# Pre-AP World History and Geography Instructional Planning Guide Teacher Sample, Pathway 2

The goal of the instructional planning guide is to help you create a roadmap of the key instructional activities and assessments   
you will use to design your course in alignment with the Pre-AP course framework and instructional principles. This sample   
illustrates one way in which you might use the guide. Pre-AP National Faculty and educators with experience teaching Pre-AP   
provided ideas for additional activities and resources that they might use alongside Pre-AP model lessons and formative   
assessment to build their full course.

**Using and Customizing Your Own Instructional Planning Guide:**

* When planning additional lessons, consider how they support the Pre-AP course framework, areas of focus,   
  and shared principles. These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Geography and World Regions

| **Pacing in Weeks** | **Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks,  Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 1–1.5 |  | Principles of Geography  G.1 | **Instructional Frame:** Geographers make maps to identify the locations of places*.* (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess G.1:   * SE G.1-Intro: Principles of Geography * The National Geographic video “London Taxi Drivers’ Brains” * Expanding Essential Knowledge paragraphs for LO G.1 * SE G.1-A: The Purpose of Scale in Maps * Geoguessr game that uses obscure locations within our town * SE G.1-B: How Maps Represent Information * Examine election maps that utilize different ways to represent the same information * SE G.1-C: Synthesizing Data to See Patterns in Maps (examine other maps from the same article) * Assess G.1: Reexamining Principles of Geography   Disciplinary ideas to be modeled, examined, and used class discussion include: urban, scale, spatial representation, geospatial data, GIS  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.1**  EK G.1.A  EK G.1.B  EK G.1.C  EK G.1.D  CA.HSS.CST.3 |  |
| 1–1.5 |  | Regionalization  G.2 | **Instructional Frame:** Regional boundaries separate places that are entirely different from each other*.* (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess G.2:   * SE G.2-A: Human and Physical Regions * Expanding Essential Knowledge paragraphs for LO G.2 * SE G.2-B: Perceptual and Functional Regions * SE G.2-C: The Limits of Formal Regions * Business Insider’s “Why You Should Stop Calling It the Middle East” * “Which Team Do You Cheer For? An N.B.A. Fan Map” * World maps depicting time zones * Assess G.2: Re-examining Regionalization-writing activity   Disciplinary ideas to be modeled, examined, and used in class discussion include: boundary, border, region types (formal, functional, perceptual)  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.2**  EK G.2.A  EK G.2.B  EK G.2.C  EK G.2.D  CA.HSS.HRP.1 |  |
| 1–1.5 |  | Spatial Reorganization  G.3 | **Instructional Frame:** Spatial reorganization is usually a result of migration. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess G.3:   * SE G.3-Intro: Spatial Reorganization * Expanding Essential Knowledge paragraphs for LO G.3 * SE G.3-A: Demographics and Spatial Reorganization * SE G.3-B: Push-and-Pull Factors of Migration * SE G.3-C: Migration and Spatial Reorganization * NPR’s “Jakarta Is Crowded and Sinking, So Indonesia Is Moving Its Capital to Borneo” * Time magazine’s “Why the Death of Malls Is About More Than Shopping” * Assess G.3: Re-examining Spatial Reorganization   Disciplinary ideas to be modeled, examined, and used in class discussion include: cultural diffusion, economic activity, mortality rates, “push” and “pull” factors of migration, sending and receiving societies  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.3**  EK G.3.A  EK G.3.B  EK G.3.C  EK G.3.D  CA.HSS.CST.1 CA.HSS.CST.3  CA.HSS.HI.4 |  |
| 1 |  | G.1–G.3 | **Learning Checkpoint 1** | variable |  |
| 1–1.5 |  | Human Adaptation to the Physical Environment  G.4 | **Instructional Frame:** What are the causes and effects of human adaptations to the physical environment? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for a group writing activity based on the performance task format.   * Examining the emergence of each of the following trade networks as a case study of human adaptation: Mediterranean trade (starting in the classical period), the Silk Roads (starting in the classical period), Indian Ocean trade (starting in the classical period, intensifying during the postclassical period), the Columbian Exchange (starting in the early modern period), Pacific Ocean trade (starting in the early modern period, intensifying during the postwar Pacific trade boom) * Using evidence from each trade network, students will outline an essay about the causes and effects of human adaptations to the environment in a format similar to the performance task   Disciplinary ideas to be modeled, examined, and used in class discussion include: food production, manufacturing, pathogens, biodiversity  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.4**  EK G.4.A  EK G.4.B  EK G.4C  EK G.4.D  CA.HSS.HI.5.  CA.HSS.CST.3 |  |
| 1–1.5 |  | Comparison of World Regions  G.5 | **Instructional Frame:** The Pre-AP World History and Geography world regions map is primarily regionalized to reflect cultural and economic patterns. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess G.5:   * SE G.5-Intro: Comparison of World Regions * Expanding Essential Knowledge paragraphs for LO G.5 * SE G.5-A: Global Cultural Patterns * SE G.5-B: Global Demographics and Development Patterns * SE G.5-C: Global Economic and Political Patterns * The European Commission’s website on the Mediterranean biogeographical region * “The Middle East & North Africa” online module * MoveHub’s “What Matters Most to People Around the World” * Assess G.5: Reexamining Comparison of World Regions   Disciplinary ideas to be modeled, examined, and used in class discussion include: biomes, foodways, fertility rates, population density, quality-of-life measures, and primary, secondary, and tertiary economic activities  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO G.5**  EK G.5.A  EK G.5.B  EK G.5.C  EK G.5.D  EK G.5.E  CA.HSS.CST.1  CA.HSS.CST.2  CA.HSS.CST.4 |  |
| 1 |  | G.1–G.5 | **Learning Checkpoint 2** | variable |  |
| 1 |  | G.1–G.5 | **Performance Task**  To what extent do North Africa and sub-Saharan Africa have different regional characteristics? |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Early Modern Period, c. 1450 to c. 1750

| **Pacing in Weeks** | **Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 1–1.5 |  | Origins of Iberian Maritime Exploration and Colonialism  4.1 | **Instructional Frame:** Iberian states created empires because of new technologies and economic motivations. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 4.1.   * Expanding Essential Knowledge paragraphs for 4.1 * SE 4.1-Intro: Causes and Consequences of Iberian Maritime Exploration and Colonialism * SE 4.1-A: The Search for Direct Access to African and Asian Markets * SE 4.1-B: Diffusion of Asian Maritime Technology * SE 4.1-C: Iberian Maritime Colonization * Rick Steves Classroom Europe’s video “Granada: Alhambra, Islamic Moors, and Reconquista” * “The Islamic World and the West: Recovering Common History” from YaleGlobal * Assess 4.1: Reexamining the Causes and Consequences of Iberian Maritime Exploration and Colonialism   Disciplinary ideas to be modeled, examined, and used in class discussion include: Iberian Peninsula, reconquista, maritime and metallurgical innovations/technologies, Amerindian states/civilizations (make sure students know this is interchangeable with other terms, such as Native American, First Nations, etc.)  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 4.1**  EK 4.1.A  EK 4.1.B  EK 4.1.C  N/A |  |
| 1–1.5 |  | Columbian Exchange and Atlantic Slavery  4.2 | **Instructional Frame:** To what extent did the Columbian Exchange alter the environments on both sides of the Atlantic? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 of the performance task format.   * Expanding Essential Knowledge paragraphs for 4.2 * Virginia Tech’s Digital History Reader * “Aztec Account of the First Smallpox Epidemic” * The New York State Social Studies Resource Toolkit “How Did Sugar Feed Slavery?” * The National Humanities Center’s resource “The Enslaved Indians of the Spanish Caribbean” * Students will answer the key question using Part 1 (pre-writing and outlining an essay) of the performance task format   Disciplinary ideas to be modeled, examined, and used in class discussion include: Columbian Exchange, colonialism, cash crops, plantation system, coercive labor, flora and fauna  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 4.2**  EK 4.2.A  EK 4.2.B  EK 4.2.C  N/A |  |
| 1–1.5 |  | Origins and Impact of the Western European Empires in the North Atlantic  4.3 | **Instructional Frame:** European maritime empires impacted the Atlantic economy. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 4.3.   * Expanding Essential Knowledge paragraphs for 4.3 * SE 4.3-Intro: Origins and Impact of the Western European Empires in the North Atlantic * SE 4.3-A: State Building in Northwestern Europe * SE 4.3-B: Competition Among Western European Empires * SE 4.3-C: Global Consequences of the Atlantic Economy * History.com’s “The Dutch Surrender New Netherland” * Digital History’s “British Mercantilism and the Cost of Empire” * Assess 4.3: Reexamining the Origins and Impact of the Western European Empires in the North Atlantic   Disciplinary ideas to be modeled, examined, and used in class discussion include: mercantilist, joint-stock companies, bank notes, Golden Age  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 4.3**  EK 4.3.A  EK 4.3.B  EK 4.3.C  N/A |  |
| 1–1.5 |  | Early Modern Islamic Empires  4.4 | **Instructional Frame:** Geographic factors caused early modern Islamic states to develop differently.(starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 4.4.   * Expanding Essential Knowledge paragraphs for 4.4 * SE 4.4-Intro: Early Modern Islamic Empires * SE 4.4-A: Territorial Expansion and Military Innovation * SE 4.4-B: Cosmopolitanism in the Early Modern Islamic Empires * SE 4.4-C: Varieties of Religious Policies in Early Modern Islamic Empires * My Jewish Learning’s “The Sephardic Exodus to the Ottoman Empire” * *Diplomat*’s “The Real History of Hindu-Muslim Relations Under Akbar” * Assess 4.4: Reexamining Early Modern Islamic Empires   Disciplinary ideas to be modeled, examined, and used in class discussion include: Sunni, Shia, Sufi, Sultan, Janissary  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 4.4**  EK 4.4.A  EK 4.4.B  EK 4.4.C  N/A |  |
| 1–1.5 |  | Land-Based Empires: Early Modern China and Russia  4.5 | **Instructional Frame:** China and Russia followed completely different political policies during the early modern period.(starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 4.5.   * Expanding Essential Knowledge paragraphs for 4.5 * SE 4.5-Intro: Land-Based Empires–Early Modern China and Russia * SE 4.5-A: Ming and Qing Imperial Expansion * SE 4.5-B: Russian Imperial Expansion * SE 4.5-C: Russian and Chinese Engagement with the West * ThoughtCo’s “What Was the Golden Horde?” * Crash Course World History’s “Russia, the Kievan Rus, and the Mongols” * Assess 4.5: Reexamining Land-Based Empires   Disciplinary ideas to be modeled, examined, and used in class discussion include: dynasty, csar (tzar), celestial  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 4.5**  EK 4.5.A  EK 4.5.B  EK 4.5.C  N/A |  |
| 1 |  | 4.1–4.5 | **Learning Checkpoint 1** | variable |  |
| 1–1.5 |  | Early Modern Religion  4.6 | **Instructional Frame:** To what extent was the early modern period a turning point for religious development in Europe, the Americas, and South Asia? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 of the performance task format.   * Expanding Essential Knowledge paragraphs for 4.6 * “Introduction to Sikhism,” by Harvard’s *The Pluralism Project* * Fordham University’s Reformation Europe sourcebook (Martin Luther’s *Letter to the Archbishop of Mainz* and other related documents) * Jeannette Peterson’s “The Virgin of Guadalupe: Symbol of Conquest or Liberation?” * Students will answer the key question using Part 1 (pre-writing and outlining an essay) of the performance task format   Disciplinary ideas to be modeled, examined, and used in class discussion include: Syncreticm, Sikhism, Vodun  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 4.6**  EK 4.6.A  EK 4.6.B  EK 4.6.C  N/A |  |
| 1–1.5 |  | Early Modern Western Society and Culture  4.7 | **Instructional Frame:** To what extent were social hierarchies disrupted by the emergence of the Atlantic system? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 of the performance task format.   * Expanding Essential Knowledge paragraphs for 4.7 * Excerpt from “The History of Parliament: The House of Commons 1690–1715” for 4.7.A * “Merchants” in the National Humanities Center’s *Becoming American* series for 4.7.B Tuan C. Nguyen’s “A Short History of the Scientific Revolution” traces how scientists were responsive to the broader movements of their time as well as how several of the important scientists emerged for 4.7.C * Students will answer the key question using Part 1 (pre-writing and outlining an essay) of the performance task format   Disciplinary ideas to be modeled, examined, and used in class discussion include: Elite, Social Status, Landed Elite, Merchant Classes  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 4.7**  EK 4.7.A  EK 4.7.B  EK 4.7.C  10.1 |  |
| 1 |  | 4.1–4.7 | **Learning Checkpoint 2** | variable |  |
| 1 |  | 4.1–4.7 | **Performance Task**  Compare how maritime and land-based empires built and maintained power during the Early Modern Period. |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Modern Period, c. 1750 to c. 1914

| **Pacing in Weeks** | **Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 1–1.5 |  | Causes of the Atlantic Revolutions  5.1 | **Instructional Frame:** The Enlightenment was the primary reason people on both sides of the Atlantic embraced revolutions.(starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 5.1.   * SE 5.1-Intro: Causes of the Atlantic Revolutions * Eric Selbin’s *Revolution, Rebellion, Resistance: The Power of Story* * SE 5.1-A: The Enlightenment * *Political Testament, King Frederick II of Prussia*, 1752 * SE 5.1-B: Imperial Rivalry in the Atlantic * SE 5.1-C: Early Modern Political and Social Tensions * Expanding Essential Knowledge paragraphs for 5.1 * Assess 5.1: Reexamining the Causes of the Atlantic Revolutions   Disciplinary ideas to be modeled, examined, and used in class discussion include: the Enlightenment, romanticism, deism, rivalry  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 5.1**  EK 5.1.A  EK 5.1.B  EK 5.1.C  10.2.1 |  |
| 1–1.5 |  | Effects of the Atlantic Revolutions  5.2 | **Instructional Frame:** The Atlantic Revolutions caused more political change than social change.(starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 and 2 of the performance task format.   * Expanding Essential Knowledge paragraphs for 5.2 * *Declaration of Independence* and *Declaration of Rights of Man and Citizen* excerpts * Timelines of the Atlantic Revolutions * Cengage Learning’s “A Black Revolutionary Leader in Haiti: Toussaint L’Ouverture” * Simón Bolívar’s 1815 “Letter from Jamaica” * George Mason University’s “Exploring the French Revolution” collection * “Napoleon’s Account of the Internal Situation of France in 1804” by Hanover Historical Texts * Students will answer the key question using Part 1 (pre-writing and outlining an essay) and 2 (writing) of the performance task format   Disciplinary ideas to be modeled, examined, and used in class discussion include: nation-state, liberalism, nationalism, clerical, emergent  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 5.2**  EK 5.2.A  EK 5.2.B  EK 5.2.C  10.2  10.2.1  10.2.2  10.2.3  10.2.4 |  |
| 1–1.5 |  | The First Industrial Revolution  5.3 | **Instructional Frame:** New inventions triggered the first industrial revolution. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 5.3.   * Expanding Essential Knowledge paragraphs for 5.3 * SE 5.3-Intro: The First Industrial Revolution * SE 5.3-A: Origins of the Industrial Revolution in Great Britain * Robert M. Schwartz’s “Railways and Population Change in Industrializing England: An Introduction to Historical GIS” * SE 5.3-B: Characteristics of Early Industrialization * “Coal Was King of the Industrial Revolution, but not Always the Path to a Modern Economy” by *The Conversation US* * SE 5.3-C: Spread of Industrialization * Gilder Lehrman Institute’s “Was Slavery the Engine of American Economic Growth?” * “Fueling the Industrial Revolution” from Revealing Histories * Assess 5.3: Reexamining the First Industrial Revolution   Disciplinary ideas to be modeled, examined, and used in class discussion include: surplus labor, raw materials, consumerism, textiles, commercialization  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 5.3**  EK 5.3.A  EK 5.3.B  EK 5.3.C  10.2.5  10.3  10.3.1  10.3.2 |  |
| 1–1.5 |  | The Second Industrial Revolution  5.4 | **Instructional Frame:** The second industrial revolution was a continuation of processes from the first industrial revolution. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 5.4.   * Expanding Essential Knowledge paragraphs for 5.4 * SE 5.4-Intro: The Second Industrial Revolution * SE 5.4-A: Late 19thCentury Industrial Innovations * Excerpts from Tom Kemp’s article “Japan: A Meteoric Rise” * SE 5.4-B: The Global Spread of Industrialization * Library of Congress’s “Impact of the Telegraph” case studies * SE 5.4-C: Globalization, Transportation, and Information Technologies * Assess 5.4: Reexamining the Second Industrial Revolution   Disciplinary ideas to be modeled, examined, and used in class discussion include: demographics, capitalization, raw materials  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 5.4**  EK 5.4.A  EK 5.4.B  EK 5.4.C  10.3  10.3.3  10.3.4  10.3.5  10.3.6 |  |
| 1 |  | 5.1–5.4 | **Learning Checkpoint 1** | variable |  |
| 1–1.5 |  | Imperial Expansion in the Late 19th Century  5.5 | **Instructional Frame:** To what extent was the new imperialism of the 19th century a continuation of early modern colonization practices? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 and 2 of the performance task format.   * Expanding Essential Knowledge paragraphs for 5.5 * Brown University’s Animated Atlas of African History 1879–2002 to help students build context for 5.5.A. * PBS documentary *The Story of China,* such as the overviews of the Taiping Rebellion and the Boxer Rebellion, illustrate difficulties the Qing Dynasty faced during this period for 5.5.B * Rory Miller’s *Britain and Latin America in the Nineteenth and Twentieth Centuries* can be used to illustrate how Great Britain implemented plans for dominating Latin American markets as soon as Spanish colonies gained independence for 5.5.C * Students will answer the key question using Part 1 (pre-writing and outlining an essay) and 2 (writing) of the performance task format   Disciplinary ideas to be modeled, examined, and used in class discussion include: Social Darwinism, imperialism, nationalism, foodstuffs  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 5.5**  EK 5.5.A  EK 5.5.B  EK 5.5.C  10.4  10.4.1  10.4.2 |  |
| 1–1.5 |  | Reactions to Imperialism  5.6 | **Instructional Frame:** To what extent were responses to the new imperialism the same? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 and 2 of the performance task format.   * Expanding Essential Knowledge paragraphs for 5.6 * Fordham University Sourcebook sources (e.g., “Commissioner Lin: Letter to Queen Victoria, 1839,” “The People of Canton: Against the English, 1842,” “Emperor Kuang Hsu: Attempted Reforms, 1898,” and “Fei Ch’i-hao: The Boxer Rebellion, 1900”) * Marianopolis College/Quebec History article “‘Dominion’ of Canada” * The introduction of M. Şükrü Hanioğlu’s *A Brief History of the Late Ottoman Empire* * Students will answer the key question using Part 1 (pre-writing and outlining an essay) and 2 (writing) of the performance task format   Disciplinary ideas to be modeled, examined, and used in class discussion include: settler colonies, dominon status, indirect imperialism  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 5.6**  EK 5.6.A  EK 5.6.B  EK 5.6.C  10.4  10.4.3  10.4.4 |  |
| 1–1.5 |  | Consequences of Industrialization  5.7 | **Instructional Frame:** The Industrial Revolution fundamentally changed social and political hierarchies. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 5.7.   * Expanding Essential Knowledge paragraphs for 5.7 * SE 5.7-Intro: Consequences of Industrialization * SE 5.7-A: Social Changes in Industrial Societies * British Library’s collection “The Victorian Middle Classes” * SE 5.7-B: Political Responses to Industrialization * Excerpts from *The Communist Manifesto* * SE 5.7-C: Migration in the 19th Century * “Qing China’s Internal Crisis: Land Shortage, Famine, Rural Poverty,” Columbia University’s Asia for Educators series * Assess 5.7: Reexamining the Consequences of Industrialization   Disciplinary ideas to be modeled, examined, and used in class discussion include: urbanization, Marxist, Socialist, mass migrations, suffrage, class identity  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 5.7**  EK 5.7.A  EK 5.7.B  EK 5.7.C  10.3  10.3.3  10.3.4  10.3.6 |  |
| 1 |  | 5.1–5.7 | **Learning Checkpoint 2** | Variable |  |
| 1 |  | 5.1–5.7 | **Performance Task**  To what extent was the modern period (1750 to 1914) a period of economic change? |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Contemporary Period, c. 1914 to the Present

| **Pacing in Weeks** | **Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 1–1.5 |  | Origins and Outcomes of World War I in Global Context  6.1 | **Instructional Frame:** Maritime empires caused World War I and bore the most extreme consequences. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 6.1.   * Expanding Essential Knowledge paragraphs for 6.1 * SE 6.1-Intro: Origins and Outcomes of World War I in Global Context * SE 6.1-A: The Global Origins of World War I * SE 6.1-B: Global Fronts and Home Fronts * SE 6.1-C: The Settlement of World War I * Animated map “Europe Plunges into War” at the-map-as-history.com * *The Atlantic*’s World War I photo collections * Full text of *The Fourteen Points* * Assess 6.1: Reexamining the Origins and Outcomes of World War I in Global Context   Disciplinary ideas to be modeled, examined, and used in class discussion include: alliances, mechanized warfare, referendum, self-determination  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 6.1**  EK 6.1.A  EK 6.1.b  EK 6.1.C  10.5  10.5.1  10.5.2  10.5.3  10.5.4  10.5.5  10.6.1 |  |
| 1–1.5 |  | A New Age of Revolutions: Mexico, Russia, China  6.2 | **Instructional Frame:** The Russian Revolution resulted in more extreme changes than the Chinese or Mexican revolutions. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 6.2.   * Expanding Essential Knowledge paragraphs for 6.2 * SE 6.2-Intro: A New Age of Revolutions—Mexico, Russia, and China * SE 6.2-A: The Mexican Revolution * SE 6.2-B: The Russian Revolution and Stalinism * SE 6.2-C: The Chinese Revolution * Art examples from each revolution (e.g., Diego Rivera in Mexico, Socialist Realist art in Russia and China) * The works of Boris Vladimirski (e.g., *Roses for Stalin*, *Miner*, *Female Worker*, *Lenin at Dawn*) * Assess 6.2: Reexamining a New Age of Revolutions   Disciplinary ideas to be modeled, examined, and used in class discussion include: expropriation, mixed economy, authoritarianism, Marxist-Leninism  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 6.2**  EK 6.2.A  EK 6.2.B  EK 6.2.C  10.7.1  10.7.2  10.9.4 |  |
| 1–1.5 |  | The Global Economy and the State Between the Wars  6.3 | **Instructional Frame:** Why did authoritarian governments emerge in Italy, Germany, and Japan in the decades following World War I? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Parts 1 and 2 of the performance task format.   * Expanding Essential Knowledge paragraphs for 6.3 * “The Rise and Fall of Fascism” by the American Historical Association * Benito Mussolini’s 1932 article “The Doctrine of Fascism” and Oct 2, 1935 speech on invasion of Ethiopia * Adolf Hitler’s “War Propaganda” chapter in *Mein Kampf* and January 30, 1937 speech “On National Socialism and World Relations” * Japanese pamphlet “The Fundamentals of our National Essence (Kokutai)” * Hashimoto Kingoro’s 1938 speech “Address to Young Men” * Students will answer the key question using Parts 1 (pre-writing and outlining an essay) and 2 (writing) of the performance task format.   Disciplinary ideas to be modeled, examined, and used in class discussion include: protectionism, fascism, regime, liberal state  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 6.3**  EK 6.3.A  EK 6.3.B  EK 6.3.C  10.6  10.6.2  10.6.3  10.6.4  10.7  10.7.3  10.8 |  |
| 1–1.5 |  | World War II and the Origins of the Cold War  6.4 | **Instructional Frame:** What were the global effects of World War II? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 and 2 of the performance task format.   * Expanding Essential Knowledge paragraphs for 6.4 * Scott Bayliss’s September 23, 1938 letter to Chamberlain (available on the Churchill Archive for Schools), the British National Archives article “Chamberlain and Hitler 1938,” and the text (or video) of Chamberlain’s brief “Peace in Our Time” speech will provide a deeper understanding of 6.4.A * Sir G. Ogilvie Forbes’s 1938 telegraph can be explored as a case study of how third-party accounts are useful in corroborating events, such as *Kristallnacht* for 6.4.B * Passages from the Charter of the United Nations illustrate the postwar aims of world leaders as well as concepts of rights and freedom that colonists will champion in anticolonial movements for 6.4.C * Students will answer the key question using Parts 1 (pre-writing and outlining an essay) and 2 (writing) of the performance task format.   Disciplinary ideas to be modeled, examined, and used in class discussion include: appeasement, isolationism, lethal, strategic bombing, genocide, ethnic cleansing  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 6.4**  EK 6.4.A  EK 6.4.B  EK 6.4.C  10.8  10.8.1  10.8.2  10.8.3  10.8.4  10.8.5  10.8.6  10.9  10.9.1 |  |
| 1 |  | 6.1–6.4 | **Learning Checkpoint 1** | variable |  |
| 1–1.5 |  | A Global Cold War  6.5 | **Instructional Frame:** Based on the evidence, to what extent did developed countries and developing countries experience a different Cold War? (key question)  Students will continue to debate this claim through seminars and writing.  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 6.5.   * Expanding Essential Knowledge paragraphs for 6.5 * SE 6.5-Intro: A Global Cold War * SE 6.5-A: The Cold War in the Developed World * SE 6.5-B: The Cold War in the Developing World * SE 6.5-C: The End of the Cold War * The map “Soviet Global Power Projection” by Tim Barney * June 15, 1954 memo by D. S. Solod, the Soviet Ambassador to Egypt (Woodrow Wilson archives) * Assess 6.5: Reexamining the Global Cold War   Disciplinary ideas to be modeled, examined, and used in class discussion include: military industrial complex, nuclear arsenal, postcolonial, developing world, proxy wars, Detente  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 6.5**  EK 6.5.A  EK 6.5.B  EK 6.5.C  10.9  10.9.2  10.9.3  10.9.7  10.9.8  10.10 |  |
| 1–1.5 |  | Foundations of Contemporary Globalization  6.6 | **Instructional Frame:** The implementation of neoliberal polices caused contemporary globalization. (starter claim)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for Assess 6.6.   * Expanding Essential Knowledge paragraphs for 6.6 * SE 6.6-Intro: Foundations of Contemporary Globalization * SE 6.6-A: Neoliberalism and Transnational Institutions * SE 6.6-B: Postindustrialization and the Pacific Basin * SE 6.6-C: Information, Communication, and Transportation Revolutions * “Globalization” module of the Council on Foreign Relations’ World101 * “Pacific Rim and Economic Tigers” on ThoughtCo.com * Assess 6.6: Reexamining the Foundations of Contemporary Globalization   Disciplinary ideas to be modeled, examined, and used in class discussion include: Neoliberalism, Transnational Institutions, Postindustrialization, Multilateral  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 6.6**  EK 6.6.A  EK 6.6.B  EK 6.6.C  10.9.4  10.11 |  |
| 1–1.5 |  | The Impact of Contemporary Globalization  6.7 | **Instructional Frame:** Why has contemporary globalization benefitted some groups more than others? (key question)  As students explore the sources below with varying levels of instructional support, they will regularly re-examine/discuss the instructional frame above in preparation for practicing Part 1 and 2 of the performance task format.   * Expanding Essential Knowledge paragraphs for 6.7 * *National Geographic’s* “The Next Green Revolution” * “Global Economic Inequality–and What Might Be Done About It” from Norwich University (infographics and statistical information) * “Is Global Income Inequality Going Up or Down?” from United Nations University * “Wealth Distribution and Income Inequality by Country 2018” from *Global Finance Magazine* * “The Rise of the Hindu Fundamentalists” by Public Radio International * “The Rise of Religious Fundamentalism” by Michael O. Emerson and David Hartman in the *Annual Review of Sociology* * Students will answer the key question using Parts 1 (pre-writing and outlining an essay) and 2 (writing) of the performance task format.   Disciplinary ideas to be modeled, examined, and used in class discussion include: social inequality, religious fundamentalism, environmentalism, consumerism  Use Vocabulary.com to support student mastery of general academic vocabulary. | **LO 6.7**  EK 6.7A  EK 6.7B  EK 6.7C  10.10.1  10.10.2  10.11 |  |
| 1 |  | 6.1–6.7 | **Learning Checkpoint 2** | variable |  |
| 1 |  | 6.1–6.7 | **Performance Task**  Analyze the political effects of nationalism in the 20th century. |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?