

Unit 4: World History Advanced Placement Global Interactions

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Standards

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| SOC.9-12.6.1.12.A.2.f | Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties. |
| SOC.9-12.6.1.12.A.3.h | Analyze the various rationales provided as a justification for slavery. |
| SOC.9-12.6.1.12.B.1.a | Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World. |
| SOC.9-12.6.1.12.C.1.a | Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. |
| SOC.9-12.6.1.12.C.1.b | Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. |
| SOC.9-12.6.1.12.C.2.b | Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation. |
| SOC.9-12.6.1.12.C.3.a | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| SOC.9-12.6.1.12.C.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| SOC.9-12.6.1.12.D.1.a | Explain the consequences to Native American groups of the loss of their land and people. |
| SOC.9-12.6.1.12.D.2.c | Relate events in Europe to the development of American trade and American foreign and domestic policies. |
| SOC.9-12.6.1.12.D.2.d | Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations. |
| SOC.9-12.6.1.12.D.3.b | Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. |
| SOC.9-12.6.2.12.A.1.a | Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. |
| SOC.9-12.6.2.12.A.2.a | Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time. |
| SOC.9-12.6.2.12.A.2.b | Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society. |
| SOC.9-12.6.2.12.B.1.a | Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by |

the mid-18th century.

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| SOC.9-12.6.2.12.B.1.b | Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. |
| SOC.9-12.6.2.12.B.2.a | Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance. |
| SOC.9-12.6.2.12.B.2.b | Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World. |
| SOC.9-12.6.2.12.C.1.a | Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. |
| SOC.9-12.6.2.12.C.1.b | Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society. |
| SOC.9-12.6.2.12.C.1.c | Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. |
| SOC.9-12.6.2.12.C.1.d | Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. |
| SOC.9-12.6.2.12.C.2.a | Relate the development of more modern banking and financial systems to European economic influence in the world. |
| SOC.9-12.6.2.12.D.1.a | Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans. |
| SOC.9-12.6.2.12.D.1.b | Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. |
| SOC.9-12.6.2.12.D.1.c | Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. |
| SOC.9-12.6.2.12.D.1.d | Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. |
| SOC.9-12.6.2.12.D.1.e | Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. |
| SOC.9-12.6.2.12.D.1.f | Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies. |
| SOC.9-12.6.2.12.D.2.a | Determine the factors that led to the Renaissance and the impact on the arts. |
| SOC.9-12.6.2.12.D.2.b | Determine the factors that led to the Reformation and the impact on European politics. |
| SOC.9-12.6.2.12.D.2.c | Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance. |
| SOC.9-12.6.2.12.D.2.d | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. |
| SOC.9-12.6.2.12.D.2.e | Assess the impact of the printing press and other technologies developed on the dissemination of ideas. |
| SOC.9-12.6.3.12.C.1 | Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. |
| SOC.9-12.6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 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. |

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| 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 do states manage conflict and competition?

What demographic trends developed during this time period?

How does technology contribute to empire building?

What factors account for global change?

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.

PERIODIZATION: c.1450 to c. 1750

Key Concept 4.1: Globalizing Networks of Communication and Exchange

- Intensification of regional trade networks (Mediterranean, trans-Saharan, overland Eurasian, and Siberian trade routes)
- Trans-oceanic maritime reconnaissance
- New maritime commercial patterns
- Technological developments enabling trans-oceanic trade
- Environmental exchange and demographic trends: Columbian Exchange
- Spread and reform of religion

- Global and regional networks and the development of new forms of art and expression

Key Concept 4.2: New Forms of Social Organization and Modes of Production

- Labor systems and their transformations
- Changes and continuities in social hierarchies and identities

Key Concept 4.3: State Consolidation and Imperial Expansion

- Techniques of state consolidation
- Imperial expansion
- Competition and conflict among and within States

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