

Unit 1: World History Advanced Placement

Technological and Environmental Transformations

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Standards

CCSS.ELA-Literacy.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-Literacy.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-Literacy.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-Literacy.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-Literacy.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-Literacy.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-Literacy.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

How are humans affected by the environment?

How does technology affect humans?

What is a civilization?

Goals/Objectives

After studying this unit students should:

- Be able to consistently analyze the relationships between multiple historical causes and effects
- Be able to construct meaningful interpretations
- Be able to define and frame a question about the past and to address that question through the construction of an argument
- Be able to identify, describe, and evaluate evidence about the past from diverse sources

Content

Main Text: Bulliet, Richard. *The Earth and Its Peoples: A Global History*. 4th ed. Boston, MA.: Houghton Mifflin, 2008.

Primary Sources: Students will read and analyze selected primary sources (documents, images and maps) using:

Andrea, Alfred J. and Overfield, James H. *The Human Record: Sources of Global History*. Vol. I & II. 6th ed. Boston, MA.: Houghton Mifflin, 2009.

Kishlansky, Mark A., and Susan Lindsey Lively. *Sources in World History: Readings for World Civilization*. Belmont: Wadsworth, 1998.

Reilly, Kevin. *Worlds of History: A Comparative Reader*. Volumes I & II. Boston: Bedford/Saint Martin's, 1999.

Stearns, Peter N., ed. *World History in Documents: A Comparative Reader*. New York: New York UP, 1998.

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PERIODIZATION: c. 8000 BCE to c. 600 BCE

Key Concept 1.1: Big Geography and the Peopling of the Earth

- Paleolithic migrations lead to the spread of technology and culture

Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies

- Neolithic Revolution leads to new and more complex economic and social systems
- Agricultural and pastoralism begins to transform human society

Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

- Location of early foundational civilizations
- State development and expansion
- Cultural development in the early civilizations

Skills

- Chronological Reasoning - Periodization
- Chronological Reasoning - Historical Causation
- Chronological Reasoning - Patterns of continuity and change of over time
- Comparison and Contextualization - Comparison
- Crafting Historical Arguments from Historical Evidence - Appropriate use of relevant historical evidence
- Crafting Historical Arguments from Historical Evidence - Historical argumentation
- Geography Skills - Ability to think spatially
- Geography Skills - Analyzing geographic information
- Historical Interpretation and Synthesis

Assessment of Learning

- Change and Continuity Over Time Essays
- Compare and Contrast Essays
- Content and Geography Quizzes
- Current Events Connection Writing Assignment
- Document Based Question Essays
- Online Practice Quizzes
- Short Document Analysis
- Socratic Seminars
- Student Presentations
- Unit Test - 70 multiple choice questions

Instructional Strategies

- Brainstorming
- Cooperative learning
- Demonstrations
- Direct instruction/Lecture
- Discussion
- Drill and Practice
- Games
- Graphic Organizers
- Guided reading
- Higher Order Thinking Skills
- Interactive instruction
- Journal writings
- Labs
- Manipulatives
- Problem-based instruction
- Structured overview

Differentiation

- Alternative assessments
- Choice of activities
- Choice of books
- Flexible grouping

- Guided reading
- Homework options
- Independent research and projects
- Leveled rubrics
- Modified materials
- Multiple texts
- Multi-sensory
- Personal agendas
- Pre-teach
- Re-teach
- Stations/Centers
- Supplemental materials
- Supplemental teaching

Technology

- Computer Lab/Laptops
- DVDs/CDs/Videos/TV
- Internet Resources
- iPads
- Overhead Transparencies
- PowerPoint
- SMART Board

21st Century Themes

- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation

- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

Interdisciplinary Connections

- Art
- Business
- Health & PE
- Industrial Arts
- Math
- Music
- Science
- Social Studies
- World Languages