

Advanced Placement World History Syllabus

Course Overview

The study of World History is a process whereby students will gain an understanding of the processes occurring in human development over the broad sweep of time from the early beginnings of human history to the present. To make sense of this vast sweep of time and space, the time frame of history is broken into specific time periods that will be analyzed by students to gain an understanding of the cultural, political, economic, social, intellectual, and technological advances made by peoples in various regions over the span of time. Included in this study will be student analysis of emerging patterns in history that are embedded in the overarching themes in the study of world history. The skills needed to analyze the patterns and themes of history will be introduced and practiced by students developing habits of mind that prepare students for the Advanced Placement Exam taken at the end of the school year.

Habits of Mind

1. Construct an argument using evidence to support the historic argument.
2. Analyze primary and secondary source documents to determine the purpose, context, point of view, bias, and to demonstrate understanding of historic interpretations.
3. Demonstrate the ability to understand change and continuity over time.
4. Identify global patterns over time and space with the ability to link local or regional development with global ones, along with the identification of regional or local events and their connection to global patterns of development.
5. The ability to compare and contrast societies and the impact of reactions in societies to global patterns.
6. Interpret and analyze diversity within cultures noting commonalities and differences among peoples in historic context while avoiding judgment and seeking understanding.

Overarching Themes in World History

1. Similarities and differences in the rise and fall of civilizations and empires.
2. Patterns of global connections (trade).
3. Impact of technology, geography, and demography on the environment.
4. Systems of social and gender structures and their change over time.
5. The development and role of religion in societies noting their similarities and differences.
6. Cultural and intellectual development within societies and the exchange of these developments among societies.
7. The change in structures of government and states including the emergence of the nation state with focus on attitudes toward the state and political identities.
8. Identification of the major turning points in history with analysis of their cause and effect upon history.

Materials and Resources

Texts: Students will use the following text and supplemental resources.

Bentley, J, & Ziegler, H. *Traditions and Encounters*. New York: McGraw Hill, 2006.

Barber, R. Fields, L. Riggs, C. *Reading the Global Past Volume I: Prehistory to 1500*. Boston: Bedford Books, 1998.

Barber, R. Fields, L. Riggs, C. *Reading the Global Past Volume II: 1500 to the Present*. Boston: Bedford Books, 1998.

Document-Based Questions: Strategies and Practices. New York, McDougal Littell, 2006.

Georgia Public Broadcasting Video Streams. Unitedstreaming. Available at:
<http://gpb.unitedstreaming.com/>.

Reilly, K. *Worlds of History, A Comparative Reader Volume I: To 1550*. Boston, Bedford Books, 2000.

Reilly, K. *Worlds of History, A Comparative Reader Volume II: Since 1400*. Boston, Bedford Books, 2000.

Materials: Each student will use the following materials for the course.

1. 2-3 CD Roms for electronic hard copies of papers, notes, Power Point notes, and course activities and tasks.
2. Black pens for in class writing assignments
3. Course binder (three ring binder with dividers for class notes and discussion, research and information gathering, rough drafts of essays, map and geography skills, graphic organizers, supplemental reading notes, and other teacher generated course handouts.
4. Other materials as needed to complete culminating performance tasks.

Grading: Grades will be calculated on the following percentages:

Unit Examinations:	25%
Essays	25%
Projects	25%
Class Work, Homework, Quizzes, Tests	25%
Semester Exam	15% of total grade

Unit examinations are given at the end of each unit and will consist of multiple-choice, short answer responses, map and skill based questions, and an essay component. The semester examination is a comprehensive assessment of the content learned along with student demonstration of their knowledge of emerging patterns and themes in history.

Essays are assigned on a regular basis with a week to two week timeline of preparation. Students will demonstrate their ability to interpret, analyze, compare and contrast, and evaluate events in history along with analysis of document based questions.

First and second semester projects are determined by the teacher dependent upon student interest and choice for in depth study. Performance based projects will be discussed in teacher/student conferences conducted on an individual basis.

Class work, homework, quizzes, and tests determine student understanding of the content and skills to be learned in the course. These tasks for teacher assessment will include reading assignments with critical reading questions, vocabulary and content quizzes, map, and other information processing skills to be completed in and out of class.

Course Outline

Unit I	Foundations of History	14%	(6 weeks)
Unit II	1000—1450	22%	(7 weeks)
Unit III	1450—1750	22%	(7 weeks)
Unit IV	1750—1914	20%	(7 weeks)
Unit V	1914—the present	22%	(8 weeks)

Major Learning Tasks:

Reading for Information: Reading from the text and supplemental reading assignments provide students the content knowledge needed to classify information in thematic strands over time. In addition to text and supplemental readings, students will gather and seek information from other source texts and the internet to complete in depth assignments and projects. Students will use guided reading questions, Cornell notes, and other note-taking strategies to develop comprehension from their reading of course materials.

Identification of People: It is important to know the contributions and accomplishments of individuals to understand the story of history.

Identification of Terms and Concepts: Social Studies has a specific vocabulary important to understanding the patterns, and development of history over time. These key words and concepts must be understood to understand the context, point of view, perspective, and developments of societies over time.

Map Skills and Geography: A deeper understanding of the global nature of human interactions is dependent upon student understanding of the part that location, human interaction with the environment, distance, and landscapes have also played in their underlying impacts that have shaped the human story.

Interpretation of Primary and Secondary Sources: Reading to understand point of view, perspective, bias, and context are important skills in the study of history and our understanding of the factors shaping and motivating human behaviors.

Writing: Developing the ability to write logical, coherent, and cohesive communications is a critical skill in preparing students for their lives in and outside of the classroom. Through their study of history, they will begin the process of identifying critical issues, examining those issues, and communicating their own ideas about issues through the writing process.

Analysis of Themes and Patterns in history: students will analyze and evaluate emerging patterns and event in history with attention to cause and effect relationships, comparison of emerging trends, and the solutions to problems and decisions created by policy and ideology over time.

Course Outline

Unit I: Foundations—World History Prior to 1000CE (6 weeks)

Overview:

The emergence of human beings on the global scene and the historic story that unfolded over time was based on the acquisition of knowledge and skills that led to the development of complex societies. These societies served as the foundation for the world that we live in today. To understand this time period, analysis of the development and interplay of the geographic landscape, use of resources, technology, emergence of value and belief systems, along with stratification in social structures, political organization, and specialization of labor set the stage for the continued development of human beings across the globe.

A. Early Human History

Essential Questions of the Lessons:

1. What is the study of history and geography?

- a. Why is it important to study history?
- b. What role do historians play in society?
- c. How has geography shaped the development of humankind?
- d. What are the basic continents, bodies of water, mountains, and regions of the world?

2. What are the essential questions of human life?

- a. Who made me?
- b. Why am I here?
- c. What will happen to me when life ceases?
- d. What is my purpose in life?

3. How did human beings evolve to dominate the planet Earth?

- a. Who were the earliest humans and what characteristics did they possess?
- b. What were the characteristics of development in the Paleolithic, Mesolithic, and Neolithic Eras?
- c. How did the Neolithic Revolution occur?
- d. Why is the Neolithic Revolution a turning point in history?
- e. How did people in towns and villages organize themselves into civilizations?

B. Development of Civilizations and Empires

1. What are the traits of a civilization?

- a. What are the common characteristics of a civilization?
- b. Where did the first civilizations occur in human history?
- c. What were the social, political, religious, intellectual, technological, and economic characteristics of the earliest civilizations?

- d. What were the similarities and differences among these civilizations?
- e. What role did religion, monumental architecture, writing systems, and the development of literature play in these civilizations?

2. How did long distance trade develop and contribute to cultural diffusion?

- a. What were the earliest forms of transportation used by ancient civilizations in the development of long distance trade?
- b. What surplus goods were exchanged between the earliest civilizations?
- c. What role did conflict, warfare, and technological innovation play in the development of early empires?

3. How did political authority develop from nomadic and pastoral societies to the exercise of political authority in empires?

- a. How did leadership roles develop in the ancient world?
- b. How did power change over time from persuasive to coercive powers?
- c. What role did political leaders have in ancient civilizations?
- d. Why and how did legal systems develop?
- e. What are the similarities and differences in leadership roles between in the civilizations emerging across the globe?
- f. What changes occurred within civilizations that led to empire building?

4. What were the first empires and what led to their establishment?

- a. What led to the desire for more land and power?
- b. What technological advances allowed for the expansion of power?
- c. Were there similarities and differences in how empires used their authority?
- d. How were large empires administrated?
- e. What changes occurred in the world as a result of the formation of empires?
- f. What were the geographic boundaries and locations of the first empires?

5. What are the factors for the rise and fall of civilizations and empires?

- a. Were the factors leading to the rise and fall of a civilization the same or different?
- b. Could the rise of one civilization lead to the decline of another?
- c. Are all civilizations destined to rise and fall? If so, what is the most telling sign that a civilization is in decline?

6. What goods from what regions were traded along the Silk Road?

- a. Why did Chinese civilization remain isolated even with the benefit of the Silk Road?
- b. What impact did disease traveling on the road have on Rome and the Han Dynasty?

7. What are the major belief systems that developed in the world at this time?

- a. How did major belief systems and religion develop in the ancient world?
- b. What were the similarities and differences between the major religions?
- c. In what regions of the world did major religions rise and how did belief systems spread to other regions in the time period?

Assignments

1. View the teacher generated Power Point Presentations: *Maslow's Hierarchy, Hallmarks of Humanity, Early Man to the Neolithic Revolution, Traits of Civilizations, Early River Valley Civilizations, People of Mesopotamia, Egypt, India, China, The Hebrews, Lydians, and Phoenicians, Minoans and Mycenaeans, Greece, Alexander the Great, Rome, The Rise of Empires, Cross Cultural Exchanges on the Silk Road, Religions of the World, and Assignment Discovery: When Civilizations End, and Writing in the Social Studies.*
2. Read Chapter 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12 in *Traditions and Encounters* text.
3. View supplemental video segments from Georgia Public Broadcasting's Video Streams. Film clips assigned are: *Toward Civilizations, Egypt: Cycle of Life, Greece: Isle of Revelation, Great Books: Plato's Republic, Alexander the Great, and Destiny Determined: Power and Ritual in Asia.*
4. Complete guided reading questions using the Cornell Note taking strategy for reading of selected text.
5. Complete teacher generated learning tasks aligned with video stream viewing.
6. Complete teacher generated graphic organizers to classify information for civilizations studied by students including comparisons and snapshots required in the curriculum such as: 1) comparison of major religions, 2) role of women in various religions, 3) why collapse of empire was more severe in Europe than Asia, and 4) role of nomadic groups in the collapse of empires.
7. Complete map and skill handouts on geographic location and trade routes.
8. Writing Workshop: Short Answer Questions
9. Write an essay on the following question: *What role did innovation play in the Neolithic Revolution and how has innovation continued to change agriculture over time in history?*
10. DBQ Essay: *Ancient Civilizations.*
11. Read "Prehistory and the Development of Civilization" from *The Global Past Volume I* p. 1-3.
12. Read "Early Writings" p. 35-40 in *The Global Past Volume I.*
13. Write a formal essay response to this question: *What are some of the different purposes of writing in the early civilizations? Give specific examples to support your conclusion.*
14. Read p. 58-67 from *The Global Past Volume I* on the topic of *Emperors and the Legitimacy of Rule.*
15. Write a formal essay response to this question: *How did the Roman and Han emperors legitimize their rule through the use of ideology? Be sure to include an explanation of the ideologies they used in their statements.*
16. Create a map tracing Silk Road trade routes including goods exchanged from the emergence of the trade route to 1000 CE.
17. Construct a chart demonstrating knowledge of how and where major religions developed including the values, beliefs, practices, rituals, and sacred writings that are valued by the people of the world who practice the religions.
18. Complete all essential questions of the lessons for the unit of study along with assessment study guides.
19. Participate in a Socratic Seminar in class on this topic: *Trade and Exchange, and Empire.*

20. Complete all formal assessments, and summative or unit assessments for the unit.

Unit II: 1000-1450 CE (7 weeks)

Overview:

The movement of peoples in search of land and resources had a profound impact upon the ancient world. With the fall of the Roman Empire, the rise of Byzantium, Islam, and the redefinition of European culture and society had a profound impact on cultural exchanges. The rise of the Mongol Empire left a lasting impact on Asian societies while the growth of Sub-Saharan African empires and Islamic expansion into Africa made lasting changes within African cultures. The expansion of states and civilizations in the Americas, and a religious war between the east-and west that would leave a lasting legacy upon which new trade patterns, political structures, and economic exchanges would occur across the globe.

A. The Rise of Islam and Regional States

Essential Questions of the Lessons:

1. What were the unique features of the Byzantine Empire?

- What elements in the Roman Empire did the Byzantines inherit?
- How was Byzantine government organized?
- What was the significance of Justinian's *Body of Civil Law*?
- What led to the schism in Christianity between Rome and Constantinople?
- What problems led to the decline and ultimate fall of the Byzantine Empire?

2. What were the social, political, religious, intellectual, technological, and economic characteristics of Islam?

- What were the fundamental beliefs of Islam?
- How did Islam expand beyond a religious movement to embrace political authority and geographic expansion?
- How did the split within Islam between the Sunni and Shia occur?
- How did the Abbasids and Umayyads come to power?
- What factors contributed to Islamic growth and expansion?
- What were the similarities and differences in Abbasid and Umayyad rule?

3. How did China reorganize itself politically after the fall of the Han Dynasty?

- What led to the rise and fall of the Tang and Song Dynasties?
- How did China's view of itself shape its relations with others?
- What technological, commercial, and economic changes occurred during this time?
- How did new philosophies and ideas interact with existing philosophies within China?

4. How did India's location impact its development as a clearinghouse for goods and ideas in Asia?

- What led to the collapse of imperial rule in India?

- b. After the fall of central authority, what political organizations were developed?
- c. What role did India play as a center for commercial interests, trade, and as a center for the diffusion of ideas throughout Asia?

B. The Emergence of Europe Out of the Dark and the Rise of Nomadic Empires

1. What political, social, religious, and economic institutions emerged in Europe after the disorder resulting from the fall of the Roman Empire?

- a. What were the contributions of the reign of Charlemagne and why did his empire fail to last?
- b. What was the impact on Europe of Scandinavian invasions and raids?
- c. How did feudalism and manorialism lay the foundations for a strong Europe?
- d. What role did the Roman Catholic Church provide in establishing cultural unity?
- e. What were the advantages and disadvantages of highly de-centralized governments?
- f. What did the monarchies emerging in France, England, and Spain have in common?
- e. How were the monarchies different?
- g. What significant agricultural, technological, commercial, and ideological changes occurred in Europe in the late Middle Ages?
- h. How did renewed trade contacts with the east change feudal Europe?

2. What led to the success of nomadic peoples of Asia in establishing control over vast territories?

- a. Why were Mongol armies so powerful and successful?
- b. How did the Mongol armies successfully conquer China?
- c. Why were Mongol leaders better conquerors than administrators?
- d. How did the Mongols integrate Eurasian cultures?
- e. What led to the downfall of Mongol rule?
- f. Who were the Turks and how did they conquer the Byzantine Empire?

3. What led to the development of large kingdoms and states in Africa?

- a. What role did trade play in the development of African kingdoms?
- b. How were the Kingdom of Ghana and Kingdom of Kongo different and the same?
- c. How did the Songhai influence trade in the Islamic world?
- d. How did the slave trade of Africa set the stage for the Atlantic slave trade?

4. What are the distinctive features of the societies and civilizations emerging in the Americas?

- a. What were the similarities and differences between the peoples of North and South America?
- b. What were the social, political, economic, religious, and cultural characteristics of the Mesoamerican civilizations in the Americas?

Assignments

1. View teacher generated Power Point Presentations on content: *Post Classical World, Byzantine Empire, Christian Europe, Early Medieval Society, Economy*

- and Society of Islam, Foundations of Christian Society, England: Rise of a Nation, Expansive Empires, Expansive Realm of Islam, Nomadic Empires and Eurasia, Resurgence of Empires in East Asia, Mesoamerican Empires, and the Mongol Empire,*
2. Read Chapters 13, 14, 15, 16, 17, 18, 19, 20, 21, and 22 in *Traditions and Encounters*.
 3. Complete all guided reading and reading strategy tasks.
 4. Organize content to be learned using graphic organizers generated by the teacher to complete comparisons and snapshots required in the curriculum such as: 1) European and Japanese feudalism, 2) compare European monarchies to those in Africa, 3) contrast role of cities in Italy and Africa, and 4) Aztec and Incan Empires.
 5. View the following video streams from Georgia Public Broadcast: *Mesoamerica: A History of Central America, Feudal Systems: The Castles at War, Byzantium, Conquerors: Sulyeman the Magnificent, The High Middle Ages, The Black Death, Horsepower: Harnessed for War, “Civilizations in Conflict: Byzantium, Islam, and the Crusades”, and Religions of the World.*
 6. Complete critical thinking activities after viewing video stream segments.
 7. Writing Workshop: Thematic Essay: *Economic and Social Change*
 8. DBQ: “*Reforms in the Roman Catholic Church Between 900-1200*” or *Causes and Effects of the Crusades*.
 9. Read the text selection from *Reading the Global Past: Prehistory to 1500* p. 78-81: *The Breakup of Empires into Regional States*, and p. 86-88: *Another Look at Geographic Factors in Chinese Regionalism*. Answer the critical thinking questions based on the analysis and learning gained from the readings.
 10. Complete map skills practice on *Ancient Trade Routes, Geographic Features of Asia, Resources in North America, Growth of Islam, The Crusades, Japan, Africa, Route and Spread of the Plague*.
 11. Complete the following essay topics for the unit of study: *Compare Japanese and European Feudalism*, and *Analyze the impact of Viking and Chinese exploration on trade and settlement*.
 12. Complete essential questions of the lesson along with assessment study guides.
 13. Participate in classroom discussions and Socratic Seminars based on the topic: *The Spread of the World’s Religions and Feudalism*.
 14. Complete all formal and summative assessments.

Unit III: 1450—1750 (7 weeks)

Overview:

Before 1500, peoples of the world were generally isolated from one another. The exploration of the world by Europeans would bring dramatic global change. Exchanges between the “old world” and “new world” resulted in long lasting effects that changed the diet and demographic location of people, create a population explosion in Europe and near genocide of indigenous peoples in the Americas, and lead to new policies and attitudes in economy, culture, and the society leading to the first phase of modernity.

A. Emergence of the Modern World

Essential Questions of the Lesson:

1. What are the features of modernity and how did it lead to increasing globalization of trade with conflict?

- a. What led to the first phase of modernity?
- b. What continued developments led to the second and third phases of modernity?
- c. Is the world still in the modern phase of history?

2 How did Europe transform itself from regional to global power from 1500-1750?

- a. What were the political and economic factors that led to the Italian Renaissance?
- b. How did the Renaissance change Europe?
- c. What was the pattern of diffusion that emerged during the Renaissance?
- d. Who were the influential people of the Renaissance, and what were the cultural changes that occurred as a result of the Renaissance?
- e. How did the Protestant Reformation lead to a spirit of freedom that supported a change in the view of the world by Europeans?
- f. What resources and institutions supported the growth of nation states in Europe?
- g. How did nation states differ in their development?
- h. What led to the economic and intellectual transformation of Europe?
- i. After the period of exploration ended, what were the similarities and differences in European colonization patterns in the new world?

3. What were the causes and effects of oceanic exploration by Europeans?

- a. How did the tiny country of Portugal gain supremacy over trade in the Indian Ocean, and how did it lose its supremacy?
- b. What were the economic consequences of economic trade between continents?
- c. What is the relationship between Zheng He, Marco Polo, and Bartolomeu Dias?

4. What changes occurred in Africa and Asia from 1500—1750?

- a. Did African states and kingdoms benefit from European trade?
- b. Why did the trans-Atlantic slave trade occur and what were its consequences for Africa, and European colonies?
- c. Why was it difficult for slaves to gain their freedom after arriving in the new world?
- d. What led to the rise and fall of the Ming and Qing dynasties?
- e. What led to the rise of the Tokugawa shoguns in Japan?
- f. What led Asia to follow policies of isolation?
- g. What were the successes and failures of Christian mission attempts in Asia?

5. What were the distinguishing features of the Islamic Empires emerging after the fall of Constantinople in 1453?

- a. What led to the rise of the Ottoman Empire and how did it differ from the Byzantines?
- b. What led to the rise of the Safavid dynasty in Persia and Mughal dynasty in India?
- c. How were the empires the same and how were they different?

- d. What were the political, social, intellectual, religious, intellectual, and technological, traits of these empires?

B. Commercial Revolution and the Rise of Absolutism

6. What were the long lasting effects were a result of the Commercial Revolution, and how did it contribute to the growth of absolutism in European governments?

- a. How did mercantilism, as an economic theory, impact nation's policies and efforts in the exploration and colonization of the new world?
- b. What changes occurred in the exchange of money, and investment in the early stages of colonization?
- c. What role did monarchs play in the development of a national ideal leading to the control of resources and wealth by the elite of Europe?
- d. What were the key features of European absolutism?

Assignments

1. View the teacher generated Power Point presentations entitled: *Renaissance and Reformation, Discovery and Exploration, Explorers, Colonial Development, Expansion of Islam, Asian Isolationism: Where Does It Come From?, African States and Trans-Atlantic Slavery, Emergence of Islamic Empires, and Commercial and Scientific Revolutions.*
2. Read Chapters 22, 23, 24, 25, 26, 27, 28, and 29 in *Traditions and Encounters.*
3. View supplemental video streams from Georgia Public Broadcasting's Video Streams: *China: From Past to Present, Renaissance Part I: Historical Beginnings, Renaissance Part II: Science, Architecture, Exploration, and Religious Reform, and Great Age of Exploration*
4. Complete all guided reading activities, and graphic organizers to classify information regarding major comparisons and snapshots required in the curriculum such as: 1) European monarchy with Asian empires, 2) Labor systems in Africa and the Americas, and 3) Empire building in Asia, Africa, and Europe
5. Complete supplemental reading task "Slave Trader" in *Worlds of History: A Comparative Reader.*
6. Complete the DBQ: "Global Epidemics" in *Document Based Questions* by McDougall Littell.
7. On a world map, label and locate European routes of exploration identifying the explorer and the nation represented along with European spheres of influence created by exploration in the time period.
8. Writing Workshop: Write a formal essay on this topic: *Discuss the factors for exploration and the efforts of Spain, France, and England to carve out colonial settlements in the Americas, and Evaluate the long term consequences of the trans-Atlantic slave trade on the continent of Africa.*
9. Read Olaudah Equiano's, "Enslaved Captive" in *Worlds of History: A Comparative Reader.* Respond to his comments on slavery in a formal essay to this question: *Discuss Equiano's suggestion that those responsible for slavery are hypocrites to their professed religious values and beliefs.*

10. Conduct a Socratic Seminar on Slavery Across the Globe.
11. Complete all essential questions of the lesson and study guides for assessment.
12. Complete all summative assessments.

Unit IV: 1750—1914 (7 weeks)

Overview:

New ideas and intellectual philosophies will lead to a new view of man's relationship with the world in which he lived as well as rapid revolutionary changes in social and political structures. Absolutism dominated much of the European political scene followed by intense nationalism across the globe. These movements coincided with revolutionary developments in industry and commerce that changed patterns of trade and led to dominance by those nations rich in resources to fuel continued economic expansion.

A. An Age of Revolution

1. What were the causes and effects of revolutions in science, in the Americas, France, Latin America, and industry?

- a. What changes occurred in European societies as a result of the revolution in scientific thought?
- b. Is there a relationship in the acceptance of new scientific ideas and the quality of life for people? If so, how did life improve in this time period? If not, why not?
- c. What were the political, social, and cultural effects of the Commercial Revolution? The Scientific Revolution?
- d. What were the economic, political, and cultural events occurring that led to revolutions in the Americas?
- e. What relationship did the American Revolution have with political revolutions occurring later in France and Latin America?
- f. What events led to the Taiping Uprising in China and the Meiji Revolution in Japan?
- g. What similarities can be found in the historical significance of the Neolithic and industrial revolutions?
- h. How did industrial change occur in Europe, America, and Japan?
- i. What demographic changes as a result of the Industrial Revolution in America and Europe?

2. How did nationalism occur as a political force across the globe?

- a. What factors led to an emergence of nationalism as a political ideology?
- b. What role did nationalism play in unification movements in Japan, the Zulu nation, Italy, and Germany?
- c. What role did Jewish Zionism play in the development of the Middle East?
- d. How could the American Civil War be linked to nationalistic attitudes?
- e. How did nationalist sentiment lead to failures of the Ottoman Empire, Austrian-Hungarian Empire, and Russian Empire?

B. Imperialism and Revolutionary ideas in Intellectual Thought

1. How did imperialistic ambitions of nations change the world scene, and how were these ambitions justified?

- a. How did imperialism increase conflict between nations?
- b. What were the consequences of imperialistic ambitions in Africa and Asia?
- c. What intellectual ideas and developments helped to shape the actions of nations in regard to their political and social policies?
- d. What events in history resulted from these intellectual developments?

2. What relationship occurred between science and western thought in the time period?

- a. How did the acquisition of scientific knowledge spread across the globe?
- b. How did faith in science lead to a more secular world?
- c. What impact did the growth of industry and technology have on national rivalries, and the reaction of nations to those rivalries?

Assignments:

1. Read Chapters 29, 30, 31, 32, and 33 in *Traditions and Encounters*.
2. Complete all guided reading questions and reading strategy tasks
3. Complete all teacher generated graphic organizers to classify information regarding major comparisons and snapshots in the curriculum such as: 1) causes of industrialization in America, Europe, and Japan, 2) comparing causes and effects of revolutions in the time period, 3) comparing reactions to imperialism across the globe, 4) comparative analysis of nationalistic movements across the globe, and 5) comparing the role and lives of middle class women with those in the working class.
4. View teacher generated Power Point Presentations entitled: *American Revolution*, *Haitian Revolution*, *Industrialization*, *Italian and German Unification*, *Balkan Unification*, *Japan*, *Age of Imperialism*, *History of the Panama Canal*, and *Intellectualism in the Early 20th Century*.
5. View supplemental video streams on Georgia Public Broadcasting: *All About the Enlightenment*, *European Tour: History and Tradition (Napoleon segment)*, *French Revolution*, and *Industrial Revolution*. Respond to critical thinking short response questions based on film segments.
6. Read supplemental readings responding to critical thinking questions on the topic of nationalism and imperialism: *Confessions of Faith* by Cecil Rhodes, and *The Need for Emigration and Expansion* by Hashimoto Kingaro in *The Global Past: Volume II* pages 79-91.
7. Write an essay response to this topic from *The Global Past: Volume II* p. 95: *How did imperialists use racist or nationalistic ideas to build or expand empires?*
8. Discuss the relationship between the following pairs: *white man's burden and Social Darwinism*, *capitalism and colonialism*, *Monroe Doctrine and the Panama Canal*.
9. Label and identify on a world map the carving out of Africa and Asia by Europeans and others during the Age of Imperialism.
10. Write an essay on this topic: *Compare French direct rule with that of British direct rule during the period of imperialistic expansion.*

11. Participate in a Socratic Seminar on this issue in World History: *Technology Unites the World*.
12. Complete a teacher generated Geography Skills pack compiled by the teacher.
13. Complete all formal and summative assessments.

Unit V: 1914—Present (8 weeks)

Overview:

For most of the 20th Century, conflict accompanied by economic depression dominated the historic landscape. The conflicts engulfed the entire world creating mass changes in demographic locations, intolerance for ethnicity, and growing economic competition that sowed the seeds for tremendous destruction impacting and changing the economic, political, social, and cultural landscape of the world.

Essential Questions of the Lessons:

A. Political and Economic Conflicts

1. How did imperialistic and nationalistic ambitions contribute to international tensions before WWI?

- a. What ethnic groups in particular were most interested in self-determination?
- b. What was the “spark” that ignited WWI?
- c. What was the typical experience of soldiers during WWI?
- d. How did propaganda influence citizen’s attitude about the world war, and why did those attitudes change?
- e. What role did the United States play in WWI?
- f. Why did President Wilson’s policy proposals fail to be implemented after the war?
- g. Was WWI a preventable war? Can you envision a realistic scenario by which the outbreak of the war could have been averted?

2. How did political and individual attitudes of disillusionment impact young intellectuals in the post-war years?

- a. How did attitudes of uncertainty impact art, literature, and social values?
- b. What factors led to political extremism after WWI?
- c. What are the basic political, social, and economic policies of fascism, communism, and Nazism?
- d. What political factions dominated Japanese politics in the post war years?
- e. What role did the US play in the financial interests of Latin America? Why could historians call American policies economic imperialism?
- f. What political factions emerged in China between WWI and WWII? How did political values and ideas change China?

3. How did the policies of appeasement, isolationism, and alliances lead to a new conflict that would become the most destructive force witnessed by people in world history?

- a. What policies were pursued by the western democracies when confronted with the

- extreme policies of fascists and communists?
- b. How were WWI and WWII examples of the concept of total war?
 - c. What ideas and values supported the policy of genocide in WWII?
 - d. What were the political alliances forged by various nations in the time period, and how did these alliances work together politically?
 - e. What policy decisions were made by the Allies during the war at conferences attended by leaders, and what impact did decisions made at these conferences have on the post war world?

4. What factors contributed to a “cold war” between the emerging superpowers, Russia and the United States, after WWII?

- a. Why was Berlin divided among Allied forces after WWII, and what events and policies by Allied nations occurred due to its division?
- b. What events led to a policy of containment by the United States government, and what were the long range events that occurred as a result of the policy decision?
- c. How did the “domino theory” impact US foreign policy during the Cold War?
- d. What were the similarities and differences in the defeats of the US and Russia in Vietnam, and Afghanistan?
- e. Why and how did the Soviet Empire collapse?

B. The End of Empires

1. What were the key events that led to the end of global empires in the late 20th century, and new conflicts occurring throughout the world as a result of new political systems?

- a. What wars of liberation changed the landscape of Asia and Africa?
- b. What was the basis of new alliances between nations from the 20th to 21st centuries?
- c. What has been the global impact of the creation of Israel, and what were the political and social consequences of its inception?

2. What has been the global impact of the medical, transportation, agricultural, and technological revolutions occurring in the late 20th and early 21st centuries?

- a. What changed occurred based on new innovative ideas impacting movement of people, production of farm produce, growth of medicine, and communication?
- b. What impact have the multinational corporations, and global interdependence had on economic exchanges?
- c. What will be the impact of the exponential growth of the population on the environment, and how have nations responded to these issues?
- d. Is concern for the impact of industrialization on the environment justified?

- e. What worldwide institutions support globalization, and what events in some nations have led to a resistance to globalization?
- f. What comparisons can be made between the new AIDS epidemic and its impact in Africa in relation to the bubonic plague of the late middle ages?

Assignments:

1. Read Chapters 34, 35, 36, 37, 38, 39, and 40 in *Traditions and Encounters*.
2. Complete all guided reading questions and graphic organizers to classify information from text reading, along with completion of comparisons and snapshots required in the curriculum such as: 1) patterns of decolonization in India and Africa, 2) the role of revolution in Russia and Cuba, 3) impact of world wars outside of Europe and the United States, 4) compare legacies of colonialism, 5) east-west conflict in the context of the Cold War, 6) comparing nationalist ideologies with colonial environments, and 7) the impact of western consumerism on civilizations outside of Europe.
3. View teacher generated Power Point Presentations on these topics: *WWI, Russian Revolution, Global Depression and Rise of Extremism, WWII, The Cold War, Agricultural, Medical, Transportation, and Communication Revolutions, and Global Interdependence*.
4. View supplemental video streams on Georgia Public Broadcasting on these topics: *Last of the Czars, America in the 20th Century, WWII: The Pacific, The Cold War, Israel and Palestine: Roots of Conflict, Israel and Palestine: The Fight for Peace, Fighting 20th Century Tyranny, Holocaust, Civilizations: Abuses of Power, China Rises, and Africa Today*.
5. Complete critical thinking questions based on video stream viewing.
6. Read supplemental materials and answer critical thinking questions from *The Global Past: Volume II. Technology as Cause or Effect* by Carlo Cipollo p. 151-157. and *Technology as Progress and Technology as Threat* by Edward Wenk Jr. p. 157-165.
7. Complete a Geography packet generated by the teacher reflecting the time period from a variety of resources.
8. Write formal essays on these topics: *Compare and contrast the Russian Revolution with the communist revolution in China. Discuss changes in society in Europe, Asia, America, and Africa as a result of technological changes in the mid to late 20th century. What impact did dynamic leaders play in events leading to World War II and its immediate aftermath?*
9. Write a DBQ essay on this topic: *Changing Roles of Women in Europe, Asia, and the Americas in the 20th century. How has multiculturalism changed the modern view of ethnicity?*
10. Participate in a Socratic Seminar on: Technology and Change.
11. Complete all formal assessments, and summative assessments.

Examples of Performance Based Projects to be assigned to students:

Students will select a performance task from the list below. After a conference with the teacher and the task is selected, it will be completed by the end of the first semester. All

performance based projects will be evaluated with a teacher generated rubric. Students may choose to work in cooperative groups or on an individual basis.

1. Read *Medea* by Euripides. Write a new modern day play based on the story and perform the play for the whole classroom group creating a script for performance, props, costumes, and performing the script as written for the whole classroom group.
2. Students will create an Ancient Civilizations Museum for display in the school. Cooperative groups will be assigned the task of designing and implementing an exhibit to be housed in their in-school museum piece.
3. Students will research myths, fables, epics, and folklore. They will write a formal research paper on the importance of myths and epics in culture, and how they serve as a moral compass for the behavior of people in society, both ancient and modern. Students will use the Turabian or Chicago Style format for the paper.
4. Students will research and write a formal term paper on the theme of “Compromise and Conflict” found within the two time frames of study. Students may select the topic of the paper using the Turabian Style format. Students will present their final term paper to the whole classroom group in an oral presentation with one exhibit display.

Example of teacher generated graphic organizer for students to classify information, or organize notes:

Characteristic	Mesopotamia	Egypt: Nile River	Indus River Valley
Organized society			
Specialization of labor			
Social Structure			
Role of Religion			
Writings			

Culture			
Monumental Architecture			
Educational Progress/Technology			

Example of Decision Making Model for concept based learning:

<p>The Problem: What is the problem facing the civilization? What events led to the problem?</p>	
<p>Events Occurring Because of the Problem What actions did people or governments take because of the problem?</p>	

What was the eventual action taken to find a solution to the problem?	
Was the problem solved? What impact did the solutions have after actions were taken?	