

SAMPLE SYLLABUS #1

AP[®] World History: Modern

Curricular Requirements

CR1	The teacher and students have access to a college-level world history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.	<i>See pages:</i> 2, 3, 4, 7, 16
CR2	The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).	<i>See pages:</i> 3, 4, 5, 6, 8, 10, 11, 13, 15
CR3	The course provides opportunities to develop student understanding of the course themes.	<i>See pages:</i> 3, 5, 6, 7, 16
CR4	The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes.	<i>See page:</i> 6
CR5	The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation.	<i>See pages:</i> 5, 16
CR6	The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources.	<i>See pages:</i> 3, 8
CR7	The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization.	<i>See page:</i> 7
CR8	The course provides opportunities for students to develop Historical Thinking Skill 5: Making connections through the application of the three historical reasoning processes (comparison, causation, continuity and change).	<i>See pages:</i> 4, 7, 14
CR9	The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation.	<i>See pages:</i> 11, 15

Advanced Placement World History: Modern Sample Syllabus #1

General Course Information:

Required Textbook: Strayer, Robert W., and Eric W. Nelson. *Ways of the World with Sources: For the AP Course*, 3rd ed. Bedford, Freeman and Worth Publishing Group, 2016

CR1

Course Overview:

AP World History: Modern is an introductory college-level modern world history course. Students will cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Successful completion of the course satisfies the core social studies world history requirement for graduation.

Student Practice:

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

CR1

The syllabus must include the following:

- 1.1 Title, author, and publication date of a college-level world history textbook
- 1.2 Specific examples of primary sources from each category, clearly identified:
 - Textual (documents)
 - Visual (images or artwork)
 - Maps
 - Quantitative (charts, tables, graphs)—student-generated sources are not acceptable
- 1.3 Specific examples (title and author) of at least two scholarly secondary sources beyond the course textbook (e.g., journal articles, critical reviews, and monographs).

Course Outline

Unit 1 – The Global Tapestry c. 1200 to c. 1450 (~10–13 class periods)

CR2

Topic	Skill
1.1 Developments in East Asia from c. 1200 to c. 1450	4.A
1.2 Developments in Dar al-Islam from c. 1200 to c. 1450	1.A
1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450	3.A
1.4 State Building in the Americas	3.B
1.5 State Building in Africa	1.B
1.6 Developments in Europe from c. 1200 to c. 1450	1.A
1.7 Comparison in the Period from c. 1200 to c. 1450	6.A

1.1 Developments in East Asia

- Strayer: Tang and Song Dynasties Map **CR1**
- Develop contextualization for the Song Dynasty and build background knowledge by exploring the website of Ebrey, Patricia Buckley. *A Visual Sourcebook of Chinese Civilization* (University of Washington).
- Students will gather information on Chinese cultural traditions by reading the material on the site and exploring the Qinming Scroll. They will practice OPTIC analysis (Overview, Parts, Title, Interrelationship, and Conclusion) to engage with this visual resource. **CR1**
- Revisit the scroll to review technological innovations and their impact on the economy. Students will learn to use the acronym PIECES (Politics: GOV; Innovation: TEC; Environment: ENV; Cultural Developments and Interaction: CDI; Economic Systems: ECN; and Social Interactions and Organization: SIO), all six AP World History themes). In relation to the scroll, they will focus their exploration by applying guided questions from the PIECES themes chart, but with a major focus on technological innovations and their impact. **(Technology and Innovation) CR3**

1.2 Developments in Dar al-Islam

- Suggested outside reading: Strayer text: pp. 364–371 Rise of Islam. Students will view part one of this video resource: a Gardner Films production in association with PBS and Devillier Donegan Enterprises, produced and directed by Robert Gardner, Jonathan Grupper, series writer. *Islam, Empire of Faith*, PBS DVD, distributed by Warner Home Video, 2001.
- Students will practice note-taking with a focus on the development of Islam and its spread using the PIECES themes guide on the topics by reading Chapter 9 in Strayer (pp. 371–382). **(Cultural Developments and Interactions) CR3**

1.3 Developments in South and Southeast Asia

- Students will learn how to identify an author’s claim in an argument by reading an excerpt from the journal article, “Southeast Asia in World History” by Craig Lockard from *World History Connected*, Vol. 5, Issue 1. **CR1** Students will then develop a graphic representation of the components of the author’s argument and the evidence that substantiates the claims of each component. **(Skill 3) CR6**

CR2

The syllabus must include an outline of course content by unit title or topic using any organizational approach to demonstrate the inclusion of required course content.

CR3

The syllabus must include six student activities (e.g., essays, classroom debates, oral presentations, etc.), each of which is appropriately related to one of the six themes. Each activity must be labeled with the related theme. All course themes must be represented in these activities.

CR6

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more scholarly secondary sources**. The syllabus must cite (author and title) or describe the secondary source used for the activity. At least one activity must be labeled with Skill 3.

1.4 State Building in the Americas

- Strayer, Chapter 6: Maya pp. 242–243 and Chaco, Mesa Verde, Cahokia pp. 255–258; Chapter 12, pp. 522–529 (Aztec, Inca).
- Students practice close reading strategies with a reading from Bernal Díaz, *The Conquest of New Spain*, trans. by J. M. Cohen (Harmondsworth: Penguin, 1963), pp. 148–149, 214–215, 236–237. Students will then identify the evidence used in the source as part of their exit ticket from class. **CR1**

1.5 State Building in Africa

- Strayer, Chapter 10: Ethiopia, pp. 414–415. Reinforce reading strategies and annotate Topic 1.5 in their binders. Discuss the visual image on page 415: The Church of St. George, Lalibela, Ethiopia. **CR1**

1.6 Developments in Europe

- Strayer, Chapter 10. Review origins of Christianity, Judaism through jigsawing information from Beck, Roger B. *World History: Patterns of Interaction* (McDougal Littell, 2006), pp. R60–R77.

1.7 Comparison in the Period

- **Comparison:** To introduce the LEQ, students will write a claim explaining the similarities and differences in the processes of state formation in the period 1200 to 1450 CE.

Complete **Personal Progress Check MCQ for Unit 1**

Complete **Personal Progress Check FRQ A for Unit 1**

Complete **Personal Progress Check FRQ B for Unit 1**

Take **Unit 1 Test**

Unit 2 – Networks of Exchange c. 1200 to c. 1450 (~10–13 class periods) **CR2**

Topic	Skill
2.1 The Silk Roads	4.A
2.2 The Mongol Empire and the Making of the Modern World	5.A
2.3 Exchange in the Indian Ocean	5.A
2.4 Trans-Saharan Trade Routes	1.B
2.5 Cultural Consequences of Connectivity	2.A
2.6 Environmental Consequences of Connectivity	5.A
2.7 Comparison of Economic Exchange	6.B

2.1 The Silk Roads

- Background Reading establish contextualization: Strayer, pp. 284–291 The Silk Roads

2.2 The Mongol Empire and the Making of the Modern World

- Use the textbook to create a flow chart that identifies and describes the political, economic, and cultural changes that occurred in Eurasia as a result of the Mongol Empire. Make sure to also identify the continuities during this same time period. **(Skill 5: Continuity and Change) **CR8****

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze patterns of both continuity and change within one time period or across multiple time periods. At least one activity must be labeled with Skill 5: Continuity and Change.

2.3 Exchange in the Indian Ocean

- After reading Strayer’s “Sea Roads: Exchange across the Indian Ocean,” ask students to discuss *How did commercial activity lead to political changes in Southeast Asia?*

2.4 Trans-Saharan Trade Routes

- Assigned Reading: Strayer, pp. 301–305.
- Home Viewing Assignment: *Crash Course World History*, Episode 16, Mansa Musa and Islam in Africa, John Green.
- Students will complete a WebQuest exploring how the introduction of the camel saddle transformed Trans-Saharan trade.

2.5 Cultural Consequences of Connectivity

- Shared Inquiry: Assign a short excerpt, edited to be appropriate for the classroom, from *On the Tatars* by the Arab historian Ibn al-Athir (1220–1221 CE). Ask students to answer and discuss the following questions:
 - ♦ What was the historical situation when this was written?
 - ♦ What do you think was the author’s point of view?
 - ♦ Was he an ally of the Tatars, a neutral observer, or something else? What do you think was the author’s purpose?
 - ♦ Was he promoting the Tatars, condemning them, giving them advice, or something else?
 - ♦ Who do you think was the author’s audience? His neighbors, the Tatar ruler, or someone else? **(Skill 2) CR5**

2.6 Environmental Consequences of Connectivity

- Read Strayer, pp. 483–485 and annotate topic 2.6 in binders.

2.7 Comparison of Economic Exchange

- Students will use Lynda Shaffer’s “Southernization” article to map out the trade routes through which humans have brought food crops to new locations, notating the evidence used by Shaffer to support her argument. **(Humans and the Environment) CR3**

Complete **Personal Progress Check MCQ for Unit 2**

Complete **Personal Progress Check FRQ A for Unit 2**

Complete **Personal Progress Check FRQ B for Unit 2**

Take **Unit 2 Test**

Unit 3 – Land-Based Empires c. 1450 to c. 1750 (~8–11 classes) **CR2**

Topic	Skill
3.1 Empires Expand	1.B
3.2 Empires: Administration	4.A
3.3 Empires: Belief Systems	2.B
3.4 Comparison in Land-Based Empires	6.B

3.1 Empires Expand

- Provide students with the description of the Battle of Panipat in the Baburnama (a primary source on the Mughal conquest of India: Beveridge, Annette Susannah, translator. *Bābur-Nama in English [Memoirs of Bābur]* (Luzac and Company, 1922).

CR5

The syllabus must describe at least one activity in which students analyze a **primary source** for all the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the primary source used for the activity. The source can be textual or visual. At least one activity must be labeled with Skill 2.

- Ask students to use the description from the Baburnama to draw a diagram of the Battle of Panipat. Then have them write a paragraph responding to the following prompt: *Explain the technological factors that contributed to the growth of the Mughal Empire.* (Skill 1) **CR4**
- Read Strayer, pp. 577–586; develop a chart to identify and compare the state-building techniques of various land empires in the Early Modern Period. (Governance) **CR3**

3.2 Empires: Administration

- Use excerpts describing the rulers of the Mughals, Ottomans, French, and Inca empires from the Working with Evidence sources “State Building in the Early Modern Era” in Chapter 13 in the Strayer text. Ask students to read the sources and identify and describe the historical context for the developments described. Use the guiding questions in the text. Have students reread each text and the similarities in methods the rulers used to legitimize and consolidate power.
- Use the Zooming In activity in Strayer, pp. 586–587 to annotate the historical development: the devshirme system in the Ottoman Empire.

3.3 Empires: Belief Systems

- Strayer text, pp. 516–517, 645–656, and 663–664 to understand the historical developments
- Working with Evidence sources “Global Christianity in the Modern Era” in Chapter 15 in the Strayer text. Ask students to read the sources and, using their HIPP acronym, identify the sourcing (point of view, purpose, historical situation, and/or audience). Use the guiding questions in the text.

3.4 Comparison in Land-Based Empires

- Have students review their notes from the unit and then choose a pair of empires to develop an Autopsy of an Empire poster. Modify requirements to reflect a claim and specific evidence to support the argument as the parts.

Complete **Personal Progress Check MCQ for Unit 3**

Complete **Personal Progress Check FRQ A for Unit 3**

Complete **Personal Progress Check FRQ B for Unit 3**

Take **Unit 3 Test**

Unit 4 – Transoceanic Interconnections c. 1450 to c. 1750 (~22–25 class periods) **CR2**

Topic	Skill
4.1 Technological Innovations from 1450 to 1750	4.A
4.2 Exploration: Causes and Events from 1450 to 1750	5.B
4.3 Columbian Exchange	3.B
4.4 Maritime Empires Established	2.A
4.5 Maritime Empires Maintained and Developed	3.A
4.6 Internal and External Challenges to State Power from 1450 to 1750	4.B
4.7 Changing Social Hierarchies from 1450 to 1750	3.D
4.8 Continuity and Change from 1450 to 1750	6.C

CR4

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students identify and explain historical developments and processes. At least one activity must be labeled with Skill 1.

4.1 Technological Innovations from 1450 to 1750

- Students will conduct internet research on technical innovations listed in the illustrative examples – shared Google doc activity.
- Exit slip – Contextualization and Thesis paragraph.

4.2 Exploration: Causes and Events from 1450 to 1750

- Causation: Ask students to brainstorm a list of everything they remember about technological developments in Asia from previous units and what they recently learned about European exploration. Assign students a partner. With their partner, have them create a graphic organizer that maps the causal connections and effects of Asian technological transfer to Europe. (1 class) **(Skill 5: Causation) CR8**
- Reading: Strayer, pp. 554–561 Use to annotate topic in binders.

4.3 Columbian Exchange

- Students will read assigned chapter from Jack Weatherford’s *Indian Givers* and annotate the argument and evidence in their assigned chapter. **CR1** Small groups will discuss their findings from the chapters and develop an argument graphic organizer to present their chapter to the class.

4.4 Maritime Empires Established

- Practice sourcing with HIPP acronym using documents from the 2019 DBQ. Write body paragraphs with a pair of documents to include sourcing (identifying point of view, purpose, historical situation, and/or audience).

4.5 Maritime Empires Maintained and Developed

- Students will view the “City of Potosi” clip from the UNESCO/NHK videos on Heritage and answer the following questions:
 - ♦ How much of the world’s silver during the 16th century was extracted from Potosi?
 - ♦ Why was Potosi referred to as the “El Dorado of the Andes”? (Economic Systems)
- Students will read the Zooming In feature on Potosi in Strayer, pp.614–615 and identify the author’s claim and evidence in the source.

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

- Ask students to read an excerpt from the “Declaration of Pedro Naranjo” (1681) about the Pueblo Revolt. As they read, have them use different colors to highlight the social, economic, and political reasons for rebellion. Next, have students reread their highlighted text and respond to the following prompt with a historically defensible claim. *Explain the most significant causes of the Pueblo Revolt.* **(Skill 4) CR7**

4.7 Changing Social Hierarchies from 1450 to 1750

- Assign the document by Jacob Marcus, *The Jew in the Medieval World: A Sourcebook, 315–1791*, found online from Halsall, Paul. “Jewish History Sourcebook: The Expulsion from Spain, 1492 CE.” *Internet History Sourcebooks Project*, Fordham University, 26 Jan. 1996. Ask students to locate the claim and supporting evidence in the document regarding religious minorities, as well as legal and social divisions. **(Social Interactions and Organization) CR3**

4.8 Continuity and Change from 1450 to 1750

- **Self/Peer Revision:** Have students pair up and ask them to discuss the following prompt and decide which historical reasoning process is best for organizing a response. *Develop an argument that explains how economic developments led to changes in social structures in the period 1450–1750.* Then, ask each student to write a thesis that uses this reasoning process. Have students exchange papers with their partner and discuss the strength and areas for improvement in each thesis. Have students continue this process of peer revision for each paragraph of the essay.

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both causes and effects. At least one activity must be labeled with Skill 5: Causation.

CR7

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students analyze the context of historical events, developments, or processes. At least one activity must be labeled with Skill 4.

Complete **Personal Progress Check MCQ for Unit 4**

Complete **Personal Progress Check FRQ A for Unit 4**

Complete **Personal Progress Check FRQ B for Unit 4**

Take **Unit 4 Test**

Unit 5 – Revolutions c. 1750 to c. 1900 (~20–23 classes) **CR2**

Topic	Skill
5.1 The Enlightenment	3.A
5.2 Nationalism and Revolutions in the Period from 1750 to 1900	3.C
5.3 Industrial Revolution Begins	1.B
5.4 Industrialization Spreads in the Period from 1750 to 1900	5.A
5.5 Technology of the Industrial Age	1.B
5.6 Industrialization: Government’s Role from 1750 to 1900	5.A
5.7 Economic Developments and Innovations in the Industrial Age	5.B
5.8 Reactions to the Industrial Economy from 1750 to 1900	2.B
5.9 Society and the Industrial Age	4.B
5.10 Continuity and Change in the Industrial Age	6.C

5.1 The Enlightenment

- Students will locate the argument in chapters five and six “Coffee in the Age of Reason” in Standage, Tom. *A History of the World in Six Glasses* (Atlantic Books, 2007).
- Strayer, pp.698–714; in addition to reading and annotating their topics, in the class students will review the events on the Map of Time on p.699.
- Strayer, pp.723–725: Students will identify the arguments for women’s rights in this section of the text and analyze the photograph on page 725 to explain how the photograph challenged political and gender hierarchies.

5.2 Nationalism and Revolutions in the Period from 1750 to 1900

- Assign students excerpts from the Declaration of Independence, the “Declaration of the Rights of Man and of the Citizen,” and the “Letter from Jamaica” in order to analyze and compare the arguments of each primary source document. Place students in groups of about eight and have them discuss the following questions:
 - ♦ How does historical context help us understand these documents?
 - ♦ How are the authors’ arguments similar? Why?
 - ♦ How are the authors’ arguments different? Why?
 - ♦ To what extent do you think these documents affected the course of human history? **(Skill 3) CR6**

5.3 Industrial Revolution Begins

- Introduce the Industrial Revolution with the opening to the British Olympics segment titled “Pandemonium.” Student will annotate the historical developments for this topic as they view the segment.
- Strayer, pp. 736–745 Read and annotate topic page for evidence to address the learning objective.

CR6

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more primary sources**. The syllabus must cite (author and title) or describe the primary source used for the activity. At least one activity must be labeled with Skill 3.

5.4 Industrialization Spreads in the Period from 1750 to 1900

- Use the Professional Development resource included on page 103 of the AP World History: Modern CED, “Teaching and Accessing Module—Comparison in Period 5 (Resources on the industrialization of Russia and Japan). Use the “Comparison and Responses to Industrialization Lesson” which will ultimately ask students to: *Evaluate the extent to which industrialization in Japan and Russia were similar during the period 1850–1914.*
- Strayer, pp. 760–766

5.5 Technology of the Industrial Age

- Place students into groups of five. Assign each student a technology from this topic and ask them to research it on their Chromebooks.
- Present students with this task:
 - ♦ Imagine you are on the writing staff of *Scientific American* magazine. Your team is going to write an article entitled “Five Technologies that Changed the World.” The Steam engine, railroad, internal combustion engine, steamship, and telegraph will be the featured technologies; your job is to decide how to rank them.
 - ♦ After reading about your assigned technology, engage in a debate with your group about each technology’s relative importance. As a group, rank them from the most important to the least and write a few paragraphs justifying your decision. (2 classes)

5.6 Industrialization: Government’s Role from 1750 to 1900

- ♦ Continue work from Topics 5.4 and 5.5 to identify patterns and connections. Strayer text, pp. 852–859 and 844–849.

5.7 Economic Developments and Innovations in the Industrial Age

- Students will view *World History Crash Course #25, “Population, Sustainability, and Malthus”* by John Green in order to explain the historical developments.

5.8 Reactions to the Industrial Economy from 1750 to 1900

- In groups of three, assign the descriptions of Manchester from Friedrich Engels’s *The Condition of the Working-Class in England* and the preface to the Wheelan and Co. business directory, 1852.
 - ♦ Ask students to discuss the differences in the descriptions; how the point of view, purpose, and intended audience of the authors might explain the differences; and which description they believe is the most accurate and why.
- Strayer, pp.746–755 and 834–851. Use the text to annotate historical developments.

5.9 Society and the Industrial Age

- Students will analyze the image on Strayer, p.736 to discuss the impact of industrialization on cities.

5.10 Continuity and Change in the Industrial Age

- Write a partial DBQ essay response to a modified version of the 2013 Japan and Russia DBQ, focusing on the Historical Reasoning Process of Continuity and Change Over Time. Students will focus on making a defensible claim, supporting their argument with relevant evidence, employing historical reasoning to organize their evidence in the support of a claim.

Complete **Personal Progress Check MCQ for Unit 5**

Complete **Personal Progress Check FRQ A for Unit 5**

Complete **Personal Progress Check FRQ B for Unit 5**

Complete **Personal Progress Check FRQ C for Unit 5**

Take **Unit 5 Test**

Unit 6 – Consequences of Industrialization c. 1750 to c. 1900 (~12–15 classes) **CR2**

Topic	Skill
6.1 Rationales for Imperialism from 1750 to 1900	4.B
6.2 State Expansion from 1750 to 1900	4.B
6.3 Indigenous Responses to State Expansion from 1750 to 1900	2.C
6.4 Global Economic Development from 1750 to 1900	2.B
6.5 Economic Imperialism from 1750 to 1900	4.B
6.6 Causes of Migration in an Interconnected World	5.B
6.7 Effects of Migration	5.B
6.8 Causation in the Imperial Age	6.D

6.1 Rationales for Imperialism from 1750 to 1900

- Analyze Rudyard Kipling’s poem, *The White Man’s Burden* (1899), excerpts from Immerwahr, Daniel. *How to Hide an Empire: A Short History of the Greater United States* (Farrar, Straus and Giroux, 2019), the political cartoon “An American View of British Imperialism” (1882), p. 790, Strayer, and the 19th-century chart “European Racial Images,” p.791 in Strayer to develop contextualization statements for imperialism.
- View a pair of clips from *Rabbit Proof Fence* (2002) in order to introduce the indigenous perspective versus the British perspective of imperialism in Australia. Gather specific evidence and discuss.

6.2 State Expansion from 1750 to 1900

- Strayer, pp.793–798. Read and annotate the topic. Analyze the map on page 796 to set the context for the “Scramble for Africa.”

6.3 Indigenous Responses to State Expansion from 1750 to 1900

- Divide the class into groups of four. Provide each group member with the documents from the *2009 AP Exam document-based question on imperialism in Africa*.
- Model how to explain the historical significance of purpose for document 1. Assign each student one or two of the remaining documents. Ask students to read their document and write a paragraph explaining the relative historical significance of the source’s point of view, purpose, historical situation, or audience. Then have them take turns leading a group discussion about the significance of their document’s point of view, purpose, situation, or audience.

6.4 Global Economic Development from 1750 to 1900

- Use the “Available Resource” on page 119 (the 6.4 topic page) in the *World History: Modern CED* by Tantala, Renee. “AP World History: East Africa, the Western Indian Ocean Basin, and the World Economy, 1760 to 1880”. Students will develop a snapshot map of the region exploring the learning objective: Explain how various environmental factors contributed to the development of the global economy from 1750–1900. Make sure to include how the source’s point of view, purpose, historical situation, and/or audience might affect its interpretation.

6.5 Economic Imperialism from 1750 to 1900

- Strayer, pp. 802–813 and pp.768–770. Assign students a section of the text and have them develop a graphic representation of their portion that shows how various economic factors contributed to the development of the global economy.

6.6 Causes of Migration in an Interconnected World

- After reading: McKeown, Adam, “Global Migration 1846–1940” in *Journal of World History*, vol. 15 no. 2, 2004, pp. 155–189. *Project MUSE*, ask students to write a few paragraphs responding to the following question: How do economic, environmental, and technological factors converge to cause migration? Ask students to peer review a classmate’s work to ensure that they have accurately connected the economy, environment, technology, and migration. Have students discuss possible revisions to improve their work.

6.7 Effects of Migration

- Using the Illustrative examples from page 123 (the 6.7 topic page) in the World History: Modern CED, have students conduct independent research and develop a causation map showing how their assigned ethnic enclave reflects the effects of migration on society from 1750 to 1900. Their map should include a drawing or photo of the enclave.

6.8 Causation in the Imperial Age

- Teach complexity in the DBQ by revisiting a modified “Scramble for Africa” DBQ. After grouping the documents, ask students to work in pairs to develop their arguments using an argument tower activity that includes notecards demonstrating all aspects of the DBQ Scoring Guide. (Skill 6) **CR9**

Complete **Personal Progress Check MCQ for Unit 6**

Complete **Personal Progress Check FRQ A for Unit 6**

Complete **Personal Progress Check FRQ B for Unit 6**

Take **Unit 6 Test**

Unit 7 – Global Conflict c. 1900 to the present (~9–12 classes) **CR2**

Topic	Skill
7.1 Shifting Power After 1900	4.B
7.2 Causes of World War I	1.B
7.3 Conducting World War I	3.B
7.4 The Economy in the Interwar Period	2.C
7.5 Unresolved Tensions After World War I	2.C
7.6 Causes of World War II	2.C
7.7 Conducting World War II	3.D
7.8 Mass Atrocities After 1900	5.B
7.9 Causation in Global Conflict	6.D

CR9

The syllabus must describe at least two activities (including at least one essay) in which students do all of the following:

- Make a historically defensible claim;
- Support an argument using specific and relevant evidence;
- Use historical reasoning to explain relationships among pieces of historical evidence; and Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. At least two activities must be labeled with Skill 6.

7.1 Shifting Power After 1900

- Use the handouts from the “Available Resource” module on Continuity and Change to develop contextualization for the time period.
- Analyze the political cartoon in Strayer, p. 832, “Carving up the Pie of China” through an OPTIC analysis. Ask students to focus on the “T” of the analysis to identify the thematic factors that contributed to the changes in China.
- Wrap up with “Working with Evidence – Changing China” Strayer, pp. 863–871 and focus on the “Doing History” questions on page 871 to analyze change.

7.2 Causes of World War I

- Assign John Green’s *Crash Course World History* 209 “How WWI started” and ask students to annotate their topic page by using the guiding questions from their PIECES themes chart.
- Have students work in pairs to determine who started WWI using primary sources.

7.3 Conducting World War I

- Provide students with the “In-Depth article Total War” in Stearns, Peter N., et al. *World Civilizations: The Global Experience: AP Edition*. 5th ed. (Pearson, 2007). Ask students to identify the author’s claim and evidence for his argument and develop an argument graphic organizer.
- Expanding the Boundaries. Conduct a discussion of expanding the narrative beyond the traditional teaching of WWI.

7.4 The Economy in the Interwar Period

- Conduct a shared Inquiry by assigning extended excerpts of Lázaro Cárdenas’s “Speech to the Nation” (1938) and Joseph Stalin’s “Industrialization of the Country and the Right Deviation in the C.P.S.U.(B.)” (1928) before class. In small groups, ask students to reread the documents and discuss the following questions, supporting their responses with examples from the text:
 - ♦ What is each author’s purpose and audience?
 - ♦ What is the significance of each source’s point of view, purpose, historical situation, and/or audience?
 - ♦ How are they similar and different?
 - ♦ Discuss the changes and continuities associated with the Mexican and Russian revolutions. (Topic 7.1)
 - ♦ How does the historical situation in each country help you understand the similarities and differences?
 - ♦ Discuss the economic changes that you studied in Units 5 and 6. How does this help you understand the historical significance of each author’s point of view?

7.5 Unresolved Tensions After World War I

- Assign Strayer, pp.887–891 for homework and ask students to annotate the topic page before coming to class.
- Provide students with the documents “Lessons for the Colonized from the Slaughter in the Trenches” in Stearns, Peter N., et al. *World Civilizations: The Global Experience: AP Edition*, 5th ed. (Pearson, 2007). Complete a HIPP analysis and discuss the limitations of the source.

7.6 Causes of World War II

- Strayer, “Working with Evidence – Ideologies of Axis Powers,” pp. 922–927. Use the guiding questions for the “Doing History” section on page 927 to have a class discussion. Students will submit a paragraph that answers the prompt, “Evaluate the extent to which the ideologies of the Axis Powers caused WWII.” In the paragraph they will consider the significance of the sources used to build the paragraph.

7.7 Conducting World War II

- Ask students to read and annotate “The Century of Total War” section of “War and the Environment” by Richard P. Tucker before class. Facilitate a student discussion of the following questions:
 - What is the author’s argument?
 - What evidence does he use to support his argument?
 - Is there additional evidence from before or during this time period that would support or refute the author’s argument?
 - Do you agree with the author’s argument? Why or why not?

7.8 Mass Atrocities After 1900

- Strayer, pp.902–903 “Zooming In – Etty Hillesum, Witness to the Holocaust.” Ask students to read the story and answer the following question: “What were the first signs of the Holocaust and how did Hillesum react to them?”
- Using the illustrative examples, assign topics to student pairs to research. Create a class shared Google Slides presentation. Ask students to focus on the theme: Social Interactions and Organization to prepare their slide. Exit slip: Explain the consequences of mass atrocities from 1900 to the present.

7.9 Causation in Global Conflict

- Ask students to review the various sources discussed and analyzed over the entire unit. They should work in small groups to develop a DBQ that answers the learning objective: “Explain the relative significance of the cause of global conflict in the period 1900 to the present.” Their goal is to use one of the four ways to develop a complex argument as defined in skill 6.D.

Complete **Personal Progress Check MCQ for Unit 7**

Complete **Personal Progress Check FRQ A for Unit 7**

Complete **Personal Progress Check FRQ B for Unit 7**

Take **Unit 7 Test**

Unit 8 – Cold War and Decolonization c. 1900 to the present (~14–17 classes) **CR2**

Topic	Skill
8.1 Setting the Stage for the Cold War and Decolonization	4.B
8.2 The Cold War	2.B
8.3 Effects of the Cold War	5.B
8.4 Spread of Communism after 1900	2.C
8.5 Decolonization After 1900	5.B
8.6 Newly Independent States	3.D
8.7 Global Resistance to Established Power Structures After 1900	2.B
8.8 End of the Cold War	1.B
8.9 Causation in the Age of the Cold War and Decolonization	6.D

8.1 Setting the Stage for the Cold War and Decolonization

- Reading assignment: Strayer, pp.947–952.
- Display Paul Plaschke’s cartoon of the Yalta Conference (1945). Ask students to write a quick reply to the following prompt: Predict how this cartoon might provide context for understanding Unit 8. Ask a few students to share and debrief by discussing how the events of World War II provide essential context for understanding the Cold War.

8.2 The Cold War

- Reading assignment: Strayer, pp.952–958.
- Use the Cuban Revolution documents from the 2011 AP Practice Exam. Cut the documents up and place in Ziploc bags. Give the documents to students to determine the best way to group them to form an argument. Have students use the documents to respond to the learning objective for this topic with a claim/thesis statement and then practice writing explanations on how or why the document’s point of view, purpose, situation, or audience is relevant to that argument. As students work, ask them to seek feedback and suggestions from classmates.

8.3 Effects of the Cold War

- Have students split into two groups one researching the United States and the other the Soviet Union. Each group will use Strayer to research how both sides sought to maintain influence over other countries during the Cold War (i.e., NATO, Warsaw Pact, and proxy wars). After listening to both groups present out on their findings, students will individually write a brief essay analyzing the similarities and differences between the United States and the Soviet Union’s actions. **(Skill 5: Comparison) CR8**

8.4 Spread of Communism After 1900

- Reading assignment: Strayer, pp.952–958.
- Ask students to complete an OPTIC analysis of the “Poster Art in Mao’s China” in Strayer, pp. 967–973. After completing the OPTI part of the analysis, ask students to write the C portion and include a sourcing statement explaining the significance of the source’s point of view, purpose, historical situation, and/or audience.

8.5 Decolonization After 1900

- Reading assignment: Strayer, pp.983–1010.
- Form student groups of four. Have students develop a snapshot map to include the various illustrative examples on the topics page by conducting independent research.
- The map should include a short essay comparing the different processes their chosen countries used to pursue independence.

8.6 Newly Independent States

- Have students compare arguments advocating for the end of British colonial rule in India and Ireland from reading excerpts of Mahatma Gandhi’s *Hind Swaraj* (1909) and Michael Collins’ *Paths to Freedom* (1922). They will write a short response that provides specific evidence from the primary sources to substantiate their comparative claims about the arguments of Gandhi and Collins.

8.7 Global Resistance to Established Power Structures After 1900

- Reading assignment: Strayer, pp.975–982
- Ask students to review the set of documents “Gandhi, King and Mandela: What Made Non-Violence Work?” in Brady, Charles, and Philip Roden. *Document Based Questions in World History*. DBQ Project, 2005. Have students summarize the point of view, purpose, historical situation, and/or audience for each source.
- Next, students will prepare a debate to explore the extent to which nonviolence was successful in bringing about change.

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both similarities and differences of related historical developments and processes across regions, periods, or societies (or within one society). At least one activity must be labeled with Skill 5: Comparison.

8.8 End of the Cold War

- Have students read and annotate “The Events of 1989–1992” section of “1789–1792 and 1989–1992: Global Interaction of Social Movements” by Patrick Manning before class. In small groups, have students discuss the author’s argument and then create a political cartoon that summarizes and explains the social movements discussed.

8.9 Causation in the Age of the Cold War and Decolonization

- Provide students with the following claim: *The Cold War increased the influence of the United States in the world but ultimately weakened the influence of Russia.*
- Lead a discussion about how to develop a complex argument that supports a claim like this as well as acknowledges and discusses evidence that contradicts it. Ask students to submit a complete essay by the end of class demonstrating all parts of the Argumentation skill. (Skill 6) **CR9**

Complete **Personal Progress Check MCQ for Unit 8**

Complete **Personal Progress Check FRQ A for Unit 8**

Complete **Personal Progress Check FRQ B for Unit 8**

Take **Unit 8 Test**

Unit 9 – Globalization c. 1900 to the present (~8–11 classes) **CR2**

Topic	Skill
9.1 Advances in Technology and Exchange after 1900	5.A
9.2 Technological Advances and Limitations after 1900: Disease	5.B
9.3 Technological Advances: Debates About the Environment After 1900	4.B
9.4 Economics in the Global Age	2.C
9.5 Calls for Reform and Responses After 1900	4.B
9.6 Globalized Culture After 1900	4.B
9.7 Resistance to Globalization After 1900	2.C
9.8 Institutions Developing in a Globalized World	3.C
9.9 Continuity and Change in a Globalized World	6.D

9.1 Advances in Technology and Exchange After 1900

- Reading Assignment: Strayer, pp. 1052–1061 – annotate the topic page.
- Students analyze documents from the 2011 Green Revolution DBQ and watch segments from the *Mankind: The Story of us All* documentary about atomic energy and innovations in medical technology. Students will then write an essay explaining *how the development of new technologies changed the world from 1900 to present.*

9.2 Technological Advances and Limitations After 1900: Disease

- Display photographs from the 1918 influenza pandemic found on the Regional History from the National Archives website.
- Ask students to think about the technological, geopolitical, and environmental continuities and changes they studied in previous units. Have students create a list of continuities and changes that help us understand the developments depicted in the photo. Next, have students work with a partner to create a concept web that explains the connections between the 1918 influenza pandemic and at least two other major changes or continuities in the early part of the 20th century.

9.3 Technological Advances: Debates About the Environment After 1900

- Brainstorm with the whole class for the following LEQ style question: “Evaluate the extent to which human activity caused environmental changes in the period from 1900 to the present.” Use the Global – Regional – Local strategy. Students will develop individual Contextualization and Thesis statement paragraphs to include an evaluative and complex thesis.

9.4 Economics in the Global Age

- Reading Assignment: Strayer, pp. 1024–1036 – annotate the topic page.
- Analyze the data in the Snapshot “Global Development and Inequality” 2011 in Strayer, p.1031 through an AP-style MC question (quantitative source). **CR1**
Students debate the impact of per capita income on various statistical indicators related to standard of living. **(Economic Systems) CR3**
- Give students the “Pinochet’s Achievements” section of Margaret Thatcher’s speech on Pinochet at the Conservative Party Conference. Ask students to fact check Thatcher by conducting research on each of the claims she makes about Pinochet in the document. Have students rate the accuracy of Thatcher’s speech, focusing on any potential limitations of the source, and write a brief report justifying their rating.

9.5 Calls for Reform and Responses After 1900

- Reading Assignment: Strayer, pp. 1036–1041 – annotate the topic page.
- Assign student pairs a topic from the illustrative examples. Conduct independent research and develop a Google Slides presentation as a class. Each slide will contain information about the event, a visual, and a contextualization statement about the event.

9.6 Globalized Culture After 1900

- Ask students to choose one of the illustrative examples of global culture. Conduct research to develop a poster promoting the example. The poster should include the context in which the example arose.

9.7 Resistance to Globalization After 1900.

- Have students use “Barbie and Her Competitors in the Muslim World” (Strayer, pp. 1046–47) to analyze responses to increasing globalization making sure to discuss the significance of this source’s point of view, purpose, historical situation, and/or audience. **(Skill 2) CR5**

9.8 Institutions Developing in a Globalized World

- Modify the research project from *SS.7.C.4.2 - Recognize Government and Citizen Participation in International Organizations* (CPalms.org, 2019). Ask students to compare the arguments or main ideas in two of the sources.

9.9 Continuity and Change in a Globalized World

- Organize students into small groups. Display the learning objective for Topic 9.9. Ask students to write a claim supported by a paragraph with specific historical evidence that argues for a change but qualifies the argument by acknowledging continuity.

Complete **Personal Progress Check MCQ for Unit 9**

Complete **Personal Progress Check FRQ A for Unit 9**

Complete **Personal Progress Check FRQ B for Unit 9**

Take **Unit 9 Test**

CR5

The syllabus must describe at least one activity in which students analyze a **scholarly secondary source** for at least one of the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the secondary source used for the activity. At least one activity must be labeled with Skill 2.

Review and Mock Exam (15 Classes)

Conduct a variety of review activities to prepare students to take a full mock AP Exam.

- Use the full set of learning objectives from the AP World History: Modern CED to conduct a speed-dating session. Students face each other in pairs. The first student will read the learning objective. The second student will woo the first student by providing specific evidence to support the learning objective. The first student's job is to continue to draw evidence until the round is over. Students will trade partners, rotating throughout the room and practicing with multiple learning objectives.
- Thematic analysis – Use the thematic focus statements from the AP World History: Modern CED to create a set of colored theme cards. Ask students to post the objectives beneath the classroom poster to match the unit they came from. Conduct a class discussion to discuss patterns. Finish by using the thematic focus statements to create posters.
- Jigsaw the units and ask students to develop a list of academic vocabulary and a list of historical developments for their assigned unit and topics. Create a shared Google Slides presentation.
- Maps, graphs, and visuals challenge. Jigsaw the units and ask students to find three different visual representations of the assigned topic. Tie the visual to theme.
- Conduct a mock exam.
- Debrief the exam by having students calculate their scores and find the areas they need to review more deeply.