration: Causes and Events from 1450 to 1750

KC-4.1.III: New state-supported transoceanic maritime exploration occurred in this period.

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KC-4.1.III.A: Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.

KC-4.1.III.B: Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

KC-4.1.III.C: Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.

#### 4.3 : Columbian Exchange

KC-4.1.V: The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange.

KC-4.1.V.A: European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.

KC-4.1.V.B: American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.

KC-4.1.V.C: Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves.

KC-4.1.V.D: Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.

#### 4.4 : Maritime Empires Established

KC-4.3.II.A.i: Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.

KC-4.3.II.C: Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.

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KC-4.3.II.A.ii: The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence.

KC-4.3.II.A.iii: Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.

KC-4.2.II.D: Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan mit'a, and introduced new labor systems including chattel slavery, indentured servitude, and encomienda and hacienda systems.

KC-4.2.II.B: Slavery in Africa continued in its traditional forms, including incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean regions.

KC-4.2.II.C: The growth of the plantation economy increased the demand for slaves in the Americas, leading to significant demographic, social, and cultural changes.

#### 4.5 : Maritime Empires Maintained and Developed

KC-4.1.IV.C: Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.

KC-4.3.III.ii: Economic disputes led to rivalries and conflict between states.

KC-4.1.IV.D.i: The Atlantic trading system involved the movement of goods, wealth, and labor, including slaves.

KC-4.1.IV: The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.

KC-4.2.II.A: Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.

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KC-4.2.III.C: Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.

KC-4.1.IV.D.ii: The Atlantic trading system involved the movement of labor—including slaves—and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.

KC-4.1.VI: In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.

4.6 : Internal and External Challenges to State Power from 1450 to 1750

KC-4.3.III.iii: State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.

KC-5.3.III.C: Slave resistance challenged existing authorities in the Americas.

4.7 : Changing Social Hierarchies from 1450 to 1750

KC-4.3.I.B: Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy.

KC-4.2.III.A: Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.

KC-4.2.III.B: The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

4.8 : Continuity and Change from 1450 to 1750

KC-4.1: The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.

KC-4.1.II: Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.



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KC-4.2: Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

KC-4.2.II: The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified.

KC-4.3: Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

KC-4.3.III.ii: Economic disputes led to rivalries and conflict between states.

### Topics for Overview

- Voyages of Exploration
- Conquest of the Americas
- Trade Networks in Asia
- Three Worlds Meet
- Slavery and Abolition
- Slavery and Culture

### Textbook Reading

- Strayer, 2019 (selections from chapters 5, 6, and 7)

### Examples of Key Activities

#### Essays and Writing Assignments

- Students will conduct a source analysis of an excerpt from *A History of Portuguese Overseas Expansion, 1400–1668* by Malyn Newitt.
- Students will respond to a short-writing prompt describing how science, technology, and knowledge aided in transoceanic travel and trade.

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- Students will respond to a practice short-answer question about maritime empire building in the time period between 1450 and 1750.
- Students will respond to a practice short-answer question about slavery and culture that includes a secondary source. Examples include (but are not limited to) “The Religion of the American Negro Slave: His Attitude toward Life and Death” by G. R. Wilson.
- Students will respond to a practice short-answer question about the Spanish Empire’s silver production that includes a secondary source. Examples include (but are not limited to) “Historical World Silver Production” by the US Department of Commerce.
- Students will respond to a long essay by developing an argument that compares the extent to which increased global connections affected the Spanish and Ming empires in the 16th century.

### **Primary and Secondary Source Analysis (Such as but Not Limited To)**

- “Appeal to the King of Portugal” by Nzinga Mbemba
- The Conquest of Paradise by Kirkpatrick Sale
- A Brief Account of the Destruction of the Indies by Bartolomé de las Casas
- The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano
- “Vikings and Polynesians: Discovering New Worlds” by Merry E. Wiesner-Hanks et al.

### **Projects and Other Assignments**

- Students will complete a graphic organizer with specific information detailing the similarities and differences between 10 major empires that thrived between 1450 and 1750. They will then analyze the information to complete the fill-in-the-blank comparative SAQ sentences.
- Students will compare Vikings’ and Polynesians’ exploration and settlement patterns.
- Students will create a multimedia presentation that effectively responds to a prompt and demonstrates the historical reasoning process of comparison by comparing how trade goods influenced the development of maritime empires from 1500 to 1750.
- Students will conduct a source analysis of an excerpt from *Africa and Africans in the Making of the Atlantic World, 1400–1800* by John K. Thornton. The source analysis will involve completing a

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graphic organizer by identifying the author’s main thesis about language, finding three specific claims that support the thesis, and recording the evidence provided for the claims.

- Students will continue learning how to respond to a document-based–question prompt that includes primary and secondary sources. Examples include (but are not limited to) *The Book of Ser Marco Polo, the Venetian: Concerning the Kingdoms and Marvels of the East* by Marco Polo; *Genghis Khan: The History of the World Conqueror* by Ala ad-Din Juvaini; *Notices of the Land Route to Cathay and of Asiatic Trade in the First Half of the Fourteenth Century* by Francis Balducci Pegolotti; letter excerpts by Friar John of Monte Corvino; “The Last Great Nomadic Challenges: From Chinggis Khan to Timur” by Robert Guiseppi; and *A History of Russia, the Soviet Union, and Beyond* by David MacKenzie and Michael W. Curran.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

**Unit 5 – Revolutions (1750–1900)**

## Topics and Key Concepts

## 5.1 : The Enlightenment

KC-5.3.I.A: Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.

KC-5.3.I: The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.

KC-5.3.II.i: Nationalism also became a major force shaping the historical development of states and empires.

KC-5.3.I.C: Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.

KC-5.3.IV.B: Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies.

## COURSE SYLLABUS

## 5.2 : Nationalism and Revolutions in the Period from 1750 to 1900

KC-5.3.II.ii: People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity.

KC-5.3: The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

KC-5.3.IV.A.i: Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th-century liberalism.

KC-5.3.III.B: Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The American Revolution, and its successful establishment of a republic, the United States of America, was a model and inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, and the Latin American independence movements facilitated the emergence of independent states in the Americas.

KC-5.3.I.B: The ideas of Enlightenment philosophers, as reflected in revolutionary documents— including the American Declaration of Independence during the American Revolution, the French “Declaration of the Rights of Man and of the Citizen” during the French Revolution, and Bolívar’s “Letter from Jamaica” on the eve of the Latin American revolutions— influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.

KC-5.3.II.iii: Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.

## 5.3 : Industrial Revolution Begins

KC-5.1.I.A: A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including:

- Proximity to waterways; access to rivers and canals
- Geographical distribution of coal, iron, and timber
- Urbanization
- Improved agricultural productivity

## COURSE SYLLABUS

- Legal protection of private property
- Access to foreign resources
- Accumulation of capital

KC-5.1.I.C: The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.

#### 5.4 : Industrialization Spreads in the Period from 1750 to 1900

KC-5.1.II.B: The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined.

KC-5.1.I.D: As new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.

#### 5.5 : Technology of the Industrial Age

KC-5.1.I.B: The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.

KC-5.1.I.E: The "second industrial revolution" led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.

KC-5.1.IV: Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.

#### 5.6 : Industrialization: Government's Role from 1750 to 1900

KC-5.1.V.C: As the influence of the industrial revolution grew, a small number of states and governments promoted their own state-sponsored visions of industrialization.

KC-5.2.II.A: The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.

## COURSE SYLLABUS

## 5.7 : Economic Developments and Innovations in the Industrial Age

KC-5.1.III.A: Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith's theories of laissez-faire capitalism and free markets.

KC-5.1.III.B: The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.

KC-5.1: The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

## 5.8 : Reactions to the Industrial Economy from 1750 to 1900

KC-5.1.V.D: In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.

KC-5.1.V.A: In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society.

KC-5.3.IV.A.ii: Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.

KC-5.1.V.B: In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.

## 5.9 : Society and the Industrial Age

KC-5.1.VI.A: New social classes, including the middle class and the industrial working class, developed.

KC-5.1.VI.B: While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.

## COURSE SYLLABUS

KC-5.1.VI.C: The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.

### 5.10 : Continuity and Change in the Industrial Age

KC-5.1: The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

KC-5.1.IV: Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.

KC-5.3: The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

### Topics for Overview

- Absolute Monarchy in Europe
- The Glorious Revolution
- The Scientific Revolution
- The Enlightenment
- Spread of Enlightenment Ideals
- The American Revolution
- The French Revolution and the Reign of Terror
- Age of Revolutions in Europe
- Rise of the Nation-State
- Latin American Revolutions
- The Industrial Age
- Spread of Industrialization
- The Factory System
- The Effects of Industrialization

## COURSE SYLLABUS

- Cultural Change in the Industrial Era
- Capitalism, Socialism, and Communism
- Labor Reform
- AP Skills: Writing the Document-Based–Question Essay

### **Textbook Reading**

- Strayer, 2019 (selections from chapters 7, 8, 9, and 11)

### **Examples of Key Activities**

#### Essays and Writing Assignments

- Students will respond to a short-writing prompt describing the intellectual and ideological movements that influenced the revolutions that swept the Atlantic world from 1750 to 1900.
- Students will respond to a practice short-answer question about how Enlightenment philosophy influenced revolutions in the period from 1750 to 1900.
- Students will compare four revolutions of the late 18th and early 19th centuries: American, French, Haitian, and Latin American. They will create a graphic organizer listing information about these revolutions. They will also write two comparative sentences and create a thesis statement that addresses the information in the organizer.
- Students will respond to a short-writing prompt explaining how environmental factors contributed to industrialization from 1750 to 1900.
- Students will respond to a practice short-answer question about coal mining during the Industrial Revolution that includes a secondary source. Examples include (but are not limited to) *The Coming of Coal* by Robert W. Bruère.
- Students will respond to a practice short-answer question about Japan’s industrialization that includes a primary source. Examples include (but are not limited to) “Sino-Japanese War: The Japanese Navy Victorious Off Takushan” by Ogata Gekkō.
- Students will write a DBQ essay evaluating the extent to which the Industrial Revolution influenced global reform efforts from 1877 to 1922.

### **Primary and Secondary Source Analysis (Such as but Not Limited To)**



## COURSE SYLLABUS

- Excerpts from Thomas Hobbes and John Locke
- “Message to the Congress of Angostura” by Simón Bolívar
- The French Declaration of the Rights of Man and Citizen
- “Letter to the Directory” by Toussaint L’Ouverture
- “The Industrial Revolution outside the West” by Peter Stearns
- “Asia and the Industrial Revolution” by Arnold Pacey
- The Communist Manifesto by Karl Marx
- Hard Times by Charles Dickens

### **Projects and Other Assignments**

- Students will analyze elements of a document-based question (DBQ) essay by writing a thesis with contextualization, analyzing historical evidence, and demonstrating a complex understanding of the historical development being analyzed.
- Students will compare the features of the American, French, and Glorious Revolutions.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

### **Unit 6 – Consequences of Industrialization (1750–1900)**

#### Topics and Key Concepts

6.1 : Rationales for Imperialism from 1750 to 1900

KC-5.2.III: A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.

6.2 : State Expansion from 1750 to 1900

KC-5.2.I.A: Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.

## COURSE SYLLABUS

KC-5.2.I.B: European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

KC-5.2.I.C: Many European states used both warfare and diplomacy to expand their empires in Africa.

KC-5.2.I.D: Europeans established settler colonies in some parts of their empires.

KC-5.2.II.B: The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.

### 6.3 : Indigenous Responses to State Expansion from 1750 to 1900

KC-5.3.III.D: Increasing questions about political authority and growing nationalism contributed to anticolonial movements.

KC-5.2.II.C: Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.

KC-5.3.III.E: Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.

### 6.4 : Global Economic Development from 1750 to 1900

KC-5.1.II.A: The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.

### 6.5 : Economic Imperialism from 1750 to 1900

KC-5.2.I.E: Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.

KC-5.1.II.C: Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

### 6.6 : Causes of Migration in an Interconnected World

KC-5.4.I: Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

## COURSE SYLLABUS

KC-5.4.I.B: Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.

KC-5.4.II.A: Many individuals chose freely to relocate, often in search of work.

KC-5.4.II.B: The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.

### 6.7 : Effects of Migration

KC-5.4.III.A: Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

KC-5.4.III.B: Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.

KC-5.4.III.C: Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.

### 6.8 : Causation in the Imperial Age

KC-5.1: The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

KC-5.2: As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

KC-5.3: The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

KC-5.4: As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.

### Topics for Overview

- The New Imperialism



## COURSE SYLLABUS

- Spheres of Influence in Muslim Lands
- Imperialism in Africa
- Imperialism in Southeast Asia
- American Imperialism
- Migration and Imperialism
- Imperialism in East Asia
- The Rise of Modern Japan
- Revolutions of Industrialization

### **Textbook Reading**

- Strayer, 2019 (selections from chapters 9, 10, and 11)

### **Examples of Key Activities**

#### Essays and Writing Assignments

- Students will respond to a short-writing prompt to explain the cultural, religious, and racial ideologies that were used to justify imperialism from 1750 to 1900.
- Students will respond to a practice short-answer question about changes in state power between 1750 and 1900.
- Students will respond to a short-writing prompt describing the factors that gave European countries an economic advantage in Asia from 1750 to 1900.
- Students will respond to a practice short-answer question about the Russo-Japanese War that includes a secondary source. Examples include (but are not limited to) *The Japan-Russia War* by Sydney Tyler.
- Students will respond to a practice short-answer question about American trade policy that includes a primary source. Examples include (but are not limited to) *The Big Stick in the Caribbean Sea* by William Allen Rogers.

## COURSE SYLLABUS

- Students will respond to a long essay by developing an argument that compares at least two resistance movements.

### **Primary and Secondary Source Analysis (Such as but Not Limited To)**

- The World Revolution of Westernization by Theodore von Laue
- Fei Ch'i-hao's account of the Boxer Rebellion
- King Leopold's Ghost by Adam Hochschild

### **Projects and Other Assignments**

- Students will complete a graphic organizer examining old and new imperialism and write a thesis assessing the degree of continuity and change experienced from one time period to another.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

### **Unit 7 – Global Conflict (1900–1945)**

#### Topics and Key Concepts

#### 7.1 : Shifting Power after 1900

KC-6.2.I: The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.

KC-6.2.I.A: The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.

KC-6.2.II.D: States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.

#### 7.2 : Causes of World War I

KC-6.2.IV.B.i: The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.

## COURSE SYLLABUS

## 7.3 : Conducting World War I

KC-6.2.IV.A.i: World War I was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war.

KC-6.1.III.C.i: New military technology led to increased levels of wartime casualties.

## 7.4 : Economy in the Interwar Period

KC-6.2.I.B: Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.

## 7.5 : Unresolved Tensions after World War I

KC-6.2.I.B: Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.

## 7.6 : Causes of World War II

KC-6.2.IV.A.ii: World War II was a total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.

KC-6.1.III.C.ii: New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to increased levels of wartime casualties.

## 7.7 : Conducting World War II

KC-6.2.IV.A.ii: World War II was a total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.

## COURSE SYLLABUS

KC-6.1.III.C.ii: New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of “total war” led to increased levels of wartime casualties.

7.8 : Mass Atrocities after 1900

KC-6.2.III.C: The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence.

7.9 : Causation in Global Conflict

KC-6.1: Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

KC-6.2: Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

KC-6.2.II.D: States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.

**Topics for Overview**

- Latin America after Independence
- World War I
- Russian Revolution and Russia after the Revolution
- Stalin and the Soviet Union
- Global Economic Crisis
- Totalitarianism, Fascism, and Nazi Germany
- World War II
- Japan’s Pacific Campaign
- The Holocaust
- Genocide



## COURSE SYLLABUS

- Victory for the Allies

### **Textbook Reading**

- Strayer, 2019 (selections from chapters 9, 11, 12, and 13)

### **Examples of Key Activities**

#### Essays and Writing Assignments

- Students respond to a short-writing prompt discussing how new technology and the use of propaganda changed how governments waged war during World War I.
- Students respond to a practice short-answer question about factors that led to change in various states after 1900.
- Students respond to a short-writing prompt about the causes of World War II.
- Students respond to a practice short-answer question about the Holocaust and genocide that includes a secondary source. Examples include (but are not limited to) “What Counts as a Genocide” by H. J.
- Students respond to a practice short-answer question about World War II that includes a primary source. Examples include (but are not limited to) Joseph Goebbels’s speech following the Battle of Stalingrad.
- Students respond to a long-essay prompt by developing an argument that evaluates the extent to which totalitarianism played a role in Germany’s early victories or caused its eventual defeat in the Second World War.

### **Primary and Secondary Source Analysis (Such as but Not Limited To)**

- “Dulce et Decorum Est” by Wilfred Owen
- Mussolini’s justification of his invasion of Ethiopia
- War and Revolution by V. I. Lenin
- “The Youth Who Are Hitler’s Strength” by Alice Hamilton
- Treblinka by Jean-François Steiner



## COURSE SYLLABUS

- “Memory of Hiroshima” by Akihiro Takahashi
- The Treatment of Armenians in the Ottoman Empire: 1915–16 by Viscount Bryce

**Projects and Other Assignments**

- Students will complete a graphic organizer examining the causes and the effects of World War I.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

**Unit 8 – Cold War and Decolonization (1945–1990)**

## Topics and Key Concepts

## 8.1 : Setting the Stage for the Cold War and Decolonization

KC-6.2.II: Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.

KC-6.2.IV.C.i: Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.

## 8.2 : The Cold War

KC-6.2.IV.C.ii: The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.

KC-6.2.V.B: Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.

## 8.3 : Effects of the Cold War

KC-6.2.IV.D: The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.

## COURSE SYLLABUS

## 8.4 : Spread of Communism after 1900

KC-6.2.I.i: As a result of internal tension and Japanese aggression, Chinese communists seized power. These changes in China eventually led to communist revolution.

KC-6.3.I.A.ii: In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.

KC-6.2.II.D.i: Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.

## 8.5 : Decolonization after 1900

KC-6.2.II.A: Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.

KC-6.2.I.C: After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.

KC-6.2.II.B: Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.

## 8.6 : Newly Independent States

KC-6.2.III.A.i: The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.

KC-6.2.III.A.ii: The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel.

KC-6.3.I.C: In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.

KC-6.2.III.B: The migration of former colonial subjects to imperial metropolises (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.

## 8.7 : Global Resistance to Established Power Structures after 1900

## COURSE SYLLABUS

KC-6.2.V: Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.

KC-6.2.V.A: Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.

KC-6.2.V.C: Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.

KC-6.2.V.D: Some movements used violence against civilians in an effort to achieve political aims.

#### 8.8 : End of the Cold War

KC-6.2.IV.E: Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.

#### 8.9 : Causation in the Age of the Cold War and Decolonization

KC-6.2: Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

KC-6.3: The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

#### Topics for Overview

- Communism in China
- The Cold War
- Legacy of Imperialism
- Indian Independence
- Decolonization in Africa
- South Africa and Apartheid
- Challenges in South America



## COURSE SYLLABUS

- Nationalism in the Middle East
- Israeli-Palestinian Conflict
- Conflict in the Middle East
- China in the Modern World
- The Fall of the USSR and the Collapse of Communism

### **Textbook Reading**

- Strayer, 2019 (selections from chapter 13)

### **Examples of Key Activities**

#### Essays and Writing Assignments

- Students will respond to a short-writing prompt explaining how the global balance of economic and political power after WWII led to the ideological struggle of the Cold War.
- Students will respond to a practice short-answer question about China's conversion to communism.
- Students will respond to a short-writing prompt about the causes of World War II.
- Students will respond to a practice short-answer question about the Holocaust and genocide that includes a secondary source. Examples include (but are not limited to) "What Counts as a Genocide" by H. J.
- Students will respond to a practice short-answer question about World War II that includes a primary source. Examples include (but are not limited to) Joseph Goebbels's speech following the Battle of Stalingrad.
- Students will respond to a short-writing prompt about independence movements after 1900.
- Students will learn how to respond to a practice short-answer question about the end of the Cold War that includes a secondary source. Examples include (but are not limited to) Strobe Talbott's review of Reagan and Gorbachev: How the Cold War Ended.
- Students will learn how to respond to a practice short-answer question about the creation of new states that includes a primary source. Examples include (but are not limited to) a New York Times

## COURSE SYLLABUS

article from November 30, 1947, the day after the United Nations approved a plan to partition Palestine into two separate states.

- Students will respond to a long essay by developing an argument that evaluates the extent to which the Cold War affected societies in different parts of the world.

### **Primary and Secondary Source Analysis (Such as but Not Limited To)**

- The Vietnamese Declaration of Independence
- “Nikita Khrushchev: We Will Bury You,” New York Times
- “Gandhi” by Jawaharlal Nehru
- “The Kenya Africa Union Is Not the Mau Mau” by Jomo Kenyatta
- “Perestroika and Glasnost” by Mikhail Gorbachev

### **Projects and Other Assignments**

- Students will complete a chart with information about four movements for independence, then respond to an LEQ prompt using the information gathered in the chart.
- Students will create a multimedia presentation analyzing the continuities and changes over time of religions and beliefs around the world.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

### **Unit 9 – Globalization (1900–present)**

#### Topics and Key Concepts

9.1 : Advances in Technology and Exchange after 1900

KC-6.1.1.A: New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.

KC-6.1.1.D: Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.

## COURSE SYLLABUS

KC-6.1.III.B: More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.

KC-6.1.I.B: The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.

KC-6.1.I.C: Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.

9.2 : Technological Advances and Limitations after 1900: Disease

KC-6.1.III: Diseases, as well as medical and scientific developments, had significant effects on populations around the world.

KC-6.1.III.A: Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity.

9.3 : Technological Advances: Debates about the Environment after 1900

KC-6.1.II.A: As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before.

KC-6.1.II.B: The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.

9.4 : Economics in the Global Age

KC-6.3.I.D: In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century.

KC-6.3.I.E: In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.

## COURSE SYLLABUS

KC-6.3.II.B: Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.

9.5 : Calls for Reform and Responses after 1900

KC-6.3.III.i: Rights-based discourses challenged old assumptions about race, class, gender, and religion.

KC-6.3.III.ii: In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.

KC-6.3.II.C.i: Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.

9.6 : Globalized Culture after 1900

KC-6.3.IV.i: Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.

KC-6.3.IV.ii: Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.

KC-6.3.IV.iii: Consumer culture became globalized and transcended national borders.

### Topics for Overview

- International Organizations
- Impact of Science and Technology
- Economic Globalization
- Women's Rights and Roles
- Cultural Challenges
- Population, Migration, Poverty, and Disease
- Environmental Issues

### Textbook Reading

- Strayer, 2019 (selections from chapters 12, 14, and 15)

## COURSE SYLLABUS

### Examples of Key Activities

#### Essays and Writing Assignments

- Students will respond to a short-writing prompt describing how social categories, roles, and practices have changed since 1900.
- Students will respond to a practice short-answer question about how globalization has affected culture.
- Students will respond to a short-writing prompt describing the human impact on environmental issues.
- Students will learn how to respond to a practice short-answer question about diseases and pandemics that includes a secondary source. Examples include (but are not limited to) “The Next Plague Is Coming. Is America Ready?” by Ed Yong.
- Students learn how to respond to a practice short-answer question about the economic crash that includes a primary source. Examples include (but are not limited to) data showing GDP before, during, and after the 2008 economic crash by Max Roser for the World Bank.
- Students will respond to a DBQ prompt using seven historical documents about how human activity has affected the environment.

#### Primary and Secondary Source Analysis (Such as but Not Limited To)

- “Dollarization, Fragmentation, and God” by Sherif Hetata
- World Development Report: Gender and Development
- “Cultural Globalization Is Not Americanization” by Philippe Legrain

### Projects and Other Assignments

- Students will use primary and secondary sources about the development of international organizations to answer questions about the causes and effects of these organizations. Students will then write an introduction paragraph to a prompt, including a thesis and contextualization.
- Students will compare a series of primary and secondary sources about civil rights movements around the world in the 20th century. They will evaluate seven sources, including five textual documents and two visual sources.





## COURSE SYLLABUS

- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

### **Unit 10 – Exam Prep and Review**

This unit will help students prepare for the AP World History: Modern exam. They will learn exam strategies for success, review content covered in the course, and practice test-taking techniques on two full practice exams.

COURSE SYLLABUS

**HOW YOU WILL BE GRADED**

**For critical thinking questions**, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

**It is important to provide detailed answers for insight/opinion questions.**

**For review questions**, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

**When submitting paragraphs**, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

**GRADE SCALE**

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

## COURSE SYLLABUS

**EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)****Engaged Learners**

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

**Critical Thinkers**

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

**Effective Communicators**

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

**Global Citizens**

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century