

Unit 3: World History Advanced Placement Regional and Transregional Interactions

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **7 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 do empires develop?

How do social structures emerge in societies?

What labor systems are employed to service the state?

What factors account for the movement of peoples?

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.600 CE to c. 1450 CE

Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks

- Improved transportation technologies and commercial practices and their influence on networks
- Linguistic and environmental contexts for the movement of peoples
- Cross-cultural exchanges fostered by networks of trade and communication
- Continued diffusion of crops and pathogens throughout the Eastern Hemisphere

Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions

- Empires collapse and were reconstituted
- Greater inter-regional contacts and conflict encourages technology and cultural transfer

Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

- Increasing productive capacity in agriculture and industry
- Changes in urban demography
- Changes and continuities in labor systems and social structures

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