SYLLABUS FOR AP WORLD HISTORY

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The AP World History course fosters an understanding that civilizations develop around specific social, political, and economic factors which are often impacted through trade, religion, technology, and war. Over time, societies change in reaction to environmental, social and/or political events while still maintaining aspects of the original civilization. As a student, you will be expected to investigate how societies around the world developed, how they adapted and changed due to environmental
constraints, and to explain why they chose to maintain certain aspects of their society as time progressed.

The following AP World History Themes will be used throughout the course to identify the patterns and processes that explain how societies changed and continued over time:

1. Interaction between humans and the environment
2. Development and interaction of cultures
3. State-building, expansion and conflict
4. Creation, expansion, and interaction of economic systems
5. Development and transformation of social structures

THE FOUR HISTORICAL THINKING SKILLS
1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

AP ACHIEVEMENT LEVEL DESCRIPTIONS

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Achievement Level 5</th>
<th>Achievement Level 4</th>
<th>Achievement Level 3</th>
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Content Knowledge: History is a sophisticated quest for meaning about the past, beyond the effort to collect information. Historical analysis requires familiarity with a great deal of information — names, chronology, facts, events and the like. Without reliable and detailed information, historical thinking is not possible.
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<tr>
<th>Achievement Level 5 demonstrates <strong>superior</strong> knowledge — in terms of both breadth and depth — of historical developments and processes in the specified course content (World History from Foundations to the present).</th>
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<tbody>
<tr>
<td>Student performance at Achievement Level 4 demonstrates a <strong>significant</strong> knowledge — in terms of both breadth and depth — of historical developments and processes in the specified course content (World History from Foundations to the present).</td>
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<tr>
<td>Student performance at Achievement Level 3 demonstrates an <strong>adequate</strong> knowledge of historical developments and processes in the specified course content (World History from Foundations to the present).</td>
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<tr>
<th>Student performance at Achievement Level 5 demonstrates familiarity with <strong>all</strong> of the course’s key concepts and course themes, requiring <strong>few</strong>, if any, cues or direction.</th>
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<tbody>
<tr>
<td>Student performance at Achievement Level 4 demonstrates familiarity with <strong>most</strong> of the course’s key concepts and course themes, although students performing at this level may need <strong>some</strong> cues or direction when dealing with more abstract material.</td>
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<tr>
<td>Student performance at Achievement Level 3 demonstrates familiarity with <strong>some</strong> of the course’s key concepts and course themes, although students performing at this level will need <strong>substantial</strong> direction when dealing with more abstract material.</td>
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PURPOSE AND ORGANIZATION OF COURSE ACTIVITIES

AP World History is equivalent to a college-level course where students are expected to read all assigned texts, participate in discussions, and develop higher order thinking skills. To help you achieve these parameters, we will complete a variety of activities designed to help you develop a collegiate repertoire of skills.

Almost every day in class, we will be analyzing primary source documents and visual sources to ascertain point of view, context, and bias within these sources. Each week, your study group will be required to complete a study-guide which includes maps, timelines for periodization, and primary documents which you will analyze using the skills you have learned in class. We will also utilize two AP strategies to improve your analytical thinking skills: APPARTS and the Socratic Seminar/Discussion. The APPARTS strategy helps you to develop the skills to examine point of view, bias, and significance of a source. The Socratic Seminars/Discussions require student to discuss diverse interpretations of secondary sources. Finally, we will periodically conduct debates allowing students to develop a thesis and learn how to support a thesis with primary sources while also discussing bias that may also exist. These skills will enable you to be more prepared for the College Board Exam in the spring which requires you to complete a Document Based Question (DBQ).

Another important component of an AP course is the knowledge of geography and chronology. These skills are necessary to complete the other two essays required on the AP exam: a comparison essay and a change over time essay. To enable you to learn these skills, you will complete map exercises and time-lines each week in your study-guide. Furthermore, we
will periodically complete annotated time-lines and map where you will have to justify what event prompted a change in the timeline or map, along with the effects that event had on the society we are studying.

**GRADING POLICY**

Grades will be assigned according to the Montgomery County, Maryland grading scale: 90 percent and above-A; 80 percent and above-B; 70 percent and above-C; 60 percent and above-D, below 60 percent-E.

Furthermore, the following weighted grade schedule will be used to determine your final quarter and semester grades: Homework-10%; Test/Quizzes-30%; Class debates or assignments-20%; DBQ essays-20%; Projects-20%.

**MAIN TEXTBOOK**


**DOCUMENT READERS**


**OUTSIDE READINGS AND RESOURCES USED IN THE COURSE**

2003-2006 AP World History essay questions, rubrics, and student samples (AP Central)


National Geographic Magazine


Archeology Magazine

Archeology Magazine

Saudi-Aramco Magazine

**WEBSITES**

http://wps.ablongman.com/long_stearns_wcap_3/0,8222,1005788-00.html
text book with online support and review materials

http://worldhistoryconnected.press.uiuc.edu/

http://www.worldhistorycenter.org/
http://www.saudiaramcoworld.com/issue/200504/ use with articles on historical figures and periods in class discussions to view art, and sources

http://dsal.uchicago.edu/

http://www.asia.si.edu/exhibitions/online/buddhism/default.htm
Art of Buddha—cultural diffusion activity

http://www.leoafricanus.com/ Leo Africanus Activity

http://www.learner.org/exhibits/renaissance/middleages.html
The black plague and virtual town

http://www.learner.org/exhibits/renaissance/florence.html
Focus on Florence

http://www.learner.org/channel/courses/worldhistory/unit_video_25-2.html# video clips on spread of Reggae and Soccer as a world culture

http://www.amnh.org/exhibitions/climatechange/?src=h_h
climate change website with variety of sources, charts/graphs, maps, etc.

http://www.metmuseum.org/explore/Marco/get_1.html Marco Polo Web site with readings, maps, primary documents

http://www.pbs.org/wnet/secrets/previous_seasons/lessons/lp_plague.html website on Black Plague with video, primary sources, illustrations, maps
http://historymedren.about.com/library/atlas/natmapasiabd.htm interactive map for Black Plague

http://virtualvillage.wesleyan.edu/ virtual tour of Middle Eastern village

http://www.pbs.org/wgbh/aia/part1/index.html website on African Slavery with variety of primary sources, graphs, maps, etc.

http://coombs.anu.edu.au/WWWVL-AsianStudies.html website for Asian studies with primary sources, art, literature, etc.

http://www.fas.harvard.edu/~ekp/ website on Korea with primary sources, art, literature, etc.

http://www.aztec-history.net/ website for Aztec history with primary sources, illustrations, etc.

http://manuscripts.cmrs.ucla.edu/ virtual library of Medieval manuscripts

http://www.pbs.org/wgbh/commandingheights/hi/story/ch_menu_02.html
Commanding Heights from PBS video series on 20th century European conflicts

http://www.eastview.com/Online/AsianProducts.aspx database on Asia with variety of primary sources

http://www.hrproject.org/ website for Human Rights project
http://www.thecaveonline.com/APEH/TheUrbanGame.htm Urban Game COT showing pre-industrialization through post-industrialization Europe

http://images.google.com/hosted/life Life photo archive

http://www.mapsofwar.com/ visual map/interactive maps for various wars

http://www.gwu.edu/~nsarchiv/coldwar/interviews/ Cold War website with military documents and primary sources released by the government

http://www.flowofhistory.com/units flowcharts/timelines of world history for use in COT essays and chronology activities

http://www.medievalhistory.org.in/ Medieval History Journal with primary sources and documents/timelines

http://www.pbs.org/gunsgermssteel/educators/index.html Guns, Germs, and Steel website with variety of activities to use with video in class

http://wsu.edu/~dee/ World Cultures Web site with variety of resources

http://www.wdl.org/en/ World Digital Library with resources, primary documents, maps, charts, etc.

http://www.centralasia-southcaucasus.com/index.php?option=com_content&task=view&id=84 website with virtual Silk Road activities, readings, photos, etc.
http://www.chinainstitute.org/index.cfm?fuseaction=Page.ViewPage&PageID=577 China Institute on the Silk Road with variety of resources

http://www.silkroadproject.org/Education/Resources/tabid/171/Default.aspx The Silk Road Project with visual images and maps

http://www.getty.edu/education/teachers/classroom_resources/curricula/asian_influences/asian_influences_lesson_plan_index.html Asian influences on society....great CC activities viewing art/pottery from different periods; primary sources, etc.

http://delicious.com/search?p=historical+maps&u=tshreve&chk=&context=network&fr=del_icio_us&lc=0 historical map database

http://www.indianoceanhistory.org/ Indian Ocean and the Silk Road activity Web site

http://www.guhsd.net/mcdowell/edtec670/scramble/scramble.html Scramble for Africa game on colonialism

http://www.wellesley.edu/Polisci/wj/China1972/main.html Images of life in China during the Cultural Revolution

http://galileo.rice.edu/ Galileo project with documents and visuals on science during the Scientific Revolution

http://anders.com/lectures/lars_brownworth/12_byzantine_rulers/ Byzantine Rulers website with visuals, timelines, and resources

http://www.ancientegypt.co.uk/menu.html Ancient Egypt website with art, images, documents

http://ehistory.osu.edu/osu/mmh/  Multimedia histories electronic library of visual arts and resources from variety of historical periods

http://www1.yadvashem.org/exhibitions/album_Auschwitz/multimedia/index.HTML  the Auschwitz album sources, images, and personal stories

http://www.nationsonline.org/bilder/world_outline_map.jpg  outline map of world for annotated map activities

http://www.youtube.com/watch?v=LtGoBZ4D4_E&annotation_id=annotation_559561&feature=iv  Bayeux Tapestry visual library

http://www.msnbc.msn.com/id/33110809/ns/technology_and_science-science/  MSNBC website on ARDI discovery to use with debate on hominoids; CC with LUCY discovery as well

http://www.teachmideast.org/  Teaching the Middle East website with maps, primary sources, etc

http://www.nationalgeographic.com/terracottawarriors/teachers.html  National Geographic site on Terracotta Warriors

http://www.euratlas.net/history/europe/index.html  periodical historical atlas from variety of periods of history
Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.  TEXTBOOK CH. 1

Key Concept 1.1. Big Geography and the Peopling of the Earth

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to
Eurasia, Australia and the Americas, adapting their technology and cultures to new climate regions.

A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators and to adapt to cold environments.

B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.

C. Religion was most likely animistic.

D. Economic structures focused on small kinship groups of hunting-foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas and goods.

CLASS ACTIVITIES FOR EXTENSION AND REVIEW:

1. Students will read the article *HUNTER GATHERER* from *Archeology Magazine* and will read the article *NEOLITHIC TURKEY* from *National Geographic Magazine* and answer discussion questions in small groups.

2. Students in small groups will use the two different archeological articles from above to debate the following questions: how do archeologists use information about geography and the local environment to make determinations about what items discovered were used for? How do these two different historians differ in their view of what the carved obelisks represent in Neolithic region of Turkey? What elements do you feel caused the differences in opinions that each
historian had? Why do some people feel that archeology is a constantly evolving science?

3. Students will complete a debate based on the reading “Did Homo-sapiens originate in Africa” from the book Taking Side Issues and Controversies--using arguments from 2 different scholars that support and refute this idea students will debate whether they believe humans originated in Africa or in multiple locations around the world. Students will also compare information from these 2 articles (Issues and Controversies) with recent articles on the discovery of Ardi from both Archeology Magazine and National Geographic and will discuss within small groups whether this new discovery alters their positions and findings from the previous debate. Students will be asked to write a summary paper defending where they feel that humans originated historically using information from both historical journal articles and from local newspapers who covered the discovery of a newer hominoid discovered in Europe as well and must explain how geography, climate, and ability to be mobile could have impacted the location of early human populations.

4. Students will read Linda Shaffer’s Southernization article and will use historiography to record the major contributions of different groups in reference to hemispheric development.

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.

A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica and the Andes.

B. Pastoralism developed at various sites in the grasslands of Afro-Eurasia.

C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.

D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.

E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Complete chart comparing the 5 River Valley Civilizations with emphasis on technological developments, economic systems, social systems, political development, and gender roles through class discussions based on homework readings.
2. Students will analyze several photos of art and artifacts (from the Bently textbook) from the 5 early civilizations and will discuss tone, point-of-view, authorship, audience, etc. using the APPARTS strategy. **Students will take these photos of early art during the classical period and will research more examples of early art to create an art exhibit from one of the 5 classical civilizations. Students will need to explain how each art illustration exhibits unique characteristics for that specific civilization and must show how the art displays political, economic and social institutions for that specific empire.**

3. Students will read and analyze document 24 (DOCUMENTS IN WORLD HISTORY) *Global Contacts: The Rise of the Pastoral Nomads* using the APPARTS strategy in small groups.

4. Complete chapter study-guide, annotated timeline and map activities—this will repeat for each chapter.

5. Distribute the College Board Rubrics for compare/contrast essays and change over time essays—discuss as a class the structural elements required for each essay format.

II. Agriculture and pastoralism began to transform human societies.
   A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.

   B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and
the development of elites.

C. Technological innovations led to improvements in agricultural production, trade and transportation, including pottery, plows, woven textiles, metallurgy, wheels and wheeled vehicles.

D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

**CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW**

1. Students will be placed in small groups to complete an internet activity comparing the early civilizations in terms of governments, social systems, art/literature, technology, and trade/economy.

2. Students will read and analyze various historians’ writings to determine why we study history and how historians can often come to different conclusions based on similar research. We will read Peter Stearns “Why study history” at [http://www.historians.org/pubs/free/WhyStudyHistory.htm](http://www.historians.org/pubs/free/WhyStudyHistory.htm) and William McNeill’s “Why study history” at: [http://www.historians.org/pubs/archives/whmcneillwhystudyhistory.htm](http://www.historians.org/pubs/archives/whmcneillwhystudyhistory.htm) Both authors are professors of World History at different universities and can provide students with alternative ways to approach the study of history.

**Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies**
I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.

*NOTE: Students should be able to identify the location of all of the following.*

A. Mesopotamia in the Tigris and Euphrates River Valleys
B. Egypt in the Nile River Valley
C. Mohenjo-Daro and Harappa in the Indus River Valley
D. Shang in the Yellow River or Huang He Valley
E. Olmecs in Mesoamerica
F. Chavin in Andean South America

**CLASS ACTIVITIES FOR EXTENSION AND REVIEW**

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from *Documents in World History* Babylonian Law: *How an Early State Regulated its subjects.*

2. Review the early river civilization chart and add the 5 early civilizations to the chart comparing political, economic, art/literature, social systems, and religious systems in a small group format.

3. Students will use the Internet to complete a Web Quest on Mohenjo Daro examining artifacts discovered at the
site with questions about why they were created and why this civilization collapsed. **This web-quest requires students to analyze different artifacts discovered at Mohenjo Daro and evaluate what they think these artifacts would have been used for.** Students are asked to repeatedly compare artifacts discovered to ascertain their purpose and impact on the civilization itself and how lack of technology could have been a cause for the collapse of this civilization. Students will also read several different historians interpretations for why Mohenjo Daro collapsed and students will be asked to take a stand and argue why they feel this civilization collapsed (understanding both anthropological and archeological terminology)—this will who students how archeologist have contributed to our knowledge of Mesopotamia.

II. The first states emerged within core civilizations.

A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support, and who was supported by the religious hierarchy and professional warriors.

B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.
C. Early regions of state expansion or empire building were Mesopotamia and Babylonia — Sumerians, Akkadians and Babylonians — and Egypt and Nubia along the Nile Valley.

D. Pastoralists were often the developers and disseminators of new weapons (such as compound bows or iron weapons) and modes of transportation (such as chariots or horseback riding) that transformed warfare in agrarian civilizations.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. As a class, review the river valley and early civilizations chart. Discuss how they are similar and different, and what can account for these occurrences.

2. Students will create an annotated map locating the 6 regions noted in section one along with the above empires in section 2. Students will be asked to note any similarities between where the early civilizations were and these first states that emerged. Why do these patterns exist? Students will examine a variety of Geography websites and use the NYSTROM maps to locate civilizations. Students will discuss why these civilizations chose to settle in that geographic location and how this decision led to either success or failure of each civilization due to climatic and geographic changes over time.

3. Students will analyze examples of periodization by forming small teams of 3-4 students who will research and rank at least three significant events that happened prior to this period of time and three events that
happened at the end of this period. Students will have to argue how each example led to long term changes in specific parts of the world and the class will have to argue if they agree that these examples caused changes that truly revolutionized the world or not.

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths and monumental art. TEXTBOOK CHAPTERS 2-4

A. Early civilizations developed monumental architecture and urban planning (such as ziggurats, pyramids, temples, defensive walls, streets and roads, or sewage and water systems).

B. Elites, both political and religious, promoted arts and artisanship (such as sculpture, painting, wall decorations or elaborate weaving).

C. Systems of record keeping (such as cuneiform, hieroglyphs, pictographs, alphabets or quipu) arose independently in all early civilizations.

D. Literature was also a reflection of culture (such as the “Epic of Gilgamesh,” Rig Veda or Book of the Dead).

E. New religious beliefs developed in this period continued to have strong influences in later periods, including the Vedic religion, Hebrew monotheism and Zoroastrianism
F. Trade expanded throughout this period, with civilizations exchanging goods, cultural ideas and technology. Trade expanded from local to regional and transregional, including between Egypt and Nubia and between Mesopotamia and the Indus Valley.

G. Social and gender hierarchies intensified as states expanded and cities multiplied.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Students will read the article *Henge* from *Archeology Magazine* and discuss questions about why stone circles were built all over Europe. Students will then compare these reasons to the article previously read called *Neolithic Turkey* to determine what similarities exist and why using both archeological and geographic tools to evaluate both sites during their comparisons.

2. Students will look at the DBQ *Influence of Geography on History* and will analyze each document using the APPARTS strategy and will determine as a team which document shows a larger impact of geography and why. Students will use knowledge of how geography can change in a region over time and the positive and negative effects this change can have on a society.

3. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from *Documents in World History: Egypt: Religious Culture and the Afterlife,*
Mesopotamian Values: Ideas About the Nature of Life and Death, Zoroastrianism: The Major Persian Religion, and The Hebrew Bible. **Students will use the various historical perspectives noted in the above primary sources to determine how pre-classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.**

4. Complete a comparison chart on the major religions of the Classical Period with a focus on reasons for development, methods of transmission, and impact on nearby cultures or civilizations through class discussions based on homework readings and information from the APPARTS activity above.

5. Students will create an annotated map showing the region each religion covered at this time along with the trade routes which were developing during this time. Student will be asked to determine if there is any correlation between the locations/extensions of each religion to nearby trade routes. **Students will use knowledge of how geography can change in a region over time and the positive and negative effects this change can have on a society.**

**Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.**
**TEXTBOOK CHAPTERS 2-5 AND 11**
Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.

A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also showed Mesopotamian influences. Around 600 B.C.E. and 70 C.E., the Assyrian and Roman empires, respectively, created Jewish diasporic communities and destroyed the kingdom of Israel as a theocracy.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — often known as Hinduisms — which show some influence of Indo-European traditions in the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. In small groups, students will examine documents from a DBQ called Ancient Empires and will use the APPARTS strategy to analyze each document and will determine as team which document would best answer the question in the essay.

2. Students will complete a review worksheet on both Hinduism and Buddhism covering the major tenets of both religions which will be used to contrast the two religions later on.
3. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from *Documents in World History: To fight in a Righteous War: Varna and Moral Duty in India.*

4. Students will read the article *Untouchables* (National Geographic) and discuss questions as a team to discover how social ranking effects the lives of many people. **Students will also discuss how the study of Anthropology as learned in previous activities is illustrated in this article. How has the social rankings altered over time due to religious and cultural changes and outside influences?**

5. Essay Change over time (COT): Describe the change over time of Hinduism from the Aryans to the Guptas.

II. **New belief systems and cultural traditions emerged and spread, often asserting universal truths.**

A. The core beliefs preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.

B. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by
key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including the rulers.

C. In the major Daoist writings (such as the *Daodejing*), the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture (such as medical theories and practices, poetry, metallurgy or architecture).

D. The core beliefs preached by Jesus of Nazareth drew on the basic monotheism of Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

**CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:**
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from *Documents in World History: Monks and Monarchs: Buddhism Spreads to China, Korea, and Japan, Key Chinese Values: Confucianism, Daoism, The Greek Political Tradition, Athenian Democracy and Culture, and Leadership in the*
Roman Republic. Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

2. Students will analyze documents from a DBQ on India using the APPARTS strategy and will discuss as a team which document best answers the question and why.

3. Students will complete a debate on whether or not Christianity liberated women (Issues and Controversies) using two opposing viewpoints, primary documents already read in class, and information from their textbook. Students will read two articles from historians voicing their opinion on whether women’s roles in society increased due to the spread of Christianity. These two writers (Karen Armstrong and Karen King) are professors of history at prestigious universities focusing on women’s studies. Students must use points from the two different perspectives in their debate and will write a summary paper using historical evidence from primary documents (located in the Human Reader and Civilizations Discovering the Global Past: A Look at the Evidence) along with excerpts from Christian writers from this period.

III. Belief systems affected gender roles (such as Buddhism’s encouragement of a monastic life or Confucianism’s emphasis on filial piety).

IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core
A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.

B. Ancestor veneration persisted in many regions (such as in Africa, the Mediterranean region, East Asia or the Andean areas).

V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.

A. Literature and drama acquired distinctive forms (such as Greek tragedy or Indian epics) that influenced artistic developments in neighboring regions and in later time periods (such as in Athens, Persia or South Asia).

B. Distinctive architectural styles can be seen in Indian, Greek, Mesoamerican and Roman buildings.

C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments, as seen in the Gandhara Buddhas, which exemplify a syncretism in which Hellenistic veneration for the body is combined with Buddhist symbols.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will complete a Web-quest activity using the
Smithsonian Museum web site to analyze and compare statues of Buddha found in China, Japan, and Korea. Students will compile evidence of cultural diffusing evident in the pictures of Buddha to create an essay arguing to what extent did the portrayal of Buddha change due to impact with both China and Japan. Students must also convey reasons for the continuity of certain elements within Indian art as compared to art in China and Japan. **Students will analyze a series of Art and statuary from India, China, and Japan. Students are asked to compare how the art is similar and how it differs and must explain how cultural infusion alters art as it spread through a new region.**

Key Concept 2.2. The Development of States and Empires

I. The number and size of imperial societies grew dramatically by imposing political unity on areas where previously there had been competing states.  
*NOTE: Students should know the location and names of the key states and empires below.*

A. Southwest Asia: Persian Empires (such as Achaemenid, Parthian or Sassanid)

B. East Asia: Qin and Han dynasties

C. South Asia: Maurya and Gupta Empires

D. Mediterranean region: Phoenician and Greek colonization, Hellenistic and Roman Empires
E. Mesoamerica: Teotihuacan, Maya city-states

F. Andean South America: Moche

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will create an annotated map showing the location of each imperial state above along with key facts about trade for each. Students will use knowledge of how geography can change in a region over time and the positive and negative effects this change can have on a society.

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

A. In order to organize their subjects, the rulers created administrative institutions, including centralized governments, elaborate legal systems and bureaucracies (such as in China, Persia, Rome or South Asia).

B. Imperial governments projected military power over larger areas using a variety of techniques, including diplomacy; developing supply lines; building fortifications, defensive walls and roads; and drawing new groups of military officers and soldiers from the local populations or conquered peoples.

C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.
CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:

1. Students will examine and discuss various photos of art and statues from both Greece and Rome with an emphasis on POV, purpose, and significance of each piece (taken from Bently Textbook). **Students will analyze how the various art pieces are similar and different and how cultural differences and selective borrowing through trade contacts influence art during the classical period.**

2. Students will complete a comparison chart on Greece and Rome focusing on political, social, and economic differences especially concerning the role of gender in both societies.

3. Students will watch History Channel’s *Engineering Rome* and will compile a list of technology developed by Rome. In small groups, they will decide on which technological development was more critical in the development of Rome as an Imperial state.


5. **Students will analyze examples of periodization by forming small teams of 3-4 students who will research and rank at least three significant events that happened prior to this period of time and three events that happened at the end of this period. Students will have to argue how each example led to long term changes in specific parts of the world and the class will have to argue if they agree that these examples caused changes**
III. Imperial societies displayed unique social and economic dimensions.

A. Cities served as centers of trade, public performance of religious rituals, and as political administration for states and empires (such as Persepolis, Chang’an, Pataliputra, Athens, Carthage, Rome, Alexandria, Constantinople or Teotihuacan).

B. The social structures of all empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites and caste groups.

C. Imperial societies relied on a range of labor systems to maintain the production of food and provide rewards for the loyalty of the elites, including corvée, slavery, rents and tributes, peasant communities, and family and household production.

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Students will create an annotated map showing the centers of trade, items traded, and will discuss whether any regional patterns of trade are visible and why. Students will use knowledge of how geography can change in a region over time and the positive and negative effects this change can have on a society.
2. Students will create a chart comparing the materials traded, the social structures, gender roles, and labor systems for each center of trade noted above.

3. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from *Documents in World History*: *Gender Relations in India: Four Types of Evidence, Women and the Law in Rome: Legal Codes, Women in Classical China: Ban Zhou, and Mediterranean Social and Family Structure*. Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

4. Essay compare/contrast (CC): Compare and contrast the rise of the Chinese imperial system with the rise of any one ancient or classical civilization.

IV. The Roman, Han, Maurya and Gupta empires created political, cultural and administrative difficulties that they could not manage, which eventually led to their decline, collapse and transformation into successor empires or states.

A. Through excessive mobilization of resources, imperial governments caused environmental damage (such as deforestation, desertification, soil erosion or silted rivers) and generated social tensions and economic difficulties by concentrating too much wealth in the
hands of elites.

B. External problems resulted from security issues along their frontiers, including the threat of invasions (such as between Northern China and Xiongnu; between Gupta and the White Huns; or among Romans, Parthians, Sassanids and Kushan).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from Documents in World History: The Fall of Rome.

2. Students will complete a chart comparing the reasons for the success and fall of each empire listed in B above.

3. Introduce their first DBQ on use of religion as reason to justify war. Review the College Board Rubric, discuss how to form a thesis, and begin analyzing the documents for POV and significance. Students will group the documents according to their relevance to each section of their outline. Students will complete the DBQ begun in class answering the question to what extent does religion justify war.

Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange
I. Land and water routes created transregional trade, communication and exchange networks in the Eastern Hemisphere, while separate networks connected the peoples and societies of the Americas somewhat later.

NOTE: Students should know how factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of the following trade routes.

A. Eurasian Silk Roads

B. Trans-Saharan caravan routes

C. Indian Ocean sea lanes

D. One of the following: Mediterranean sea lanes; American trade routes; or the north-south Eurasian trade routes linking the Baltic region, Constantinople and Central Asia

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Students will create annotated maps for each trade route listed above. Students will look for patterns that emerge as trade becomes more global. Students will use knowledge of how geography can change in a region over time and the positive and negative effects this change can have on a society.

II. New technologies facilitated long-distance communication and exchange.
A. New technologies (such as yokes, saddles or stirrups) permitted the use of domesticated pack animals (such as horses, oxen, llamas or camels) to transport goods across longer routes.

B. Innovations in maritime technologies (such as the lateen sail or dhow ships), as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Students will complete a web-quest on the Indian Ocean comparing different historical sailors, primary sources, and maps. Students will use a variety of readings from historians to determine to what extent was the Indian Ocean a major trading zone? What characteristics make this trading region unique especially considering climatic and geographic characteristics that impact trade in the region.

III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.

A. The spread of crops, including sugar, rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques (such as the development of the qanat system).

B. The spread of disease pathogens diminished urban
populations and contributed to the decline of some empires (such as Rome or China).

C. Religious and cultural traditions, including Chinese culture, Christianity, Hinduism and Buddhism, were transformed as they spread.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from Documents in World History: Global Contacts: The Opening of the Silk Road.

2. Students will view various websites on the Silk Road which include visuals, art, music, maps, and primary sources. Students will then complete a Web-quest on the Silk Road where they analyze the unique characteristics of the silk road and how cultural diffusion leads to blended art and religion by viewing art, music, maps and primary sources.

3. Essay COT: How did Buddhism change (over time) as it spread from India to China?

4. As a class, review the finding of students in the Art of Buddha Web-quest from previous activities to make linkages to the essay above.

Period 3: Regional and Transregional Interactions, c. 600 C.E. to c. 1450  TEXTBOOK CHAPTERS 6-14
Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.

A. Existing trade routes, including the Silk Roads, the Mediterranean Sea, Trans-Saharan and the Indian Ocean basins, flourished and promoted the growth of powerful new trading cities (such as — to mention just a few — Novgorod, Timbuktu, Swahili city-states, Hangzhou, Calicut, Baghdad, Melaka and Venice, or in the Americas, Tenochtitlan or Cahokia).

B. The growth of interregional trade in luxury goods (such as silk and cotton textiles, porcelain, spices, precious metals and gems, slaves or exotic animals) was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated caravan organization (such as caravanserai or camel saddles); use of the compass, astrolabe and larger ship designs in sea travel; and new forms of credit and monetization (such as bills of exchange, credit, checks or banking houses).

C. Commercial growth was also facilitated by new state
practices (such as the minting of coins or use of paper money), new trading organizations (such as the Hanseatic League) and new state-sponsored commercial infrastructures like the Grand Canal in China.

D. The expansion of existing empires — including China, the Byzantine Empire and the Caliphates — as well as new empires (such as the Mongols) facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors’ economies and trade networks.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will read the article *Silk Road* and answer the questions about the extent of and items traded as a group. Students will review characteristics of periodization noted in this modern historical essay noting how the Silk Road has changed over time due to internal and external pressures. Students are asked to identify characteristics of each time period discussed in the article and to identify the events that caused change to various areas and periods during the historical period of the Silk Road as noted by Paul Lunde historian and teacher.

2. Students will create an annotated map for each section above and look for similarities and differences from previous maps created in class. Students will use knowledge of how geography can change in a region over time and the positive and negative effects this change can have on a society.

3. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from *Documents in World*
History: The Early Stages of the Byzantine Empire, Religious and Political Organization in the Islamic Middle East, and The Noble and Magnificent City of Hangzhou: Marco Polo in China. Students will be asked to be able to compare/contrast the political systems of each based on the primary source reading. Students will use the various historical perspectives noted in the above primary sources to determine how post-classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

6. Students will analyze examples of periodization by forming small teams of 3-4 students who will research and rank at least three significant events that happened prior to this period of time and three events that happened at the end of this period. Students will have to argue how each example led to long term changes in specific parts of the world and the class will have to argue if they agree that these examples caused changes that truly revolutionized the world or not.

II. The movement of peoples caused environmental and linguistic effects.

A. The expansion and intensification of long-distance trade routes often depended on peoples’ understanding of a particular regional environment and their subsequent technological adaptations to them (such as the way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries, the way the Arabs and Berbers adapted camels to travel
across and around the Sahara, or the way Central Asian pastoral groups used horses to travel in the steppes).

B. Some migrations had a significant environmental impact, including the migration of the agricultural Bantu-speaking peoples in forested regions of Sub-Saharan Africa, and the maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands.

C. Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages (for example, the spread of Bantu languages, the new language of Swahili that developed in East African coastal areas, or the spread of Turkic and Arabic languages).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will create a chart comparing the 3 points above concerning area traded, items traded, area of migration, environmental impact, diffusion of languages/adoption of languages.

2. Students will read the article *Interconnected World* and will discuss questions as a team. **Students will read this contemporary article on how different regions not only work together through established trade routes but are also required to analyze in a team essay how cultures involved in the rise of trade routes accommodated and assimilated aspects of their culture through contact. Students will also analyze periodization by noting not only the different time periods analyzed in this article but to**
also note the characteristics that were similar and different in each time period and the reasons why these comparisons existed.

3. Students will read the article *Arab Science* from *Saudi Aramco* and will compile a list of items created by Arabians and will determine as a group which two items has had the largest impact on the world at that time and today. **Students will use tools of historiography to analyze historical inventions to discuss with partners what invention has had the greatest impact of change to world societies.**

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

A. Islam expanded from the Arabian Peninsula to many parts of Afro-Eurasia due to military expansion and the activities of merchants and missionaries.

B. In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture (such as Muslim merchant communities in the Indian Ocean region, Chinese merchant communities in Southeast Asia, Sogdian merchant communities throughout Central Asia or Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads).

C. The writings of certain interregional travelers (such as Ibn Battuta, Marco Polo or Xuanzang) illustrate both the
extent and the limitations of intercultural knowledge and understanding.

D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic and cultural traditions (such as the influence of Neo-Confucianism and Buddhism in East Asia, Hinduism and Buddhism in Southeast Asia, Islam in Sub-Saharan Africa and Southeast Asia or Toltec/Mexica and Inca traditions in Mesoamerica and Andean America).

E. Increased cross-cultural interactions also resulted in the diffusion of scientific and technological traditions (such as the influence of Greek and Indian mathematics on Muslim scholars, the return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia or the spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: The Islamic Religion, and The Noble and Magnificent City of Hangzhou: Marco Polo in China. Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.
2. Students will complete a Web-quest on Ibn Battuta which is an anthropological recreation of his travels and writings using current photos, interviews and historical primary sources. Students will analyze the major events of Ibn Battuta while being able to argue why these events impacted several areas of the world and facilitated networks and change through his writings.

3. Students will read three articles Han (National Geographic), Oceania (Saudi Aramco), and China United (Archeology) and will answer questions together as teams. Students will use these contemporary historical articles to analyze how archeological discoveries has altered our understanding of the development of Asia by comparing archeological discoveries to what they have learned in our textbook noting similarities and differences.

4. Students will complete a comparison chart on Tang and Song dynasties in relation to their environmental interaction, social and gender structures, cultural and political organizations. Emphasis will be on students being able to discuss both changes and continuity between the two dynasties.


IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.

A. New foods were adopted in populated areas (such as
bananas in Africa, new rice varieties in East Asia or the Muslim Agricultural Revolution).

B. The spread of epidemic diseases, including the Black Death, followed the well-established paths of trade and military conquest.

CLASSROOM ACTIVITIES FOR REVIEW AND EXTENSION

1. Essay CC: Compare and contrast the status of women in Islam with any one of these other civilizations: India, China, Rome, Greece, nomadic societies, or Japan.

2. Students will analyze examples of periodization by forming small teams of 3-4 students who will research and rank at least three significant events that happened prior to this period of time and three events that happened at the end of this period. Students will have to argue how each example led to long term changes in specific parts of the world and the class will have to argue if they agree that these examples caused changes that truly revolutionized the world or not.

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions TEXTBOOK CHAPTERS 8-15

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang and Song — combined traditional sources of power and legitimacy (such as
patriarchy, religion or land-owning elites) with innovations better suited to the current circumstances (such as new methods of taxation, tributary systems or adaptation of religious institutions).

B. In some places, new forms of governance emerged, including those developed in various Islamic states (such as the Abbasids, the Muslim Iberia or the Delhi Sultanates), the Mongol Khanates and city-states (such as in the Italian peninsula, East Africa or Southeast Asia).

C. Some states synthesized local and borrowed traditions (such as Persian traditions that influenced Islamic states or Chinese traditions that influenced Japan).

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (“Aztecs”) and Inca.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will create a comparison chart for the 4 items above to compare political systems, economy, tribute systems, religious systems, trade routes/items, social divisions, etc.

2. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: Mayan and Aztec Creation Stories, Tribute under
Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above. Students will also read contemporary articles on the Jaguar society from Archeology and compare these contemporary findings to the primary sources listed above.

3. Students will complete a DBQ on the spread of Islam throughout the Middle East compared to the spread of Christianity throughout Europe. Review the College Board Rubric, discuss how to form a thesis, and begin analyzing the documents for POV and significance. Students will group the documents according to their relevance to each section of their outline. Students will complete the DBQ begun in class comparing the extent of transmission of both Christianity and Islam through the Middle East, Mediterranean, and Europe.

7. Students will analyze photos of art and sculptures from Ghana and Benin to discuss how archeologists use art to discover elements of culture, religion, and society. Discussions will also focus on the different viewpoint of gender in art along with social positions as illustrated in statues. **Students will write an essay discussing how African art epitomizes the culture of Africa and will research outside art sculptures not shown in this source to add more characteristics in their response.**
4. As a class, students will read primary documents on Mansa Musa’s Hajj and discuss the political and economic impact that his journey had on Egypt.

II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, for example between Tang China and the Abbasids, across the Mongol empires and during the Crusades.

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

I. Innovations stimulated agricultural and industrial production in many regions.

A. Agricultural production increased significantly due to technological innovations (such as Champa rice varieties, the chinampa field systems, *waru waru* agricultural techniques in the Andean areas, improved terracing techniques or the horse collar).

B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops (such as sugar or citrus) were transported from their indigenous homelands to equivalent climates in other regions.

C. Chinese, Persian, and Indian artisans and merchants also expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.
CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: China Discovers Africa, Merchants and Trade: Sources and Comparisons, and Global Contacts: Sailing to Calicut. Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

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

A. Factors that contributed to declines of urban areas in this period included invasions, disease, the decline of agricultural productivity and the Little Ice Age.

B. Factors that contributed to urban revival included the end of invasions, the availability of safe and reliable transport, the rise of commerce and the warmer temperatures between 800 and 1300. Increased agricultural productivity and subsequent rising population and greater availability of labor also contributed to urban growth.

C. While cities in general continued to play the roles they had played in the past as governmental, religious and commercial centers, many older cities declined at the same
time that numerous new cities took on these established roles. NOTE: Students should be able to explain the cultural, religious, commercial and governmental function of at least two major cities.

CLASSROOM ACTIVITIES FOR EXTENSION AND DISCUSSION:

1. Students will complete the Urban Game reviewing how Industrialization began and altered the landscaped of Europe. Students will then write a COT essay: How did mankind’s impact on the environment change from the Agricultural Revolution through the 19th century?

2. Students will create a Venn Diagram of two major cities comparing the cultural, religious, commercial and governmental function of each.

III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

A. As in the previous period, the main forms of labor organization included free peasant agriculture, nomadic pastoralism, craft production and guild organization, along with various forms of coerced and unfree labor and government-imposed labor taxes and military obligations.

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan and Southeast Asia.
C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the mit’a in the Inca Empire. Free peasants resisted attempts to raise dues and taxes by staging revolts (such as in China or the Byzantine Empire). The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa and the eastern Mediterranean.

D. The diffusion of Buddhism, Christianity, Islam and Neo-Confucianism often led to significant changes in gender relations and family structure.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Essay CC: Compare and contrast the decline and fall of the Byzantines or Kievan Rus with (1) the Arab caliphate or (2) any classical civilization.

Period 4: Global Interactions, c. 1450 to c. 1750
TEXTBOOK CHAPTERS 16-22

Key Concept 4.1. Globalizing Networks of Communication and Exchange

I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara and overland Eurasia.
II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic and Asian worlds, and included the production of new tools (such as the astrolabe or revised maps), innovations in ship designs (such as caravels), and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Review the *Arab Science* article students read previously and discuss how these innovations led to an increase in global contact and trade.

2. Students will analyze examples of periodization by forming small teams of 3-4 students who will research and rank at least three significant events that happened prior to this period of time and three events that happened at the end of this period. Students will have to argue how each example led to long term changes in specific parts of the world and the class will have to argue if they agree that these examples caused changes that truly revolutionized the world or not.

3.

III. Remarkable new transoceanic maritime reconnaissance occurred in this period.

A. Official Chinese maritime activity expanded into the Indian Ocean region with the naval voyages led by Ming Admiral Zheng He, which enhanced Chinese prestige.
B. Portuguese development of a school for navigation led to increased travel to and trade with West Africa, and resulted in the construction of a global trading-post empire.

C. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

D. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.

E. In Oceania and Polynesia, established exchange and communication networks were not dramatically affected because of infrequent European reconnaissance in the Pacific Ocean.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Students will read the National Geographic article China’s Great Armada and will discuss the reasons for the development of the Armada, the extent of trade, and the reasons for the decline in the usage of the Armada. Students must look at archeological evidence to argue to what extent did the Chinese Armada exhibit the height of Chinese Maritime power.

2. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: Global Contacts: Travelers to Holy Places and Global Contact: Sailing to Calicut, and student will review 2 documents previously read China Discovers Africa, and
**Merchants and Trade: Sources and Comparisons.** Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

3. Students will complete a chart on major European explorers with areas traveled, items traded, and areas discovered as a review.

**IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.**

A. European merchants’ role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.

B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.

C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their
domestic and colonial economies and by European merchants to compete against one another in global trade.

D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American and European cultures and peoples.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Students will read and answer questions on the reading Silver Flow to determine how silver impacted world trade systems and created a more global network.

2. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: Africa and the European Slave Trade and East Africa and Portugal. Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

3. Students will complete a unit essay analyzing the political and economic changes and continuities that occurred in one of the following regions as a result of imperialism between 1750 and 1900: Africa, Asia, and Latin America. This activity was created by Sharon Cohen as part of a county wide lesson where teachers and students share input into the organizational processes used and the outcome of the essay itself to build collaboration and understanding about the elements necessary for a good COT essay discussing global processes on a region over
4. Students will complete a DBQ comparing and contrasting the Muslim and American slavery systems in regards to the purpose of slavery and the differences in the usage of slaves in each system.

V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.

A. European colonization of the Americas led to the spread of diseases (such as smallpox, measles or influenza) that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of pests (such as mosquitoes or rats).

B. American foods (such as potatoes, maize or manioc) became staple crops in various parts of Europe, Asia and Africa, while cash crops (such as cacao or tobacco) were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.

C. Afro-Eurasian fruit trees, grains, sugar and domesticated animals (such as horses, pigs or cattle) were deliberately brought by Europeans to the Americas, while other foods (such as okra) were brought by African slaves.

D. Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.
E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:

1. Students will complete an annotated map locating the areas of conquest and settlement in the Americas and Africa, the location of trade routes and items traded, and areas of environmental damage in each region. Students will demonstrate knowledge of political boundaries, political expansion/tributes, areas of trade and items trade, and where some tribal regions overlapped other Native American territories. **Students will use knowledge of how geography can change in a region over time and the positive and negative effects this change can have on a society.**

2. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from **Documents in World History: The Columbian Exchange in the Early Modern Period.**

3. Essay CC: Compare and contrast Mesoamerican technological developments with similar developments in peripheral regions of the world such as Japan, Southeast Asia, or West Africa.

VI. The increase in interactions between newly connected hemispheres and intensification of connections within
hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.

A. The practice of Islam continued to spread into diverse cultural settings in Asia and Africa.

B. The practice of Christianity was increasingly diversified by the Reformation.

C. Buddhism spread within Asia.

D. Syncretic forms of religion (such as African influences in Latin America, interactions between Amerindians and Catholic missionaries, or Sikhism between Muslims and Hindus in India and Southeast Asia) developed.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: African Kingdoms and Islam, Africa Through the Eyes of an European Merchant, and The Protestant Reformation. Students will use the various historical perspectives noted in the above primary sources to determine how modern civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

2. Students will compare the spread of Islam, Buddhism and Christianity by completing an annotated map and then writing a CC essay.
VII. As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.

A. Innovations in visual and performing arts (such as Renaissance art in Europe, miniature paintings in the Middle East and South Asia, wood-block prints in Japan or post-conquest codices in Mesoamerica) were seen all over the world.

B. Literacy expanded and was accompanied by the proliferation of popular literary forms in Europe and Asia (such as Shakespeare, Cervantes, Sundiata, Journey to the West or Kabuki).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Students will complete an interactive Web-Quest comparing different artistic and architectural works by major Renaissance figures. Students will analyze art from the Sistine Chapel and other Florentine artists to compare what characteristics defined the art of Northern versus Southern Renaissance art. Students will discuss as a class how cultural diffusion is evident in the art and architecture of the Renaissance.


http://www.arca.net/uffizi1/artista.asp?Autore=Domenico+Bigordi+called+Ghirlandaio
Botticelli room

Key Concept 4.2. New Forms of Social Organization and Modes of Production

I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

   A. Peasant labor intensified in many regions (such as the development of frontier settlements in Russian Siberia, cotton textile production in India or silk textile production in China).

   B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

   C. The Atlantic slave trade increased demand for slaves and altered male-female ratios in Africa.

   D. The purchase and transport of slaves supported the growth of the plantation economy throughout the Americas.
E. Spanish colonists transformed Amerindian labor systems (such as introducing the encomienda and hacienda systems or changing the Inca mit’a labor obligation into a forced labor system).

F. Europeans used coerced and semicoerced labor (such as indentured servitude or impressment).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from *Documents in World History: Confucianism and Popular Protest in China, Chinese Reform Movements, Peter the Great Reforms Russia, Peasant Revolt, Economy and Society of Latin America (Working Conditions), Economy and Society of Latin America (Plantations) and Russian Peasants: Serfdom and Emancipation*. Students will use the various historical perspectives noted in the above primary sources to determine how modern civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

2. Students will view images of archeological findings in several regions of Central and South America and will discuss how imagery used in buildings reflected Aztec and Mayan societal values and religion. **Students will use the Ancient Americas Archeology exhibit at:** http://www.fieldmuseum.org/ancientamericas/exhibition.asp Students will determine how archeologists make assumptions on historical sites by answering specific
questions and collecting data. Students will have to choose several artifacts to present to class and explain how these artifacts can be used to understand how a culture developed over time.

3. Students will complete a comparison chart on Mayan and Aztec political, social, economic, religious, and gender formations.

4. In class students will analyze documents in a DBQ on the Columbian Exchange using the APPARTS strategy. Students will discuss which document best answers the question and why and will write the essay for homework.

5. Students will read Chapter 6 The Atlantic Slave Trade: It’s Impact on West Africa as found Discovering the Global Past: A Look at the Evidence.

6. Students will complete a chart comparing the reasons for the spread of slavery in the Muslim, American, Spanish, and Portuguese territories. Students will evaluate political and economic motives along with the impact slavery institutions had on the social, political, and economic development of Africa.


II. As new social and political elites changed, they also restructured new ethnic, racial and gender hierarchies.
A. Both imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites (such as the Manchus in China, Creole elites in Spanish America, European gentry or urban commercial entrepreneurs in all major port cities in the world).

B. The power of existing political and economic elites (such as the zamindars in the Mughal Empire, the nobility in Europe or the daimyo in Japan) fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

C. Some notable gender and family restructuring occurred, including the demographic changes in Africa that resulted from the slave trades (as well as the dependence of European men on Southeast Asian women for conducting trade in that region or the smaller size of European families).

D. The massive demographic changes in the Americas resulted in new ethnic and racial classifications (such as mestizo, mulatto or Creole).

**CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW**

1. Students will complete a CC chart on the four points listed above noting political, economic, social, trade systems, religion, and technological advancements of each state above.

2. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from *Documents in World*.
History: *Latin American Literature and Cultural Values.*

**Key Concept 4.3. State Consolidation and Imperial Expansion**

I. **Rulers used a variety of methods to legitimize and consolidate their power.**

   A. Visual displays of political power (such as monumental architecture, urban plans, courtly literature or the visual arts) helped legitimize and support rulers.

   B. Rulers used religious ideas (such as European notions of divine right, the Safavid use of Shiism, the Mexica or Aztec practice of human sacrifice, the Songhai promotion of Islam or the Chinese emperors’ public performance of Confucian rituals) to legitimize their rule.

   C. States treated different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state (such as the Ottoman treatment of non-Muslim subjects, Manchu policies toward Chinese or the Spanish creation of a separate “República de Indios”).

   D. Recruitment and use of bureaucratic elites, as well as the development of military professionals (such as the Ottoman devshirme, Chinese examination system or salaried samurai), became more common among rulers who wanted to maintain centralized control over their populations and resources.

   E. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.
CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from *Documents in World History: New Tensions in the Western Political Tradition: Absolutism and Parliament, Political Styles in Latin America: Colonial Bureaucracy, and Early Modern Japan*. Students will use the various historical perspectives noted in the above primary sources to determine how modern civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

2. Students will complete a chart comparing Early Modern China with Early Modern Japan. Students will focus on the relationships both empires had with their physical environments, technology and demography, social and gender structures, cultural and intellectual developments, political organization, and discussions on change and continuity within both empires.

3. Students will discuss and create visual representations comparing European Feudalism with Japanese Feudalism.

4. Essay CC: Compare and contrast how smaller states and societies on the periphery of a greater or larger civilization are affected by the larger, more influential society: Korea, Japan, Sub-Saharan Africa, and Southeast Asia with China. How widespread is acculturation
II. Imperial expansion relied on the increased use of gunpowder, cannons and armed trade to establish large empires in both hemispheres.

A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.

B. Land empires, including the Manchus, Mughals, Ottomans and Russians, expanded dramatically in size.

C. European states, including Portugal, Spain, the Netherlands, France and Britain, established new maritime empires in the Americas.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will create an annotated map showing trading routes, posts, and land empires (both new and old). **Students will use knowledge of how geography can change in a region over time and the positive and negative effects this change can have on a society.**

2. Students will complete readings on the Opium War: *A Private Postscript*, and *Lin’s Advice to Queen Victoria*. Students will discuss why the British are perceived by non-Europeans as aggressive and disrespectful.

3. Students will complete a web-quest on the effects of imperialism in both China and Africa.
4. Students will complete a DBQ comparing and contrasting the Hansa and Swahili trading alliances with an emphasis on the political, economic, and cultural devices created within each region as a result of the trading alliance.

III. Competition over trade routes (such as Omani-European rivalry in the Indian Ocean or piracy in the Caribbean), state rivalries (such as the Thirty Years War or the Ottoman-Safavid conflict) and local resistance (such as bread riots) all provided significant challenges to state consolidation and expansion.

SEMESTER EXAM REVIEW ACTIVITY: Students will create posters comparing and contrasting 2 different regions studied this semester. Each group must visually compare the social divisions, artistic developments, and political organization during Pre-Classical, Classical, and Post-Classical time periods as studied in class. These presentations will serve as part of the review for semester 1 exams held the following week.

Period 5: Industrialization and Global Integration, c. 1750 to c. 1900 TEXTBOOK CHAPTERS 23-27

Key Concept 5.1. Industrialization and Global Capitalism

I. Industrialization fundamentally changed how goods were produced.
A. A variety of factors led to the rise of industrial production: Europe’s location on the Atlantic Ocean; the geographical distribution of coal, iron and timber; European demographic changes; urbanization; improved agricultural productivity; legal protection of private property; an abundance of rivers and canals; access to foreign resources; and the accumulation of capital.

B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The “fossil fuels” revolution greatly increased the energy available to human societies.

C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor.

D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the rest of the world (such as the United States, Russia or Japan).

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.

F. The changes in the mode of production also stimulated the professionalization of sciences (such as medicine or engineering) and led to the increasing application of science to new forms of technology.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from **Documents in World History: Work and Workers in the Industrial Revolution**.

2. As a class, review the outcomes and essay from the Urban Game completed previously in the course. Note essay was: How did mankind’s impact on the environment change from the Agricultural Revolution through the 19th century?

3. Using primary documents, students will analyze the economic, technological, social and environmental dynamics and effects 1750-1914 by creating charts on Russia and Japan along with a COT essay (developed by Sharon Cohen and Deborah Smith).

4. Essay COT: How has trade changed from the Classical to the Early Modern period?

II. New patterns of global trade and production developed that further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount of goods produced in their factories.

A. The need for raw materials for the 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 mass producing single natural resources (such as cotton, rubber, palm oil, sugar, wheat, meat or guano). The profits from these raw materials were used to purchase finished goods.
B. The rapid development of industrial production contributed to the decline of economically productive, agriculturally based economies (such as textile production in India).

C. The rapid increases in productivity caused by industrial production encouraged industrialized states to seek out new consumer markets for their finished goods (such as British and French attempts to “open up” the Chinese market during the 19th century).

D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver and diamonds as forms of wealth, led to the development of extensive mining centers (such as copper mines in Mexico or gold and diamond mines in South Africa).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: Chinese Reform Movement and The Opium War: China and the West.

2. Students will read and create comparison matrix for the article: Asian and Russian Reactions to the West.

3. Students will read and create comparison matrix for the article: Born with a ‘Silver Spoon’: The Origin of World Trade in 1571. Students will use this reading to create a historical timeline showing how trade and people’s
lifestyles changed over time using historiography to discuss why changed occurred.


III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.

A. Financial instruments expanded (such as stock markets, insurance, gold standard or limited liability corporations).

B. The global nature of trade and production contributed to the proliferation of large-scale transnational businesses (such as bicycle tires, the United Fruit Company or the HSBC–Hong Kong & Shanghai Banking Corporation).

C. The ideological inspiration for these financial changes lies in the development of laissez-faire capitalism and economic liberalism associated with Adam Smith and John Stuart Mill.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will create a Venn Diagram comparing Adam Smith, John Mill, and Keynes views on capitalism and economic development. Students will debate which of the three had a larger impact on world trade development based on readings and research.

2. Students will analyze examples of periodization by forming small teams of 3-4 students who will research and rank at least three significant events that happened prior to this period of time and three events that
happened at the end of this period. Students will have to argue how each example led to long term changes in specific parts of the world and the class will have to argue if they agree that these examples caused changes that truly revolutionized the world or not.

IV. There were major developments in transportation and communication, including railroads, steamships, telegraphs and canals.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW:
1. Essay COT: How did Latin American demography and environment change from the classical age through the Spanish and Portuguese colonization?

V. The development and spread of global capitalism led to a variety of responses.

A. In industrialized states, many workers organized themselves to improve working conditions, limit hours and gain higher wages, while others opposed capitalist exploitation of workers by promoting alternative visions of society (such as Utopian socialism, Marxism or anarchism).

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production.
C. In a small number of states, governments promoted their own state-sponsored visions of industrialization (such as the economic reforms of Meiji Japan, the development of factories and railroads in Tsarist Russia, China’s Self-Strengthening Movement or Muhammad Ali’s development of a cotton textile industry in Egypt).

D. In response to criticisms of industrial global capitalism, some governments attempted to prevent rebellions by promoting various types of reforms (such as state pensions and public health in Germany, expansion of suffrage in Britain, or public education in many states).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: Russian Peasants: Serfdom and Emancipation, The 1857 Rebellion: Insurgent Goals, and Crisis and Reform in the Ottoman Empire. Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.

2. Students will complete a comparison chart by examining the relationship of the Ottoman, Chinese, Meiji Japan, Russia, Egypt, Britain, Germany, and Mughal Empire to their technology, demography, change and continuity
within the empire, social and gender structures and resistance movements, cultural and intellectual development and rebellions, and political organizations and uprisings, along with amount of successful industrialization.

VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.

A. New social classes, including the middle class and the proletariat, developed.

B. Family dynamics, gender roles and demographics changed in response to industrialization.

C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions, as well as to new forms of community.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Essay CC: Compare and contrast Russian serfdom with Latin American, African, and/or American slavery.

Key Concept 5.2. Imperialism and Nation-State Formation

I. Industrializing powers established transoceanic empires.
   A. States with existing colonies (such as the British in India or the Dutch in Indonesia) strengthened their control over those colonies.
B. European states (such as the British, Dutch, French, German or Russian), as well as the Americans and the Japanese, established empires throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

C. Many European states used both warfare and diplomacy to establish empires in Africa (such as Britain in West Africa or Belgium in the Congo).

D. In some parts of their empires, Europeans established settler colonies (such as the British in southern Africa, Australia and New Zealand; or the French in Algeria).

E. In other parts of the world, industrialized states practiced economic imperialism (such as the British and French expanding their influence in China through the Opium Wars, or the British and the United States investing heavily in Latin America).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from Documents in World History: European Imperialism, The Decades of Imperialism in Africa, Spinning Wheels and Black Flags: Indian Nationalists Challenge British Rule, Lenin and the Russian Revolution, African Nationalism, and Changes in African Culture and Society. Students will use the various historical perspectives noted in the above primary sources to determine how classical civilizations were similar in their development of culture and how they differ. Students will
need to be able to support their comparisons with evidence from the primary sources read above.

2. Students will complete a DBQ to “Determine methods colonies and colonial peoples used to achieve their independence and end colonial rule in the 20th C.”

3. Students will complete a comparison chart on the different Latin American revolutionists, and will compare/contrast Brazil’s methods with Mexico’s.

II. Imperialism influenced state formation and contraction around the world.

A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.

B. The United States, Russia and Qing China emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.

C. Anti-imperial resistance led to the contraction of the Ottoman Empire (such as the establishment of independent states in the Balkans; semi-independence in Egypt, French and Italian colonies in North Africa; or later British influence in Egypt).

D. New states (such as the Cherokee Nation, Siam, Hawai’i or the Zulu Kingdom) developed on the edges of an empire.

E. The development and spread of nationalism as an ideology fostered new communal identities (such as the German nation, Filipino nationalism or Liberian nationalism).
CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from Documents in World History: The Meiji Restoration in Japan.

2. Students will research the states listed above and will create presentations on the different ways that nationalism spread and was used in each region.

III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.

Key Concept 5.3. Nationalism, Revolution and Reform

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

A. Enlightenment thinkers (such as Voltaire or Rousseau) applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life.

B. Enlightenment thinkers critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation.
C. Enlightenment thinkers (such as Locke or Montesquieu) developed new political ideas about the individual, natural rights and the social contract.

D. Enlightenment thinkers also challenged existing notions of social relations, which led to the expansion of rights as seen in expanded suffrage, the abolition of slavery and the end of serfdom.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from *Documents in World History: The Scientific Revolution and Enlightenment: New Intellectual Standards in the West*.

2. Students will complete a chart comparing the major philosophers of the Enlightenment: Locke, Rosseau, Voltaire, Hobbes, Montesquieu, etc. on their views of government, rights, women’s roles, etc. Students will then debate in small groups which person had the largest influence in the development of the Democratic political system.

3. Essay COT: How did political institutions in Western Europe change from the fall of the Roman Empire to the end of the Middle East?

II. Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the
state, while governments used this idea to unite diverse populations.

III. The spread of Enlightenment ideas and increasing discontent with imperial rule propelled reformist and revolutionary movements.

A. Subjects challenged the centralized imperial governments (such as the Wahhabi rebellion against the Ottomans or the challenge of the Marathas to the Mughal Sultans).

B. American colonial subjects led a series of rebellions, which facilitated the emergence of independent nation-states in the United States, Haiti and the mainland nations of modern Latin America. French subjects rebelled against their monarchy. These revolutions reflected the ideals of the Enlightenment in writings: the Declaration of Independence, the Declaration of the Rights of Man and Citizen, and the Jamaica Letter.

C. Slave resistance (such as the establishment of Maroon societies) challenged existing authorities in the Americas (such as in Brazil, Cuba or the Guyanas).

D. Increasing questions about political authority and growing nationalism contributed to anticolonial movements (such as the Indian Revolt of 1857, the Mahdist Revolt or the Boxer Rebellion).

E. Some of the rebellions were influenced by religious ideas and millenarianism (such as the Taiping Rebellion, the Ghost Dance or the Xhosa Cattle-Killing Movement).
F. Responses to increasingly frequent rebellions led to reforms in imperial policies (such as the Tanzimat movement, the Self-Strengthening Movement or the Reform of Bismarckian Pension Systems).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will research each of the rebellions listed above and will discuss the reasons for the rebellion, the leaders and groups involved, methods used in the rebellion, and the outcome of the rebellion. Students will use outside sources to create a Power Point presentation showcasing the major revolutionists during the 20th C. with a focus on the changes and continuities existing after decolonization in one of the regions.

2. Essay CC: Compare and contrast the resistance to European influence and penetration in Turkey with Indian resistance.

IV. The global spread of Enlightenment thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

A. Discontent with monarchist and imperial rule encouraged the development of new political ideologies: liberalism, socialism and communism.

B. Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies (such as Mary Wollstonecraft’s A Vindication of the Rights of Woman, Olympe de Gouges’s “Declaration of the Rights of Women and the Female Citizen,” or the resolutions passed at the Seneca Falls Conference in 1848).
CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from *Documents in World History: Lenin and the Russian Revolution*.

2. Students will read the primary sources listed for section B and will write a comparison essay on two sources to determine the similarities and differences of each in their demands for women’s suffrage.

3. Students will complete a DBQ to determine “How has the status of women changed over the course of history? What reasons would account for these changes”?

Key Concept 5.4. Global Migration

I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

A. Changes in food production and improved medical conditions contributed to a significant global rise in population.

B. Because of the nature of the 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.
II. Migrants relocated for a variety of reasons.
   A. Many individuals (such as manual laborers or specialized professionals) chose freely to relocate, often in search of work.

   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.

   C. While many migrants permanently relocated, a significant number of temporary and seasonal migrants returned to their home societies (such as Japanese agricultural workers in the Pacific, Lebanese merchants in the Americas or Italians in Argentina).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
  1. Students will research migration from England, Russia, China, Japan, Italy and Ireland to determine the push and pull factors, data on amount of migration that occurred, and treatment received in host cities. Students will present findings on one nation via Power Point or Movie Maker to the class.

III. The large-scale nature of migration, especially in the 19th century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.

   A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.
B. Migrants often created ethnic enclaves (such as concentrations of Chinese or Indians in different parts of the world), which helped transplant their culture into new environments and facilitated the development of migrant support networks.

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 (such as the Chinese Exclusion Act or the White Australia Policy).

CLASSROOM ACTIVITIES FOR REVIEW AND EXTENSION
1. Students will debate the positive and negative impacts of the various exclusion policies had on immigration (see item C above).


Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present  TEXTBOOK CHAPTERS 28-36

Key Concept 6.1 Science and the Environment
I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.

A. New modes of communication and transportation virtually eliminated the problem of geographic distance.

B. New scientific paradigms transformed human understanding of the world (such as the theory of relativity, quantum mechanics, the Big Bang theory or psychology).

C. The Green Revolution produced food for the earth’s growing population as it spread chemically and genetically enhanced forms of agriculture.

D. Medical innovations (such as the polio vaccine, antibiotics or the artificial heart) increased the ability of humans to survive.

E. New energy technologies (such as the use of oil or nuclear power) raised productivity and increased the production of material goods.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from *Documents in World History: The Environment in the 20th Century: A Disaster Story*.

2. Students will research the topics above and in the next two sections and will create projects in Power Point or Movie Maker to share their findings on one of the topics
3. Students will analyze examples of periodization by forming small teams of 3-4 students who will research and rank at least three significant events that happened prior to this period of time and three events that happened at the end of this period. Students will have to argue how each example led to long term changes in specific parts of the world and the class will have to argue if they agree that these examples caused changes that truly revolutionized the world or not.

II. Humans fundamentally changed their relationship with the environment.

A. Humans exploited and competed over the earth’s finite resources more intensely than ever before in human history.

B. Global warming was a major consequence of the release of greenhouse gases and other pollutants into the atmosphere.

C. Pollution threatened the world’s supply of water and clean air. Deforestation and desertification were continued consequences of the human impact on the environment. Rates of extinction of other species accelerated sharply.

III. Disease, scientific innovations and conflict led to demographic shifts.

A. Diseases associated with poverty (such as malaria, tuberculosis or cholera) persisted, while other diseases (such
as the 1919 influenza pandemic, ebola or HIV/AIDS) emerged as new epidemics and threats to human survival. In addition, changing lifestyles and increased longevity led to higher incidence of certain diseases (such as diabetes, heart disease or Alzheimer’s disease).

B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.

C. Improved military technology (such as tanks, airplanes or the atomic bomb) and new tactics (such as trench warfare or firebombing) led to increased levels of wartime casualties (such as Nanjing, Dresden or Hiroshima).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will complete the assessment at the Carbon Footprint website. Students will then discuss methods to reduce their carbon footprint.

2. Students will view part of An Inconvenient Truth which will then be compared to the Kyoto Protocol documents to discuss what Americans need to do to be more in line with world measures and to limit greenhouse gasses.

3. Students will complete a web activity from the website Climate Change.

Key Concept 6.2 Global Conflicts and Their Consequences

1. Europe dominated the global political order at the beginning of the 20th century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century’s end.
A. Older land-based empires (such as the Ottoman, Russian or the Qing) collapsed due to a combination of internal and external factors (such as economic hardship, political and social discontent, technological stagnation or military defeat).

B. Some colonies negotiated their independence (such as India or the Gold Coast from the British Empire).

C. Some colonies achieved independence through armed struggle (such as Algeria and Vietnam from the French empire or Angola from the Portuguese empire).

**CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW**

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following documents from *Documents in World History*: *Latin America’s Social Crisis in the 20th Century*, *20th Century Latin American Politics: The Revolutionary Challenge*, *Middle Eastern Dreams in Conflict: Israelis and Palestinians*, *The Resurgence of Islam*, *Chinese Revolutionaries: Sun Zhongshan and Mao Zedong*, *Communism Chinese Style: Peasants and Students*, *The Emergence of Modern Turkey*, *African Nationalism, Changes in African Culture and Society*, and *Democracy and the End of the Apartheid in South Africa*. **Students will use the various historical perspectives noted in the above primary sources to determine how modern civilizations were similar in their development of culture and how they differ. Students will need to be able to support their comparisons with evidence from the primary sources read above.**
2. Students will complete a DBQ on African Resistance.

II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires.

A. Nationalist leaders (such as Mohandas Gandhi, Ho Chi Minh or KwameNkrumah) in Asia and Africa challenged imperial rule.

B. Regional, religious and ethnic movements (such as that of Muhammad Ali Jinnah, the Quebecois separatist movement or the Biafra secessionist movement) challenged both colonial rule and inherited imperial boundaries.

C. Transnational movements (such as communism, Pan-Arabism or Pan-Africanism) sought to unite people across national boundaries.

D. Within states in Africa, Asia and Latin America, movements promoted communism and socialism as a way to redistribute land and resources.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will create a comparison chart on each of the nationalist leaders and movements listed above noting methods used, whether successful, parties involved, and impact on the region +\-.

III. Political changes were accompanied by major demographic and social consequences.
A. The redrawing of old colonial boundaries led to population resettlements (such as the India/Pakistan partition, the Zionist Jewish settlement of Palestine or the division of the Middle East into mandatory states).

B. The migration of former colonial subjects to imperial metropoles (such as South Asians to Britain, Algerians to France or Filipinos to the United States) maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.

C. The proliferation of conflicts led to genocide (such as Armenia, the Holocaust, Cambodia or Rwanda) and the displacement of peoples resulting in refugee populations (such as the Palestinians or Darfurians).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW

1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from Documents in World History: Middle Eastern Dreams in Conflict: Israelis and Palestinians.

2. Students will complete a debate after reading various documents from both Palestinian and Israeli sources to determine what should be done with the city of Jerusalem and how to end the war between both regions.

3. Students will research the genocides listed in C above along with others to determine the causes and effects of each on their particular regions. Students will need to determine what if anything the world could/should have done to keep each conflict from occurring.
IV. Military conflicts occurred on an unprecedented global scale.

A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism and communism, to mobilize all of their state’s resources, including peoples, both in the home countries and the colonies or former colonies (such as the Gurkha soldiers in India or the ANZAC troops in Australia), for the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media and intensified forms of nationalism, to mobilize these populations.

B. The varied sources of global conflict in the first half of the century included: imperialist expansion by European powers and Japan, competition for resources, ethnic conflict, great power rivalries between Great Britain and Germany, nationalist ideologies, and the economic crisis engendered by the Great Depression.

C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.

D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa and Asia.

E. The dissolution of the Soviet Union effectively ended the Cold War.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will use the APPARTS strategy to analyze the Point of View (POV), audience, tone, and significance of the following document from **Documents in World History: The Experience of World War 1**.

2. Students will complete a web-quest examining the build-up of actions which led to the outbreak of WW2 located at: **http://www.mcps.k12.md.us/departments/isa/ninvest/ww2mw/wwiistartpage2.htm**

3. Students will view various WW1 and WW2 video clips and primary sources with use of websites and annotated maps/charts.


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.

A. Groups and individuals challenged the many wars of the century (such as Picasso in his Guernica, the antinuclear movement during the Cold War or Thich Quang Duc by self-immolation), and some promoted the practice of nonviolence (such as Tolstoy, Gandhi or Martin Luther King) as a way to bring about political change.

B. Groups and individuals opposed and promoted alternatives to the existing economic, political and social orders (such as the Non-Aligned Movement, which presented an alternative political bloc to the Cold War; the
Tiananmen Square protesters that promoted democracy in China; the Anti-Apartheid Movement; or participants in the global uprisings of 1968).

C. Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict (such as the promotion of military dictatorship in Chile, Spain and Uganda; the United States’ promotion of a New World Order after the Cold War; or the buildup of the “military-industrial complex” and arms trading).

D. More movements (such as the IRA, ETA or Al-Qaeda) used terrorism to achieve political aims.

E. Global conflicts had a profound influence on popular culture (such as Dada, James Bond, Socialist Realism or video games).

**CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW**

1. Students will research the nationalist leaders and revolutionists above and will present one to the class in an interactive format of their choice.

2. Essay CC: Compare and contrast the Vietnamese struggle for independence with the campaign against apartheid in South Africa.

*Key Concept 6.3 New Conceptualizations of Global Economy, Society and Culture*
I. States, communities and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.

A. New international organizations (such as the League of Nations or the United Nations) formed to maintain world peace and to facilitate international cooperation.

B. New economic institutions (such as the IMF, World Bank or WTO) sought to spread the principles and practices associated with free market economics throughout the world.

C. Humanitarian organizations (such as UNICEF, the Red Cross, Amnesty International, Doctors Without Borders or WHO) developed to respond to humanitarian crises throughout the world.

D. Regional trade agreements (such as the European Union, NAFTA, ASEAN or Mercosur) created regional trading blocs designed to promote the movement of capital and goods across national borders.

E. Multinational corporations (such as Royal Dutch Shell, Coca-Cola or Sony) began to challenge state authority and autonomy.

E. Movements throughout the world protested the inequality of environmental and economic consequences of global integration.

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will create a CC chart on each of the
organizations/movements listed above.

1. Students will take 2 organizations from their charts and will write a CC essay on how they attempted to impact trade, political authority, and/or deal with humanitarian crises.

II. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender and religion, often using new technologies to spread reconfigured traditions.

A. The notion of human rights gained traction throughout the world (such as the U.N. Universal Declaration of Human Rights, women’s rights or the end of the White Australia Policy).

B. Increased interactions among diverse peoples sometimes led to the formation of new cultural identities (such as negritude) and exclusionary reactions (such as xenophobia, race riots or citizenship restrictions).

C. Believers developed new forms of spirituality (such as New Age Religions, Hare Krishna or Falun Gong) and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues (such as fundamentalist movements or Liberation Theology).

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will create presentations comparing the different racial movements, religious movements,
rights movements during this period. Students will choose one group and write a COT essay discussing how the movement began and how its focus changed over time until its disbanding.

III. Popular and consumer culture became global.
A. Sports were more widely practiced and reflected national and social aspirations (such as World Cup Soccer, the Olympics or cricket).

B. Changes in communication and transportation technology enabled the widespread diffusion of music and film (such as reggae or Bollywood)

CLASSROOM ACTIVITIES FOR EXTENSION AND REVIEW
1. Students will watch two ANNENBERG video clips on how music and sports have created a global arena. One is on Reggae and its impact on world music and the other is on Soccer and how it has created a global generation of fans.

2. Students will investigate and determine what events or trends historians will study in the future. Emphasis will be placed on global issues of population increase, technological development, improvement of women’s rights, and globalization of trade. Students will choose a media to showcase their findings which will be presented to the class.

For the remainder of our classes leading up to the College Board exam, we will complete a large review packet with comparison
charts, change over time activities, annotated maps and timelines, and several reviews of the 3 AP World essays required for the exam. Students will work on this in class and will be spot graded for points. We will also complete another DBQ and review test taking strategies, and writing tips. We will also complete 12 practice exams in class and 2 released AP exams and review the answers to prepare students for the AP exam in May.

ASSESSMENTS
TEST/QUIZZES: students will receive a test each Friday based on the readings from each chapter of Stearns.

HOMEWORK: each week, students will complete a study-guide with the following components: thematic questions for analysis, map exercises, vocabulary terms which must be defined, timelines, and analysis of documents with guiding questions. Furthermore, students will complete a essay each week alternating between change over time or compare/contrast. The only exceptions to the essays will be when we are completing DBQ essays.

DBQ PRACTICE: we will complete a minimum of 1 DBQ for each unit we cover. You will be asked to analyze documents concerning point of view, historical relevance, and discuss how the documents show change or continuity over time.

SEMESTER EXAM: students will complete a two hour exam comprised of 80 multiple choice questions and one DBQ essay.

PROJECTS: we will complete several thematic projects throughout the year: web-quests covering specific periods, Publisher
Newsletters and Power Point projects where you research topics, comparing and contrasting civilizations during specific periods, which you will present to your colleagues for discussion.

CLASSWORK: Socratic seminars, debates, and discussions focusing on how societies and cultures changed over time due to internal and external pressure, and how societies and cultures embrace continuity of key elements over time.

WRITING PRACTICE: each week, you will complete either a change over time essay or a compare/contrast essay based on the readings completed weekly. Periodically, you will complete DBQ essays on thematic topics discussing how change or continuity affected societies or civilizations.