

## **Course Description**

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

## **Historical Themes**

Throughout this course, students will be exposed to six historical themes. These themes, which tap into the big ideas in world history, allow students to identify trends and make connections across four historical time periods. **For each curriculum requirement, at least one exemplar is highlighted in the course outline.**

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

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

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

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

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

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

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

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

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

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

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

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

## Key Concepts

Key concepts organize the course by four time periods within nine units. The key concepts are broken down by topics within each unit. The key concepts help students understand what information they must know for each unit. They also help students organize and prioritize historical developments within each era.

## Course Skills

All students will need to master the AP Historical Thinking Skills to be successful in the course. All assignments and assessments will focus on one or more of these skills. Specific examples are provided in the course activities. **At least one exemplar for each skill is highlighted in the course outline.**

**Skill 1: Development and Processes** – Identify and explain historical developments and processes. [CR4]

- 1.a: Identify a historical concept, development, or process.
- 1.b: Explain a historical concept, development, or process.

**Skill 2: Sourcing and Situation** – Analyze sourcing and situation of primary and secondary sources. [CR5]

- 2.a: Identify a source's point of view, purpose, historical situation, and/or audience.
- 2.b: Explain the point of view, purpose, historical situation, and/or audience of a source.
- 2.c: Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

**Skill 3: Claims and Evidence in Sources** – Analyze arguments in primary and secondary sources. [CR6]

- 3.a: Identify and describe a claim and/or argument in a text-based or non-text-based source.
- 3.b: Identify the evidence used in a source to support an argument.
- 3.c: Compare the arguments or main ideas of two sources.
- 3.d: Explain how claims or evidence support, modify, or refute a source's argument.

**Skill 4: Contextualization** – Analyze the context of historical events, developments, or processes. [CR7]

- 4.A Identify and describe a historical context for a specific historical development or process.
- 4.B Explain how a specific historical development or process is situated within a broader historical context.

**Skill 5: Making Connections** – Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. [CR8]

- 5.a: Identify patterns among or connections between historical developments and processes.
- 5.b: Explain how a historical development or process relates to another historical development or process.

**Skill 6: Argumentation** – Develop an argument. [CR9]

- 6.a: Make a historically defensible claim.
- 6.b: Support an argument using specific and relevant evidence.
  - Describe specific examples of historically relevant evidence.
  - Explain how specific examples of historically relevant evidence support an argument.

- 6.c: Use historical reasoning to explain relationships among pieces of historical evidence.
- 6.d: Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
  - Explain nuance of an issue by analyzing multiple variables.
  - Explain relevant and insightful connections within and across periods.
  - Explain the relative historical significance of a source’s credibility and limitations.
  - Explain how or why a historical claim or argument is or is not effective

## **Key Activities**

**Historical thinking skills acquisition:** Throughout the course, students will be asked to complete activities that give them opportunities to practice the six major historical thinking skills—identifying and explaining historical developments and processes; analyzing the sourcing of a document; analyzing the situation and arguments in sources; analyzing the context of historical events, developments, and processes; using historical reasoning processes to analyze patterns and connections in history; and creating and supporting a historical argument.

**Primary- and secondary-source analysis:** In these activities, students will examine primary and secondary sources, including maps, charts, speeches, diaries, letters, personal ideologies, official documents, traditional stories, historical-analysis articles, news accounts, and more. Students will analyze these sources to support an argument, make connections across places and time periods, and identify common themes.

**Essays and writing assignments:** Throughout the course, students will have regular writing assignments that will require them to analyze primary and secondary sources; draw comparisons; argue and support opinions; identify similarities and differences among events, groups of people, and places; identify causes and effects; and examine continuities and changes. Students are expected to draft thesis statements and draw upon historical evidence to support their arguments. There are several practice long essays and short-answer questions in the course that require students to make comparisons, analyze causation, and analyze continuity and change over time.

**Document-based questions (DBQs):** Students will also respond to document-based questions (DBQs) as part of their writing and their historical analysis of primary and secondary sources. These questions will mirror the types of DBQs that students will experience on the AP World History: Modern exam. Students will be expected to support their thesis statements with relevant historical evidence.

**Projects:** Students will complete several projects during the course. These projects will help them develop the required historical skills and essay writing needed to be successful on the AP exam.

## **Course Materials**

### **Textbook**

Strayer, Robert W., and Eric W. Nelson. *Since 1200 C.E.: Ways of the World: A Global History with Sources for AP*. 4th ed. Boston: Bedford/St. Martin’s, 2019. **(CR1)**

### **Reader**

Reilly, Kevin. *Worlds of History, A Comparative Reader for Advanced Placement*. 5th ed. Boston: Bedford/St. Martin’s, 2013.

### **Primary and Secondary Sources**

Students will read and analyze selected primary and secondary sources included in Strayer and Reilly, as well as individual selections from a wide variety of other sources. See the course outline below for specific selections.

## **Units of Study (CR2)**

**Unit 1: The Global Tapestry, 1200–1450**

**Unit 2: Networks of Exchange, 1200–1450**

**Unit 3: Land-Based Empires, 1450–1750**

**Unit 4: Transoceanic Interconnections, 1450–1750**

**Unit 5: Revolutions, 1750–1900**

**Unit 6: Consequences of Industrialization, 1750–1900**

**Unit 7: Global Conflict, 1900–Present**

**Unit 8: Cold War and Decolonization, 1900–Present**

**Unit 9: Globalization, 1900–Present**

**Unit 10: Exam Preparation and Review**

## **Course Outline**

### **Unit 1 – The Global Tapestry (1200–1450)**

#### ***Key Concepts***

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

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

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

**1.4: State Building in the Americas**

**1.5: State Building in Africa**

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

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

#### ***Topics for Overview (CR2)***

- Introduction to AP World History: Modern
- Studying History
- AP Skills: Thinking Like a Historian
- Civilizations in North and South America
- Imperial China
- Early Japanese and Korean Civilizations
- AP Skills: Answering Short-Answer Questions
- African Civilizations
- Islam and Its Spread
- Hinduism and Buddhism

- New States in South and Southeast Asia
- Christianity
- The Byzantine Empire
- Early Middle Ages
- Feudalism
- Art and Culture in Medieval Europe
- Church Authority in Europe
- Challenges in Late Medieval Times

### Textbook Reading

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

### Examples of Key Activities

#### Essays and Writing Assignments

- Students compare tribute systems used in the Aztec empire, the Inca empire, and Korea. **(Economic Systems) (CR3)**
- Students learn how to respond to a short-answer-question prompt that includes a primary source. Examples include (but are not limited to) *The Pope Excommunicating the Albigenses; the Crusade against the Albigenses* **(CR1-visual)** and *Philip the Good, Duke of Burgundy, Accepts a Copy of the Grandes Chroniques de France from Cardinal Guillaume Fillastre* by Simon Marmion **(CR1-visual) (Social Interactions and Organization)**.
- Students learn how to respond to a short-answer-question prompt by describing the arguments made in several primary sources. Examples include (but are not limited to) *The Middle Kingdom: A Survey of the Geography, Government, Literature, Social Life, Arts, and History of the Chinese Empire and Its Inhabitants* by Samuel Wells Williams (1900) **(CR1-secondary)**; *History of the Conquest of Peru* by William Hickling Prescott; and *The White Conquerors: A Tale of Toltec and Aztec* by Kirk Munroe. **(Skill 3: Primary) (CR6)**
- Students learn how to respond to a short-answer question that asks them to use historical thinking skills. Examples include (but are not limited to) comparing Theravada and Mahayana Buddhism and discussing the causes and effects of the fragmentation of the Abbasid caliphate. **(Skill 1)**
- Students analyze the causes and effects on the spread of Islam by evaluating the arguments made in 'The Islamization of the Silk Road' by Richard Foltz. **(CR1) . (Skill 5: Causation)**
- Students describe the interactions of faith by analyzing the arguments made in Mary Jane Maxwell's "Afanasii Nikitin: An Orthodox Russian's Spiritual Voyage in the Dar al-Islam, 1468–1475". **(CR1)**
- Students analyze primary sources related to Chinese influence in Japan, including charts showing religious affiliation in 2005 **(CR1-quantitative)**, *The Way of the Samurai*, by Yamago Sato, and writings from Prince Shotoku.
- Students respond to a short answer prompt in which they compare similarities and differences in tribute systems used by the Aztec, Incans, and Chinese. **(Skill 5: comparison) (Economics Systems)**

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

- Foltz, Richard, 'The Islamization of the Silk Road', Religions of the Silk Road, (Basingstoke: Macmillan, 2000), **(CR1-secondary)**
- "Afanasii Nikitin: An Orthodox Russian's Spiritual Voyage in the Dar al-Islam, 1468–1475" by Mary Jane Maxwell **(CR1-secondary)**
- William Hickling Prescott, excerpt from *History of the Conquest of Peru*, 1847

### Projects and Other Assignments

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

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

### Key Concepts

#### 2.1: The Silk Roads

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

#### 2.3: Exchange in the Indian Ocean

#### 2.4: Trans-Saharan Trade Routes

#### 2.5: Cultural Consequences of Connectivity

#### 2.6: Environmental Consequences of Connectivity

#### 2.7: Comparison of Economic Exchange

### Topics for Overview (CR2)

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

### Textbook Reading

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

### Examples of Key Activities

#### Essays and Writing Assignments

- Students respond to a short-writing prompt that requires them to examine how commerce changed social and economic life from 1200-1450. **(Economics Systems) (CR3)**
- Students respond to a practice short-answer question that requires them to compare the growth of the networks of exchange along the Silk Roads and the Indian Ocean trade network.
- Students respond to a practice short-answer question about the Mongols that includes a secondary source. Examples include (but are not limited to) *A Short History of the World* by H. G. Wells. **(CR1)**

- Students respond to a short-answer–question prompt about the plague that includes a primary source. Examples include (but are not limited to) “Essay on the Report of the Pestilence” by Ibn al-Wardi. **(CR1: Textual)**
- Students learn how to write a long essay by responding to the prompt: *In the period from 1200 to 1450 CE, trans-Saharan trade networks influenced state formation in West Africa. Develop an argument that evaluates the extent to which the process of West African state formation was influenced by trans-Saharan trade.* **(Skill 6) (Economic Systems)**

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

- A map of trade routes across Asia and Europe **(CR1-map)**
- “Southernization” by Lynda Norene Shaffer **(CR1)**
- *Travels* by Ibn Battuta **(CR1-textual)**
- *Merchant Handbook* by Francesco Balducci Pegolotti **(CR1-textual)**
- “Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History?” by Gregory Guzman **(CR1)**
- “The Mongols” by Yvo of Narbona **(CR1)**

### Projects and Other Assignments

- Students will complete a graphic organizer to compare the influence and development of the Silk Road and Indian Ocean trade networks. **(Skill 1) (Skill 5: Comparison)**
- Students learn how to respond to a document-based–question prompt that includes primary and secondary sources. Examples include (but are not limited to) *The Book of Ser Marco Polo, the Venetian: Concerning the Kingdoms and Marvels of the East* by Marco Polo **(CR1-primary)**; *Genghis Khan: The History of the World Conqueror* by Ala ad-Din Juvaini; *Notices of the Land Route to Cathay and of Asiatic Trade in the First Half of the Fourteenth Century* by Francis Balducci Pegolotti **(CR1)**; and letter excerpts by Friar John of Monte Corvino **(CR1-primary)**.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

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

### Key Concepts

#### 3.1: Empires Expand

#### 3.2: Empires: Administration

#### 3.3: Empires: Belief Systems

#### 3.4: Comparison in Land-Based Empires

### Topics for Overview (CR2)

- Ottoman and Mughal Empires
- Russia and Eastern Europe
- The Renaissance

- The Protestant Reformation
- The Counter-Reformation

### Textbook Reading

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

### Examples of Key Activities

#### Essays and Writing Assignments

- Students will respond to a short-writing prompt explaining the processes used by land-based empires in Asia as they developed and expanded from 1450 to 1750. Students will respond to the following prompt: *Explain the processes used by land-based empires in Asia as they developed and expanded from 1450 to 1750. Discuss at least two empires in your response.* **(Skill 1) (CR4)**
- Students will respond to a practice short-answer question about how the rulers of land-based empires consolidated their power in Asia and South America. **(Skill 1)**
- Students will respond to a practice short-answer question about religious relations in the Mughal Empire under Akbar that includes a secondary source. Examples include (but are not limited to) “Multicultural Akbar” by the *Economist*. **(CR1)**
- Students will respond to a short-answer-question prompt about Luther’s beliefs on Catholicism that includes a primary source. Examples include (but are not limited to) “Address to the Christian Nobility” by Martin Luther. **(CR1)**
- Students will respond to a long essay on the extent to which geographic differences affected the Ottoman and Mughal Empires. **(Humans and the Environment) (CR3)**

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

- “Akbar and Religion” by Bada’uni **(CR1: Textual)**
- “Sermon on Religion and the State” by Martin Luther **(CR1-Textual)**
- “Women and Marriage in Europe and China” by Mary Jo Maynes and Ann Waltner **(CR1)**
- *The Journey of William of Rubruck to the Eastern Parts of the World*, translated by William Woodville Rockhill **(CR1-Textual)**
- “Virgo et Virago: Women and High Culture” by Margaret L. King and “Did Women have a Renaissance?” by Joan Kelly-Gadol **(CR1)**
- A map of the Ming Dynasty (1368-1644) **(CR1-map)**

#### Projects and Other Assignments

- Students will create a graphic organizer to compare four different land-based empires. Students will use primary and secondary sources to examine the empires’ use of bureaucracies and the military to maintain centralized control; their use of religious ideas to legitimize their rule; and their use of economic systems to generate revenue. Source examples include (but are not limited to) “The Civil Service Examinations of Imperial China” by Mark Cartwright; “Ottoman Empire (1450–1750),” in *Encyclopedia of World History*; **(CR1)** “Mehmed II at the Siege of Constantinople” by Fausto Zonaro; **(CR1)** “The Mughal Empire in India” by Kallie Szczepanski; **(CR1)** and *Conflict in the Early Americas: An Encyclopedia of the Spanish Empire’s Aztec, Incan, and Mayan Conquests*, edited by Rebecca M. Seaman. **(CR1) (Social Interactions and Organization) (CR3)**



- Students analyze the arguments made by two historians in "Virgo et Virago: Women and High Culture" by Margaret L. King and "Did Women have a Renaissance?" by Joan Kelly-Gadol to determine if the Renaissance is an appropriate turning point in womens' history. **(CR1) (Social Interactions and Organization) (Skill 3: Secondary)**
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

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

### Key Concepts

- 4.1: Technological Innovations from 1450 to 1750
- 4.2: Exploration: Causes and Events from 1450 to 1750
- 4.3: Columbian Exchange
- 4.4: Maritime Empires Established
- 4.5: Maritime Empires Maintained and Developed
- 4.6: Internal and External Challenges to State Power from 1450 to 1750
- 4.7: Changing Social Hierarchies from 1450 to 1750
- 4.8: Continuity and Change from 1450 to 1750

### Topics for Overview (CR2)

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

### Textbook Reading

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

### Examples of Key Activities

#### Essays and Writing Assignments

- Students will conduct a source analysis of an excerpt from *A History of Portuguese Overseas Expansion, 1400–1668* by Malyn Newitt. **(CR1)**
- Students will respond to a short-writing prompt describing how science, technology, and knowledge aided in transoceanic travel and trade. **(Technology and Innovation) (CR3)**
- Students will respond to a practice short-answer question about maritime empire building in the time period between 1450 and 1750.
- Students will respond to a practice short-answer question about slavery and culture that includes a secondary source. Examples include (but are not limited to) "The Religion of the American Negro Slave: His Attitude toward Life and Death" by G. R. Wilson. **(CR1)**

- Students will respond to a practice short-answer question about the Spanish Empire’s silver production that includes a secondary source. Examples include (but are not limited to) “Historical World Silver Production” by the US Department of Commerce. **(CR1-quantitative)**
- Students will respond to a long essay by developing an argument that compares the extent to which increased global connections affected the Spanish and Ming empires in the 16th century. **(Skill 1)**

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

- “Appeal to the King of Portugal” by Nzinga Mbemba **(CR1: Textual)**
- *The Conquest of Paradise* by Kirkpatrick Sale **(CR1)**
- *A Brief Account of the Destruction of the Indies* by Bartolomé de las Casas **(CR1: Textual)**
- *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano **(CR1 Textual)**

### Projects and Other Assignments

- Students will complete a graphic organizer with specific information detailing the similarities and differences between 10 major empires that thrived between 1450 and 1750. They will then analyze the information to complete the fill-in-the-blank comparative SAQ sentences. **(Skill 1)**
- Students will create a multimedia presentation that effectively responds to a prompt and demonstrates the historical reasoning process of comparison by comparing how trade goods influenced the development of maritime empires from 1500 to 1750. Prompt: *Develop an argument that evaluates both similarities and differences in the significance of the trade of silver and the significance of the trade of furs as facets of the European creation of worldwide, maritime empires from 1500 to 1750.* **(Skill 5: Comparison) (CR8)**
- Students will conduct a source analysis of an excerpt from *Africa and Africans in the Making of the Atlantic World, 1400–1800* by John K. Thornton **(CR1)**. The source analysis will involve completing a graphic organizer by identifying the author’s main thesis about language, finding three specific claims that support the thesis, and recording the evidence provided for the claims. **(Skill 3: Secondary)**
- Students will analyze primary and secondary sources using HIPP (historical context/situation, intended audience, author’s purpose and author’s point of view) and write an argument to a document-based–question prompt: *Evaluate the extent to which the expansion of the Mongol Empire resulted in social and cultural changes in Afro-Eurasia between 1200 and 1350 CE.* **(Skill 2: Primary and Secondary Sources) (CR 5)**
  - Primary Sources: *The Book of Ser Marco Polo, the Venetian: Concerning the Kingdoms and Marvels of the East* by Marco Polo **(CR1)**; *Notices of the Land Route to Cathay and of Asiatic Trade in the First Half of the Fourteenth Century* by Francis Balducci Pegolotti **(CR1)**; letter excerpts by Friar John of Monte Corvino, 1305 CE **(CR1)**;
  - Secondary Sources: *Genghis Khan: The History of the World Conqueror* by Ala ad-Din Juvaini **(CR1)**; “The Last Great Nomadic Challenges: From Chinggis Khan to Timur” by Robert Guiseppi **(CR1)**; and *A History of Russia, the Soviet Union, and Beyond* by David MacKenzie and Michael W. Curran **(CR1)**.
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

## Unit 5 – Revolutions (1750–1900)

### *Key Concepts*

- 5.1: The Enlightenment
- 5.2: Nationalism and Revolutions in the Period from 1750 to 1900
- 5.3: Industrial Revolution Begins
- 5.4: Industrialization Spreads in the Period from 1750 to 1900
- 5.5: Technology of the Industrial Age
- 5.6: Industrialization: Government’s Role from 1750 to 1900
- 5.7: Economic Developments and Innovations in the Industrial Age
- 5.8: Reactions to the Industrial Economy from 1750 to 1900
- 5.9: Society and the Industrial Age
- 5.10: Continuity and Change in the Industrial Age

### *Topics for Overview (CR2)*

- Absolute Monarchy in Europe
- The Glorious Revolution
- The Scientific Revolution
- The Enlightenment
- Spread of Enlightenment Ideals
- The American Revolution
- The French Revolution and the Reign of Terror
- Age of Revolutions in Europe
- Rise of the Nation-State
- Latin American Revolutions
- The Industrial Age
- Spread of Industrialization
- The Factory System
- The Effects of Industrialization
- Cultural Change in the Industrial Era
- Capitalism, Socialism, and Communism
- Labor Reform
- AP Skills: Writing the Document-Based–Question Essay

### *Textbook Reading*

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

### *Examples of Key Activities*

#### **Essays and Writing Assignments**

- Students will respond to a short-writing prompt describing the intellectual and ideological movements that influenced the revolutions that swept the Atlantic world from 1750 to 1900.  
**(Skill 1)**

- Students will respond to a practice short-answer question about how Enlightenment philosophy influenced revolutions in the period from 1750 to 1900.
- Students will compare four revolutions of the late 18th and early 19th centuries: American, French, Haitian, and Latin American. They will create a graphic organizer listing the cause, course, and consequences of these revolutions. Students will then write comparative sentences and create a thesis statement addressing the prompt: *Assess the degree of similarity among the American, French, Haitian, and Latin American revolutions of the late 18th and early 19th centuries.* **(Skill 5: Comparison) (CR8) (Governance)**
- Students will respond to a short-writing prompt explaining how environmental factors contributed to industrialization from 1750 to 1900. **(Humans and the Environment) (CR3)**
- Students will respond to a practice short-answer question about coal mining during the Industrial Revolution that includes a secondary source. Examples include (but are not limited to) *The Coming of Coal* by Robert W. Bruère. **(CR1)**
- Students will respond to a practice short-answer question about Japan's industrialization that includes a primary source. Examples include (but are not limited to) "Sino-Japanese War: The Japanese Navy Victorious Off Takushan" by Ogata Gekkō. **(CR1)**
- Students will prepare to write a document-based essay by analyzing the requirements and limitations of the prompt and describing its historical context. They analyze one source, John Spargo, *Bitter Cry of the Children*, 1906 for audience, purpose, historical situation, and point of view, and then discuss how each is relevant to their argument. They must describe three strategies to meet the complex understanding requirement of the essay, and then provide an example how they will qualify, modify, or corroborate the evidence to develop a complex argument. **(Skill 2) (CR5)**
- Students build on the previous assignment by responding to a Document-Based Essay Prompt: *Evaluate the extent to which the Industrial Revolution influenced global reform efforts from 1877 to 1922.* Documents include John Spargo's "The Bitter Cry of the Children", 1906, Jacob Riis' "Lodgers in a Crowded Bayard Street Tenement," 1888 **(CR1–visual)**, Lafcadio Hearn, *Japan: An Attempt at Interpretation*, 1900, Sir Rabindranath Tagore, *Nationalism*, 1918, and a chart showing Demographic analyses of Cleveland workers by nativity (immigrant status) in R. R. Lutz, *Wage Earning and Education*, 1916 **(CR1–quantitative)**. Students will be required to satisfy all of the elements of the current AP US History rubric **(Skill 6) (Technology and Innovation)**

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

- Excerpts from Thomas Hobbes and John Locke **(CR1)**
- "Message to the Congress of Angostura" by Simón Bolívar **(CR1)**
- The French Declaration of the Rights of Man and Citizen **(CR1)**
- "Letter to the Directory" by Toussaint L'Ouverture **(CR1)**
- "The Industrial Revolution outside the West" by Peter Stearns **(CR1)**
- "Asia and the Industrial Revolution" by Arnold Pacey
- "Sino-Japanese War: The Japanese Navy Victory off Takushan," 1894 by Ogata Gekko **(CR1)**
- Demographic analyses of Cleveland workers by nativity (immigrant status) in R. R. Lutz, *Wage Earning and Education*, 1916 **(CR1)**

- *The Communist Manifesto* by Karl Marx **(CR1)**
- *Hard Times* by Charles Dickens **(CR1)**

### **Projects and Other Assignments**

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

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

### **Key Concepts**

- 6.1: Rationales for Imperialism from 1750 to 1900**
- 6.2: State Expansion from 1750 to 1900**
- 6.3: Indigenous Responses to State Expansion from 1750 to 1900**
- 6.4: Global Economic Development from 1750 to 1900**
- 6.5: Economic Imperialism from 1750 to 1900**
- 6.6: Causes of Migration in an Interconnected World**
- 6.7: Effects of Migration**
- 6.8: Causation in the Imperial Age**

### **Topics for Overview (CR2)**

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

### **Textbook Reading**

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

### **Examples of Key Activities**

### **Essays and Writing Assignments**

- Students will read a collection of letters from an Italian immigrant in Argentina in the early 20<sup>th</sup> century. They will answer a series of questions relating to continuity and change and contextualization. They will respond to a prompt where they state a claim that includes contextualization, reasoning, and evidence: *Evaluate the extent to which the letters from Oreste Sola reflect both continuity and change.* **(Skill 4) (CR7) (Skill 5: Continuity and change)**
- Students will respond to a short-writing prompt to explain the cultural, religious, and racial ideologies that were used to justify imperialism from 1750 to 1900.
- Students will complete a graphic organizer evaluating the aspects of Old and New Imperialism and the continuities and changes between the two. Students will then answer the following prompt: *Develop an argument that evaluates the extent to which aspects of imperialism changed from the era of old imperialism (ca. 1450–1750) to the era of new imperialism (ca. 1870–1914).* **(Skill 5: Continuity and Change) (CR8)**
- Students will respond to a short-writing prompt describing the factors that gave European countries an economic advantage in Asia from 1750 to 1900. **(Economic Systems) (CR3)**
- Students will respond to a practice short-answer question about the Russo-Japanese War that includes a secondary source. Examples include (but are not limited to) *The Japan-Russia War* by Sydney Tyler. **(CR1)**
- Students will respond to a practice short-answer question about American trade policy that includes a primary source. Examples include (but are not limited to) *The Big Stick in the Caribbean Sea* by William Allen Rogers. **(CR1)**
- Students will respond to a long essay by developing an argument that compares at least two resistance movements. Students will answer the following prompt: *Develop an argument that compares similarities and differences of at least two resistance movements in terms of their values, organization, and effectiveness at achieving their goals.* **(Skill 5: Comparison) (CR8)**

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

- *The World Revolution of Westernization* by Theodore von Laue **(CR1)**
- Fei Ch'i-hao's account of the Boxer Rebellion **(CR1)**
- *King Leopold's Ghost* by Adam Hochschild **(CR1)**

#### Projects and Other Assignments

- Students will complete a graphic organizer examining old and new imperialism and write a thesis assessing the degree of continuity and change experienced from one time period to another. **(Skill 5: Continuity and Change)**
- Students read an excerpt from *King Leopold's Ghost* by Adam Hochschild and analyze the author's argument. **(Skill 3: Secondary)**
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

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

#### Key Concepts

#### 7.1: Shifting Power after 1900

## 7.2: Causes of World War I

## 7.3: Conducting World War I

## 7.4: Economy in the Interwar Period

## 7.5: Unresolved Tensions after World War I

## 7.6: Causes of World War II

## 7.7: Conducting World War II

## 7.8: Mass Atrocities after 1900

### Topics for Overview (CR2)

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

### Textbook Reading

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

### Examples of Key Activities

#### Essays and Writing Assignments

- Students respond to a short-writing prompt discussing how new technology and the use of propaganda changed how governments waged war during World War I.
- Students respond to a practice short-answer question about factors that led to change in various states after 1900.
- Students will respond to a short-writing prompt analyzing the causes of World War II. Prompt: *Describe the economic and political factors that caused World War II. (Skill 5: Causation) (CR8)*
- Students respond to a practice short-answer question about the Holocaust and genocide that includes a secondary source. Examples include (but are not limited to) "What Counts as a Genocide" by H. J. (CR1)
- Students respond to a practice short-answer question about World War II that includes a primary source. Examples include (but are not limited to) Joseph Goebbels's speech following the Battle of Stalingrad. (CR1)
- Students respond to a long-essay prompt by developing an argument that evaluates the extent to which totalitarianism played a role in Germany's early victories or caused its eventual defeat in

the Second World War. Students will be required to satisfy all of the elements of the current AP US History rubric **(Governance) (CR3) (Skill 6)**

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

- “Dulce et Decorum Est” by Wilfred Owen **(CR1)**
- Mussolini’s justification of his invasion of Ethiopia
- *War and Revolution* by V. I. Lenin **(CR1)**
- “The Youth Who Are Hitler’s Strength” by Alice Hamilton **(CR1)**
- *Treblinka* by Jean-François Steiner **(CR1)**
- “Memory of Hiroshima” by Akihiro Takahashi **(CR1)**
- *The Treatment of Armenians in the Ottoman Empire: 1915–16* by Viscount Bryce **(CR1)**

### **Projects and Other Assignments**

- Students will complete a graphic organizer examining the causes and the effects of World War I. **(Skill 5: Causation) (CR8)**
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

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

### **Key Concepts**

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

#### **8.2: The Cold War**

#### **8.3: Effects of the Cold War**

#### **8.4: Spread of Communism after 1900**

#### **8.5: Decolonization after 1900**

#### **8.6: Newly Independent States**

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

#### **8.8: End of the Cold War**

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

### **Topics for Overview (CR2)**

- Communism in China
- The Cold War
- Legacy of Imperialism
- Indian Independence
- Decolonization in Africa
- South Africa and Apartheid
- Challenges in South America
- Nationalism in the Middle East
- Israeli-Palestinian Conflict



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

### Textbook Reading

- Strayer, 2019 (selections from chapter 13)

### Examples of Key Activities

#### Essays and Writing Assignments

- Students will respond to a short-writing prompt explaining how the global balance of economic and political power after WWII led to the ideological struggle of the Cold War.
- Students will respond to a practice short-answer question about China's conversion to communism. **(Governance) (CR3)**
- Students will respond to a practice short-answer question about the Holocaust and genocide that includes a secondary source. Examples include (but are not limited to) "What Counts as a Genocide" by H. J. **(CR1)**
- Students will respond to a practice short-answer question about World War II that includes a primary source. Examples include (but are not limited to) Joseph Goebbels's speech following the Battle of Stalingrad. **(CR1)**
- Students will respond to a short-writing prompt about independence movements after 1900. **(Governance)**
- Students will learn how to respond to a practice short-answer question about the end of the Cold War that includes a secondary source. Examples include (but are not limited to) Strobe Talbott's review of *Reagan and Gorbachev: How the Cold War Ended*. **(CR1)**
- Students will learn how to respond to a practice short-answer question about the creation of new states that includes a primary source. Examples include (but are not limited to) a *New York Times* article from November 30, 1947, the day after the United Nations approved a plan to partition Palestine into two separate states. **(CR1)**
- Students will write an essay with a thesis that addresses all parts of the question and supports the thesis with evidence from primary source documents as well as outside evidence. They must explain how the audience, purpose, historical situation, or point of view is relevant to their argument, describe the historical context, and qualify, modify, or corroborate the evidence to develop a complex argument. Prompt: *Develop an argument that evaluates the extent to which cultural, political, military, or economic changes resulting from the Cold War affected ONE of the following regions between 1945 and 1991: Eastern Europe, East Asia and the Western Pacific, or Central America and the Caribbean.* Students will be required to satisfy all of the elements of the current AP US History rubric **(Skill 6)**

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

- The Vietnamese Declaration of Independence **(CR1)**
- "Nikita Khrushchev: We Will Bury You," *New York Times* **(CR1)**
- "Gandhi" by Jawaharlal Nehru **(CR1)**

- “The Kenya Africa Union Is Not the Mau Mau” by Jomo Kenyatta **(CR1)**
- “Perestroika and Glasnost” by Mikhail Gorbachev **(CR1)**

### Projects and Other Assignments

- Students will complete a chart analyzing the continuity and change of four different movements for independence. Students will take this information and write a claim using historical contextualization. Prompt: *Evaluate the extent to which African and Asian independence movements in the mid- to late 20th century were similar.* **(Skill 4) (CR7) (Skill 5: Continuity and Change) (CR8)**
- Students will create a multimedia presentation analyzing the continuities and changes over time of religions and beliefs around the world. **(Cultural Developments and Interactions) (CR3) (Skill 5: Continuity and Change) (CR8)**
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

## Unit 9 – Globalization (1900–present)

### Key Concepts

#### 9.1: Advances in Technology and Exchange after 1900

#### 9.2: Technological Advances and Limitations after 1900: Disease

#### 9.3: Technological Advances: Debates about the Environment after 1900

#### 9.4: Economics in the Global Age

#### 9.5: Calls for Reform and Responses after 1900

#### 9.6: Globalized Culture after 1900

### Topics for Overview (CR2)

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

### Textbook Reading

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

### Examples of Key Activities

#### Essays and Writing Assignments

- Students will respond to a short-writing prompt describing how social categories, roles, and practices have changed since 1900. **(Cultural Developments and Interactions) (CR3)**

- Students will respond to a practice short-answer question about how globalization has affected culture around the world. **(Social Interactions and Organization) (CR3)**
- Students will respond to a short-writing prompt describing the human impact on environmental issues. **(Humans and the Environment) (CR3)**
- Students will learn how to respond to a practice short-answer question about diseases and pandemics that includes a secondary source. Examples include (but are not limited to) “The Next Plague Is Coming. Is America Ready?” by Ed Yong. **(CR1)**
- Students learn how to respond to a practice short-answer question about the economic crash that includes a primary source. Examples include (but are not limited to) data showing GDP before, during, and after the 2008 economic crash by Max Roser for the World Bank. **(CR1-quantitative)**
- Students will write an essay with a thesis that addresses all parts of the question and supports the thesis with evidence from primary source documents as well as outside evidence. They must explain how the audience, purpose, historical situation, or point of view is relevant to their argument, describe the historical context, and qualify, modify, or corroborate the evidence to develop a complex argument. Prompt: *Evaluate the extent to which human activity has caused changes in the environment, resulting in global responses in the period from 1900 to the present.* **(Skill 6) (CR9)**

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

- “Dollarization, Fragmentation, and God” by Sherif Hetata **(CR1)**
- World Development Report: Gender and Development **(CR1)**
- “Cultural Globalization Is Not Americanization” by Philippe Legrain **(CR1)**
- “African American Voting Registrations, 1966,” from Steven Mintz, “Infographic: The Civil Rights Revolution: Interpreting Statistics.”

#### **Projects and Other Assignments**

- Students will analyze the arguments or claims in primary and secondary sources about the development of international organizations to answer questions about the causes and effects of these organizations. Students will then write an introduction paragraph to a prompt, including a thesis and contextualization. Prompt: *In the period following World War II, many new international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation. Develop an argument that evaluates how successful international organizations have been in accomplishing these objectives.* **(CR1) (Skill 3) (CR6)**
  - Primary sources: “The United Nations Declaration of Human Rights,” 1948; Remarks by US president George W. Bush on his nomination of Robert Zoellick; “Activists in the Philippines demonstrating against the WTO in 2003, arguing that its policies only cater to rich nations and oppose globalization trends,” by Associated Press
  - Secondary sources: “Bretton Woods-GATT, 1941-1947,” by the US Department of State: Office of the Historian; *UN Failed Rwanda*, by Nicole Winfield, Associated Press, 1999; “A Peaceful Europe – The Beginnings of Cooperation,” European Union official website
- Students will analyze a series of primary and secondary sources about civil rights movements around the world in the 20th century for author’s point of view, purpose, audience, and the

historical situation. Prompt: *Evaluate the extent to which 20th-century civil rights movements in Western countries were different from those in non-Western countries in their challenging of existing assumptions.* (CR1) (Skill 2) (CR5)

- Primary sources: Indonesian president Sukarno, opening address of Bandung Conference, April 18, 1955; "Operation Arkansas: A Different Kind of Deployment." US Army service members escort the Little Rock Nine into a previously all-white school, 1957; The National Organization for Women's 1966 statement of purpose, issued at the NOW founding conference, Washington, DC, October 29, 1966; Charter 77, a statement issued by Czechoslovakian dissidents, Prague, 1977; RAWA testimony to the Congressional Human Rights Caucus briefing. A speech given by Fahima Vorgetts, an Afghan feminist, Washington, DC, 2001
  - Secondary sources: "African American Voting Registrations, 1966," from Steven Mintz, "Infographic: The Civil Rights Revolution: Interpreting Statistics.";
- Students will be given a unit study with the targeted KCs and guided questions for each unit to help them prepare for the AP exam.

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

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