

AP WORLD HISTORY

(2018)

**Summit High School
Summit, NJ**

Grade Level / Content Area:

**12th Grade
AP World History**

**Developed by
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Summit High School
2013-2014
Revised 2018-2019**

Length of Course:

30 weeks of active teaching new material before the AP Examination
2 weeks of review before the AP Examination
3 weeks following the AP examination (special projects)
5 class days = 1 week

Course Reference:

College Board. *AP World History: Course and Exam Description*: (2011).
http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf

Course of Study:

This course follows a chronological development that begins around 8,000 B.C.E to the present day. The periodization and pace of the course is as follows:

Unit 1: Moving Toward Global Interactions c. 1200. to c. 1450	10%	(3 weeks)
Unit 2: Global Interactions c. 1450 to c. 1750	30%	(9 weeks)
Unit 3: Industrialization & Global Integration c. 1750 to c. 1900	30%	(9 weeks)
Unit 4: Accelerating Global Change & Realignment c. 1900 to the Present	30%	(9 weeks)
Unit 7: Review & Post-AP Exam		(5 weeks)

*This program uses the designation B.C.E. (before the common era) and C.E. (common era); these labels correspond to B. C. (before Christ) and A.D. (anno Domini) respectively

Course Description:

AP World History is a full year survey course meant to be the equivalent of a freshman college course and can earn students college credit. This course will cover the evolution of cross-cultural global contacts and examine the way in which the world's major civilizations have interacted since 1200 C.E. The AP World History course requires students to engage with the dynamics of **continuity and change** across the historical periods that are included in the course. Students will **analyze causation** and will engage in **comparisons** across cultures and time periods.

Students in the AP program do a considerable amount of reading in both the principal text and supplemental materials. Most reading assignments will be on a college level. Evidence of this reading must be demonstrated through frequent and meaningful class discussions, cooperative-learning activities, and in class projects. Very often, **students will be required to compare and analyze the viewpoints of a variety of historians**. Reading material will also be assessed via a variety of methods to achieve mastery of **AP-style multiple choice questions, the completion of AP style short answer questions, document based questions, and longer essay questions that will consider causation, comparison, or change over time**. Throughout the course, formative and summative assessments will reflect the skills necessary for success on the AP World History Examination. Students in **AP World History follow the suggested College Board curriculum-pacing guide** which includes two weeks of review prior to the AP examination in May.

Research in depth is an activity that differentiates the AP program from regular history courses. Student **research will be conducted outside of class and will culminate in a research project** in May and June. Throughout the research process, students will be assisted in using technology to access and assess topic appropriate information. **In addition, students will be expected to complete a number of 2-5 page analytical papers as in the form of Document Based Questions (DBQ's), Change Over Time (COT) essays and Comparison (C&C) essays on a variety of topics relevant to AP World History** requiring outside research throughout the course. Students are required to complete a summer reading assignment and project before the commencement of the course in order to review and prepare for thinking about the 'Big Ideas' of World History.

Course Themes:

In AP World History, students will focus on **FIVE** overarching themes that serve throughout the course, as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions. Each theme should receive approximately equal attention over the course of the year. The themes are:

- **Interaction Between Humans and the Environment**
 - Demography and disease

- Migration
- Patterns of settlement
- Technology
- **Development and Interaction of Cultures**
 - Religions
 - Belief systems, philosophies and ideologies
 - Science and technology
 - The arts and architecture
- **State-building, Expansion and Conflict**
 - Political structures and forms of governance
 - Empires
 - Nations and nationalism
 - Revolts and revolutions
 - Regional, transregional and global structures and organizations
- **Creation, Expansion and Interaction of Economic Systems**
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism
- **Development and Transformation of Social Structures**
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes

The Four Historical Thinking Skills:

To assist a student's understanding of the **FIVE THEMES**, the AP World History course addresses and develop **FOUR HISTORICAL THINKING SKILLS** essential in supporting a student's deep comprehension and relevant application of historical knowledge. The four historical thinking skills presented in the course (as described below) provide an essential structure for learning to think historically.

- **Skill #1 - Crafting Historical Arguments from Historical Evidence**
 - **Historical Argumentation** – the ability to define and frame a question about the past and to address that question through the construction of an argument requiring a clear, comprehensive and analytical thesis supported by relevant historical evidence.

- **Appropriate Use of Relevant Historical Evidence** – the ability to identify, describe, and evaluate evidence about the past from diverse sources with respect to content, authorship, purpose, format and audience. This involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions while understanding such evidence in its context, recognizing its limitations and assessing the points of view it reflects.
- **Skill #2 – Chronological Reasoning**
 - **Historical Causation** – the ability to identify, analyze, and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation and correlation.
 - **Patterns of Continuity and Change Over Time** - the ability to identify, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as relating these patterns to larger historical processes or themes
 - **Periodization** - the ability to identify, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates privileges one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretation and modeling of past events.
- **Skill #3 - Comparison and Contextualization**
 - **Comparison** – the ability to describe, compare and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographic contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.
 - **Contextualization** – the ability to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.
- **Skill #4 – Historical Interpretation and Synthesis**
 - **Interpretation** – the ability to describe, analyze, evaluate, and create diverse interpretations of the past – as revealed through primary and secondary sources – through analysis of evidence, reasoning, contexts, points of view, and frames of reference.
 - **Synthesis** – the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve

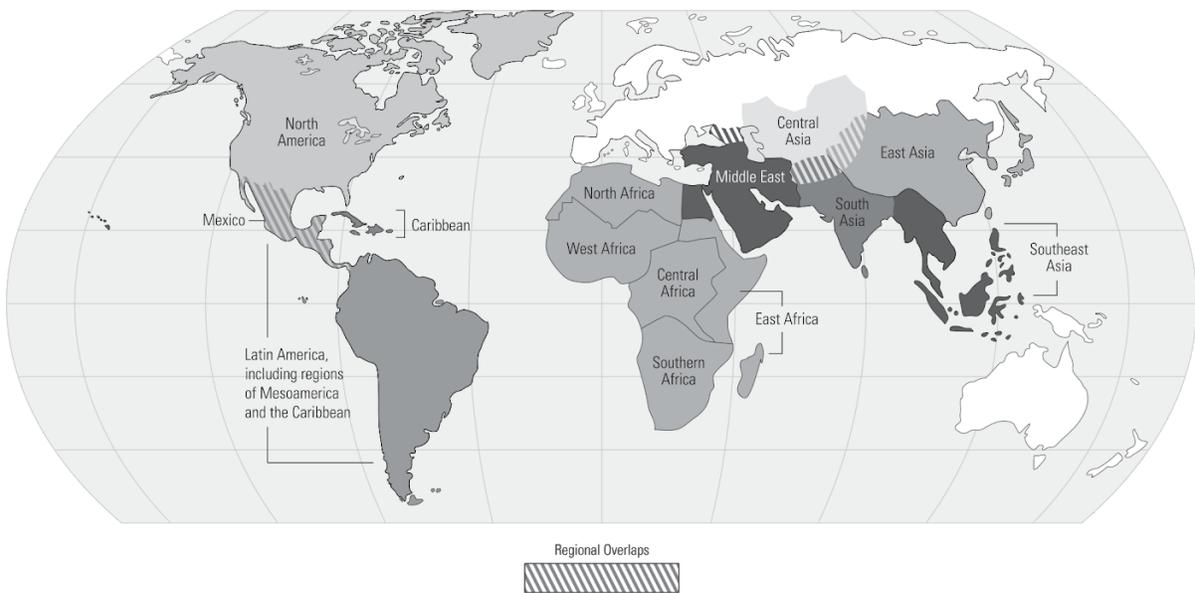
applying insights about the past to other historical contexts or circumstances, including the present.

Geographical Coverage:

AP World History: World Regions — A Big Picture View



AP World History: World Regions — A Closer Look



Students need basic geographical knowledge in order to understand world history. Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP World History Course. The maps also are a reference point for teachers and students alike. Since geographic naming conventions are not universal, these maps define regions, so the locations of regions, and the names that students will encounter on the AP Exam. The two maps that follow give students a starting point for identifying regions and their locations relative to other regions and landforms.

Unit 1: Moving Toward Global Interactions c. 1200-1450 CE.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

- Course Introduction: Historiography, Periodization, Themes & Skills
- Questions of Periodization for Unit 1 – c. 1200 to c.1450 C.E.
- The Development, refinement and spread of Religious and Cultural Traditions
- Emergence of Transregional Networks of Communication and Exchange
- Expansion and Intensification of Communication & Exchange Networks
- Continuity and Innovation of State Forms & Their Interactions
- Increased Economic Productive Capacity & Its Consequences
- ‘Putting It All Together’ – The Global Perspective of Unit 3 – Review & Assessment

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

Why this periodization?

Students will understand that...

It is important to understand why historians view history with the use of periodization and to understand that there is not one right way to organize history. For this course, World History divides into five chronological units. This unit begins around 1200 C.E. In this period the “known” world is more integrated than ever through the movement of nomads (especially the Mongols), long-distance trade, and the continued spread of religions. By 1450 C.E, the world shifts once more as Europeans look outward and explore the world with the help of ‘southern’ technology and ideas.

How does the interaction between the environment and humans affect each other?

Aspects of physical geography often defined the borders of civilizations. Contacts and sustained communications between regions arose. Often contacts were across seas, along coasts and rivers, and the plains or steppes between regional centers. During this period, Eastern Hemisphere areas that had not been in contact with the great civilizations of the earlier age were settled and brought into contact with the core centers of civilizations. This resulted from the

<p>How do political systems form, grow, change, and relate to each other?</p>	<p>tremendous growth of long distance trade due to the improvements in technology. The environment also played a role in the human decision making process as states from this period made many important decisions in response to environmental changes. One example includes the great movement of peoples like the Bantus, Polynesians, Turks, and Mongols, who greatly altered our world. One of the worst epidemic diseases in history, the Bubonic Plague (Black Death), spread during this period due to the movement of people & increased interaction.</p> <p>Following the fall of the classical empires, the political structures of many areas adapted and changed to the new conditions of the world. Centralized empires like Byzantium, the Islamic Caliphates, and the Tang & Song dynasties of China built off the successful models of the past. Decentralized areas like Western Europe and Japan developed political organization that more effectively dealt with their unique issues. In the Americas, powerful states developed in both Mesoamerica and the Andean regions with the Aztecs and Incas respectively. The movements of the Mongols altered much of Asia's political structure for a time. Finally, the recovery from the Mongol period introduced political structures that defined many areas for centuries to follow.</p>
<p>How do economic systems develop and what did they depend on?</p>	<p>Agriculture continued to expand and develop to different parts of the world. Societies organized their labor systems to suit their needs to satisfy demands for food. For example, Western Europe developed a localized manor/feudal system, while the Byzantine or Song developed a centralized tax system to allocate resources to sustain their Empire. Long distance trade also expanded over many regions in the world. Facilitating this expansion of trade over land and sea were new technologies, new monetary systems, new trade routes, and new trade practices going beyond and spreading among cultures. Overall, productivity rose in both agriculture and industry, supporting population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings.</p>
<p>How do societies organize themselves socially and what role do men and women play?</p>	<p>Although most societies continued to reinforce their patriarchal nature and strict social structure, the spread of universal religions had some effects. Religions such as Islam, Christianity, and Buddhism preached the equality of all believers and this seemed to be the case, at least, in the eyes of God. The monastic life of both Buddhism and Christianity offered an alternative for women to gain some independence and education.</p>

<p>How do cultures develop and what happens when they interact each other?</p>	<p>The spread of religion during this time period often acted as a unifying cultural force. For example, Christianity and the Church served as the centralizing force in Western Europe during most of this period. In addition, the spread of Confucianism and Buddhism throughout East Asia solidified a cultural identity in those areas. The new religion of Islam created a new cultural world known as Dar al-Islam that transcended political boundaries. This time period also witnessed a tremendous growth in long-distance trade through the Silk Road, the Indian Ocean, Trans-Saharan trade, and the Mediterranean Sea spreading goods, ideas, technology and styles of art & architecture. Additionally, nomadic migrations of groups like the Mongols caused major change throughout the world either disrupting or solidifying the trade networks.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p style="text-align: center;">NJCCS: (2009)</p> <p>4. Expanding Exchanges & Encounters</p> <p>6.2.8.A.4.a 6.2.8.A.4.b 6.2.8.A.4.c 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.d 6.2.8.B.4.e 6.2.8.B.4.f 6.2.8.B.4.g 6.2.8.B.4.h 6.2.8.C.4.a 6.2.8.C.4.b 6.2.8.C.4.c 6.2.8.C.4.d 6.2.8.C.4.e 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.c 6.2.8.D.4.d 6.2.8.D.4.e 6.2.8.D.4.f 6.2.8.D.4.g 6.2.8.D.4.h 6.2.8.D.4.i 6.2.8.D.4.j 6.2.8.D.4.k</p>	<p>Instructional Focus (3 weeks):</p> <p>A. Course Introduction: Historiography, Periodization, Themes & Skills B. Summer Assignment Review/Assessment C. The Ottoman Empire D. The Impact of Interactions Among Cultural Spheres E. Unit 1 Review & Assessment</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● AP Style Multiple Choice Quizzes and Tests ● Document Based Question (DBQ) <p>Example: Christianity & Islam – Using the documents, compare and contrast the attitudes of Christianity and Islam toward merchants and trade from the religions’ origins until about 1500. Are there indications of change over time in either case, or both? What kinds of additional documents would you need to assess the consequences of these attitudes on merchant activities?</p>
<p>Key Conceptual Objectives:</p> <ul style="list-style-type: none"> ● Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four 	<p>Example: Buddhism in China – Based on the following documents, analyze the responses to the spread of Buddhism in China. What additional kind of document(s) would you need to evaluate the extent of Buddhism’s appeal in China?</p>

<p>Historical Thinking Skills and Geographical Coverage of the course.</p> <ul style="list-style-type: none"> • Consider this unit’s significant themes present in historical analysis & the diverse interpretations of those themes. • Identify the significant changes in world geography and locate the major civilizations and political units for the period c.1200 C.E. to 1450. • Explain the origins, refinement, and expansion of Confucianism, Buddhism, Christianity, and Islam. • Discuss how empires collapsed and were reconstituted; in some regions new state forms emerged by outlining the key political, economic features, social, and cultural features and developments of the key centralized and decentralized states of Europe, Asia, Africa, and the Americas. • Analyze ways how interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers. • Describe how improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks. • Explain how the movement of peoples caused environmental and linguistic effects. • Evaluate how cross-cultural exchanges were fostered by the intensification of existing, or creation of new, networks of trade and communication. • Trace the rise, apex, and fall of the Mongol empire and assess their impact upon major Eurasian civilizations and world history. • Discuss how trade routes continued to diffuse crops and pathogens throughout the Eastern Hemisphere. 	<ul style="list-style-type: none"> • Continuity & Change Over Time Essay (CCOT) <ul style="list-style-type: none"> ○ Example: Mode of Production – Example: Silk Road – Analyze continuities and changes in patterns of interactions along the Silk Roads from 200 BCE to 1450 CE. • Comparison Essay <ul style="list-style-type: none"> Example: Mongol Rule – Compare and contrast the political and economic effects of Mongol rule on TWO of the following regions: China / Middle East / Russia <p>Sample Instructional Strategies:</p> <ul style="list-style-type: none"> • Interdisciplinary Connections/Culturally Responsive Teaching <ul style="list-style-type: none"> ○ Literature: <ul style="list-style-type: none"> - Admonitions: St. Francis of Assisi - Summa Theologica: Thomas Aquinas - Precepts for Social Life: Yuan Ts’ai - The Book of the Maghrib: Ibn Said - The Muqaddimah: Ibn Khaldun - The Life and Travels of Ibn Battuta: Ibn Battuta - The chronicle of The Seeker: Mahmud Kati - Rock and Pillar Edicts: Asoka - A Record of Musings on The Eastern Capital: Southern Song - On Life and Death: Dogan - Treatise on Royal and Papal Power: John of Paris - Journey to The Land of the Tartars: William of Rubruck - Description of The World: Marco Polo - The Practice of Commerce: Francesco Pegolotti - The Overall Survey of The Ocean’s Shores: Ma Huan
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<ul style="list-style-type: none"> • Identify ways how innovations stimulated agricultural and industrial production in many regions. • Analyze how the fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks. • Explain how despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life. 	<p>Technology Integration - Wiki Page: Students create a Wiki explaining the main accomplishments of ONE of the following regions/societies from c. 600 CE to 1450 by following the 5 main themes of AP World History: Aztecs, Mayans, West Africa or East Africa.</p> <p>Global Perspective – Socratic Seminar: & discuss the following question in class –</p> <ul style="list-style-type: none"> • Hold an inner-outer circle discussion about World Systems. In preparation, students were to have read & analyzed the following articles: <ul style="list-style-type: none"> • Abu-Lughod, Janet L., “Restructuring the Thirteenth – Century World System.” • Shaffer, Lynda Norene, “Southernization.”
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21st Century Skills:

- **Creativity and Innovation**
 - **News Reporter** - Students create, film and edit a news report about an important technological innovation from this period – Example: Discovery of Fire.
 - **Critical Thinking and Problem Solving**
 - **Be the Archeologist** – Examine a corresponding archeological map and artifact sheet to elicit evidence/facts and inferences/meaning about a mystery human society.
 - **Communication and Collaboration**
 - **Culture Mural** – In groups of three, students create a mural on large poster board answering the following question: What is culture? How do you define it?
 - **Information Literacy**
 - **Map Projections** – Analyze various map projections to understand ‘diverse interpretations’ of world history: Mercator, Equal Area, Interrupted, Polar, Equal Area, Upside-down, Geographical, Climate, etc.
 - **Media Literacy**
 - **Web Quest** – Analyze images of Paleolithic Art from The Cave of Chauvet-Pont-D’Arc (<http://www.culture.gouv.fr/culture/arcnat/chauvet/en/index.html>) to consider what Paleolithic civilization was like, how the people behaved, what they thought about and what they believed in.
 - **Life and Career Skills**
- 21st Century Themes (as applies to content area)**
- **Financial, Economic, Business, and Entrepreneurial Literacy**

- **Organizing Labor & Resources** – Compare how the core civilizations of Mesopotamia, Egypt, the Shang and the Olmecs mobilized surplus labor and resources.
- **Civic Literacy**
 - **Claiming the Authority to Rule** – Examine what gives a leader in a society the authority to rule by examining the examples of Egypt’s pharaohs, the priest-kings of Mesopotamian city-states & the Chinese Mandate of heaven.
- **Health Literacy**
 - **Letter to the Editor** – Read Jared Diamond’s article “The Worst Mistake in the History of the Human Race,” and write a letter to the editor in response to Diamond’s idea that the decision to settle down and farm was the worst mistake in Human History.

S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)

Sample Resources for Unit 1:

Sample Primary Sources:

- Excerpts from:
 - *The Travels of Ibn Battuta*
 - *Journey to The Land of The Tartars*
 - *Description of the World – Marco Polo*
 - *Secret History of The Mongols*

Sample Primary Visual Sources:

- *Cave/Rock art of the Paleolithic Age*
- *Images of Indus/Mesopotamian/Cretan Seals*
- *Jade Olmec Statuettes and basalt Olmec heads from Mesoamerica*
- *Pyramids of Giza*
- *Ruins of Çatal Hüyük of Anatolia*

Sample Secondary Sources:

- McNeill, J.R. “Of Rats and Men: A Synoptic Environmental History of the Island Pacific.”
- Spear, Percival, “Islam in India.”
- White, Lynn Jr. “The Historical Roots of Our Ecologic Crisis.”

Sample Data Sources:

- *The Byzantine Empire and its neighbors, about 1100 C.E*
- *Mongol Expansion - Map*
- *The Rate of Conversion to Islam in Medieval Iran – Graph (Bulliet)*
- *Foreign Gold & Silver Coins Discovered at Swahili Cities: From Classical & Post-Classical Era Trading Civilizations to 1450 CE - Chart*
- *Family Chart of Mongol Rulers*
- *Crime and the Price of Wheat in 14th-Century Norfolk, England*
- *Social and Religious Unrest in 14th Century Europe Map*

**Common Core State Standards For Literacy in
History/Social Studies
(Grades 11-12 students)**

College and Career Readiness Anchor Standards for Reading

R.CCR.7	<p>Integration of Knowledge and Ideas Take a virtual tour of the Cave of Chauvet-Pont-D’Arc (http://www.culture.gouv.fr/culture/arcnat/chauvet/en/index.html) in order to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words to learn and consider what Paleolithic Civilization was like, how the people behaved, what they thought about and what they believed in.</p>
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Reading Standards for Literacy in History/Social Studies

RSL.11-12.2	<p>Key Ideas and Details Students read Ch. 4 p. 86-90 “First Civilizations of the Americas” section from <i>The Earth & Its Peoples</i> to determine the central ideas or information in order to provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
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College and Career Readiness Anchor Standards for Writing

W.CCR.10	<p>Range of Writing Students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) with their Summer Assignment by reading selected chapters from <i>Guns, Germs & Steel</i> and creating a journal that has a personalized vocabulary list, individualized chapter summaries and a new cover for the book.</p>
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Writing Standards for Literacy in History / Social Studies

WSL.11-12.1a	<p>Text Types and Purposes Students assess the positive and negative impacts the Agricultural Revolution had. In their arguments students need to introduce precise, knowledgeable claims, establish the significance of the claims from alternate or opposing claims, and create an organization that logically sequences the claim, counterclaims, reasons and evidence.</p>
WSL.11-12.2c	<p>Text Types and Purposes Students are to choose a unique cultural element from one of the following Foundational Civilization (Mesopotamia, Egypt, Indus, Shang / Zhou) and create an anagram poem using each letter in that term to start a word, phrase, stanza or sentence in the poem. Student thus will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>
WSL.11-12.8	<p>Research to Build and Present Knowledge In order to learn about Foundational Civilizations, students are to create a travel brochure that requires a student to gather relevant information from authoritative print and digital sources, use advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding</p>

	plagiarism and overreliance on any one source and following a standard format for citation.
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Unit 2: Global Interactions

c. 1450 – c. 1750

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

- Questions of Periodization for Unit 4 – c. 1450 to c. 1750
- Globalizing Networks of Communication and Exchange
- New Forms of Social Organization and Modes of Production
- State Consolidation and Imperial Expansion
- ‘Putting it All Together’ – The Global Perspective of Unit 4 – Review & Assessment

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

Why this periodization?

Students will understand that...

During this period, the world truly becomes global after 1450 C.E. with the interconnection of the Eastern and Western Hemispheres via transoceanic voyages. Technological innovations helped to make transoceanic connections possible effecting patterns of long-distance trade, the creation of new markets, the spread of religion, people, germs and culture and the global exchange of crops and animals altering agriculture, diets, and populations around the world. Secondary effects of this resulted in changes in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. As a result, states around the world vied for empires by expanding by either land or sea to profit both politically and economically.

How does the interaction between the environment

The oceans and seas were the center of this period. The Atlantic Ocean and its neighboring seas and coasts joined the world system for the first

<p>and humans affect each other?</p>	<p>time. On the continents, land-based empires utilizing military technologies and favoring trade established powerful empires. Thus, straits and islands became important as conduits for movements between empires and civilizations. Along these routes, great trading centers arose. Improvements in the spread of shipping technologies and gunpowder weapons allowed European countries to reach far out into the world. Native Americans died by the millions due to their exposure to previously unknown European diseases, and in Africa, people were forcibly transported across the Atlantic Ocean to fill the needs of labor. In the Americas, colonizers greatly altered the environment to suit their own needs of obtaining minerals like silver in Central Mexico or growing cash crops like sugar in the Caribbean. The Columbian Exchange also greatly changed the course of history as food, plants, disease and animals were taken from their original habitat and placed in new areas altering the ecology of various environments.</p>
<p>How do cultures develop and what happens when they interact each other?</p>	<p>Increased global interactions between the newly connected hemispheres and the intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices. Islam spread to new settings in Afro-Eurasia, Christianity spread throughout the world & diversified with the Reformation, Buddhism continued to spread and new forms of faith, like Sikhism in South Asia, emerged. In addition, as merchant profits increase and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased. Examples include Renaissance art in Europe or wood block prints in Japan.</p>
<p>How do political systems form, grow, change, and relate to each other?</p>	<p>The predominant question facing many states of this period is how to expand one's influence globally while maintaining stability within one's borders. Now the main form of political organization remained the state/empire however the area where one concentrated power differed. Some states, like Spain and Portugal, were sea-based empires whose power came from controlling overseas colonies. Land-based empires such as the Ottoman, Mughal, and Qing continued to rely on traditional forms of power with modifications. Yet each Empire from this period needed to decide the degree to which they should interact with the outside world. The Sea based empires & Nation-States of Europe competed with each other for dominance of the seas and sought distant shores to expand their influence. This led to greater fragmentation in Africa and the conquest of the Americas by Europeans. Land based Empires across Eurasia sought centralization and stability within their empires through maintaining tradition and selective engagement with the outside world.</p>

<p>How do economic systems develop and what did they depend on?</p> <p>How do societies organize themselves socially and what role do men and women play?</p>	<p>Due to technological improvements in sailing, European Exploration and Expansion of the 15th and 16th centuries instigated the development of the Global Economy. With the inclusion of the Americas, the global diffusion of plants, food, crops, animals, humans, and diseases commenced known as the Columbian Exchange having dramatic effects in the New World and Old World. New commodities like silver and sugar drove trade while innovative business practices like mercantilism and joint-stock companies drove a Commercial Revolution. However, as demand for raw materials and finished products increased, so did the dependence on forced labor around the World.</p> <p>Both imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites. In the Americas, the massive demographic changes resulted in new ethnic and racial classifications. Those with pure European blood were considered the highest socially and politically, and those with indigenous or African blood were considered the lowest. States also contributed to the new stratifications of society by treating different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p style="text-align: center;">NJCCS: (2009)</p> <p>1. Global Interactions and Colonialism 6.2.12.A.1.a 6.2.12.B.1.a 6.2.12.B.1.b 6.2.12.C.1.a 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.C.1.e 6.2.12.D.1.a 6.2.12.D.1.b 6.2.12.D.1.c 6.2.12.D.1.d 6.2.12.D.1.e 6.2.12.D.1.f</p> <p>2. Renaissance, Reformation, Scientific Revolution, and Enlightenment</p>	<p>Instructional Focus (6 weeks):</p> <p>A. Globalizing Networks of Communication and Exchange B. New Forms of Social Organization and Modes of Production C. State Consolidation & Imperial Expansion D. Revolutions in Thought & Expression E. Unit 4 – Review & Assessment</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● AP Style Multiple Choice Quizzes and Tests

<p>6.2.12.B.2.a 6.2.12.B.2.b 6.2.12.C.2.a 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.D.2.c 6.2.12.D.2.e</p>	<ul style="list-style-type: none"> ● Document Based Question (DBQ) <ul style="list-style-type: none"> ○ Example: Columbian Exchange – Using the documents, assess the impact of the discovery of the Americas on world civilization. Determine to what extent these contacts were beneficial or disruptive. What kinds of additional documents would you need to help answer this question? ○ Example: Global Silver Trade – Using the documents, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century. Explain how another type of document would help you analyze the effects of the flow of silver bullion in this period. ● Continuity & Change Over Time Essay (COT) <ul style="list-style-type: none"> ○ Example: Impact of Islam - Describe and analyze the cultural, economic, and political impact of Islam on ONE of the following regions between 1000 C.E. and 1750. Be sure to discuss continuities as well as changes: West Africa / South Asia / Europe ○ Example: Indian Ocean – Analyze the changes and continuities in commerce in the Indian Ocean Region from c. 1450 to 1750. ● Comparison Essay <ul style="list-style-type: none"> ○ Example: Labor Systems – Forced labor systems were widely used for agricultural production in the period 1450-1750. Discuss the major similarities and differences between TWO of the following systems: Caribbean slavery, West African slavery, North American slavery, and Russian serfdom. ○ Example: Empire-Building – Within the period from 1450 to 1800, compare the processes (e.g., political, social, economic) of empire building in the Spanish Empire with the empire-building processes in ONE
<p style="text-align: center;">Key Conceptual Objectives:</p> <ul style="list-style-type: none"> ● Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course. ● Consider this unit’s significant themes present in historical analysis & the diverse interpretations of those themes. ● Identify and account for the continuities and breaks with the previous period of World History. ● Identify the significant changes in world geography and locate the major civilizations and political units for the period c. 1450 to c. 1750. ● Explain how in the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia. ● Identify and describe European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and current patterns – all of which made transoceanic travel and trade possible. 	

<ul style="list-style-type: none"> ● Trace the remarkable new transoceanic maritime reconnaissance that occurred in this period. ● Elaborate how the new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the America to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services by European merchants. ● Analyze how the new connections between the Eastern and Western Hemispheres resulted in the Columbian Exchange. ● Evaluate how the increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices. ● Connect how as merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased. ● Describe how traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products. ● Identify & explain the newly restructured ethnic, racial, & gender hierarchies resulting from the emergence of new social & political elites. 	<p>of the following: The Ottoman Empire or The Russian Empire.</p> <p>Sample Instructional Strategies:</p> <ul style="list-style-type: none"> ● Interdisciplinary Connections <ul style="list-style-type: none"> ○ Science: Analyze the various scientific principles present and employed in transoceanic voyages. ● Technology Integration <ul style="list-style-type: none"> ○ Blog – Create a Blog from the perspective of a Portuguese Explorer or Native of West Africa, East Africa, or India of the first encounters between Europeans and the Native. ○ Webquest – Investigate and analyze the following websites to find examples of Resistance to Slavery: <ul style="list-style-type: none"> - John Barbot's account of a slave revolt aboard ship www.vgskole.net/prosjekt/slavrute/1.htm - Nanny of the Maroons http://www.yale.edu/glc/nanny.htm - Elizabeth Keckley's writings http://www.spartacus.schoolnet.co.uk/USASkeckley.htm - Stono Rebellion http://www.pbs.org/wgbh/aia/part1/1p284.html ● Global Perspective/Culturally Responsive Teaching: <ul style="list-style-type: none"> ○ Impact of the Columbian Exchange – Analyze the positive and negative consequences of the Columbian Exchange on Europe, Africa, Asia, and the Americas ○ Imperial Rule – Choose two of the following leaders and compare their style of Imperial rule: Peter The Great of Russia, Louis XIV of France, Kangxi of China, and Akbar of Mughal India.
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<ul style="list-style-type: none"> ● Recognize and illustrate how rulers used a variety of methods to legitimize and consolidate their power. ● Connect how imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres. ● Describe how competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion. 	
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21st Century Skills:

- **Creativity and Innovation**
 - **Class Discussion** – What if the Aztecs or Incas sailed across the Atlantic and conquered Spain? How do you think history would have been different? Explain your reasoning.
 - **Virtual Museum** – Create a virtual museum (using i-Movie or Wikis) consisting of images representing the 5 AP World Themes and Big Ideas of this Unit. Example: *Hans Holbein’s 1533 painting, “The Ambassadors”* reflects the wealth (Theme 4 – Economics), culture (Theme 2 – Interaction of Culture) and power (Theme 3 – State-Building) that were key elements of Globalizing Networks of Communication and Exchange.
- **Critical Thinking and Problem Solving**
 - **Letter to the Emperor** – Imagine you are an advisor to the ruler of the Mughal Empire of India or the Ming Dynasty of China. European merchants have just arrived on your shore and wish to establish trade relations with your society. Write a formal report advising your Excellency as to which course of action to take with these outsiders.
 - **Debate:** Students are to research and come to class prepared to debate the following historical question: Was the Renaissance a development strikingly different from the Middle Ages or simply an evolutionary continuation of the Middle Ages?
- **Communication and Collaboration**
 - **Group Presentation** – In a formal presentation, student groups act as American colonial travel agents trying to convince a prosperous European businessman to move to a particular American colony.
- **Information Literacy**
 - **Comparing Points of View** - Students compare different accounts of the Spanish Conquest of the Americas to elicit various points of view about the event. Consider primary sources from Native American, Spanish, European and Historian
- **Media Literacy**
 - **Printing Press** – Investigate the global impact of the printing press by comparing examples found American, European, African and Asian Societies.
- **Life and Career Skills**

21st Century Themes (as applies to content area)

- **Financial, Economic, Business, and Entrepreneurial Literacy**
 - **Global Trade** – Students read & analyze the article “Born With a ‘Silver Spoon:’ The Origin of World Trade in 1571” by Dennis O. Flynn and Arturo Giráldez. Then students are to create an annotated world map highlighting the main aspects of the article.
- **Civic Literacy**
 - **New Elites:** Choose to compare two of the following societies in their recruitment and use of bureaucratic elites and military professionals in maintaining centralized control over their populations and resources: Ottomans, Chinese, or Japanese.
- **Health Literacy**
 - **CCOT** - Analyze the continuities and changes in global health from 1450 to 1750.

S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)

Sample Resources for Unit 4:

Sample Primary Sources:

- Excerpts from
 - *The Commentaries of the Great Afonso De Albuquerque, Second Viceroy of India*
 - *Bartolomé De Las Casas, The Tears of the Indians*
 - *Antonio Vazquez de Espinosa, Compendium and Description of the West Indies*
 - *Slavery in Africa: A Firsthand report of a Dutch Observer*
 - *A Letter to the King of Tonkin (Vietnam) from Louis XIV of France & Answer from the King of Tonkin to Louis XIV*
 - *Kritovoulos, Life of Mehmed the Conqueror*
 - *Babur, Memoirs*
 - *The Diary of Matteo Ricci*
 - *Kangxi’s Sacred Edict*
 - *Lord Tokitaka, The Japanese Discover Firearms*
 - *Mikhail Shcherbatov, On the Corruption of Morals in Russia*

Sample Primary Visual Sources:

- *Michelangelo, Creation of Adam*
- *Woodcut: Luther Versus the Pope*
- *Imperial Portraits of Louis XIV, Kangxi, & Peter the Great*
- *16th Century Map of Africa*
- *Benin Art depicting Portuguese travelers*
- *Palace of Versailles*
- *A Bolivian Silver Refinery, 1700*

Sample Secondary Sources:

- Bentley, Jerry H., “The Expansion of Islam.”

- Burke, Peter, “The Myth of the Renaissance.”
- Bush, M. L., “The Effects of Expansion on the Non-European World.”
- Cook Jr., Theodore F. “Zheng He and Chinese Expansion.”
- Mansfield, Peter, “The Ottoman Empire and Its Successors.”
- Raghuvanshi, V.P.S., “Marriage, Caste, and Society in India.”
- Reed, Richard B., “The Expansion of Europe.”
- Reid, Anthony, “Commerce and Gender in Southeast Asia.”
- Spence, Jonathan, “The Late Ming Empire.”
- Taylor, Alan, “Epidemics and Environmental Change in the Americas.”

Sample Data Sources:

- *Exploration and Settlement in the Indian and Pacific Oceans before 1500 Map*
- *European Voyages and Possessions in the 16th and 17th Centuries Map*
- *Muslim “Gunpowder” Empires in the 16th & 17th Centuries Map*
- *Russian & Chinese Empires Map*
- *The Slave Trade Map, 1500-1800*
- *Trans-Atlantic Slave Exports (1650-1900) Table/Chart*
- *Slave Occupations on a Jamaican Sugar Plantation, 1788*
- *Religious Reformation in Europe Map*
- *Various Political Maps of Europe 1450-1750.*
- *Colonial Latin America in the 18th Century Map*
- *The Atlantic Economy Map*

**Common Core State Standards For Literacy in
History/Social Studies
(Grades 11-12 students)**

College and Career Readiness Anchor Standards for Reading

R.CCR.1	<p>Key Ideas and Details</p> <p>Read closely <i>Early Navigation Methods – Source Reading</i> (secondary source) to determine what the text says explicitly and to make logical inferences from it to support conclusions how 15th century Europeans gained knowledge & insight from their early voyages of exploration.</p>
R.CCR.7	<p>Integration of Knowledge and Ideas</p> <p>Take a virtual tour of the Palace of Versailles http://en.chateauversailles.fr/homepage in order to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words to learn about the reign of Louis XIV & how the palace reflects his personal style of Absolutism.</p>
Reading Standards for Literacy in History / Social Studies	
RSL.11-12.4	Craft and Structure

	Students read a variety of short primary source passages written by Enlightenment writers in order to determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text like in the political (<i>ex. Checks and balances</i>), social (<i>ex. The Social Contract</i>) and economic (<i>ex. The 'Invisible Hand'</i>).
RSL.11-12.9	Integration of Knowledge and Ideas Students examine and integrate several primary and secondary sources to gain a coherent understanding of the impact Westernization had on Russia during the reign of Peter the Great, paying particular attention to and noting discrepancies among the sources.
College and Career Readiness Anchor Standards for Writing	
W.CCR.3	Text Types and Purposes Students develop and write a narrative of the real experiences/events of the travels of Zheng He, from the perspective of a sailor who traveled with Zheng He using effective technique, well-chosen details and well-structured event sequences.
W.CCR.9	Research to Build and Present Knowledge Create a Report Card grading the rule of an Absolute Monarch in the following categories: personality/character, government/bureaucracy, economy/trade, culture/technological development, military/colonization & territorial expansion. Each grade requires an explanation justifying the grade that draws evidence from literary or informational texts to support one's analysis, reflection and research.
Writing Standards for Literacy in History / Social Sciences	
WSL.11-12.1c	Text Types and Purposes On a formal assessment, students write a Continuity and Change Over Time Essay analyzing the commerce of the Indian Ocean region (1450-1750). The essay needs to include words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
WSL.11-12.2b	Text Types and Purposes On a formal assessment, students write a Document Bases Question Essay on a question about the Columbian Exchange where students define the Columbian Exchange and cite examples explaining how the Columbian Exchange both help helped and harmed the Old & New World. This essay topic requires students to develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WSL.11-12.9	Research to Build and Present Knowledge Students read through primary source accounts from Spanish settlers in the Americas about the Native Americans they encountered. Then they are to summarize the Spanish point of view of Native Americans by drawing evidence from their informational texts to support their analysis, reflection and research.

Unit 3: Industrialization and Global Integration c. 1750 – c. 1900

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

- Questions of Periodization for Unit 5 – c. 1750 to c. 1900
- Industrialization and Global Capitalism
- Imperialism and Nation-State Formation
- Nationalism, Revolution & Reform
- Global Migration
- ‘Putting It All Together’ – The Global Perspective for Unit 5 – Review & Assessment

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

Why this periodization?

Students will understand that...

This period revolves around four key words: Industrialization, Imperialism, Revolution, and Nationalism. Industrialization changed the way people worked and lived. More powerful, industrialized nations reached out to dominate other areas economically and

<p>How does the interaction between the environment and humans affect each other?</p>	<p>politically to protect their own interests through Imperialism. The revolutions and independence movements inspired by the Enlightenment had worldwide effects, redefining the relationship between the government and the governed. The concept of the nation shaped how people defined their identity and it became the dominant political force.</p> <p>The resources locally available fueled the earliest phase of the Industrial Revolution, so the resulting imperialism on a global-scale emerged from the need for additional resources. Subsequently, many of the political and economic decisions made in this period resulted in environmental change where industrialized societies shifted from a rural way of life to an urban way of life. Consequently, the environmental impact of human activity resulted in changed landscapes and greater levels of waste. Industrialization also allowed humans to bypass traditional geographic barriers and boundaries with the advent of steam technology and locomotion making virtually every corner of the globe accessible.</p>
<p>How do cultures develop and what happens when they interact each other?</p>	<p>With the development of industrialization, everything almost changed as the world became truly interdependent. The way people worked, lived, traveled, related to their families, communicated, and identified themselves changed for many people. The industrialized nations in search of raw materials and new markets often imperialized areas to protect economic interests. Western culture strongly influenced many Asian and African areas through imperial colonization, and Asian and African culture and art were extremely influential on European intellectuals and artists. Enlightenment ideas such as equality, freedom of speech, and freedom of religion became very influential in many parts of the world inspiring revolutions. At the same time, traditional organizations (ex. religious) maintained power and influence in other parts of the world. Another unique development was how peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.</p>
<p>How do political systems form, grow, change, and relate to each other?</p>	<p>The ideas of the Enlightenment said that the government was responsible to the people. This idea inspired revolutions and independence movements throughout the period. Governments experimented with democratic values, but this democracy extended only to a limited class of people. Older land-based empires struggled</p>

(Cumulative Progress Indicators)	
<p>Students will:</p> <p style="text-align: center;">NJCCS: (2009)</p> <p>2. Renaissance, Reformation, Scientific Revolution, and Enlightenment</p> <p>6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.2.c 6.2.12.C.2.a 6.2.12.D.2.d 6.2.12.D.2.e</p> <p>3. Political and Industrial Revolutions, Imperialism, Reform, and Global Impacts</p> <p>6.2.12.A.3.a 6.2.12.A.3.b 6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.A.3.e 6.2.12.A.3.f 6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.B.3.b 6.2.12.B.3.c 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.C.3.e 6.2.12.C.3.f 6.2.12.D.3.a 6.2.12.D.3.b 6.2.12.D.3.c 6.2.12.D.3.d 6.2.12.D.3.e</p>	<p>Instructional Focus (6 weeks):</p> <p>A. Industrial Revolution B. Imperialism C. Revolutions & Nationalism D. Global Migrations E. Unit 5 – Review & Assessment</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● AP Style Multiple Choice Quizzes and Tests ● Document Based Question (DBQ) <ul style="list-style-type: none"> ○ Example: Imperialism – Using the documents, analyze African actions and reactions in response to the European Scramble for Africa. Identify an additional type of document and explain how it would help in assessing African actions and reactions. ○ Example: Industrialization – Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry. ● Continuity and Change Over Time Essays (CCOT) <ul style="list-style-type: none"> ○ Example: Global Migrations – Analyze changes and continuities in long-distance migrations in the period from 1700 to 1900. Be sure to include specific examples from at least TWO different world regions. ○ Example: Global Trade Patterns – Choose TWO of the areas listed below and analyze how each area’s relationship to global trade patterns changed from 1750 to 1914. Be sure to describe each
<p style="text-align: center;">Key Conceptual Objectives:</p> <ul style="list-style-type: none"> ● Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course. ● Consider this unit’s significant themes present in historical analysis & the diverse interpretations of those themes. ● Identify and account for the continuities and breaks with the previous period of World History. ● Identify the significant changes in world geography and locate the major civilizations and political units for the period c. 1750 to c. 1900. ● Explain how Industrialization fundamentally changed how goods were produced. ● Discuss how the new patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount 	

and array of goods produced in their factories.

- Illustrate how to facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.
- Identify and explain the major developments in transportation and communication.
- Analyze the development and spread of global capitalism and the variety of responses it provoked.
- Describe how the ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.
- Elaborate how industrializing powers established transoceanic empires.
- Explain how Imperialism influenced state formation and contraction around the world.
- Analyze how new racial ideologies, especially Social Darwinism, facilitated and justified imperialism.
- Discuss how the rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.
- Recognize how beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.
- Describe how increasing discontent with imperial rule propelled reformist and revolutionary movements.

area's involvement in global patterns around 1750 as your starting point.

- Latin America, East Asia, Eastern Europe, South and Southeast Asia, Sub-Saharan Africa, the Middle East, and North America

Culturally Responsive Teaching:

- Comparison Essays
 - **Example: China & Japan** – Analyze and compare the differing responses of China and Japan to western imperialism in the nineteenth century.
 - **Example: Role of Women** – Compare and contrast the roles of women in TWO of the following regions during the period 1750 to 1900: East Asia / Latin America / Sub-Saharan Africa / Western Europe
- The Urban Game
- Scramble for Africa Game
- Fever Model of Revolution Comparison Charts: American, French, Haitian, & Latin American.

Sample Instructional Strategies:

- **Interdisciplinary Connections**
 - **Science** – Analyze the principles and properties of the steam engine to understand how it transformed the nature of work.
- **Technology Integration**
 - **Digital Story** – Create a Digital Story of a Parisian's experience of the French Revolution and Napoleonic Wars.
- **Global Perspective/Culturally Responsive Teaching:**
 - Analyze the reactions to the Industrial Revolution in South America, Egypt, Russia, India, and Japan.

- Identify and explain how the global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.
- Trace how migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.
- Discuss how migrants located for a variety of reasons.
- Analyze how the large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.

21st Century Skills:

- **Creativity and Innovation**
 - **Prezi Presentation:** Using Prezi, create an interactive presentation to review the major AP World History themes associated with one of the following topics: Industrial Revolution, Imperialism, Nationalism or Migrations.
- **Critical Thinking and Problem Solving**
 - **Simulated Activity:** Hold a simulated Indian National Congress debate of whether or not British Imperialist rule in India should continue or end.
 - **Class Discussion:** How did the spread of Social Darwinism in the 19th century influence justifications for European imperialism?
- **Communication and Collaboration**
 - **Letter Writing:** With a partner, write a series of letters between siblings who moved from the farm to different cities (Urbanization) or different countries (Migration) looking for work during the Industrial Revolution.
- **Information Literacy**
 - **Analyzing Point of View:** Compare the different accounts of the Opium Wars from the British and Chinese perspective using primary sources.
 - **Rethinking the Rise of the West:** Students consult the following resources and come to class prepared to discuss the following question: *What is your argument of why the west rose to dominance?*
 - p. 365 in Stearns, et al. *World Civilizations*
 - Go to: <http://www.learner.org/courses/worldhistory/>. Click on “Unit 18”. Read the Content Overview and note the “Questions to Consider”. Watch the video *The Story of the Rise of the West*
 - Read David Buck’s, "Was It Pluck or Luck that Made the West Grow Rich?"

- **Media Literacy**
 - **19th Century Periodicals:** Research and analyze the work of E. D. Morel, a British Journalist whose investigative journalism exposed the atrocities committed by King Leopold II of Belgium in the Congo and the public response to Morel’s work.
 - **Early Encounters between Europeans & Polynesians:** Ask students to read the introduction to Serge Tcherkézoff’s *First Contacts in Polynesia: The Samoan Case* how anthropology contributes to the study of history.
- **Life and Career Skills**

21st Century Themes (as applies to content area):

- **Financial, Economic, Business, and Entrepreneurial Literacy**
 - **Group Poster:** Create a poster highlighting the positive and negative aspects of one of the following 19th century economic theories: laissez-faire capitalism, socialism, utilitarianism or scientific socialism (communism).
- **Civic Literacy**
 - **Comparing Constitutions:** Compare the constitutions of the German Republic and Meiji Japan during the late 19th century.
- **Health Literacy**
 - **Public Health:** Analyze the impact of improved sanitation and medical knowledge in combating the spread of communicable diseases in industrialized nations, particularly in industrialized cities.

S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)

Sample Resources for Unit 5:

Sample Primary Sources:

- Excerpts from
 - *The Declaration of the Rights of Man and the Citizen*
 - *The American Declaration of Independence*
 - *Napoleon Bonaparte, Proclamation to French Troops in Italy (April 26th, 1796)*
 - *Toussaint L’Overture, Letter to the Directory*
 - *Simón Bolívar, A Constitution for Venezuela & Jamaica Letter*
 - *From the Sadler Report of the House of Commons*
 - *The Imperial Decree, March 3, 1861 – Emancipation of Serfs*
 - *The Emancipation Proclamation, January 1, 1863 – Emancipation of Slaves*
 - *Adam Smith, From the Wealth of Nations*
 - *Karl Marx & Frederic Engels, The Communist Manifesto*
 - *Rudyard Kipling, The White Man’s Burden*
 - *Edmund Morel, The Black Man’s Burden*
 - *Eduard Douwes Dekker, Max Havelaar (Effects of Dutch Colonialism in Java)*
 - *Ndansi Kumalo, A Personal Account (The Ndebele Rebellion)*
 - *Wang Tao on Reform*
 - *A Letter from the President of the United States to the Shogun of Japan (1853)*

- *Charter Oath of Emperor Meiji of Japan*
- *Ramonhun Roy, Letter on Indian Education*
- *Immanuel Kant, What is Enlightenment?*
- *Emile Banning, “The Peaceful Partition of Africa”*

Sample Primary Visual Sources:

- *Japan: Views of Westernization – Beef Eater, Monkey Show Dressing Room, Exotic White Man.*
- *Napoleon on Horseback at the St. Bernard Pass (1801)*
- *Signing of the Declaration of Independence by artist John Trumbull*
- *Illustration of British Cotton Factory (1851) & Japanese Silk Factory (1870s)*
- *The Unification of Germany (1871)*
- *The Opium War – Battle Images*
- *Photo images of Empress Dowager Cixi of China and Queen Victoria of Great Britain*
- *The Ginza in Downtown Tokyo (1877 woodblock print)*
- *Photos of Child Laborers*
- *Drawings of London by French book illustrator Gustave Doré*
- *Print of the opening of the Suez Canal, 1869*
- *Photo: Explorer Henry Morton Stanley & his gun bearer Kalulu*
- *Photo: Congolese children (hands cut off)*
- *Photo: Queen Liliuokalani, last monarch of Hawai’i*

Sample Secondary Sources:

- Anderson, Benedict, “The First Filipino.”
- Edmunds, R. David, “American Expansion from the Indian Perspective.”
- Hanley, Susan B., selections from “Everyday Things in Premodern Japan.”
- Headrick, Daniel R., “The Tools of Empire.”
- Nehru, Jawaharlal, “British Rule in India”
- Osterhammel, Jurgen, selections from “Colonialism.”
- Pacy, Arnold, “Asia and the Industrial Revolution.”
- Ure, Andrew, “The Factory System of Production.”
- Wolf, Eric, “Labor on the Move.”

Sample Data Sources:

- *European Colonialism in Africa and Asia, 1800-1914 Map*
- *The Industrialization of Europe by 1850 Map*
- *The Industrial Regions of Europe at the End of the Nineteenth Century Map*
- *Latin America in the First Half of the Nineteenth Century Map*
- *Travel Times to London Chart (1750-1850)*
- *British Output of Coal, 1820-1850 & British Export of Coal, 1820-1850 Charts*
- *Average Life Expectancy in Selected Industrial Areas, 1850-1910 Chart*
- *Sailing Distances to London from various Asian Ports before & after the building of the Suez Canal Chart*

- o *Opium Imports to China and Silver Exports From China (Late 18th & early 19th century) Chart*

**Common Core State Standards For Literacy in
History/Social Studies
(Grades 11-12 students)**

College and Career Readiness Anchor Standards for Reading

R.CCR.2	<p>Key Ideas and Details Students read a selection from <i>Bulliet – The Earth & It’s People</i> dealing with the Congress of Vienna to determine the central ideas or themes of a text, analyze their development and summarize the key supporting details and ideas concerning the goals and outcomes of the Congress of Vienna (1815).</p>
R.CCR.10	<p>Range of Reading and Level of Text Complexity Students read a selected chapter of Tom Standage’s <i>A History of the World in Six Glasses</i> to independently and proficiently comprehend and gather information of the impact TEA had on Imperialism and Industrialization.</p>

Reading Standards for Literacy in History / Social Studies

RSL.11-12.1	<p>Key Ideas and Details Read <i>Simón Bolívar’s “A Constitution for Venezuela”</i> in order to cite specific textual evidence to support analysis of a primary source, attending to such features as the date and origin of information to better understand Latin American independence movements of the early 19th century.</p>
RSL.11-12.8	<p>Integration of Knowledge and Ideas Students read Commissioner Lin’s Letter to Queen Victoria that criticizes the importation of opium into China by the British to assess the extent to which the reasoning and evidence in the text support the author’s premises, claims, and evidence by corroborating or challenging them with other information from the text.</p>

College and Career Readiness Anchor Standards for Writing

W.CCR.4	<p>Production and Distribution of Writing Create a speech given by a labor organizer trying to convince factory workers in a textile mill to form a union in mid 19th century Britain. The speech needs to be clear and coherent where the development, organization, and style are appropriate to task, purpose and audience.</p>
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Writing Standards for Literacy in History / Social Studies

WSL.11-12.2d	<p>Text Types and Purposes On a formal assessment for the French Revolution, students argue whether or not Napoleon was for or against the values of the French Revolution (<i>Liberty, Equality, Fraternity</i>). While writing, students need to use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; thus conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
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WSL.11-12.2e	<p>Text Types and Purposes Students create a one-act play about a Revolutionary figure’s contribution to the Age of Nationalism. Examples may include Simón Bolívar, Toussaint L’Ouverture, Otto von Bismarck. While writing their play, students are required to provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
WSL.11-12.6	<p>Production and Distribution of Writing In creating a time capsule blog of the top 3 inventions of the Industrial Revolution from 1850-1910, students are to use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p>

Unit 4: Accelerating Global Change and Realignment c. 1900 to the present

<p>Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Questions of Periodization for Unit 6 – c. 1900 to the present ● Science and the Environment ● Global Conflicts and Their Consequences ● New Conceptualizations of Global Economy, Society, and Culture ● ‘Putting It All Together’ – The Global Perspective for Unit 6 – Review & Assessment 	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>

<p>Why this periodization?</p>	<p>Students will understand that...</p> <p>The tremendous changes of the long 19th century set many societies on a collision course toward greater interaction, conflict and new conceptualizations of a global economy, society and culture. For example, the great wars (World War I & II) marked a change in warfare, diplomacy, technology, communication, and global hegemony. At its conclusion, Europe was significantly weakened and had difficulty maintaining a global dominance over the rest of the world. As a result, Europe's colonies developed their own sense of identity and nationalism, and rebelled against their rulers. Political revolutions swept the world, as outdated and unresponsive governments were overthrown. The world became closer and more connected than ever with developments in science, technology and communication while at the same time changing ecological conditions of the earth's environment.</p>
<p>How does the interaction between the environment and humans affect each other?</p>	<p>One of the most significant changes in the 20th century was the growth from one billion people world wide in 1900 to over 6 billion by 2000. The increase in technology and health care has led to longer lives and higher rates of infant survival throughout the world. Yet, epidemic diseases continue to plague the world, particularly in developing countries with less access to new medicines. Movement of people has also increased throughout the world. Many individuals go seeking better economic opportunities in new areas while others move as refugees, forced from their homelands by natural disasters or to escape human conflict. The effects of industrialization and human activity also became more evident during the 20th century on the environment most notably via pollution and global warming prompting efforts to modify human use and consumption of natural resources.</p>
<p>How do cultures develop and what happens when they interact each other?</p>	<p>The pace and rate of development and interaction grew rapidly during this time-period. Some societies continued to expand at a tremendous rate in the 20th century with the same forces of the 19th century like industrialization, democratic movements, the rise of nationalism, and increased communication. However, some societies continue to hold onto and maintain their traditions. The world has become more closely connected with varying results throughout the course of the 20th century forming what some refer to as a global culture. As the world becomes more and more integrated through technology, cultures blend and some come to dominate. Religious fundamentalism has developed in some parts of the world, partially to combat this Western-dominated global culture. Intellectually, the developments of the 20th century boggle the mind. From the airplane to the internet, discoveries in</p>

<p>How do political systems form, grow, change, and relate to each other?</p>	<p>math, science, and technology have revolutionized how humanity lives and communicates.</p> <p>At the beginning of the twentieth century, a European-dominated global political order existed, which also included the United States, Russia and Japan. Over the course of the century, peoples and states around the world challenged this order in ways that sought to redistribute power within the existing order and to restructure empires, while those peoples and states in power attempted to maintain the status quo. Other peoples and states sought to overturn the political order itself. These challenges to, and the attempts to maintain, the political order manifested themselves in an unprecedented level of conflict with high human casualties. In the context of these conflicts, many regimes in both older and new states struggled with maintaining political stability and were challenged by internal and external factors, including ethnic and religious conflicts, secessionist movements, territorial partitions, economic dependency, and the legacies of colonialism.</p>
<p>How do economic systems develop and what did they depend on?</p>	<p>During the 20th century, the economies of nation-states around the world became more integrated and dependent upon each other. The Great Depression exemplified how integrated the industrial and financial markets of industrialized nations were. In response to the challenges of and since the Depression, the role of the state in the domestic economy fluctuated, and new institutions of global governance emerged and continued to develop throughout the century. For example, economic ideologies clashed during the Cold War with various nation-states allying themselves with the Communist USSR or the Capitalist United States while at the same time striving to expand their economies. The end of the Cold War removed the last obstacles to true global interaction and trade resulting in globally integrated financial networks, commercial interdependence, international trade networks, and multinational corporations into a more globalized world economy.</p>
<p>How do societies organize themselves socially and what role do men and women play?</p>	<p>Political changes in the 20th century often were accompanied by major demographic and social consequences. For example, the redrawing of old colonial boundaries led to population resettlements while the migration of former colonial subjects to imperial metropolises maintained cultural and economic ties between the colony and the metropole even after the dissolution of empire. Women gained both the right to vote in many parts of the world as well as access to new economic opportunities, education, and health. People conceptualized society and culture in new ways: some challenged old assumptions</p>

	about race, class, gender and religion, often using new technologies to spread reconfigured traditions.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p style="text-align: center;">NJCCS: (2009)</p> <p>4. A Half-Century of Crisis and Achievement: the Era of the Great Wars</p> <p>6.2.12.A.4.a 6.2.12.A.4.b 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.a 6.2.12.B.4.b 6.2.12.B.4.c 6.2.12.B.4.d 6.2.12.C.4.a 6.2.12.C.4.b 6.2.12.C.4.c 6.2.12.C.4.d 6.2.12.D.4.a 6.2.12.D.4.b 6.2.12.D.4.c 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.f 6.2.12.D.4.g 6.2.12.D.4.h 6.2.12.D.4.i 6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.D.4.l</p> <p>5. The 20th Century Since 1945: Challenges for the Modern World</p> <p>6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.c 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.B.5.c 6.2.12.B.5.d 6.2.12.B.5.e 6.2.12.C.5.a 6.2.12.C.5.b 6.2.12.C.5.c 6.2.12.C.5.d 6.2.12.C.5.e 6.2.12.C.5.f 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.b 6.2.12.D.5.c 6.2.12.D.5.d</p> <p>6. Contemporary Issues</p> <p>6.2.12.A.6.a 6.2.12.A.6.b 6.2.12.A.6.c 6.2.12.A.6.d 6.2.12.B.6.a 6.2.12.C.6.a 6.2.12.C.6.b 6.2.12.C.6.c 6.2.12.C.6.d 6.2.12.D.6.a</p>	<p>Instructional Focus (6 weeks):</p> <p>A. Science and the Environment B. Global Conflicts and Their Consequences C. New Conceptualizations of Global Economy, Society, and Culture D. Unit 6 – Review & Assessment</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● AP Style Multiple Choice Quizzes and Tests ● Document Based Question (DBQ) <ul style="list-style-type: none"> ○ Example: Muslim Nationalism – (Culturally Responsive Teaching) ○ Analyze the issues that twentieth-century Muslim leaders in South Asia and North Africa confronted in defining their nationalism. What additional kind of document(s) would be most helpful in furthering your analysis? ○ Example: Green Revolution – Using the following documents, analyze the causes and consequences of the Green Revolution in the period from 1945 to the present. Identify and explain one additional type of document and explain how it would help your analysis of the Green Revolution.
<p style="text-align: center;">Key Conceptual Objectives:</p> <ul style="list-style-type: none"> ● Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course. 	<ul style="list-style-type: none"> ● Continuity and Change Over Time Essay (CCOT) ● Culturally Responsive Teaching: <ul style="list-style-type: none"> ○ Example: Gender Roles – Choose ONE of the following regions and discuss the changes and continuities of gender roles

<ul style="list-style-type: none"> ● Consider this unit’s significant themes present in historical analysis & the diverse interpretations of those themes. ● Identify and account for the continuities and breaks with the previous period of World History. ● Identify the significant changes in world geography and locate the major civilizations and political units for the period c. 1900 to the present. ● Identify and explain how researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology. ● Discuss how as the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment. ● Analyze how disease, scientific innovations, and conflict led to demographic shifts. ● Explain how Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by century’s end. ● Evaluate the impact of how emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states. ● Discuss how political changes were accompanied by major demographic and social consequences. ● Describe how military conflicts occurred on an unprecedented global scale. ● Identify and explain how although conflict dominated much of the twentieth century, many individuals and groups – including states – opposed this trend. However, some individuals and groups intensified the conflicts. 	<p>from 1914 to the present. Be sure to discuss changes as well as continuities.</p> <ul style="list-style-type: none"> ○ Example: National Identities – Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1914 to the present. Be sure to include evidence from specific countries in the region selected: Middle East / Southeast Asia / Sub-Saharan Africa <ul style="list-style-type: none"> ● Comparison Essays <ul style="list-style-type: none"> ○ Example: World War I Impact – Compare how the First World War and its outcomes affected TWO of the following regions in the period from the war through the 1930s. <ul style="list-style-type: none"> ▪ East Asia, Middle East, South Asia (Indian subcontinent) ○ Example: Political Revolutions – Compare and contrast the goals and outcomes of the revolutionary process in TWO of the following countries, beginning with the dates specified: Mexico (1910) / China (1911) / Russia (1917) <p>Sample Instructional Strategies:</p> <ul style="list-style-type: none"> ● Interdisciplinary Connections <ul style="list-style-type: none"> ○ Science: Compare the Space Programs of the USSR and United States from the 1950’s to the 1980s. ● Technology Integration <ul style="list-style-type: none"> ○ Video Project: Create, film and edit a video news program highlighting a decade of the Cold War. ● Global Perspective <ul style="list-style-type: none"> ○ Comparing Advertising: Analyze similar and different 20th century advertisements from around the world to show the impact of mass communication.
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- Summarize how states responded in a variety of ways to the economic challenges of the twentieth century.
- Illustrate how states, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.
- Investigate how people conceptualized society and culture in new ways; some challenging old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.
- Describe how popular and consumer culture became global.

21st Century Skills:

- **Creativity and Innovation**
 - **Make your own “Pop” Song:** Listen to Billy Joel’s “We Didn’t Start the Fire” (Cold War Themes) for inspiration and then create your own song for the post-Cold War world highlighting a one of the Unit’s Big Ideas or an AP World History theme.
- **Critical Thinking and Problem Solving**
 - **United Nations Simulated Activity:** Hold a simulated UN Assembly meeting to curb the proliferation of nuclear materials in a post 9/11 era and draw up a resolution.
- **Communication and Collaboration**
 - **Video Conference:** Hold a videoconference with the class and another class (from another school or in a foreign country) to discuss some current and relevant international issue.
 - **Video Diary:** With a partner, create & produce a series of video diaries friends on opposite sides of a current political conflict, ex. Palestinian/Israeli.
- **Information Literacy**
 - **The Holocaust:** Compare the different accounts of anti-Semitic Nazi persecution from varying perspectives.
- **Media Literacy**
 - **Prezi Presentation:** Create a Prezi to explain ONE of the following new scientific paradigms of the 20th century: The theory of relativity, Quantum mechanics, The Big Bang Theory, Psychology.
 - **YouTube Clip:** Watch Hans Rosling’s *200 Countries, 200 Years, 4 Minutes – The Joy of Stats* to understand how statistics can help explain historical phenomenon.
- **Life and Career Skills**

21st Century Themes (as applies to content area):

- **Financial, Economic, Business, and Entrepreneurial Literacy**

- **Comparing Economic Downturns:** Compare the economic downturn of the Great Depression to the economic crisis of 2008. Can they really be compared? Explain.

- **Civic Literacy**

- **Rights of Individuals:** Compare the United Nations Universal Declaration of Human Rights with other important historical documents that emphasize the rights of citizens and restraints on the power of the state.
- **International Law:** Trace the development of International Law & Justice by creating an interactive timeline from 1900 to the present day.

- **Health Literacy**

- **Ranking Medical Advancements:** Analyze and rank the top 5 medical advancements of this era and their impact on the modern world.
- **Global Epidemics:** Research and present on the issues surrounding the International community's response to the AIDS Epidemic in Africa.

S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)

Sample Resources for Unit 6:

Sample Primary Sources:

- Excerpts from
 - *The League of Nations Covenant, 1919*
 - *Heinrich Himmler speaks to the SS*
 - *Mohandas K. Gandhi, Swaraj*
 - *Mao Zedong, The Importance of the Peasant Problem*
 - *Arab Opposition to a State of Israel / Israel's Proclamation of Independence*
 - *Parmenias Githendu Mockerie, An African Speaks for His People*
 - *Opening Statements form 1992 Debate at Columbia University: Julian Simon "There's Plenty of Good News" & Norman Myers "Environmental Degradation Is Overtaking the Planet."*
 - *Mikhail Gorbachev, Perestroika*
 - *Martin Luther King, Jr., A Letter from a Birmingham Jail*
 - *Zand Dokht, "The Revolution that Failed Women"*
 - *World Bank, World Development Reports: 1978-2000*
 - *C. Odumegwu Ojukwu, Speeches & Writings on "The Challenge of Ethnic Tensions"*
 - *Lázaro Cárdenas, Speech to the Nation*

Sample Primary Visual Sources:

- *Diego Rivera's History of Mexico Mural*
- *Pablo Picasso's Guernica*
- *Photos/Film Clips of World War I & II*
- *Charlie Chaplin in "Modern Times"*
- *Pavel Kuznetsov's painting, Lenin (Socialist Realism)*
- *Propaganda images of Fascists – ex. Hitler/Mussolini*
- *Propaganda Posters of World War I & World War II*

- *Revolutionary Leaders Images – Gandhi, Chiang Kai-shek, Mustafa Kemal Atatürk, Nelson Mandela, etc.*

Sample Secondary Sources:

- Panikkar, L.M., “World War I in World History.”
- Nettle, J.P. “Stalin’s Industrialization Programs and Purges.”
- Fest, Joachim C., “The Rise of Hitler.”
- Steiner, Jean-François Steiner, “Treblinka.”
- Keller, Bill, “South Africa’s Nelson Mandela”
- Riding, Alan, “Revolution and the Intellectual in Latin America.”
- Hale, David D. “The Coming Golden Age of Capitalism”
- Kristof, Nicholas D., “Riddle of China: Repression and Prosperity Can Coexist.”
- Wright, Robin, “UN Report Highlights Worldwide Disparity.”
- Barber, Benjamin, From “Jihad vs. McWorld.”

Sample Data Sources:

- *Cartogram of Global Warming. Emissions of carbon dioxide, one greenhouse gas.*
- *Satellite Photo of the Earth at Night*
- *World War I & World War II – Theaters of Battle Maps*
- *Outcomes of World War I & World War II Maps*
- *Decolonization of Africa Map*
- *The Long March, 1934-1945 Map – Chinese Civil War*
- *Breakup of the Soviet Union – 1990s Map*
- *World Migration, 1918-1998 Map*
- *World Population Increases, 1950-1997 Map/Chart*
- *Food Consumption and Famine since the 1940s Map / Chart*
- *20th Century Conflicts & Death Toll Chart*
- *Economic Output during Stalin’s Five Year Plans Chart*

**Common Core State Standards For Literacy in
History/Social Studies
(Grades 11-12 students)**

College and Career Readiness Anchor Standards for Reading

R.CCR.3	<p>Key Ideas and Details In order to understand life in Fascist Italy under Mussolini (1920’s & 1930’s), students read a History Through Literature Handout, a selection from Arturo Vivante’s <i>The Sound of Cicades</i> to analyze how and why individuals, events or ideas develop and interact over the course of a text.</p>
R.CCR.4	<p>Craft and Structure Students investigate <i>Mohandas K. Gandhi’s, Indian Home Rule 1909</i> a primary source of an imaginary dialogue written by Gandhi to illustrate the active nature of nonviolent protest. This text allows students to interpret words or phrases as they</p>

	are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.CCR.6	Craft and Structure Students read selected passages from Mao’s <i>Little Red Book</i> to understand how the Communist leader’s point of view and purpose of reinvigorating a new generation of communist believers in China during the 1960s shaped the content and style of the text.
Reading Standards for Literacy in History / Social Studies	
RSL.11-12.7	Integration of Knowledge and Ideas Students examine 6 different economic indicators (GDP, Stock Value, Unemployment, Wages, Bank Closures, & Business Failures) represented on graphs to technically and quantitatively analyze the Great Depression in the United States to accompany qualitative analysis of photographs from the Great Depression. All of this is done to address the question: <i>What were the main causes and effects of the Great Depression?</i>
College and Career Readiness Anchor Standards for Writing	
W.CCR.1	Text Types and Purposes Students investigate the main causes of World War I (Militarism, Alliances, Nationalism, Imperialism & the Assassination of the Archduke of Austria, Franz Ferdinand) and write an argument supporting which of the main causes was the #1 cause by using valid reasoning and relevant and sufficient evidence.
W.CCR.5	Production and Distribution of Writing Students conduct a short research project on the modern day impact of Globalization on everyday life, writing workshops will be held during the course of the project where students will develop/strengthen their writing as needed by planning, revising, editing, rewriting or trying a new approach.
W.CCR.7	Research to Build and Present Knowledge Students choose a 20 th century topic within one of the four unit themes (<i>Global Conflicts and their Consequences, Science and the Environment, or New Conceptualizations of Global Economy, Society and Culture</i>) and conduct a short research project based focused questions, demonstrating understanding of the subject under investigation.
Writing Standards for Literacy in History / Social Studies	
WSL.11-12.2e	Text Types and Purposes During a writing workshop where students focus in on the defining event of The Cold War, students practice writing concluding statements or sections that follows form or supports the argument presented by focusing on articulating the implications or significance of the topic.
WSL.11-12.4	Production and Distribution of Writing Students write a letter home from the trenches of World War I where students are required to describe what they see, smell, taste, touch, hear, think and feel emotionally about their experiences. Here students are required to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	<ul style="list-style-type: none"> ● Critically analyzes information and make ethical judgments to responsibly address controversial issues ● Communicates through rational and persuasive written and oral arguments to present solutions to controversial issues ● Makes informed and reasoned decisions and accepts responsibility for the consequences of his/her action and/or inactions ● Takes action that will result in a more just and equitable society
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p style="text-align: center;">NJCCS: (2009)</p> <p>An active citizen in the 21st century 6.3.A.12.1 6.3.A.12.2 6.3.B.12.1 6.3.C.12.1 6.3.D.12.1</p> <p style="text-align: center;">Conceptual Objectives:</p> <ul style="list-style-type: none"> ● Continue to develop an understanding of historically thinking with a global perspective by comprehending the five AP World History Themes, the Four Historical Thinking Skills and Geographical Coverage of the course. ● Develop a personal definition of what an active citizen in the 21st century is. 	<p>Instructional Focus (5 weeks):</p> <p>A. Film Analysis B. Student Centered Research Based Projects</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Film Log & Formal Assessment <ul style="list-style-type: none"> ○ Watch <i>Seven Samurai</i> and students keep a film log and character sheet while watching the film. For a final assessment, students write a film review focusing on one of the following three aspects: character, scene or theme. ● Current World Issues <ul style="list-style-type: none"> ○ Students research and present about a current world issue of their interest <p>Sample Instructional Strategies:</p> <ul style="list-style-type: none"> ● Interdisciplinary Connections <ul style="list-style-type: none"> ○ Literature: Create a graphic novel adventure of the Seven Samurai ● Technology Integration <ul style="list-style-type: none"> ○ News Report: Create a news report video about a current world issue ● Global Perspective <ul style="list-style-type: none"> ○ Film Analysis: Compare <i>Seven Samurai</i> and <i>The Magnificent Seven</i> to compare post WWII Japanese & American societies
21st Century Skills:	
<ul style="list-style-type: none"> ● Creativity and Innovation 	

- **Make your own Music Video:** Create your own music video focusing on a significant figure from World History.
- **Critical Thinking and Problem Solving**
 - **Develop your own DBQ:** Create a Document Based Question focusing on the themes associated in AP World History. Be sure to have the direction, the question, a historical background & 8-10 documents. Topics for the DBQ require teacher approval.
- **Communication and Collaboration / Media Literacy**
 - **The Daily Report:** In groups, research, write, film, produce and edit a mock/satirical news program focusing on one of the Units from AP World History.
- **Life and Career Skills**

21st Century Themes (as applies to content area):

- **Financial, Economic, Business, and Entrepreneurial Literacy**
 - **Stock Market Game:** Play the stock market game as a class for 2 weeks using the Stock Market Game website: <http://www.smgww.org/>.
- **Civic Literacy**
 - **World Citizen:** Collaborate & Create in a group a citizenship test for a World Citizen, similar to a citizenship test taken for citizenship in the United States.
- **Health Literacy**
 - **Presentation:** Research and present to the class findings about a current Health issue with worldwide implications. Ex. HIV-AIDS.

S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)

**Common Core State Standards For Literacy in
History/Social Studies
(Grades 11-12 students)**

College and Career Readiness Anchor Standards for Reading

R.CCR.10	<p>Range of Reading and Level of Text Complexity Students watch various historical films to independently and proficiently to comprehend and gather information of life in another historical epoch.</p>
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College and Career Readiness Anchor Standards for Writing

W.CCR.6	<p>Production and Distribution of Writing In groups of three, students will interact and collaborate with others in creating a Prezi Presentation of a virtual museum that would exhibit a History of the World in 9 Objects via a common theme. Thought this project students will produce and publish writing to accompany the virtual museum.</p>
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Writing Standards for Literacy in History / Social Studies

WSL.11-12.5	<p>Production and Distribution of Writing During the course of a short research project on a modern day conflict (<i>Balkans, Arab Israeli, etc.</i>) students work on develop and strengthen writing as needed by planning,</p>
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	revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WSL.11-12.10	Range of Writing – All Units Throughout the course of the year, students are given the opportunity to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (tests, quizzes, essays, etc.) for a range of tasks, purposes, and audiences.

AP Summer Reading Assignment

Before entering AP World History in the fall, students are required to complete a Summer Reading Assignment in preparation for the course. The following is a sample assignment:

The concept of AP World History is to focus on the big ideas, concepts, themes, and trends of history. Instead of focusing on minor events and occurrences, we will focus on the big ideas that have shaped world history and our world today. **Guns, Germs, and Steel: The Fates of Human Societies** is an excellent book to get our minds thinking in this direction.

Part I: Get your Materials

1. Purchase the book **Guns, Germs, and Steel: The Fates of Human Societies** by Jared Diamond. You could get the book at any major bookstore or www.amazon.com. It is available in paperback. (It was a national bestseller and winner of the Pulitzer Prize.) If this obligation presents an economic hardship, please let the instructor know.
2. Purchase a one-subject spiral or composition notebook to record your reflections for this assignment. If this obligation presents an economic hardship, please let the instructor know.

Part II: Pre-Reading Assignment

Before reading the book, record your answers to the following questions in your notebook.

Write a 2 to 3 paragraph response for each question.

1. What is your definition of world history?
2. What interests you about studying world history? Why? What does not? Why?

Part III: Reading Assignment & Reflections

Please read the following chapters in the book:

Prologue *Yali's Question*

Ch. 1: *Up to the Starting Line*

Ch. 2: *A Natural Experiment of History*

Ch. 4: *Farmer Power*

Ch. 9: *Zebras, Unhappy Marriages, and the Anna Karenina Principle*

Ch. 10: *Spacious Skies & Tilted Axes*

Ch. 11: *Lethal Gift of Livestock*

Ch. 12: *Blueprints and Borrowed Letters*
Ch. 13: *Necessity's Mother*
Ch. 14: *From Egalitarianism to Kleptocracy*
Epilogue: *The Future of Human History as a Science*

- For each assigned chapter, including prologue and epilogue, summarize AND or illustrate the “Big ideas”.
 - o Writing Requirement: ½ to 1 page (in the journal) per chapter is sufficient. **Make sure that the words are exclusively your own and that all writing is HANDWRITTEN.**
 - o Illustration Requirement: **For 6 of the chapters, create a visual representation or graphic of an idea or ideas that are presented.** You could use your own artwork if you're artistic or use a collage-type method with cutouts or computer printouts etc.

AP World History Essay Writing Skills

Throughout the course of AP World History, students will be required to write essays in and out of the classroom. This is to show understanding of content material, their ability to think historically, and their capacity to construct a coherent written argument that includes a **thesis supported by relevant historical evidence**. To help in the process, students will participate in various essay-writing workshops that will include sample essays, self-evaluations, peer evaluation & teacher/student evaluations. Students will begin writing essays in pieces: first focusing on the thesis statement, then thesis statements within an introduction, etc. to the point where students can write a historical essay that includes the following aspects:

1. **An introductory paragraph**
 - a. Has **context** by setting the stage for the essay by offering the region(s) and time period this essay will encapsulate
 - b. **Includes the Thesis statement**
 - i. Taking a stand
 - ii. Answering the question
 - iii. Previewing the argument (3 main points)
2. **Body Paragraphs – (For Each Paragraph, Minimum of 3 Paragraphs)**
 - a. Topic Sentence – a general assertion that identifies one aspect of the thesis
 - b. Supporting Details/evidence/examples
 - c. Analysis – explain cause and/or effect of the detail
 - d. Concluding Sentence
3. **Conclusion**
 - a. Stress the importance of the thesis statement – rephrase the thesis in its entirety
 - b. Give the essay a sense of completeness
 - c. Leave a final impression on the reader

After students practice the format of writing a historical essay, students will then apply their knowledge by writing three styles of free response essays found in AP World History: the **Document Based Question (DBQ)** designed to test a student’s ability to work with and understand historical document; the **Continuity & Change Over Time Question (CCOT)**, an essay question that deals specifically with continuity and change over time and which is focused on large global issues such as technology, trade, culture, migrations, and environmental developments; and a **Comparison Question** that analyzes similarities and differences in at least two societies.

Effective answers to essay questions depend in part upon a student’s successful demonstration of a clear understanding (and application) of the meanings of important directive words. The following list indicate the way in which material is to be presented:

- *Analyze*: determine various factors or component parts and examine their nature and relationship
- *Assess/Evaluate*: judge the value or character of something; appraise; weigh the positive and negative points; give an opinion regarding the value of; discuss the advantages and disadvantages of
- *Compare*: examine for the purpose of noting similarities and differences
- *Contrast*: examine in order to show dissimilarities or points of difference
- *Describe*: give an account of; tell about; give a word picture of
- *Discuss*: write about; consider or examine by argument or from various points of view; debate; present the different sides of
- *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of

Writing workshops will then focus on one of the styles of essay writing used in AP World History by using one of three graphic organizers to help students in thinking and planning how to write an essay to the specific question asked. Each graphic organizer is tailored to each style of question: one organizer for the DBQ, one for the CCOT, and one for the Comparison Question. By following this model, students will be able to narrow down specific concepts and content needed to develop and structure their essay. Once planned, a student then should be able to write an essay relevant to the question asked and following the skills associated with writing a historical essay.

By the AP Exam in May, students will be able to exhibit the following skills in writing the essay.

Essay	Students will write an essay that:
DBQ	<ul style="list-style-type: none"> ● Has a relevant thesis and supports that thesis with evidence from the documents ● Uses all of the documents ● Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.

	<ul style="list-style-type: none"> • Takes into account the sources of the documents and analyzes the authors' points of view • Identifies and explains the need for at least one additional type of document
Continuity & Change Over Time	<ul style="list-style-type: none"> • Has a relevant thesis and supports that thesis with appropriate historical evidence • Addresses all parts of the question • Uses world historical context to show continuities and changes over time • Analyzes the process of continuity and change over time
Compare & Contrast	<ul style="list-style-type: none"> • Has a relevant thesis and supports that thesis with appropriate historical evidence • Addresses all parts of the question • Makes direct, relevant comparisons • Analyzes relevant reasons for similarities and differences

General Course Skills

- **General Skills – Students will be able to:**
 - access information from a variety of sources in school and community by
 - using the library media center as a key resource for inquiry and assessment of print and non-print materials, acquiring information through reading.
 - acquiring information through listening and observing.
 - acquiring information through the study of artifacts, art and both print and non-print media.
 - acquiring information from electronic media including the Internet.
 - Develop analytically skills such as
 - classifying information.
 - organizing information.
 - interpreting information.
 - evaluating information
 - synthesizing information
 - communicate orally and in writing.
 - work with others cooperatively.
 - recognize and use primary sources.
 - apply different reading skills as appropriate to reading material to facilitate comprehension.
 - formulate relevant questions.
 - assume a variety of roles in group settings.
 - plan project-related tasks in a timely, efficient and effective manner, alone or with others.

- apply study skills when preparing for quizzes, tests, and exams.
- take advantage of teacher-recommended activities designed to enhance learning.
- **Critical Thinking Skills - Students will be able to:**
 - identify and clarify central issues.
 - recognize underlying assumptions.
 - evaluate evidence or authority.
 - recognize stereotypes and clichés.
 - recognize bias and emotional factors in a presentation.
 - identify the purpose of a reading.
 - bring background knowledge to bear on a new reading.
 - distinguish between verifiable and unverifiable data.
 - distinguish between the relevant and non-relevant.
 - draw and test inferences.
 - distinguish between statements of fact and statements of opinion.
 - determine the strength of an argument.
 - draw warranted conclusions and construct generalizations.
 - identify and explain the significance of several key events and explain why these are turning points in World History.
 - recognize cause and effect relationships of key historical and contemporary conditions/developments.
 - develop and test personal hypotheses.
 - predict possible outcomes.
 - offer approaches to problems.
 - compare various perspectives on selected historical events and characters.
 - use monitoring techniques to check on comprehension.
 - apply decision-making and problem solving techniques.
 - evaluate historical decisions and actions for effectiveness.
 - evaluate the impact of political, social, and economic changes on art, music, and literature.
- **Writing Skills – Students will be able to:**
 - write for a particular purpose.
 - write to a specific audience.
 - select from and use a variety of forms of expression.
 - organize ideas.
 - support ideas.
 - use standard written English.
 - exhibit technical correctness.
 - write creatively using a historical context.
 - use primary source materials to support a thesis (DBQ essay).
 - write a change/continuity over time essay
 - write a comparison essay

- **Computer Skills – Students will be able to:**
 - use library computer system when conducting research.
 - apply computer technology as an aid to thought composition.
 - apply computer technology to the sorting and organizing of information.
 - use technology to solve problems and make decisions.
 - create a computer-generated presentation.
 - use a database where appropriate software is available.
 - search the Internet and CD Rom material to conduct research and gather data.
 - use word processing software to write assignments.
 - o distinguish between reliable and unreliable Internet sites.

- **Map Skills – Students will be able to:**
 - place on a blank map of the world all of the major nation states and empires for each unit of study.
 - locate on a blank map of the world the major bodies of water.
 - locate on a blank map of the world all the major islands and correctly identify the related nation.
 - locate and spell correctly the world’s major rivers, mountain ranges, and peninsulas.
 - compare various maps and draw inferences.
 - use maps and the globe to explain the geographic setting of historical and current events.

- **Picture, Chart, Graph, and Table Interpretation Skills – Students will be able to:**
 - interpret pictures by applying related information and use the material as the basis for drawing conclusions
 - recognize cartoons as materials expressing a point of view and interpret the view expressed
 - note and interpret common symbols used in cartoons.
 - in the use of graphs, charts, and tables compare sizes and quantities to show change, interpret the relationship shown, and draw inferences based upon the data.
 - construct simple graphs, charts, tables, and other pictorial materials (including cartoons).
 - relate information derived from pictures, charts, graphs, and tables to that gained from other sources

- **Understanding Time and Chronology Skills - Students will be able to:**
 - identify what constitutes differences between and duration of various historical periods - (Antiquity, Medieval, Renaissance, etc.).
 - understand and construct time lines, including timelines made using computer technology.
 - place major events of world history in the correct chronological sequence.

- **Social Participation Skills – Students will be able to:**
 - discuss current issues of the teacher's selection in an informed manner.
 - generate points of view regarding the issues discussed that are consistent with democratic principles.
 - listen to other viewpoints with an open mind and express own viewpoints with sensitivity to others.
 - recognize, describe and offer constructive criticism, and respond positively to constructive criticism offered by others
 - lead discussions on selected topics in a seminar setting.

Media Literacy Skills

Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Ascertain credible and questionable sources of information about historical and contemporary events

- Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how the government and the media can influence public opinion.
- Examine ways how can citizens and groups participate effectively in the democratic process
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

Textbooks, Materials and Resources

❑ Main Textbook:

- ❑ Bulliet, Richard, Daniel, R. Headrick, David Northrup, Lyman L. Johnson, and Pamela Kyle Crossley. *The Earth and its Peoples: A Global History, 2nd Edition*. Boston: Houghton Mifflin, 2001.
- ❑ **Primary Source Reader:** Andrea, Alfred j., and James H. Overfield. *The Human Record: Sources in Global History, 4th Edition*. Vols 1 & 2. Boston: Houghton Mifflin, 2001.
- ❑ **Supplemental Textbook:** Stearns, Peter N. *World Civilizations: The Global Experience. 5th Edition*. New York: Pearson Education, Inc, 2007.

❑ Supplemental Material:

A variety of primary and secondary source packets relevant to topics at hand prepared and photocopied by the instructor are utilized throughout the course include selections from:

- ❑ Bentley, Jerry H. *Old World Encounters*
- ❑ Bentley, Jerry H., *Traditions & Encounters: A Global Perspective on the Past*
- ❑ Curtin, Philip D. *Cross Cultural Trade in World History*
- ❑ Diamond, Jarrod. *Guns, Germs and Steel: The Fates of Human Societies*
- ❑ Diamond, Jarrod. *Collapse*
- ❑ Duiker/Spielvogel, *The Essential World History*
- ❑ Fukuyama, Francis *The Origins of Political Order*
- ❑ Goldstone, J. *Why Europe? The Rise of the West in World History*
- ❑ Pacey, Arnold *Technology in World Civilization*
- ❑ Pomeranz, Kenneth, *The World That Trade Created*
- ❑ Reilly, Kevin *Readings in World Civilizations: Volume I & II*
- ❑ Sherman, Dennis, *World Civilizations: Sources, Images, and Interpretations – Volume I & II*
- ❑ Standage, Tom *History of the World in Six Glasses*
- ❑ Stearns, Peter N., *Documents in World History: Volumes I & II*
- ❑ Stearns, Peter N. *World History In Brief*
- ❑ Tignor, Robert, *Worlds Together, Worlds Apart*
- ❑ Weatherford, Jack, *Genghis Khan & the Making of the Modern World*
- ❑ Willis, Jr. John E., *1688: A Global History*

❑ Reference and Additional Resources:

- ❑ A school library, staffed by certified librarians, is available to students throughout the school day as well as before and after school.
- ❑ A District Portal is also available for teachers to create online communities for their classes and act as an extension of the classroom in a ‘virtual’ sense. Students use the Portal’s Wiki function to get information from the instructor, conduct online discussions, create and post collaborative multi-media projects, download documents, handouts, readings, digital recordings and digital videos. Selected Internet websites are also compiled by the teacher and made of use by the students for further research from the Portal.

❑ Audio-Visual:

The following list includes DVD & VHS materials available for classroom use. More audio-visual references will be added when available. Digital videos shown via LCD projector or Smart Board from teacher’s computer are shown in class or can be posted on the Portal. Video clips found on relevant websites, like Bridging World History - <http://www.learner.org/courses/worldhistory/>), also encompass the audio-visual material students have access to.

- Empires* (PBS): The Greeks, The Roman Empire, Japan, Islam, Martin Luther
- Western Man and The Modern World: Towns, Trade, and Fairs
- Timeline Series: The Black Death & The Crusades
- Vikings: PBS Series
- World War I Series (20 min each): Summer of Sarajevo, The Trenches, Wilson and Peace, Allied Intervention in Russia
- Between The Wars Series (20 min each): Versailles: The Lost Peace, Return to Isolation, First Salt Talks, The Great Depression and Foreign Affairs, FDR and Hitler: Their Rise to Power, Conflict of Cultures: Japan and the U.S.
- The Century (ABC Network video series)
- CNN *Millennium Series* (Vol. 1-5)