

NYS Learning/Core Standard	Content/Skills (What needs to be taught?)	Curriculum Materials Used	Assessments Used (Benchmarks)	Time Line
<p>NYS: 1, 2, 3, 4, 5</p> <p>CCLS: W1, W2, W4, R3, R4, 7, R9</p>	<p>Period 4: Global Interactions 1450-1750 Key Concept 4.1. Globalizing Networks of Communication and Exchange Key Concept 4.2. New Forms of Social Organization and Modes of Productions Key Concept 4.3 State Consolidation and Imperial Expansion[CR3]</p> <p>Topics for Discussion [CR5a], [CR5b], [CR5c], [CR5d] & [CR5e]</p> <ul style="list-style-type: none"> • Transformations in Europe – Renaissance to Scientific Revolution • Encounters and Exchange: Reconquista, Europe in Africa, Spanish in the Americas • Encounters and Exchange: Portuguese and Indian Ocean Trade networks, Southwest Asian trade networks and the Ming Slave trade/Rise of Qing • Labor Systems in the Atlantic World—The Africanization of the Americas • The Columbian Exchange in Atlantic and Pacific Context • Expansion of Global Economy and Absolutism: Muslim, Tokugawa, and Romanov empires • Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Atlantic slave trade, and expansion of Islam in sub-Saharan Africa 	<p>Sources: Spodek textbook: chapters 12-15 Stearns textbook: chapters 19, 20 Maps (in text)</p> <p>Supplemental Readings or reader (such as but limited to) Wallech, "Modern World: Commercial Revolution" Online, castas art Stearns, <i>Economy and Society in Latin America</i> Stearns text, <i>The world shrinks, 1450-1750</i>(periodization) [CR11] Strayer text, <i>Debating the Character of an Era</i> [CR11] Lynn White, Jr., <i>The Historical Roots of our Ecological Crisis</i> Lynda Shaffer, <i>Southernization</i> Andre Gunder Frank, <i>Asian-based World Economy 1400-1800: a horizontally integrative macrohistory</i></p>	<p>Seminar-style discussion Analysis and classification of data in assigned readings. Quizzes Tests</p> <p>W1: Write arguments focused on discipline-specific content. W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them. R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. R9: Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>Selected activities:</p> <ul style="list-style-type: none"> • Interpret Maps Discuss the continuities and changes represented in maps on the Protestant Revolution, then compare the events, changes and continuities depicted in the maps with the textbook description. 	<p>Time period: 16 weeks</p>

			<ul style="list-style-type: none">• Debate: “Religion played a larger role in trade networks than physical geography.” Students must incorporate information from Atlantic, Pacific and Indian Ocean networks. [CR12]• Point of View Analysis: Build a case arguing whether Christopher Columbus or Zheng He was the ‘greatest’ - students develop own categories for judging the twofigures, based upon use of primary documents. Then use the sharing of the POV Analysis to develop a Change and Continuity chart. [CR12]• Analyze and Discuss [Theme 5] View 18th century Spanish castas art and discuss the intent of creating more than a dozen race categories and its socioeconomic impact, as indicated in the art work.<ol style="list-style-type: none">1. Short Answer: Contrast the working conditions and social status of Mita Laborers, Mingado, and Russian serfs [CR12]• Essay (Theme 1 and 2) Analyze the social, economic and <u>environmental</u> changes brought about by sugar monoculture in the New World.• Essay (Theme 2 and 3) Compare and contrast external migrations (coming in from another regions) in TWO of the following world regions:	
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			<p>North America, South America, South Asia, East Asia; from 1450-1750.</p> <ul style="list-style-type: none">• Assess the arguments and assumptions of White and Shaffer regarding the earlier Chinese success and the economic /environmental consequences of that success.[CR 7 & 12] Compare this with Frank’s arguments and assumptions• Farcebook® Create a Farcebook® poster, based upon categories of information found on a Facebook page. Topics include, but are not limited to Nzinga Mbemba, Tupac Amaru, Toussaint L’Ouverture, Moctezuma II, Atahualpa, King Afonso of Kongo, Akbar, Shah Jahan, Aurangzeb, Ismail, Tahmasp, Abbas,Hongwu, Emperor Kangxi, Emperor Yongzheng and Emperor Qianlong etc. In addition to biographical information, students must create fictional, but plausible postings for ‘the wall’ and identify social/political/ economic ‘Causes’ that for which the leaders could plausible have sympathy. Lastly, students locate and include modern song lyrics that the historical figure would ‘like’ and justify the appeal of	
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			<p>those songs.</p> <ul style="list-style-type: none"> • Create map [Theme 3 and 4] Interpret text sources describing social and economic activities within the correct area of Africa that were connect to the slave trade and slavery, 15th-19th centuries and determine where on an unlabeled physical map of Africa they belong. 	
<p>NYS: 1, 2, 3, 4, 5</p> <p>CCLS: W1, W2, W4, R3, R4, 7, R9</p>	<p>Period 5: Industrialization and Global Integration, 1750 to 1900</p> <ul style="list-style-type: none"> • Key Concept 5.1. Industrialization and Global Capitalism • Key Concept 5.2. Imperialism and Nation—State Formation • Key Concept 5.3. Nationalism, Revolution and Reform • Key Concept 5.4. Global Migration [CR3] <p>Topics for Discussion</p> <ul style="list-style-type: none"> • European Enlightenment • American, French, Haitian, and Latin American Revolutions • Napoleonic Wars/Congress of Vienna/ Conservatism vs. Liberalism • British Industrial Revolution • De-Industrialization of India and Egypt • Imperialism and Modernization • Anti-Slavery, suffrage, labor movements, anti-imperialist movements, non- industrial reactions • Reaction to industrialism and modernization 	<p>Sources</p> <ul style="list-style-type: none"> • Textbook <ul style="list-style-type: none"> Spodek, chapters 16-18, Stearns, 25-27 Strayer, Chapters 19-20 <p>Supplemental readings</p> <p>The United States Bill of Rights The English Bill of Rights Toussaint L’Ouverture, Letter to the Directory A call to expel the British: The Azamgarh Proclamation Olaudah Equiano, The Interesting Narrative Testimony for the Factory Act 1833 Jamaican Letter by Símon Bolívar The United States Declaration of Independence Karl Marx, Communist Manifesto Map, A German View of political control in the Pacific, 1859 Russian and Asian reactions to the West in Stearns, <i>Documents of World History</i> From <i>Old Malacca</i> by Sarnia Hayes Hoyt “Spreading the Faith: Missionary Enterprise in South and Southeast Asia,” in Stearns</p>	<p>Seminar-style discussion Analysis and classification of data in assigned readings. Quizzes Tests</p> <p>W1: Write arguments focused on discipline-specific content. W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them. R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. R9: Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>Selected Activities and</p>	<p>Time Period: 12 weeks</p>

			<p>Assessments</p> <p>Discussion Compare and contrast the changes and continuities in the rights, responsibilities and treatment of women in Enlightenment Europe, colonial India, Egypt and west Africa.</p> <p>Essasy[Theme 2 and 3] Analyze the cause and effect relationship between the European Enlightenment and the revolutions of the Western Hemisphere.</p> <p>Discussion [Theme 3 and 4] of how developments from the Atlantic System, World trade, Migrations impacted the Ottoman Empire</p> <p>Diagram Following a series of prompts linked to historical developments in England, 1744-1850, to change a rural village into an early industrial city in the “Urban Game.” Students note the lack of urban planning and schools, and excess of bars, cemeteries and tenements. This lends itself to a cost/benefit discuss of early industrialization and a discussion of implicit social values</p> <p>Write Around Students are put into groups of 4. Each person in the group is handed 1 of 4 different prompts and must support or refute it. Then the papers are handed to the right and the activity is repeated 3 more times, until everyone in group has responded to each prompt. Examples of prompts include: Britain’s economic assets made it possible for it to be the first to industrialize; Clothing is the key to industrialization; The Industrial Revolution improved the status of women; and Capitalism caused socialism. [theme 4 and 5]</p> <p>Discussion of social, political and economic costs and benefits of</p>	
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<p>NYS: 1, 2, 3, 4, 5</p> <p>CCLS: W1, W2, W4, R3, R4, 7, R9</p>	<p>Period 6: Accelerating Global Change and Realignment, 1900 - Present [CR3]</p> <ul style="list-style-type: none"> • Key Concept 6.1. Science and the Environment • Key Concept 6.2. Global Conflicts and Their Consequences • Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture <p>Time Period: 13 weeks</p> <p>Topics for Discussion</p> <ul style="list-style-type: none"> • World War I, Total War, and Reactions to the Fourteen Points • Rise of Consumerism and Internalization of Culture • Depression and Authoritarian Responses • World War II and Forced Migrations • United Nations and Decolonization • Cold War, Imperialism, and the End of the Cold War • The Information and Communication Technologies Revolution 	<ul style="list-style-type: none"> • Spodek textbook, chapters 19-24 –Stearns textbook, chapters 28-36 • Maps (in text) <p>Supplemental Readings or Reader (such as but not limited to):</p> <p>Balfour Declaration, 1917</p> <p>Anglo-French Declaration of November 1918</p> <p>Rowlatt Acts</p> <p>Woodrow Wilson <i>Fourteen Points</i></p> <p>WWI propaganda posters in Reilly and online</p> <p>Mexican Constitution of 1917</p> <p>Mao Zedong, <i>Problems of China's Revolutionary War by Mao Zedong – 1936</i></p> <p>The Meaning of Hitler by Sebastian Haffner, excerpt</p> <p>The Holocaust: The Destruction of European Jewry, 1933-1945, excerpt</p> <p>The Holocaust: testimony of Kurt Gerstein, excerpt</p> <p>Elie Wiesel, “Commemorative Address at the National Civic Commemoration,” in <i>Days of Remembrance, 1984</i></p> <p>“Chemical Warfare: Return of the Silen Killer,” Time (August 22, 1988) excerpt</p> <p>Benito Mussolini, <i>The Political and Social Doctrine of Fascism Testimony</i></p> <p>Yamaoka Michiko <i>The Bombing of Hiroshima—1945</i></p> <p>“What is an American?” The Nation, May 10, 1948</p> <p>Staff Report to the Senate Committee on Foreign Relations, <i>Chemical Weapons Use in Kurdistan: Iraq's Final Offensive</i> (September 21, 1988), excerpt</p> <p>Issues of cultural identity: Africa and Latin America (Stearns)</p> <p>Women in the Third World (Stearns)</p> <p>Philippe Legrain, “<i>Cultural</i></p>	<p>comparison.</p> <p>Seminar-style discussion</p> <p>Analysis and classification of data in assigned readings.</p> <p>Quizzes</p> <p>Tests</p> <p>W1: Write arguments focused on discipline-specific content.</p> <p>W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them.</p> <p>R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.</p> <p>R9: Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>Selected Activities and Assessments</p> <p>Interpret Graph Verbally explain what the choices are implicit in a classic Guns-Butter graph. Use this to analyze this Hermann Goering quote, “Would you rather have butter or guns?...Preparedness makes us powerful. Butter merely makes us fat.” Extend this discussion to current US economic choices.</p> <p>[CR14]</p>	<p>Time Period: 13 weeks</p>
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		<p><i>Globalization Is Not Americanization</i>” (Reilly) Tables showing variety of income and life expectancies around the world in 2000 (p.450 Maps of Time)</p>	<p>Photo analysis [theme 1, 2, 3, 4 and 5]Using historical photos from gettyimages.com, analyze what changes represented in the images would have prompted B.G. Tilak’s famous quote, “swaraj is my birthright, and I shall have it!” [CR14] Venn diagram: compare and contrast slogans for change as represented in political slogans, Chinese nationalism, “nationalism democracy and people’s livelihood” with a) French revolution, “Liberty, Equality, and Fraternity;” and with Russian Revolution b) “Peace, Land, Bread”. This activity requires the student to analyze the historical context of these phrases and determine the values of each society at the time. Document Sort: read and analyze diverse documents from legal consultants at Nuremberg, Russian scientists, American scientists, Hiroshima survivor, high level government officials and the United Nations regarding attitudes in the 1945-1961 era toward the use of nuclear weapons. Annotated timeline: Create an annotated timeline of 100 Cold War events or developments from 1945-1991 which categorizes the events as strengthening communism or strengthening democracy. Essay Compare and contrast the Armenian genocide with Japanese war crimes, 1937-1945 [CR 12] Presentation: Select 6 unique cartoons from online sources, 1989 to present, matching each element of GRAPES (Geography and demographics, Religion and ideology, Arts and Achievements, Politics, Economics and Social). Each cartoon should reflect a</p>	
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			<p>different modern issue. A minimum of 3 different AP regions should be represented. For each cartoon, write a summary of the issue presented, identify the artist point of view and explain the connection(s) between the cartoon and the GRAPES element. (Synthesis) [CR 13 & 14]</p>	
<p>NYS: 1, 2, 3, 4, 5</p>	<p>Review</p> <p>Selected Activities and Assessments Point of View Practice identify predictability, reliability and motive/purpose/goal in documents which appeared in a French Revolution AP Europ DBQ Test Accurately identify each component of each free response rubric. Discriminate between requirements for each of the 3 writing formats. Identify steps to take to get the extended points in the rubric. Test Accurately draw the AP World regions on an unlabeled political world map. Accurately identify the region in which 40 empires/countries/nations are located. Compare and contrast AP DBQs with New York State DBQs. Practice writing thesis statements and evaluating thesis statements of others. Practice labeling DBQ documents in the 10 minute time frame allotted. Practice grouping documents and justifying groupings. Practice explicitly linking each document back to the thesis statement Create charts, similar to a Venn diagram, identifying changes and continuities and explaining WHY items stays the same.</p>		<p>Selected Activities and Assessments Point of View Practice identify predictability, reliability and motive/purpose/goal in documents which appeared in a French Revolution AP Europ DBQ Test Accurately identify each component of each free response rubric. Discriminate between requirements for each of the 3 writing formats. Identify steps to take to get the extended points in the rubric. Test Accurately draw the AP World regions on an unlabeled political world map. Accurately identify the region in which 40 empires/countries/nations are located. Compare and contrast AP DBQs with New York State DBQs. Practice writing thesis statements and evaluating thesis statements of others. Practice labeling DBQ documents in the 10 minute time frame allotted. Practice grouping documents and justifying groupings. Practice explicitly linking each document back to the thesis statement Create charts, similar to a Venn diagram, identifying changes and continuities and explaining WHY items stays the same.</p>	<p>Time Frame: 3 weeks</p>

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SUBJECT: AP World*

GRADE: 10

*cross-referenced with AP World College Board required standards