

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP World History

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RI.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>AP World History Practice 1, Primary Sources:</b> Explain the relative historical significance of a source’s point of view,</p>	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p>Trace the rise of European nations as major players in maritime exploration by the 15th century as well as the implications of this new phase of overseas exploration.</p> <p>Contrast differing accounts of the Spanish conquest and colonization of new lands.</p> <p>Compare the 15th century voyages of discovery to earlier epochs in world history in terms of causation and long term effects.</p> <p>Link the conquests of the Americas to a new phase of globalization in which the Americas were linked with Europe, Africa and Asia</p> <p>Associate the demands of a new global trade system with a new and more demanding phase of international slave trading</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS - <i>Students will understand that...</i></b></p> <p>European states established new maritime empires in Asia, Africa and the Americas.</p> <p>The new connection between the E. and W. hemispheres resulted in the Columbian exchange.</p> <p>The growth of plantation economies increased the need for slaves in the Americas.</p> <p>The Atlantic system involved movement of goods, wealth and free and non-free laborers, and the mixing of African, American, and European cultures and peoples.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b><i>Students will keep considering...</i></b></p> <p>What factors prompted Europeans to launch a new phase of maritime exploration in the mid 15th century?</p> <p>Why were some regions more vulnerable to European settlement than others ?</p> <p>Do trade and diffusion strength or weaken societies?</p> <p>Do the primary motives for migration remain constant or new over time?</p> <p>Is social hierarchy a natural manifestation of human</p>

<p>purpose, historical situation, and/or audience.</p> <p><b>AP World History Practice 1, Primary Sources:</b> Evaluate a source’s credibility and/or limitations.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Explain how a historian’s claim or argument is supported with evidence.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Evaluate the effectiveness of a historical claim or argument.</p> <p><b>AP World History Practice 2: Argument Development:</b> Make a historically defensible claim in the form of an evaluative thesis.</p> <p><b>AP World History Practice 2: Argument Development:</b>Support an argument using specific and relevant evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p>	<p>The Columbian exchange launched the most widespread and comprehensive era of global integration that humankind had known, involving the exchange of goods and ideas over five continents - Europe, Africa, North America, South America and Asia</p> <p>As social and political elites changed, they structured new ethnic, racial, and gender hierarchies.</p> <p>The commercialization and creation of a global economy were connected to global circulation of silver.</p> <p>Land empires expanded dramatically in size, such as the Qing (Manchu), the Ottoman, the Mughal and the Russian empires.</p> <p>Competition over trade routes, state rivalries, and local resistance provided challenges to state consolidation and expansion.</p> <p>The increase in interactions between newly connected hemispheres and within hemispheres expanded spread and reform of existing religions and created syncretic belief systems.</p> <p>Rulers continued to use religious ideas and the arts to legitimize rule.</p> <p>States treated different ethnic and religious groups in ways that utilized their economic contributions but limited their ability to challenge the authority of the state.</p>	<p>communities?</p> <p>Is territorial expansion, or the concept known as Manifest Destiny, a natural and legitimate tendency of empires that are prosperous in resources including people?</p>
<b>Acquisition</b>		
<p><b>AP History Reasoning Skill 1 Contextualization:</b> Use context to</p>	<p><i>Students will know...</i></p> <p>Factors that prompted the increase in European</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p>

<p>explain the relative historical significance of a specific historical development or process.</p> <p><b>AP World History Reasoning Skill 2 Comparison:</b> Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A Causation:</b> Explain the difference between primary and secondary causes</p> <p><b>AP World History Reasoning Skill 3B Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4 Continuity and Change Over Time:</b> Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>maritime exploration and technological breakthroughs that facilitated expeditions to reach the remote parts of Asia, Africa and the New World.</p> <p>New trade patterns as well as regions linked as a result of the Age of Exploration (1450-1750).</p> <p>Commodities and cultural exchanges emanating from the Columbian Exchange.</p> <p>New social order resulting from the conquest and colonization and the impact on native populations.</p> <p>How the African diaspora, stemming from the Trans-Atlantic Slave trade, impacted African communities as well as individuals bound for the Middle Passage.</p> <p>Examples of syncretism stemming from religious and cultural diffusion that accompanied linking of Europe, Africa and the Americas.</p> <p>How other regional cases of expansion contrasted with Europe in the Americas - such as the Qing (Manchu) in Eurasia, the Ottomans in the Near East, the Mughals in India and the Russian empire across Eurasia.</p> <p>Examples of competition over trade routes, state rivalries, and local resistance to state consolidation and expansion.</p>	<p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, T, M	AP College Board - Compare and Contrast rubric	<p>PERFORMANCE TASK(S):  <b><i>Students will show that they really understand evidence of...</i></b></p> <p>Students will write one of the following essays:</p> <p>Compare and contrast the consolidation and impact of any two of the following empires that emerged between 1450-1750: Qing (Manchu) in China, Ottoman in Asia Minor and the Near East, Mughal in India, Russian in Eurasia.</p> <p>OR</p>
A, T, M	AP College Board - Cause and Effect Rubric	<p>Analyze causes and effects of the growth of the trans-Atlantic slave trade (16th - 19th centuries) on regions of origin and destination.</p> <p>OR</p>
A, T, M	AP College Board - Change and Continuity writing rubric	<p>Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among W. Europe, Africa and the Americas from 1492 to 1750. (2005 AP College Board long essay)</p> <p>OR</p>
A, T, M	AP College Board - Document Based Question writing rubric	<p>Write a DBQ, or document based question essay analyzing the Spanish conquest of the Americas.</p>
A, T	Stimulus Based Multiple Choice - Depth of Knowledge	<p>Students will take an SBQ multiple choice quiz assessing knowledge from unit.</p>
A, T	AP College Board - Guidelines for writing stimulus based short essays	<p>Students will complete an SBQ short answer assessment for this unit.</p>

A, T,	Evaluation of student notes	OTHER EVIDENCE: <b>Students will show they have achieved Stage 1 goals by...</b>  Guided reading and note-taking from Ch. 13 & 14 of Strayer’s <b>Ways of the World</b> and Topic 11 from Pearson’s <b>World History</b> .
A,T,M	Student listening wheels	Collaborating to analyze codices compiled by Spanish missionaries and indigenous Mesoamericans that portrayed the Spanish conquest of the Aztecs and other peoples.
A, T, M	Rubric for role-play	Collaborating to analyze the impact of the trans-Atlantic slave trade by analyzing the following documents and performing a role play based upon the documents.

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>A, T</b>	Students will engage in small group discussion by addressing the following phrase: <b><i>The impact of the Spanish conquest of the Americas - both short term and far reaching can be characterized as follows ...</i></b>	
A, T	Summary of Key Learning Events and Instruction <b><i>Student success at transfer meaning and acquisition depends on...</i></b>  Teacher will offer reading for content and note taking strategies while allowing for some variation and originality of student strategies. Students will proceed to respond to guided reading questions - many of which will be open ended and all pertaining to one of the following sources. Ch. 13 & 14 of Strayer’s <b>Ways of the World/</b> Topic 11 Pearson’s <b>World History</b> .	Progress Monitoring
A, T	Guided map analysis of new maritime exploration routes and areas of conquest of control on the part of Europeans	Monitoring of note taking for evidence that student understands the big picture and has provide adequate details.
A, T, M	Students will actively collaborate to analyze codices compiled by Spanish missionaries and indigenous Mesoamericans that portrayed the Spanish conquest of the Aztecs and other peoples. Sources will include the following from Robert Strayer’s <b>Ways of the World</b> . 13.1 <b><i>Disaster Foretold</i></b> from <b><i>The Duran Codex</i></b> : (p. 661-2) 13.2 <b><i>Moctezuma and Cortes</i></b> from <b><i>Lienzo de Tlaxcala</i></b> (p. 662-663)	Observation of student maps and discussions  Student listening wheels and sharing in front of class

<p>A, T, M</p> <p>A, T, M</p>	<p>13.3 <b>Massacre of the Nobles The Duran Codex:</b> (p. 662-664)  13.4 <b>Spanish Retreat from Tenochtitlan</b> from Tlaxcala codex (p. 664 – 665)  “Disease and Death Among the Aztecs” – (Reading p. 665 “While the Aztecs may have ... - bottom of p. 666) – Visual p. 624  <b>Dona Marina: Caught Between Two Worlds</b> – Portrait on p. 622</p> <p>Students will collaborate to analyze the impact of the trans-Atlantic slave trade by analyzing the following documents and performing a role play based upon the documents.</p> <p>Sources - Robert Strayer’s <b>Ways of the World</b>  Doc. 14.1 – <b>Interesting Narrative of Life of Olaudah Equiano</b> (p. 700-703)  Doc. 14.2 – <b>Journal of a Voyage in the Hannibal of London</b> (p. 703– 705)  Doc. 14.3 – <b>King Affonso’s Letters to King Jao of Portugal</b> (p. 705-707)  Doc. 14.4 – <b>Osei Bonsu’s Conversation with Joseph Dupuis</b> (p. 707-709)  Portrait: <b>Ayuba Suleiman Diallo, To Slavery and Back</b> on p. 696.</p> <p>Teacher will choose type of AP Long Essay (see Stage 2) for students to write and teacher will review pertinent AP College Board rubric and independent indexes. Teacher will also lead students in writing sample thesis statements and independent arguments.</p>	<p>Student listening wheels and mini-presentations in front of class OR possible DBQ essay on causes and impact of trans-Atlantic slavery</p> <p>Student score on long essay in relation to highest score (6) on AP College Board rubric.</p>
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**Accompanying resources**

Doc. 14.1 – **The Interesting Narrative of the Life of Olaudah Equiano** (p. 700-703)

Doc. 14.2 – **A Journal of a Voyage Made in the Hannibal of London** (p. 703– 705)

Doc. 14.3 – **King Affonso’s Letters to King Jao of Portugal** (p. 705-707)

Doc. 14.4 – **Osei Bonsu’s Conversation with Joseph Dupuis** (p. 707-709)

Portrait: **Ayuba Suleiman Diallo, To Slavery and Back** on p. 696.

Wheatcroft, Andrew. **The Enemy at the Great: Habsburgs, Ottomans and the Battle for Europe.** Basic Books. **2010.** Story of the events leading up to the Ottoman siege of Vienna in 1683 and the consequences for Europe and the Near East.

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>AP World History Practice 1, Primary Sources:</b> Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.</p> <p><b>AP World History Practice 1, Primary</b></p>	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p>Trace the rise of absolute monarchs and political dynasties in Europe</p> <p>Link the seeds of the Enlightenment to the encroaching power and scope of absolute monarchs</p> <p>Synthesize the impact of several movements including religious reformation, the Scientific Revolution and the Enlightenment in order to better understand how political revolutions occurred.</p> <p>Connect the spread of Enlightenment ideas to the outbreak of political revolutions in Britain, America, France and Haiti</p> <p>Compare and contrast causes and effects of the British, American, French and Haitian Revolutions</p> <p>Associate the rise of nationalism in Europe and the Americas from 1750 - 1914 to an increasing state of competition among states</p> <p>Describe change and continuity in the social orders of South American societies from 1750-1914</p> <p>Connect the principles embodied by revolutionary movements and constitutions of the 18th - 19th centuries to those of nations that attained independence from colonial rule in the 20th century</p> <p>Appreciate and understand the pursuit of principles of Enlightenment goals as part of a long term process still not achieved in many parts of the world</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <b><i>Students will understand that...</i></b></p> <p>The power of absolute monarchs prompted movements that reconsidered the relationship between the governing and governed and led to ideas such as natural rights of men and women</p> <p>The spread of Enlightenment ideas as well as new ways of thinking in science led to questioning of</p>	<p><b>ESSENTIAL QUESTIONS</b> <b><i>Students will keep considering...</i></b></p> <p>Why did challenges to absolute rule emerge during the late 16th - 18th centuries and not sooner?</p> <p>Are human rights such as freedom of speech, freedom of religion, freedom from unwarranted detention and so on inalienable or natural rights?</p>

<p><b>Sources:</b> Evaluate a source's credibility and/or limitations.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Explain how a historian's claim or argument is supported with evidence.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Evaluate the effectiveness of a historical claim or argument.</p> <p><b>AP World History Practice 2: Argument Development:</b> Make a historically defensible claim in the form of an evaluative thesis.</p> <p><b>AP World History Practice 2: Argument Development:</b>Support an argument using specific and relevant evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p><b>AP History Reasoning Skill 1 Contextualization:</b> Use context to explain the relative historical significance of a specific historical development or process.</p>		<p>Are representative governments intrinsically superior to authoritarian, oligarchical or other forms of government?</p> <p>Should the rights of the individual necessarily supersede the rights of society or states at large?</p> <p>For what reasons did the quest for women's rights and suffrage advance slowly even after the Enlightenment?</p> <p>What factors caused for the immense bloodshed that accompanied some political revolutions especially the French and Haitian revolutions?</p> <p>Does nationalism strengthen or weaken societies?</p>
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<p><b>AP World History Reasoning Skill 2 Comparison:</b> Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A Causation:</b> Explain the difference between primary and secondary causes</p> <p><b>AP World History Reasoning Skill 3B Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4 Continuity and Change Over Time:</b> Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>established traditions and political authority</p> <p>The quest for the expansion of rights extended to movements that sought the abolition of slavery, and the end of serfdom.</p> <p>The quest for the expansion of rights led to increased calls for women’s suffrage and sowed the seeds for feminist movements on both sides of the Atlantic</p> <p>Increasing discontent with imperial rule fueled a number of revolutionary movements.</p> <p>Both the French and the Haitian revolutions were followed by tremendous social upheaval.</p> <p>How the framers of the American constitution sought to create a constitution that would serve as a long term check on abuses of power and how that document influenced other constitutions</p> <p>The American revolution was spearheaded by elites and led to few social changes in the short term</p> <p>The revolutions of South America witnessed little change in the social order other than creole leaders supplanting peninsulares (native born Iberians) at the top of the social pyramid</p> <p>The rise of nationalist movements across Europe and the Americas stemmed from a growing sense of empowerment among citizens that shared common language, heritage and culture.</p>	
<b>Acquisition</b>		
	<p><b>Students will know...</b></p> <p>Major examples of absolute rule including those portrayed by the Bourbon dynasty in France, the</p>	<p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p>

	<p>Habsburg dynasty in Austria and the Romanov dynasty in Russia.</p> <p>How absolute rulers continued to use religious ideas and the arts to legitimize rule.</p> <p>How Enlightenment thinkers sought to challenge absolute rule through moral arguments such as natural rights of man and sovereignty of the people.</p> <p>Major achievements of the Scientific Revolution as well as the conditions that led to these breakthroughs</p> <p>Key ideas generated among Enlightenment thinkers as well as enduring influences of these ideas</p> <p>Long term conditions that served as the foundation for revolutions in America, France, Haiti and other parts of Latin America</p> <p>Examples of social turbulence and upheaval that accompanied the French and Haitian revolutions</p> <p>Principles shared by the American and French constitutions as well as latter day constitutions and documents such as the United Nations Declaration of Human Rights</p> <p>How Napoleon Bonaparte attempted to preserve some achievements of the French Revolution while at the same time enhancing his own power, and pursuing French domination of Europe</p> <p>How the repercussions of independence movements in Latin America during the 18th and 19th centuries are still felt and evident in Latin American societies today.</p> <p>The impact of nationalist movements in Europe,</p>	<p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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	<p>particularly Italy, Germany , eastern Europe and Russia.</p> <p>Major voices of the quest for women’s suffrage and the abolition of slavery</p>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	AP College Board causation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>Students will write one of the following AP World History Long Essays:</p> <p>Students will write an essay analyzing causes and effects of either the:</p> <ul style="list-style-type: none"> <li>• The Scientific Revolution</li> <li>• The Enlightenment.</li> </ul> <p>OR</p>
M, A, T	AP College Board periodization rubric	<p>Students will write an essay analyzing similarities and differences in the period of Spanish rule of Latin America (1500 - 1821( to the period immediately following Spanish rule. (1821 - 1900)</p>
A, T	SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills	Students will complete stimulus-based multiple choice assessment
A, T	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.	Students will complete stimulus based short essay assessment.

A	Student notes	<p><b>OTHER EVIDENCE:</b></p> <p>Student feedback from guided research of Strayer, Ways of the World Ch. 15, “Cultural Transformations 1450-1750” /or World History, Topic 12 “Absolutism and Revolution”</p>
A, M	Student completion of “listening wheel organizer” submitted for participation grade	<p>Analysis of primary sources and group discussion. Sources will include excerpts from:</p> <p>Thomas Paine’s <i>Common Sense</i>  John Locke - <i>Social Contract</i>  Marquis de Condorcet - <i>Sketches of Progress in the Human Mind</i>  Elizabeth Cady Stanton - <i>The Solitude of Self</i>  Frederick Douglass - What is the Fourth of July to a Slave?</p>
A, T, M	Teacher generated role-play rubric	<p>Students will role-play a series of trials or debates based upon primary documents including:</p> <p>Scientific Revolution – Church Inquisition/ Trial of Galileo -</p> <ul style="list-style-type: none"> <li>○ Narrator – overview of Scientific Revolution</li> <li>○ Galileo</li> <li>○ Representative of Pope Urban VIII</li> </ul> <p>Debate between Enlightenment Thinker Marquis De Condorcet (Doc. 15.2, 756) and Proponent of Absolutism - Representative of “The Sun King” Louis IV (r. 1638-1718) (Doc. 13.4, p.. 657 “Louis XIV Memoirs” )</p> <ul style="list-style-type: none"> <li>○ Narrator – provides overview of Enlightenment</li> <li>○ Condorcet</li> <li>○ Rep of Louis XIV</li> </ul>
A, T, M		<p><b>Culminating class discussion/debate:</b> React to the following statement as <b>True</b> or <b>False</b>: “The human condition is not fixed or predestined. Rather, it can be affected by reason, choice and action.</p>

### Stage 3 – Learning Plan

Code	<b>Pre-Assessment</b>	
A, T, M	Pre-assessment will be in the form of a cause and effect flow chart, whereby students draw upon prior to know to identify what they know about short and long term causes and effects of the American Revolution and attempt to apply them to what they may about other revolutions whether they be political, scientific or other.	
	<p>Summary of Key Learning Events and Instruction  <b>Student success at transfer meaning and acquisition depends on...</b></p> <p>A, T  Teacher will continue to model appropriate reading and notetaking skills, and use student exemplars as models. Students will proceed with guided research of Strayers, <b>Ways of the World</b> Ch. 15 /or World History, Topic 12 "Absolutism and Revolution"</p> <p>A, T, M  Teacher will utilize daily slideshow of 6-7 slides for to accent fundamental information and serve as a springboard for initiation of interactive activities.</p> <p>A, T, M  Accompanying class discussion portraying challenges absolutism and major breakthroughs in sciences as well as perceptions about the role of citizens in society.</p> <p>A, T, M  Students will produce mock trials and debates featuring key figures from the Scientific Revolution and the Enlightenment. Teacher will coach students on presentation techniques and assure presentations are consistent with major themes of primary sources.</p> <p>A, T, M  Teacher will review fundamentals of writing a causation essay by utilizing exemplar student essays. Teacher will review pertinent AP College Board rubric and independent indexes. Teacher will also lead students in writing sample thesis statements and independent arguments. Students will then write causation or periodization essay.</p> <p>A, T, M  Students will take unit assessment that will include SBQs and short essays.</p>	<p>Progress Monitoring</p> <p>Monitoring of note taking for evidence that student understands the big picture and has provided adequate details.</p> <p>Engagement of class in responding to scaffolding types of questions.</p> <p>Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.</p> <p>Role play rubric</p> <p>Student performance will measure successfully against indexes of AP College Board causation rubric.</p>

**For Further Reading:**

Thomas Paine's *Common Sense*

John Locke - *Social Contract*

Marquis de Condorcet - *Sketches of Progress in the Human Mind*

Elizabeth Cady Stanton - *The Solitude of Self*

Unit 3 - The Industrial Revolution and its Impact on Society (1750-1914)

**Stage 1 Desired Results**

ESTABLISHED GOALS		<i>Transfer</i>		
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as</p>	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p>Analyze and evaluate the impact of the Industrial Revolution on the quality of life in Europe and America from the period of the late 18th - early 20th centuries.</p> <p>Compare and contrast the impact of the Industrial Revolution on Europe and the Americas</p> <p>Compare the causes and effects of world migrations stemming from the Industrial Revolution in Europe with those emanating from earlier epochs of world migrations</p> <p>Link the development of Marxism to new social divisions brought upon by capitalism</p>			
			<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p>The process of bringing about a revolution in the way that goods were produced was a consequence of the needs of growing populations and expectations</p> <p>As states expanded, the projected material needs of societies grew</p> <p>The Industrial Revolution prompted large scale human migration including that of from rural to newly created urban areas and from Europe to the Americas</p> <p>In much of Europe and America a new and empowered middle class emerged</p> <p>Not everyone prospered as a result of the Industrial</p>		<p><b>ESSENTIAL QUESTIONS - <i>Students will keep considering...</i></b></p> <p>Are the forces of modernization and mechanization signs of more civilized societies?</p> <p>Did the advent of more mechanized and specialized means of production bring positive changes for everyone?</p> <p>Is either capitalism or communism superior to the other as a socio-economic model?</p> <p>Are classless societies attainable?</p> <p>Are social classes inevitable?</p> <p>Are some regions of the world destined to control or perhaps even exploit other regions?</p>	

well as in words in order to address a question or solve a problem.

**AP World History Practice 1, Primary Sources:** Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.

**AP World History Practice 1, Primary Sources:** Evaluate a source's credibility and/or limitations.

**AP World History Practice 1, Secondary Sources:** Explain how a historian's claim or argument is supported with evidence.

**AP World History Practice 1, Secondary Sources:** Evaluate the effectiveness of a historical claim or argument.

**AP World History Practice 2: Argument Development:** Make a historically defensible claim in the form of an evaluative thesis.

**AP World History Practice 2: Argument Development:**Support an argument using specific and relevant evidence.

**AP World History Practice 2: Argument Development:** Use historical reasoning to explain relationships among pieces of historical evidence.

**AP World History Practice 2: Argument Development:** Consider ways that

<p>diverse or alternative evidence could be used to qualify or modify an argument.</p> <p><b>AP History Reasoning Skill 1</b> <b>Contextualization:</b> Use context to explain the relative historical significance of a specific historical development or process.</p> <p><b>AP World History Reasoning Skill 2</b> <b>Comparison:</b> Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A</b> <b>Causation:</b> Explain the difference between primary and secondary causes</p>	<p>Revolution The plight of the proletariat prompted the teachings of Karl Marx</p> <p>The Industrial Revolution ushered in what has been referred to as the Anthropocene age, a time when man has had a greater impact on the environment than the environment has had on man</p> <p>Women and children often filled unmet labor needs, particularly in factories, thus disrupting traditional family and societal roles.</p> <p>The bourgeoisie, or entrepreneurial class attained both more power and wealth due to the Industrial Revolution</p>	
<b>Acquisition</b>		
<p><b>AP World History Reasoning Skill 3B</b> <b>Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C</b> <b>Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4</b> <b>Continuity and Change Over Time:</b> Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p><b>Students will know...</b></p> <p>Key technological innovations that prompted the Industrial Revolution</p> <p>How the industrial revolution led to newfound social classes and occupations and how it altered the nature of class and society on a whole.</p> <p>New patterns of social migration that emanated from the Industrial Revolution</p> <p>Reasons that the Industrial Revolution was experienced with far less intensity in regions such as Latin America, the Ottoman world, China and Russia</p> <p>How the Industrial Revolution prompted social theories such as Darwinism and Marxism</p>	<p><b>Students will be skilled at...</b></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p>

		<p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	NMHS school-wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p><b>Goal</b> - The class will stage a mock town hall meeting in a town called “Old Milford” whereby students role-play (in a bawdy fashion) town citizens from different factions of the town.</p> <p><b>Role</b> - Students will perform different roles including: town officials, factory owners, members of the newly emerged middle class, factory and assembly line workers, traditional craftsmen, union representatives, child workers, domesticated moms, women at work, Marxists, and so on.</p> <p><b>Audience</b> - students that represent interests other than themselves</p> <p><b>Situation</b> - town is divided between those that promote and those that lament change.</p> <p><b>Performance</b> - energetic performance in which all students authentically and passionately act out roles based upon primary sources analyzed in class.</p> <p><b>Standard</b> - RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A, T, M	AP College Board - Change and Continuity rubric	<p>Students will write an essay analyzing economic and social changes wrought by the Industrial Revolution on Europe and the Americas.</p>

A	Student notes	OTHER EVIDENCE: Guided reading notes from Robert Strayer’s , Ways of the World Ch. 17, “Revolutions of Industrialization” /or World History, Topic 13 “The Industrial Revolution”,
A, M	Student completion of “listening wheel organizer” submitted for participation grade	Primary source analysis and discussion of documents from Ways of the World including: Doc. 17.1 Elizabeth Bentley’s <i>Testimony</i> - details realities of factory life for women and children Document 17.2 A <i>Weaver’s Lament</i> Doc. 17.3 Samuel Smiles <i>Thrift</i> Doc. 17.4 Marx and Engles - <i>The Communist Manifesto</i> Chapter Portrait - <i>Eulogy for Ellen Johnston</i> , p. 840
A, T	Observation of student-led walkthrough of visuals with rest of class	Analysis of visuals and student sharing. Visuals will include the following from <i>Ways of the World</i> .  Visual 17.1 <i>The Machinery Department of the Crystal Palace</i> (p. 871-872) Visual 17.2 <i>The Railroad as a Symbol of the Industrial Era</i> (p. 871-873) Visual 17.3 <i>The Dinner Hour</i> by Erye Crowe (p. 874-875) Visual 17.4 <i>Child Labor</i> (p. 875-876) Visual 17.5 <i>Capital and Labor</i> (p. 876-877)
A, T	SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills	Students will complete stimulus-based multiple choice assessment
A, T	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.	Students will complete stimulus based short essay assessment.

### Stage 3 – Learning Plan

<b>Code</b>	<b>Pre-Assessment</b>
	Pre-assessment will be in the form of a word association exercise whereby students are asked to associate or explain the meaning of words such as the following: urbanization, specialization, bourgeoisie, proletariat, Marxism, and union.

	Summary of Key Learning Events and Instruction <b><i>Student success at transfer meaning and acquisition depends on...</i></b>	Progress Monitoring
A, T, M	Student feedback from guided research of Strayer, Ways of the World Ch. 17, "Revolutions of Industrialization" /or World History, Topic 13 "The Industrial Revolution"	Small group discussion
A, T, M	Slideshow and accompanying class discussion portraying the impact of the Industrial Revolution upon Europe and the Americas as well as new migration patterns that emerged.	Observation of note taking and discussion
A, T	Students will examine and discuss primary source documents including testimonies of the impact of the Industrial Revolution as well as socio-economic commentaries such as <b><i>The Communist Manifesto</i></b> ..Role	Student listening wheels
A, T, M	Teacher will coach students in fundamentals of role-play as students prepare portrayal of "Old Milford". Students will divide and develop roles based upon personal strengths and interests.	School wide presentation rubric
A, T, M	Class discussion of whether the Industrial Revolution brought upon changes for everyone.	Engagement in student discussion
A, T, M	Teacher will review fundamentals of writing a change and continuity essay by utilizing exemplar student essays. Teacher will review pertinent AP College Board rubric and independent indexes. Teacher will also lead students in writing sample thesis statements and independent arguments. Students will then write causation or periodization essay.	Teacher will examine components of student essays and how they measure against independent indexes of AP College Board writing rubric for Change and Continuity Long Essays
A, T, M	Unit Test	

**For Further Reading:**

Documents from ***Ways of the World***

Doc. 17.1 Elizabeth Bentley's ***Testimony*** - details realities of factory life for women and children

Document 17.2 A ***Weaver's Lament***

Doc. 17.3 Samuel Smiles ***Thrift***

Doc. 17.4 Marx and Engles - ***The Communist Manifesto***

Chapter Portrait - ***Eulogy for Ellen Johnston***, p. 840

Visuals will include the following from *Ways of the World*.  
 Visual 17.1 *The Machinery Department of the Crystal Palace* (p. 871-872)  
 Visual 17.2 *The Railroad as a Symbol of the Industrial Era* (p. 871-873)  
 Visual 17.3 *The Dinner Hour* by Erye Crowe (p. 874-875)  
 Visual 17.4 *Child Labor* (p. 875-876)  
 Visual 17.5 *Capital and Labor* (p. 876-877)

Unit 4 - Colonial Encounters in Africa and Asia (1750-1914)

**Stage 1 Desired Results**

ESTABLISHED GOALS		<i>Transfer</i>	
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they</p>	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p>Compare 19th century colonization to earlier epochs of colonization such as occurred during the Persian, Roman, Alexandrian, Islamic or Ottoman empires.</p> <p>Contrast differing motives and strategies of European colonizing nations</p> <p>Compare case studies of colonization in different parts of Africa and Asia</p> <p>Associate the period of European colonization of Africa and Asia to ongoing struggles in those regions today.</p> <p>Contrast European efforts to open China and Japan</p>		
	<b><i>Meaning</i></b>		
	<p><b>UNDERSTANDINGS</b>  <b><i>Students will understand that...</i></b></p> <p>European nations competed for control of regions in Africa and Asia in an effort to gain access to more land and resources</p> <p>Native populations in Africa and Asia responded to the European attempts to colonize in a variety of ways</p>	<p><b>ESSENTIAL QUESTIONS</b>  <b><i>Students will keep considering...</i></b></p> <p>What factors sparked the intense competition among European nations for control of Africa and Asia?</p> <p>Historically speaking, are some regions or peoples inherently prone to expansion and control while others are more prone to subjugation?</p>	

<p>interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>AP World History Practice 1, Primary Sources:</b> Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.</p>	<p>including physical resistance, accommodation, synthesis and adaptation.</p> <p>In many cases the European colonizing efforts were accompanied by wholesale efforts to restructure colonial societies.</p> <p>Christianity and Westernization sometimes accompanied efforts to extend political and economic control</p> <p>European colonization was justified at times by narratives and beliefs such as Rudyard Kipling’s The White Man’s Burden</p>	<p>Did European colonization efforts on a whole bring more benefit or harm to colonized societies?</p>
<b>Acquisition</b>		
<p><b>AP World History Practice 1, Primary Sources:</b> Evaluate a source’s credibility and/or limitations.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Explain how a historian’s claim or argument is supported with evidence.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Evaluate the effectiveness of a historical claim or argument.</p> <p><b>AP World History Practice 2: Argument Development:</b> Make a historically defensible claim in the form of an evaluative thesis.</p> <p><b>AP World History Practice 2: Argument Development:</b>Support an argument using specific and relevant evidence.</p>	<p><b>Students will know...</b></p> <p>The primary European nations that partook in the colonization of Africa and Asia as well as the regions each nation sought to colonize</p> <p>Goals and methods employed by each colonizing nation in their efforts to maximize benefits attained from their efforts</p> <p>Examples of indigenous resistance - both physical and political - to colonial rule</p> <p>How Britain gradually took control of India from the Mughal empire</p> <p>Factors leading up to the Opium Wars between Britain and China</p> <p>How Japan drew upon the lessons of China’s disastrous response to Europe to seize the moment and use the European advance to Japan’s advantage</p>	<p><b>Students will be skilled at...</b></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or</p>

<p><b>AP World History Practice 2: Argument Development:</b> Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p><b>AP History Reasoning Skill 1 Contextualization:</b> Use context to explain the relative historical significance of a specific historical development or process.</p> <p><b>AP World History Reasoning Skill 2 Comparison:</b> Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A Causation:</b> Explain the difference between primary and secondary causes</p> <p><b>AP World History Reasoning Skill 3B Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4 Continuity and Change Over Time:</b></p>	<p>How the Ottoman empire sought to respond to the growing power of Europe.</p>	<p>linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	AP College Board DBQ rubric	PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i>  Students will write a document-based question essay “Analyze African actions and reactions in response to the European Scramble for Africa.” (2009 AP College Board DBQ).
M, A, T	AP College Board DBQ rubric	<u>Alternative written assessments</u> <ul style="list-style-type: none"> <li>- DBQ - Analyze the means by which Gandhi led India to independence.</li> <li>- Compare and contrast the response of any of the following nations to European imperialism in the late 19th/early 20th centuries - Japan, China or Ottoman Empire.</li> </ul>
A	Student notes	OTHER EVIDENCE:  Guided reading and notetaking from Strayer’s Ways of the World chapters 18&19.
A, T, M	Teacher generated role-play rubric	Students will perform a series of role-plays based upon primary sources, including:  A. Trial of King Leopold, the notorious king of Belgium who oversaw the transformation of the Congo into a personal fiefdom driven by physical abuse and profiteering. Source - <i>Bill of Rights in Action’s</i> “King Leopold’s

		<p>Heart of Darkness”.</p> <p>B. Inquiry Panel: “Who Killed Colonel Sir Charles Gordon” - inquiry into the death of Col. Gordon, killed in the Sudan. Constitutional Rights Foundation “Sudan, Imperialism, and The Mahdi’s Holy War”.</p> <p>C. Mini-debate: Does colonial rule benefit India?          Doc. 18.1 (p. 913-915) Ram Mohan Roy <b>Letter to Lord Amherst</b>          Doc. 18.2 (p.915-916) Prince Feroze Shah <b>Azamgarh Proclamation 1857</b>          Doc. 18.3 (p. 917-918) Dadabhai Naoroji <b>Speech to a London Audience</b>          Doc. 18.4 (p. 919-921) Mohandes Gandhi <b>Indian Home Rule</b></p> <p>D. Mini-debate: What is the best way forward for Chinain the wake of European domination of our country?          Doc. 19.1 (p. 958-960) Kang Youwei <b>Memorial to Emperor Guangxu</b>          Doc. 19.2a (p.960-961) Anonymous <b>Editorial on China’s Exam System</b>          Doc. 19.2b (p.960-961) Guangxu’s <b>Edict on Education</b>          Doc. 19.3 (p. 962-963) Qui Jin <b>Address to 200 Mill. Countrywomen</b>          Doc. 19.4 (p. 963-965) Sun Yat-sen <b>Three People’s Principles</b></p> <p>E. Mini-debate: Who was responsible for the outbreak of the Opium Wars - based upon R.G. Tiedeman’s <b>Chasing the Dragon</b>.</p> <p>F. Mini-debate: What is the best way forward for the Turkish people in the wake of European domination of our country?  <b>The Tanzimat Program</b>  <b>Perspective from a Young Turk</b>  <b>Perspective from the Last Sultan</b>  <b>Perspective from Mustafa Kemal Attaturk</b> - founder of Modern Turkey</p> <p>Standard - <b>RI.11-12.7</b>. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A, T	SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills	Students will complete stimulus-based multiple choice assessment
A, T	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.	Students will complete stimulus based short essay assessment.

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-assessment will be in the form of a class discussion on the meaning of the term “imperialism”. Students will then be challenged to contrast pre-modern forms of imperialism (e.g. colonization) with modern forms of imperialism (e.g. economic leverage and cultural influence).	
A, T, M	Summary of Key Learning Events and Instruction <b><i>Student success at transfer meaning and acquisition depends on...</i></b>	Progress Monitoring
A, T, M	Teacher will lead students in guided research of Strayer, Ways of the World Ch. 18 and Ch. 19, /or World History, Topic 3 “India and China”, Topic 15 “The Age of Imperialism 1800-1914”	Detail and accuracy embedded in student written and oral responses as well as scaffolding questions by students.
A, T, M	Teacher will introduce daily set of mini-slideshows and accompanying class discussions examining European colonization of Africa and Asia as well as responses from key countries such as Sudan, Congo, India, China, Japan and the Ottoman empire.	Whole class discussion in which students respond to scaffolding set of questions as well as essential questions posed at onset of the unit
A, T	Student discussion and analysis of visuals from Strayer, Ch. 18 Visual 18.1 <b><i>Prelude to a Scramble</i></b> (p. 922-923) Visual 18.2 <b><i>Conquest and Competition</i></b> (p. 923-925)	Observation of small group discussion for accurate comprehension and detail as well as appropriate sharing and exchange of ideas
A, T	Visual 18.3 <b><i>From the Cape to Cairo</i></b> (p. 923, p. 925) Visual 18.4 <b><i>British and French in North Africa</i></b> (p. 926-927) Visual 18.5 <b><i>The Ethiopian Exception</i></b> (p. 928-929)R.G. Tiedeman’s <b><i>Chasing the Dragon,</i></b>	
A, T, M	Guided analysis of aforementioned primary source documents	Students will demonstrate understanding by actively listening, thoughtful sharing and collaboration to complete listening wheels
A, T, M	Teacher will exemplify mechanics associated in writing a DBQ essay persuasive thesis, richly detailed evidence that supports arguments and argumentation and analysis. Teacher will also share student exemplars.	Teacher will evaluate separate components of essays in terms of how well they measure against the separate components of the indexes.
A, T, M	Students will successfully complete unit ending test.	In unit ending assessment, students will demonstrate mastery of 80% of objective questioning and score 4/5 points on short essay rubric.

## For Further Reading:

### Sources pertaining to colonial encounters in Africa

Achebe, Chinua. *Things Fall Apart*. Penguin Books. 1994.

Brown, Dee. *Bury My Heart at Wounded Knee*. Picador. 2010.

Hochschild, Adam. *King Leopold's Ghost*. Mariner Books. Print. 2008.

"Conquest, Conflict, and Commerce: The Colonial Experience in the Congo". [Choices for the 21<sup>st</sup> Century](#)

Paton, Alan. *Cry the Beloved Country*

Kingsolver, Barbara. *The Poisonwood Bible*.

*Bill of Rights in Action's* "King Leopold's Heart of Darkness".

Constitutional Rights Foundation "Sudan, Imperialism, and The Mahdi's Holy War".

### Sources pertaining to colonial encounters in India

Doc. 18.1 (p. 913-915) Ram Mohan Roy *Letter to Lord Amherst*

Doc. 18.2 (p.915-916) Prince Feroze Shah *Azamgarh Proclamation 1857*

Doc. 18.3 (p. 917-918) Dadabhai Naoroji *Speech to a London Audience*

Doc. 18.4 (p. 919-921) Mohandas Gandhi *Indian Home Rule The Tanzimat Program*

### Sources pertaining to colonial encounters in China

Doc. 19.1 (p. 958-960) Kang Youwei *Memorial to Emperor Guangxu*

Doc. 19.2a - (p.960-961) Anonymous *Editorial on China's Examination System*

Doc. 19.2b - (p.960-961) Guangxu's *Edict on Education*

Doc. 19.3 (p. 962-963) Qui Jin *Address to Two Hundred Million Fellow Countrywomen*

Doc. 19.4 (p. 963-965) Sun Yat-sen *Three People's Principles*

### Sources pertaining to colonial encounters in Ottoman Turkey

*Perspective from a Young Turk*

*The Tanzimat Program*

*Perspective from the Last Sultan*

*Perspective from Mustafa Kemal Attaturk* - founder of Modern Turkey

Unit 5 - The First World War and the Russian Revolution (1914-1924)

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p> <p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or</p>	<b>Transfer</b>	
<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p>Link the outbreak of the first World War to the rise in nationalism, imperialism, militarism and alliances during the build up period of the war</p> <p>Transfer the lessons of the first world war, particularly those relating to its outbreak and later state of attrition to future episodes of conflict and intransigence.</p> <p>Connect the deadly nature of 20th century warfare to technical changes in armaments wrought by the Industrial Revolution.</p> <p>Link the collapse of Russia and ensuing Bolshevik revolution to the spread of Marxist ideology and worker discontent in Russia and other parts of Europe</p> <p>Associate the entrance of the U.S. into the First World War with an increasingly pronounced shift in the role that the U.S. would play in international affairs as the 20th century unfolded.</p> <p>Identify changes in the map of Europe stemming from the First World War</p> <p>Project difficulties stemming from the unresolved differences that accompanied the wars to the outbreak of a second world war.</p>		
	<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b></p> <p><b><i>Students will understand that...</i></b></p> <p>The unification and growing strength of Germany toward the end of the 19th century stoked fears of its</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b><i>Students will keep considering...</i></b></p> <p>Is nationalism a detrimental or positive force?</p>	

formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**AP World History Practice 1, Primary Sources:** Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.

**AP World History Practice 1, Primary Sources:** Evaluate a source’s credibility and/or limitations.

**AP World History Practice 1, Secondary Sources:** Explain how a historian’s claim or argument is supported with evidence.

**AP World History Practice 1, Secondary Sources:** Evaluate the effectiveness of a historical claim or argument.

**AP World History Practice 2: Argument Development:** Make a historically defensible claim in the form of an evaluative thesis.

**AP World History Practice 2: Argument Development:**Support an argument using specific and relevant evidence.

**AP World History Practice 2: Argument Development:** Use historical reasoning to explain relationships among pieces of historical evidence.

**AP World History Practice 2: Argument**

<p><b>Development:</b> Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p><b>AP History Reasoning Skill 1 Contextualization:</b> Use context to explain the relative historical significance of a specific historical development or process.</p> <p><b>AP World History Reasoning Skill 2 Comparison:</b> Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A Causation:</b> Explain the difference between primary and secondary causes</p> <p><b>AP World History Reasoning Skill 3B Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4 Continuity and Change Over Time:</b> Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>neighbors who sought to forge alliances in the face of a perceived German threat</p> <p>The Ottoman and Russian empires entered the First World War in a state of weakness and would each be toppled as a result of the war</p> <p>The state of competition and alliances that characterized Europe on the eve of the First World War created a situation that may be referred to as a powderkeg.</p> <p>The preexisting state of technology at war's start all but guaranteed a deadly war.</p> <p>The Bolshevik revolution that toppled the Romanov dynasty in Russia was a culmination of a long history of repression of Russian serfs and workers and represented the first Marxist based revolution.</p> <p>More so than any prior large scale conflict, the First World War resulted in documented vocal opposition to the very nature of war.</p> <p>The end of the first world war was accompanied by major changes in the political map of Europe, the Near East, Africa and the Far East. Among the most significant were the dissolution of the Ottoman empire and the establishment of the Mandate System in the Near East.</p> <p>The terms of the Versailles Treaty were particularly harsh on Germany and served as fodder for a fascist state that gradually rose to power under Hitler</p>	<p>Can alliances serve a positive purpose or do they increase the likelihood of armed conflict?</p> <p>Should victorious nations be magnanimous or punitive in victory?</p> <p>Should the U.S. have joined the League of Nations in the aftermath of the First World War?</p> <p>Was the Versailles Treaty that concluded the first world war unduly harsh on the Central Powers, particularly Germany?</p> <p>Might Germany have won the Great War if they had not opened a two-front war?</p> <p>Could the Bolshevik revolution have benefited the Russian people?</p> <p>Did the League of Nations err in is formation of the Mandate system in the Near East?</p>
<b>Acquisition</b>		
	<p><b>Students will know...</b></p> <p>Members that composed the Triple Alliance and the</p>	<p><b>Students will be skilled at...</b></p> <p>Reading closely for information and key ideas</p>

	<p>Triple Entente on the eve of the first World War</p> <p>Long term conditions that increased the likelihood of the first World War breaking out</p> <p>The role that peoples of the Near East played in revolting against the Ottoman Empire</p> <p>Reasons for both the Russian departure from the first world war as well as the U.S. entry</p> <p>Major provisions of the Treaty of Versailles</p> <p>How President Wilson’s Fourteen Points contrasted with the tenor of the Versailles Treaty</p> <p>Political changes in the maps of Europe and the Near East that accompanied the end of the first World War.</p> <p>Reasons the U.S. did not join the League of Nations</p> <p>How the Treaty of Versailles enhanced the seeds of discontent and paved the way for the rise of Hitler and the Third Reich.</p>	<p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
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M, A, T	AP College Board DBQ rubric	<p>PERFORMANCE TASK(S): <b>Students will show they really understand evidence of...</b></p> <p>Students will write a Document Based Question (DBQ) analyzing the causes of the First World War.</p> <p>Standard - <b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A  A, T, M  A, T, M  A, T, M	<p>Student notes</p> <p>Student completion of “listening wheel organizer” submitted for participation grade</p> <p>Observation of whole class discussion</p> <p>Participation rubric</p>	<p>OTHER EVIDENCE:</p> <p>Student feedback from guided research of Strayer, Ways of the World Ch. 20, “Collapse at the Center - World War” /or World History, Topic 16 “World War I and the Russian Revolution”, Topic 9</p> <p>Students will collaborate to lead class in analysis of the following visuals from Strayer’s Ways of the World:</p> <p>Visual 20.1 – <b>Defining the Enemy</b> (p. 1026)  Visual 20.2 – <b>Women and the War</b> (p. 1027)  Visual 20.3 – <b>War and the Colonies</b> (p. 1029)  Visual 20.4 – <b>The Battlefield</b> (p. 1030)  Visual 20.5 -<b>The Aftermath of War</b> (p. 1032)</p> <p>Students will read excerpts from the following two sources and participate in a class discussion:</p> <ul style="list-style-type: none"> <li>● Barbara Tuchman’s <b>The Guns of August</b>, and discuss how it portrays the folly of both politicians and military strategists.</li> <li>● Students will examine and discuss excerpts from Erich Maria Remarque’s 1992 novel <b>All Quiet on the Western Front</b>. Upon doing so, students will discuss why national governments on both sides of the Atlantic may have had strong concerns about the novel.</li> </ul> <p>Students will analyze key provisions of the following documents and hold mini-debates on the merits of each:</p> <ul style="list-style-type: none"> <li>● <b>The Versailles Treaty</b></li> </ul>

A, T	SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills	<ul style="list-style-type: none"> <li>● <b>Wilson's Fourteen Points</b></li> </ul> <p>Students should achieve 80% correct on SBQ multiple choice.</p>
A, T	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.	Students should accurately and comprehensively respond to writing prompt as measured by teacher generated rubric for short essay writing.

### Stage 3 – Learning Plan

<b>Code</b>		<b><i>Pre-Assessment</i></b>
A, T, M		Students will be introduced to the acronym MAIN (militarism, alliances, imperialism, nationalism) and asked to brainstorm (in small groups) specific examples of these terms that led to the outbreak of the first world war.

A, T, M	Summary of Key Learning Events and Instruction <b><i>Student success at transfer meaning and acquisition depends on...</i></b>	Progress Monitoring
A, T, M	Teacher will continue to model appropriate reading and notetaking skills, and use student exemplars as models. Students will proceed with guided research of Strayers, <b><i>Ways of the World</i></b> Ch. 20, "Collapse at the Center" /or World History, Topic 16 "World War I and the Russian Revolution"	Note-taking, whole class discussion following research and inclusion of all students in the learning process - modified readings where appropriate.
A, T, M	Teacher will offer mini-slideshows and accompanying class discussions portraying key steps in buildup to the First World War and subsequent events including the Russian Revolution.	Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of opinions and analytical components on level 2 and 3 questions (DOK questioning)
A, T, M	Teacher leads students through primary source analysis encouraging students to read between the lines and consider additional information that would be useful if available.	Quality of student labeled maps and listening for student understanding and analysis.
A, T	Students present mini-debates on soundness of Wilson's Fourteen Points and major provisions of the Versailles Treaty.	Observation of note taking and discussion
A, T, M	Teacher will review fundamentals of writing a DBQ essay by utilizing exemplar student essays. Teacher will also review pertinent AP College Board rubric and independent indexes. Teacher will lead students in writing sample thesis statements and independent arguments. Students will then write DBQ analyzing the causes of the First World War.	Student score of 5 or higher on 6 point AP College Board DBQ rubric.
A, T, M	Students will take unit assessment.	

**For Further Reading:**

Remarque, Erich Maria. ***All Quiet on the Western Front***. 1928.  
Tuchman, Barbara ***The Guns of August***, Presidio Press. 1962.

Unit 6 - The Interwar Years and the Second World War (1918-1945)

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p> <p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>AP World History Practice 1, Primary Sources:</b> Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.</p>	<b>Transfer</b>	
	<p><b>Students will be able to independently use their learning to...</b></p> <p>Opine whether the outbreak of the global depression should serve as a condemnation of an increasingly globalized economy</p> <p>Link the rise of authoritarian regimes in the interwar period to unresolved issues stemming from the conclusion of the First World War as well as the worldwide depression.</p> <p>Compare and contrast the causes of the Second World War with that of the First World War.</p> <p>Apply lessons learned from WWII to later conflicts or present disputes.</p> <p>Compare the holocaust suffered by the Jewish peoples to genocidal events that preceded and proceeded it - such as the genocides against Armenians, Cambodians, Bosnians and Rwandans</p>	
	<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b></p> <p><b>Students will understand that...</b></p> <p>The terms of the Versailles Treaty were particularly harsh on Germany and served as fodder for a fascist state that gradually rose to power under Hitler</p> <p>In addition to Germany - Italy, Spain and Japan also experienced fascist takeovers of their governments and became regional threats</p> <p>The worldwide depression enhanced and popularized the images of fascist leaders who promised expedient measures to right economies and bring about political stability</p> <p>The staggering cost in human lives during the Second World War resulting was largely due to new and more deadly technology in armaments such as machine guns, naval destroyers, air bombardments and atomic weapons. Moreover, civilians suffered even more</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Students will keep considering...</b></p> <p>Is nationalism is a detrimental or positive force?</p> <p>Do alliances enhance security or stoke fears and retaliatory measures?</p> <p>Does a more globalized economy increases chances of worldwide depression, and therefore pose a greater risk?</p> <p>Was there a specific moment, prior to the start of the European war, that the Allies should have confronted Nazi Germany?</p> <p>Was the decision for the U.S. to use atomic weapons rational and warranted?</p>	

<p><b>AP World History Practice 1, Primary Sources:</b> Evaluate a source’s credibility and/or limitations.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Explain how a historian’s claim or argument is supported with evidence.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Evaluate the effectiveness of a historical claim or argument.</p>	<p>casualties than combatants did.</p> <p>Both Russia and China absorbed the main thrust of their adversaries, with Russia absorbing the heaviest German assault and China absorbing the heaviest Japanese invasion.</p> <p>The U.S. again played a reluctant yet pivotal role in the Second World War, and this time helped turned the tide in two theaters - European and Pacific.</p> <p>Peoples living under colonial rule - Africa and Asia participated in the Allied war effort, thus sowing the seeds for the expectation of freedom and decolonization.</p>	
<b>Acquisition</b>		
<p><b>AP World History Practice 2: Argument Development:</b> Make a historically defensible claim in the form of an evaluative thesis.</p> <p><b>AP World History Practice 2: Argument Development:</b>Support an argument using specific and relevant evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p><b>AP History Reasoning Skill 1 Contextualization:</b> Use context to explain the relative historical significance of a specific historical</p>	<p><b>Students will know...</b></p> <p>The terms of the Versailles Treaty that were most contested by Axis members Germany and Italy.</p> <p>Causes and consequences of the world depression.</p> <p>Key events that led to the rise of fascist governments in Germany - Italy, Spain and Japan as well as tactics used by fascist leaders to project power and authority.</p> <p>Unchecked acts of territorial expansion on the part of Nazi Germany that subsequently made the challenge of confronting the Axis alliance more difficult.</p> <p>Acts of territorial expansion in the Pacific by Japan, and examples of resistance by China’s Nationalist and Communist factions as well as other resistance groups in Southeast Asia.</p> <p>Key events that helped turn the tide of the war in both Europe and the Pacific.</p>	<p><b>Students will be skilled at...</b></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p>

<p>development or process.</p> <p><b>AP World History Reasoning Skill 2</b>  <b>Comparison:</b> Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A</b>  <b>Causation:</b> Explain the difference between primary and secondary causes</p> <p><b>AP World History Reasoning Skill 3B</b>  <b>Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C</b>  <b>Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4</b>  <b>Continuity and Change Over Time:</b>  Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>Technical changes in weaponry that made the war deadlier than any preceding it.</p> <p>Both Russia and China absorbed the main thrust of their adversaries, with Russia absorbing the heaviest German assault and China absorbing the heaviest Japanese invasion.</p> <p>The impact on Jewish peoples and other minorities of systematic efforts on the part of fascist governments to degrade and ultimately eliminate their presence.</p> <p>Examples of African and Asian peoples living under colonial rule that participated in the Allied war effort, thus sowing the seeds for the expectation of freedom and decolonization.</p> <p>How Allied leaders including the U.S., Britain, France and the Soviet Union sought to rectify problems that preceded the war, particularly through formation of the United Nations.</p>	<p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, A, T	AP College Board Causation Rubric for written portion and NMHS school wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>An equal number of students will write one of each of the following four causation essays and upon completion, host a forum sharing viewpoints from their own essays.</p> <ul style="list-style-type: none"> <li>● Analyze the causes and effects of U.S. to initiate the lend-lease program to Allied powers prior to the U.S. entrance into the war.</li> <li>● Analyze causes and effects stemming from Germany’s decision to invade the Soviet Union.</li> <li>● Analyze causes and effects of the U.S. strategy of island hopping in the Pacific during the Second World War.</li> <li>● Analyze causes and effects of Japan’s efforts to occupy mainland China during the Second World War.</li> </ul> <p>Standard - <b>RI.11-12.7</b>. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A	Student notes	<p>OTHER EVIDENCE:</p> <p>Student feedback from guided research of Strayer, Ways of the World Ch. 20 , “Collapse at the Center” /or World History, Topic 17 “The World Between the Wars” and Topic 18 “World War II”</p>
A, T	Student completion of “listening wheel organizer” submitted for participation grade	<p>Student analysis and sharing of primary sources from Ways of the World.</p> <p>Doc. 20.1 (p. 1018-1021) Adolf Hitler <i>Mein Kampf</i></p> <p>Doc. 20.2 (p.1021-1023) Anonymous <i>Cardinal Principles of National Entity of Japan</i></p>
A, T, M	Listening for viewpoints	<p>Class discussion topic:</p> <ul style="list-style-type: none"> <li>○ Post war history has repeatedly characterized British Prime Minister Neville Chamberlain’s 1937 efforts to reign in Hitler’s war machine through <i>diplomatic</i> efforts as nothing more than <i>appeasement</i>. Is this a fair assessment of what happened at the time, or another case of history or hindsight being 20/20?</li> </ul>

A, T, M	Listening for viewpoints	<p>How might this historical model influence behavior today on the part of political and military leaders?</p> <p>Class discussion topic - Address the following quote from Adam Gopnik of <i>The New Yorker</i> - “The First World War teaches that territorial compromise is better than full-scale war, that an “honor-bound” allegiance of the great powers to small nations is a recipe for mass killing, and that it is crazy to let the blind mechanism of armies and alliances trump common sense. The Second teaches that searching for an accommodation with tyranny by selling out small nations only encourages the tyrant, that refusing to fight now leads to a worse fight later on ... The first teaches us never to rush into a fight, the Second never to back down from a bully.” - Adam Gopnik – <i>The New Yorker</i>.</p>
A, T	Students should score at least 4/5 correct in a 5 question SBQ that consists of a range of DOK questions.	SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills
A, T	Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of opinions and analytical components on level 2 and 3 questions (DOK questioning)	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A, T	<p>Students will collaborate to:</p> <ul style="list-style-type: none"> <li>● distinguish Allied from Axis powers of the Second World War</li> <li>● identify 4-5 major causes of the war</li> <li>● identify 4-5 major outcomes of the war</li> </ul>

A, T, M	Summary of Key Learning Events and Instruction <b>Student success at transfer meaning and acquisition depends on...</b>	Progress Monitoring
A, T, M	Teacher will continue to model appropriate reading and notetaking skills, and use student exemplars as models. Students will proceed with guided research of Strayers, <b>Ways of the World</b> Ch. 20, “Collapse at the Center” /or World History, World History, Topic 17 “The World Between the Wars” and Topic 18 “World War II”	Monitoring of note taking for evidence that student understands the big picture and has provided adequate details.
A, T		
A, T, M	Student map analysis of major theaters of the Second World War	Student comments on maps will include specific observations.
A, T, M	Slideshow and accompanying class discussion portraying major events and process of the interwar and Second World War period	Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.
A, T	Primary source analysis	
A, T, M	Teacher will review key techniques for composing a causation essay, in particular those required by the AP College Board causation rubric, and students will break essay into separate components in an effort to produce a fluid and accurate piece of writing	Observation of map analysis  Observation of note taking and discussion
A, T	Students will participate in a mini-forum in which they share new information learned and analysis from process of writing causation essay.	Student listening wheels
A, T	Students will take unit assessment.	Correlation of student effort to independent indexes of AP College Board comparison rubric.

For Further Study

Bill of Rights in Action. **The Rape of Nanjing**. Constitutional Rights Foundation. 2002.

Doc. 20.1 (p. 1018-1021) Excerpts from Adolf Hitler’s **Mein Kampf**

Doc. 20.2 (p.1021-1023) Anonymous **Cardinal Principles of National Entity of Japan**

Kershaw, Alex. **The Longest Winter: The Battle of the Bulge and the Epic Story of WWII’s Most Decorated Platoon**. Da Copo Press. 2005.

Levi, Primo. **Survival in Auschwitz**. 1958.

Yan, Mo and Howard Goldblat. **Red Sorghum**. A Portrayal of Japan’s Occupation of northern China. Penguin Books. 1994.

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>AP World History Practice 1, Primary Sources:</b> Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.</p>	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p>Link the theories of Karl Marx with political movements that rose to power in both Russia and China in the early 20th century.</p> <p>Contrast the seeds of the Cold War from mainstream American and Soviet perspectives.</p> <p>Associate enduring elements of communist rule in China to challenges faced by political reformers in that country today.</p> <p>Explain how the Cold War played out politically, militarily and culturally between its primary adversaries.</p> <p>Apply knowledge learned regarding the goals of world superpowers during the Cold War to the breakout of “hot spots” during the Cold War including - Eastern Europe, Cuba and Central America, Korea, Indochina, Afghanistan and the Congo.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <b><i>Students will understand that...</i></b></p> <p>Communism and capitalism have markedly different social and economic goals and rely upon differing types of political systems as well.</p> <p>Conditions, including a weak government and economy in both Russia and China made facilitated communist takeovers of those societies.</p> <p>The restructuring of both the Russian and Chinese economies incorporated both land redistribution, heavy central planning and a focus on modernization and heavy industry to make up for minimal prior efforts to industrialize.</p>	<p><b>ESSENTIAL QUESTIONS</b> <b><i>Students will keep considering...</i></b></p> <p>What made some nations more prone to communist revolutions than others?</p> <p>Was the U.S. or the Soviet Union more responsible for the start of the Cold War?</p> <p>Are either communism or capitalism inherently weaker than one another?</p> <p>Are ideological conflicts winnable?</p> <p>Are proxy wars morally justifiable?</p>

<p><b>AP World History Practice 1, Primary Sources:</b> Evaluate a source’s credibility and/or limitations.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Explain how a historian’s claim or argument is supported with evidence.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Evaluate the effectiveness of a historical claim or argument.</p> <p><b>AP World History Practice 2: Argument Development:</b> Make a historically defensible claim in the form of an evaluative thesis.</p> <p><b>AP World History Practice 2: Argument Development:</b>Support an argument using specific and relevant evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p><b>AP History Reasoning Skill 1 Contextualization:</b> Use context to explain the relative historical significance of a specific historical</p>	<p>Political control and one-party domination were features of Communist rule in Russia and China.</p> <p>Communist movements brought with them thorough efforts categorize elements of populaces and introduce entire lexicons intended to reinforce socialist thinking.</p> <p>Seemingly backward and remote regions such as central Africa, Southeast Asia, Central America and the Caribbean were theaters of conflict as Cold War powers the U.S. and USSR sought to extend their influence through proxy players in each region who became engaged in devastating wars.</p> <p>The Cold War ended abruptly with the collapse of the Soviet Union, due in large part to economic failure, perceived by some to be a verdict on communism itself.</p>	<p>Could the fall of the Soviet Union have been averted?</p>
<b>Acquisition</b>		
	<p><b>Students will know...</b></p> <p>Major initiatives by the Soviet and Chinese governments to transform the government, economy and society in a socialist and highly centralized fashion.</p> <p>How socialist policies impacted different social classes of Russia and China.</p> <p>Examples of purges against segments of the populace in both the Soviet Union and the People’s Republic of China.</p> <p>How U.S. and Soviet interpretations of the start of the Cold War differed.</p>	<p><b>Students will be skilled at...</b></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding</p>

<p><b>AP World History Reasoning Skill 2</b>  <b>Comparison:</b> Explain the relative historical significance of similarities development or process. and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A</b>  <b>Causation:</b> Explain the difference between primary and secondary causes</p> <p><b>AP World History Reasoning Skill 3B</b>  <b>Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C</b>  <b>Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4</b>  <b>Continuity and Change Over Time:</b>  Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>Examples of conflict in third world and other arenas as a result of the Cold War.  Examples of political, scientific and cultural competition between the U.S. and the Soviet Union.</p> <p>Key events leading to the demise of communism and the breakup of the Soviet Union.</p>	<p>of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, A, T	NMHS school wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>Students will collaborate to present team presentations portraying the impact of the Cold War in regional "hot spots". Regions will include eastern Europe, the Korean War, Indochina, the Congo, the Horn of Africa, Afghanistan, the Caribbean and Central America.</p> <p>GOAL - Students will collaborate to present a professional slideshow that reflects sound research from credible resources, acquisition of fundamental information, ideas and research, command of technology and production of an audience friendly presentation that is fully document.</p> <p>ROLE - Academic presenter</p> <p>AUDIENCE - peers</p> <p>SITUATION - The Cold War: 1945-90</p> <p>PERFORMANCE - meets criteria of NMHS school wide presentation rubric</p> <p>STANDARDS - <b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A	Student notes	<p>OTHER EVIDENCE:</p> <p>Student feedback from guided research of Strayer, Ways of the World Ch. 21, "The Rise and Fall of Global Communism" /or World History, Topic 19 "The Cold War Era", Topic 9 "Civilizations of Asia"</p>
A, T, M	Student completion of "listening wheel organizer" submitted for participation grade	<p>Students will examine and discuss primary source documents including:</p> <p>Doc. 21.1 (p. 1069-1071) Joseph Stalin <b>Results of the First Five-Year Plan</b></p> <p>Doc. 21.2 (p.1071-1073) Maurice Hindus <b>Red Bread</b></p> <p>Doc. 21.3 (p.1073-1075) <b>Personal Accounts of Soviet Industrialization</b></p> <p>Doc. 21.4 (p.1075-1078) <b>Personal Accounts of the Terror</b></p> <p>Visual 21.1 – <b>Smashing the Old Society</b> (p. 1080)</p>

A, T, M	AP College Board Compare and Contrast rubric	Visual 21.2 – <b>Building the New Society</b> (p. 1082) Visual 21.3 – <b>Women, Nature and Industrialization</b> (p. 1083) Visual 21.4 – <b>The Cult of Mao</b> (p. 1084)
A, T	Students should score at least 4/5 correct in a 5 question SBQ that consists of a range of DOK questions.	Students will write an essay contrasting the impact of the Cold War on any two of the following hot spots: eastern Europe, the Korean War, Indochina, the Congo, the Horn of Africa, Afghanistan, the Caribbean and Central America.  SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills
A, T	Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of opinions and analytical components on level 2 and 3 questions (DOK questioning)	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.

### Stage 3 – Learning Plan

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
	Pre-assessment will be in the form of a flow chart entitled The Cold War and consisting of the following sub-headings: major players, major theaters, proxy players, regional impact. Students will collaborate to complete as much of the flow chart as possible.	
A, T, M	Summary of Key Learning Events and Instruction <b>Student success at transfer meaning and acquisition depends on...</b>  Students will perform guided research of Strayer, Ways of the World Ch. 21, “The Rise and Fall of Global Communism” /or World History, Topic 19 “The Cold War”	Progress Monitoring  Monitoring of note taking for evidence that student understands the big picture and has provided adequate details.
A, T, M	Teacher will present slideshows and accompanying class discussions portraying the impact of socialist revolutions in the Soviet Union and the People’s Republic of China and the deepening of the Cold War and breakout of conflict in regional hotspots.	Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.

A, T, M	Students will effectively collaborate via Google Docs to produce sound presentations of regional hot spots of the Cold War.	Student adherence to separate indexes of school wide presentation rubric including presentation of fundamental information, provision of detail and enriching anecdotes, evidence of analysis, reliance upon credible sources and sound documentation
A, T	Students will collaborate to analyze the following documents: (From Strayer, <i>Ways of the World</i> ) Visual 21.1 – <i>Smashing the Old Society</i> (p. 1080) Visual 21.2 – <i>Building the New Society</i> (p. 1082) Visual 21.3 – <i>Women, Nature and Industrialization</i> (p. 1083) Visual 21.4 – <i>The Cult of Mao</i> (p. 1084)	Teacher will monitor discussion and completion of student listening wheels
A, T, M	Students will write an essay contrasting the impact of the Cold War on any two of the following hot spots: eastern Europe, the Korean War, Indochina, the Congo, the Horn of Africa, Afghanistan, the Caribbean and Central America.	Teacher will analyze students ability to demonstrate mastery of required skills identified in independent indexes of AP College Board writing rubric for Compare and Contrast Long Essays.
A, T, M	Students will view Zhang Yimou’s film <i>To Live</i> , which portrays the changing fortunes of a Chinese family as the People’s Republic of China launches initiatives to reshape society.	Post film discussion.
A, T, M	Students will view Kevin Costner’s <i>Thirteen Days</i> and pause at various points to brainstorm what strategies should be tried next.	Film discussion at pause points.
A, T, M	Students will take unit assessment.	

**For Further Reading:**

Chang, Jung. *Wild Swans*. First Anchor Books. New York. 1991.  
 Chen, Da. *China’s Son: Growing up in the Cultural Revolution*. 2001.  
 Fitzgerald, Frances. *Fire in the Lake*. 1972.  
 Hayslip, Le Ly. *When Heaven and Earth Changed Places*. Penguin Books. New York. 1989.  
 Karnow, Stanley. *Vietnam: A History*. 1997.  
 Doc. 21.1 (p. 1069-1071) Joseph Stalin *The Results of the First Five-Year Plan*

Doc. 21.2 (p.1071-1073) Maurice Hindus *Red Bread*  
 Doc. 21.3 (p.1073-1075) *Personal Accounts of Soviet Industrialization*  
 Doc. 21.4 (p.1075-1078) *Personal Accounts of the Terror*

Unit 8 - Decolonization and the Emergence of the Global South

**Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p>Synthesize the impact of historical events such as the Enlightenment, the struggle for human rights, the participation of colonized peoples in 20th century war efforts as catalysts for decolonization and independence movements in the post-WWII era.</p> <p>Contrast the experiences in attaining independence and decolonization among key nations during the post-WWII era.</p> <p>Connect present day problems faced by former colonial territories to experiences endured during the era of colonization.</p> <p>Contrast the level of political, social and economic stability faced with nations in the Global South today with the period immediately following independence.</p> <p>Rationalize why many former colonial territories, and so called “developing nations” have become areas of investment and economic opportunity.</p>	
<p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p style="text-align: center;"><i>Meaning</i></p> <p>UNDERSTANDINGS  <b><i>Students will understand that...</i></b></p> <p>Colonial powers were greatly weakened by the Second World War, thereby stirring hopes for independence among colonized nations.</p>	<p>ESSENTIAL QUESTIONS  <b><i>Students will keep considering...</i></b></p> <p>What factors determined the timing of independence movements and why didn't they occur at an earlier point of history?</p>

<p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>AP World History Practice 1, Primary Sources:</b> Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.</p> <p><b>AP World History Practice 1, Primary Sources:</b> Evaluate a source’s credibility and/or limitations.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Explain how a historian’s claim or argument is supported with evidence.</p> <p><b>AP World History Practice 1, Secondary Sources:</b> Evaluate the effectiveness of a historical claim or argument.</p> <p><b>AP World History Practice 2: Argument Development:</b> Make a historically defensible claim in the form of an evaluative thesis.</p> <p><b>AP World History Practice 2: Argument Development:</b>Support an argument using specific and relevant evidence.</p> <p><b>AP World History Practice 2: Argument Development:</b> Use historical reasoning</p>	<p>Independence movements were most often led by a western educated elite among colonized peoples.</p> <p>Newly formed independent nations often lacked the conditions necessary to create stable and sustaining societies such as experience in governance, infrastructure, economic partnerships, industry and educational institutions.</p> <p>Many of the former colonial territories had externally imposed political borders that often overlooked ethnic rivalries and competition over scarce resources, thus setting the stage for internal conflict.</p> <p>The period of decolonization witnessed a great deal of economic and political instability as well as a large number of regional wars.</p> <p>The newly created United Nations sought to provide direction, resources and a forum for both developed and developing nations to express and meet needs, yet the rapid transition from colonization to independence often overwhelmed the ability of the UN as well as other international organizations to meet these needs.</p> <p>Sources of conflict and potential resolution between India and Pakistan as well as sources of dispute or collaboration between other nations in these regions.</p> <p>Many nations in the Global South have taken on increasingly important roles global trade during the 21st century.</p> <p>In the early 21st century, the Global South is still plagued by a host of problems stemming from the period of decolonization including political instability, fractional warfare, economic instability, health, education and gender issues.</p>	<p>Was the direction of newly independent nations determined more often by the nation’s past indigenous heritage or to external influences - particularly the colonial experience?</p> <p>To what extent did the shared experience of colonial rule foster a sense of unity and common purpose among formerly colonized nations?</p> <p>Were the formative goals and purposes of the United Nations realistic, merit worthy and attainable?</p> <p>Why might some nations be described as developing, while others are described as developed?</p> <p>How have perceptions of the “global south” changed during the 21st century, particularly as they have become more integral components of an increasingly globalized trade system that continues to rely upon these regions as key sources of natural resources as well as human resources?</p>
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<p>to explain relationships among pieces of historical evidence.</p>		
<p><b>AP World History Practice 2: Argument Development:</b> Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p><b>AP History Reasoning Skill 1 Contextualization:</b> Use context to explain the relative historical significance of a specific historical development or process.</p> <p><b>AP World History Reasoning Skill 2 Comparison:</b> Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A Causation:</b> Explain the difference between primary and secondary causes</p> <p><b>AP World History Reasoning Skill 3B Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4 Continuity and Change Over Time:</b> Explain the relative historical significance of specific historical developments in relation to a larger</p>	<p style="text-align: center;"><b>Acquisition</b></p> <p><b>Students will know...</b></p> <p>The significance of various United Nations organs such as the General Assembly, Security Council and International Court of Justice.</p> <p>Means by which exemplar nations such as India, Kenya, Ghana, Algeria, Israel and Palestine sought to achieve independence.</p> <p>Examples of ethnic discord in nations that emerged based upon the political boundaries drawn by Europeans in the late 19th and early 20th centuries.</p> <p>Examples of independence movements that faced strong resistance by colonial powers such as India, Kenya, South Africa, Vietnam</p> <p>Patterns that newly independent nations unwittingly fell into upon receiving independence - such as ethnic strife, political discord, arming of guerilla groups, intervention by outside powers and full scale civil dispute or war</p> <p>The causes of long standing disputes stemming from the post-Second World War era - including the Arab-Israeli conflict, and the rivalry between India and Pakistan</p> <p>The causes of turmoil stemming from the sudden birth of the Arab Spring.</p> <p>Examples of increasing prosperity and global importance on the part of some more recently emerged independent nations.</p>	<p><b>Students will be skilled at...</b></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p> <p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>

pattern of continuity and/or change.		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	NMHS school wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>Students will collaborate to present team presentations portraying the process of decolonization and independence in several countries from the “global south”. Countries will include Algeria, Nigeria, Rwanda, Congo, South Africa, Sudan, India, Indonesia.</p> <p>GOAL - Students will collaborate to present a professional slideshow that reflects sound research from credible resources, acquisition of fundamental information, ideas and research, command of technology and production of an audience friendly presentation that is fully document.</p> <p>ROLE - Academic presenter</p> <p>AUDIENCE - peers</p> <p>SITUATION - Decolonization and independence movements of the post-Cold War era</p> <p>PERFORMANCE - meets criteria of NMHS school wide presentation rubric</p> <p>STANDARDS - <b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
A, T, M	AP College Board Comparison rubric	<p>Students will write an essay comparing the independence struggles of two of the following nations: Nigeria, Congo, Vietnam, Kenya, Ghana, India, South Africa.</p>
A, T		

A, T		Students will complete stimulus-based multiple choice assessment  Students will complete stimulus based short essay assessment.
A	Student notes	OTHER EVIDENCE:  Student feedback from guided research of Strayer, Ways of the World Ch. 21, "China and the World" /or World History, Topic 19 "The Cold War".
A, T, M	Student completion of "listening wheel organizer" submitted for participation grade	Students will read excerpts from Mohandas Karamchand's autobiography and debate whether Gandhi's strategies and goals were realistic for its time and applicable to modern day disputes.
A, T	Students should score at least 4/5 correct in a 5 question SBQ that consists of a range of DOK questions.	SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills
A, T	Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of opinions and analytical components on level 2 and 3 questions (DOK questioning)	SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.
A, T, M	AP College Board Compare and Contrast rubric	Students will write a comparative essay comparing and contrasting the process of attaining independence and forming viable governments in two of the following nations: Algeria, Nigeria, Rwanda, Congo, South Africa, Sudan, India, Indonesia.

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A, T	Pre-assessment will be in the form of a causation chart which requires students to describe generic characteristics of a colonized nation and project challenges and problems that would likely afflict such a nation.

	Summary of Key Learning Events and Instruction <b><i>Student success at transfer meaning and acquisition depends on...</i></b>	Progress Monitoring
A, T, M	Student feedback from guided research of Strayer, Ways of the World Ch. 21, "The Rise and Fall of Global Communism" /or World History, Topic 19 "The Cold War"	Monitoring of note taking for evidence that student understands the big picture and has provided adequate details.
A, T, M	Slideshows and accompanying class discussions portraying the goals and components of the United Nations and case studies of independence movements.	Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.
A, T, M	Students will collaborate to analyze excerpts from the following documents: Nelson Mandela's No Easy Walk to Freedom, Mohandas Gandhi's Autobiography: The Story of My Experiments with Seeking Truth".	Student listening wheels for relevance and appreciation of peer responses as well as small group discussion.
A, T, M	Students will effectively collaborate via Google Docs to produce sound presentations of independence movements following WWII.	Analysis of student presentations shared via Google Drive - for clarity of presentation, fundamental information, enriching detail, reliance upon credible resources and sound documentation.
A, T, M	Students will view 3-4 clips from Richard Attenborough's film <b><i>Gandhi</i></b> , and teacher will pause follow excerpts for analysis of Gandhi's strategies.	Discussion of specific scenes.
A, T, M	Teacher will share student exemplars of prior comparison essays, and lead class through analysis of a sound thesis, sound argumentation, use of evidence, acute analysis, and synthesis of ideas.	Teacher will analyze students ability to demonstrate mastery of required skills identified in independent indexes of AP College Board writing rubric for Compare and Contrast Long Essays.
A, T, M	Students will write comparison essay of two nations that emerged from colonial rule following WWII.	
A, T, M	Students will take unit assessment.	

**For Further Reading:**

The Dalai Lama. *Freedom in Exile*. Harper Perennial. 2008.  
 Gandhi, Mohandas Karamchand. *Gandhi: An Autobiography: The Story of My Experiments with Truth*. Beacon Press. 1993.  
 Mandela, Nelson. *A Long Walk to Freedom*. Backbay Books. 1995.  
 Paton, Alan. *Cry the Beloved Country*. 1986.  
 Zeilig, Leo. *Lumumba: Africa's Lost Leader*. Haus Publishing. 2015.

Unit 9 - Globalization: The Latest Phase

**Stage 1 Desired Results**

<b>Transfer</b>	
<p><b>ESTABLISHED GOALS</b></p> <p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RI.11-12.7.</b> Integrate and evaluate</p>	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p>Compare the characteristics of 21st century globalization to characteristics of globalization in earlier epochs of world history.</p> <p>Contrast the campaigns and ambitions of women in the developing and non-Western worlds with those of women in both western and non-western regions in earlier time periods.</p> <p>Contrast contemporary patterns and causes of world migrations with those of earlier epochs in world history.</p> <p>Project future environmental trends and patterns based upon prior and present trends and patterns.</p> <p>Link digital technologies to forms of globalization that go beyond trade such as cultural diffusion and the pursuit of geopolitical interests of nations and interest groups</p> <p>Resolve issues such as child combatants, human trafficking, refugee crises, proliferation of weapons and other contemporary challenges in a mock Model UN meeting.</p>
<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b></p> <p><b><i>Students will understand that...</i></b></p> <p>The post Cold War era witnessed a new phase of globalization that linked regions and nations that previously had few ties.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b><i>Students will keep considering...</i></b></p> <p>Is the present nature of globalization markedly different than earlier epochs of globalization?</p> <p>Have the causes of world migration changed over time?</p>

multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**AP World History Practice 1, Primary Sources:** Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience.

**AP World History Practice 1, Primary Sources:** Evaluate a source’s credibility and/or limitations.

**AP World History Practice 1, Secondary Sources:** Explain how a historian’s claim or argument is supported with evidence.

**AP World History Practice 1, Secondary Sources:** Evaluate the effectiveness of a historical claim or argument.

**AP World History Practice 2: Argument Development:** Make a historically defensible claim in the form of an evaluative thesis.

**AP World History Practice 2: Argument Development:**Support an argument using specific and relevant evidence.

**AP World History Practice 2: Argument Development:** Use historical reasoning to explain relationships among pieces of historical evidence.

<p><b>AP World History Practice 2: Argument Development:</b> Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p> <p><b>AP History Reasoning Skill 1 Contextualization:</b> Use context to explain the relative historical significance of a specific historical development or process.</p> <p><b>AP World History Reasoning Skill 2 Comparison:</b> Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p> <p><b>AP World History Reasoning Skill 3A Causation:</b> Explain the difference between primary and secondary causes</p> <p><b>AP World History Reasoning Skill 3B Causation:</b> Explain the difference between short- and long-term effects.</p> <p><b>AP World History Reasoning Skill 3C Causation:</b> Explain the relative historical significance of different causes and/or effects.</p> <p><b>AP World History Reasoning Skill 4 Continuity and Change Over Time:</b> Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>Digital communications accelerated and transformed the pace and intensity of globalization, which had already been intensified due to a prior series of new technologies such as airflight, improved shipping, rails, satellite communications and so on.</p> <p>The campaigns and ambitions of women in the developing and non-Western worlds today bear both similarities and differences to those experienced by women in both western and non-western regions in earlier time periods.</p> <p>Contemporary patterns and causes of world migrations resemble those from earlier epochs in world history in that people seek to escape hardships or seek new opportunities, yet are more pronounced due to larger populations and more far reaching consequences of stimuli such as warfare, political instability, economic hardships and epidemics.</p> <p>Present environmental challenges are exacerbated by growing demands of developed and developing nations.</p> <p>Digital technologies has opened up new means of global trade and has also created new means by which nations and interest groups pursue geopolitical interests</p> <p>Nations formerly described as developing have new found importance in the highly globalized 21st century - including the “BRIC” nations of Brazil, Russia, India, and China as well as many others in parts of the former developing world.</p> <p>Ideological rivalries of the 21st century - including the rivalry between the West and some elements of the Islamic world have replaced Cold War rivalries.</p>	<p>Are the present environmental challenges that we face anthropocene (rooted in man) or a part of normal environmental cycles?</p> <p>Do women in the non-Western world including parts of East Asia, Southeast Asia, South Asia, Africa and the Islamic world possess expectations of women in the western world over the past century or more?</p> <p>Can geopolitical and ideological differences between Western nations and Islamic non-state organizations such as Al-Qaeda and ISIS be resolved or is the dispute existential?</p> <p>Can historical issues such as child combatants, human trafficking, refugee crises, proliferation of weapons be resolved?</p>
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	<p>Repercussions from events such as the American led War on Terror and the Arab Spring have led to tremendous instability and emphasis on conflicts in the Islamic world including Afghanistan, Iraq, Syria, Yemen and Egypt.</p> <p>Ongoing issues such as child combatants, human trafficking, refugee crises, proliferation of weapons, epidemic diseases, environmental issues, ongoing military hotspots, the campaign for women’s rights in the developing world and the plight of indigenous peoples have all dominated the agenda of the UN.</p>	
<b>Acquisition</b>		
	<p><b>Students will know...</b></p> <p>Means by which digital communications accelerated and transformed the pace and intensity of globalization.</p> <p>Conditions faced by women in the developing and non-Western worlds today as well as the expectations they may hold and how they compare to those of women in the Western world a century or more ago.</p> <p>Contemporary patterns and causes of world migrations and how they resemble and contrast from those of earlier epochs in world history.</p> <p>Present worldwide environmental challenges.</p> <p>Examples of ideological rivalries of the 21st century - including the rivalry between the West and some elements of the Islamic world and also key elements of the rivalries between the U.S. and China, and the U.S. and Russia.</p> <p>Reasons for the American led War on Terror and ongoing commitments and challenges faced by the</p>	<p><b>Students will be skilled at...</b></p> <p>Reading closely for information and key ideas</p> <p>Analyzing texts and other sources for bias</p> <p>Demonstrating chronological reasoning</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Explaining reasons for an author or authors periodization of specific events</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue</p> <p>Crafting Historical Arguments from Historical Evidence (historical argumentation, ability to use evidence)</p> <p>Synthesizing information by comparing, contrasting or linking events to draw new conclusions</p>

	<p>WOT.</p> <p>How the Arab Spring arose and led to tremendous instability and emphasis on conflicts in the Islamic world including those in Afghanistan, Iraq, Syria, Yemen and Egypt.</p> <p>Ongoing issues such faced by the UN and the international community such as child combatants, human trafficking, refugee crises, proliferation of weapons, epidemic diseases, environmental issues, ongoing military hotspots, the campaign for women’s rights in the developing world and the plight of indigenous peoples.</p>	<p>Integrating and evaluating sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question.</p>
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<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
M, A, T	NMHS school wide presentation rubric	<p>PERFORMANCE TASK(S): <i>Students will show they really understand evidence of...</i></p> <p>Students will participate in a global symposium whereby student breakout teams collaborate to present present day global issues and challenges and compare them to earlier epochs of the same issues. Topics will include globalization in the 21st century, present day world migration patterns, trade and culture, epidemic diseases, environmental issues, ongoing military hotspots, child soldiers, the campaign for women’s rights in the developing world and the plight of indigenous peoples.</p> <p>GOAL - Students will collaborate to present a professional slideshow that reflects sound research from credible resources, acquisition of fundamental information, ideas and research, command of technology and production of an audience friendly presentation that is fully document.</p> <p>ROLE - Academic presenter</p> <p>AUDIENCE - peers</p> <p>SITUATION - Forum: 21st century global issues</p>

A, T, M	Teacher generated Model UN rubric	<p>PERFORMANCE - meets criteria of NMHS school wide presentation rubric</p> <p>STANDARDS - <b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Students will participate in a Mock UN simulation which seeks to address an ongoing conflict or issue such as the war in Syria, Afghanistan or Sudan, or perhaps a topic such as refugees or climate change.</p>
<p>A</p> <p>A, M</p> <p>A, T, M</p> <p>A, T, M</p> <p>A, T</p> <p>A, T</p>	<p>Student notes</p> <p>Student listening wheels</p> <p>Student completion of “listening wheel organizer” submitted for participation grade</p> <p>Teacher generated debate rubric</p> <p>Students should score at least 4/5 correct in a 5 question SBQ that consists of a range of DOK questions.</p> <p>Students will provide accurate and direct responses to level 1 questions and demonstrate a variety of</p>	<p>OTHER EVIDENCE:</p> <p>Student feedback from guided research of Strayer, Ways of the World Ch. 23, “Capitalism and Culture” /or World History, Topic 3 “India and China”, Topic 21 “The World Today: 1981 to Present”</p> <p>Student collaboration and examination of feminist voices of the 20th and 21st centuries. Sources will include:          Doc. 23.1 (p. 1173-1175) Alexandra Kollontai - <b>Feminism</b> - 1920          Doc. 23.2 (p.1175-1176) Andrea Dworkin – <b>Western Feminism</b> - 1995          Doc. 23.3 (p.1176-1178) Combahee River Collective <b>A Black Feminist Statement</b> - 1977          Doc. 23.4 (p.1178-1179) Benazir Bhutto Ali <b>Politics and the Muslim Woman</b> - 1985          Doc. 23.5 (p.1180-1181) Indigenous Women’s Petition – 1994          Doc. 23.5 (p.1180-1181) The Women’s Revolutionary Law - 1994          Excerpts from Yousafzai, Malala and Christina Lamb. <b>I am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban.</b></p> <p>Class host a debate (based upon primary source documents) as to whether the conflict between the West and rival components of the Islamic world can be resolved by military means.</p> <p>SBQ multiple choice assessment of questions aligned with AP College Board critical thinking skills</p> <p>SBQ short essay rubric designed to measure student demonstration of knowledge and comprehension of content stemming from period leading up to 500 CE.</p>

A, T	opinions and analytical components on level 2 and 3 questions (DOK questioning)	
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<b>Stage 3 – Learning Plan</b>		
<b>Code</b>	<b><i>Pre-Assessment</i></b>	
A, T	Pre-assessment will be in the form of a “Globalization” flow chart that contains sub-headings such as trade, culture, conflict, women’s issues and migration. Students will then be asked to write statements that reflect globalization in the 21st century under each heading.	
A, T, M	<p>Summary of Key Learning Events and Instruction <b><i>Student success at transfer meaning and acquisition depends on...</i></b></p> <p>Teacher will continue to model appropriate reading and notetaking skills, and use student exemplars as models. Student will research Strayer, Ways of the World Ch. 23, “Capitalism and Culture” /or World History, Topic 3 “India and China”, Topic 21 “The World Today: 1981 to Present”</p>	<p>Progress Monitoring</p> <p>Monitoring of note taking for evidence that student understands the big picture and has provided adequate details. Student responses in class discussion will reflect knowledge, comprehension, synthesis, analysis, and evaluation.</p> <p>Student listening wheels and shared discussion.</p> <p>Analysis of student presentations shared via Google Drive - for clarity of presentation, fundamental information, enriching detail, reliance upon credible resources and sound documentation.</p> <p>Post film discussion</p> <p>Authenticity in which students execute roles.</p>
A, T, M	Students will collaborate to analyze excerpts from the following documents: Nelson Mandela’s No Easy Walk to Freedom, Mohandas Gandhi’s Autobiography: The Story of My Experiments with Seeking Truth”.	
A, T, M	Students will effectively collaborate via Google Docs to produce subtopics of a global symposium. Teacher will model key elements of a sound presentation as indicated in specific rubric indexes. These will include clarity of presentation, fundamental information, enriching detail, reliance upon credible resources and sound documentation.	
A, T, M	Students will view the film <b><i>Lion</i></b> , a portrayal of the plight of a Hindi child who becomes estranged from his family and his quest to reunite with them.	
A, T, M	Teacher will lead student through analysis of the means by which the UN functions and set up a UN simulation pertaining to a present day challenge.	

	Students will take unit assessment.	
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**For Further Reading:**

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*.

Carson, Rachel. *Silent Spring*. Houghton Mifflin. 1962.

Filkens, Dexter. *The Forever War*. Vintage Books. 2008.

Fisk, Robert and Patricia Cockburn. *Arab Spring Then and Now: From Hope to Despair*. 2017.

Hosseini, Khaled. *The Kite Runner*. 2004.

Malik, Alia. *The Home that Was Our Country: A Memoir of Syria*. 2017.

Moaddel, Mansoor *Islamic Modernism, Nationalism, Fundamentalism* (2005)

Park, Linda Sue. *A Long Way Home*. HMH Young Readers Books. 2011.

Yousafzai, Malala and Christina Lamb. *I am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban*. Back Bay Books. 2015.