

# Pre-AP<sup>®</sup> World History and Geography

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## TEACHER RESOURCES

# The Modern and Contemporary Periods

## ABOUT COLLEGE BOARD

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT<sup>®</sup> and the Advanced Placement Program<sup>®</sup>. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## PRE-AP EQUITY AND ACCESS POLICY

College Board believes that all students deserve engaging, relevant, and challenging grade-level coursework. Access to this type of coursework increases opportunities for all students, including groups that have been traditionally underrepresented in AP and college classrooms. Therefore, the Pre-AP program is dedicated to collaborating with educators across the country to ensure all students have the supports to succeed in appropriately challenging classroom experiences that allow students to learn and grow. It is only through a sustained commitment to equitable preparation, access, and support that true excellence can be achieved for all students, and the Pre-AP course designation requires this commitment.

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The sentence-writing strategies used in Pre-AP lessons are based upon The Writing Revolution, Inc., a national nonprofit organization that trains educators to implement The Hochman Method, an evidence-based approach to teaching writing. The strategies included in Pre-AP materials are meant to support students' writing, critical thinking, and content understanding, but they do not represent The Writing Revolution's full, comprehensive approach to teaching writing. More information can be found at [www.thewritingrevolution.org](http://www.thewritingrevolution.org).

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# Introduction to Pre-AP World History and Geography



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## **About Pre-AP**





## Introduction to Pre-AP

Every student deserves classroom opportunities to learn, grow, and succeed. College Board developed Pre-AP® to deliver on this simple premise. Pre-AP courses are designed to support all students across varying levels of readiness. They are not honors or advanced courses.

Participation in Pre-AP courses allows students to slow down and focus on the most essential and relevant concepts and skills. Students have frequent opportunities to engage deeply with texts, sources, and data as well as compelling higher-order questions and problems. Across Pre-AP courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills they will need to employ in high school, college, and life. Students and teachers can see progress and opportunities for growth through varied classroom assessments that provide clear and meaningful feedback at key checkpoints throughout each course.

### DEVELOPING THE PRE-AP COURSES

Pre-AP courses are carefully developed in partnership with experienced educators, including middle school, high school, and college faculty. Pre-AP educator committees work closely with College Board to ensure that the course resources define, illustrate, and measure grade-level-appropriate learning in a clear, accessible, and engaging way. College Board also gathers feedback from a variety of stakeholders, including Pre-AP partner schools from across the nation who have participated in multiyear pilots of select courses. Data and feedback from partner schools, educator committees, and advisory panels are carefully considered to ensure that Pre-AP courses provide all students with grade-level-appropriate learning experiences that place them on a path to college and career readiness.

### PRE-AP EDUCATOR NETWORK

Similar to the way in which teachers of Advanced Placement® (AP®) courses can become more deeply involved in the program by becoming AP Readers or workshop consultants, Pre-AP teachers also have opportunities to become active in their educator network. Each year, College Board expands and strengthens the Pre-AP National Faculty—the team of educators who facilitate Pre-AP Readiness Workshops and Pre-AP Summer Institutes. Pre-AP teachers can also become curriculum and assessment contributors by working with College Board to design, review, or pilot course resources.

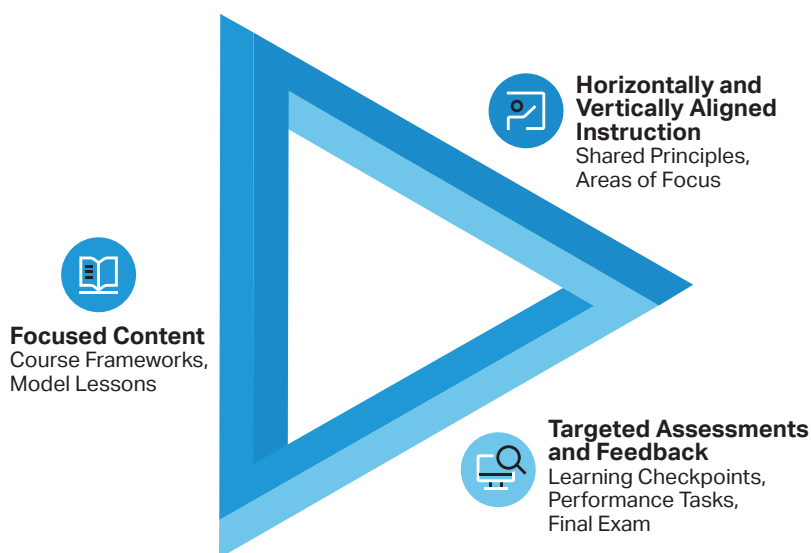
## HOW TO GET INVOLVED

Schools and districts interested in learning more about participating in Pre-AP should visit [preap.org/join](https://preap.org/join) or contact us at [preap@collegeboard.org](mailto:preap@collegeboard.org).

Teachers interested in becoming members of Pre-AP National Faculty or participating in content development should visit [preap.org/national-faculty](https://preap.org/national-faculty) or contact us at [preap@collegeboard.org](mailto:preap@collegeboard.org).

## Pre-AP Approach to Teaching and Learning

Pre-AP courses invite all students to learn, grow, and succeed through focused content, horizontally and vertically aligned instruction, and targeted assessments for learning. The Pre-AP approach to teaching and learning, as described below, is not overly complex, yet the combined strength results in powerful and lasting benefits for both teachers and students. This is our theory of action.



### FOCUSED CONTENT

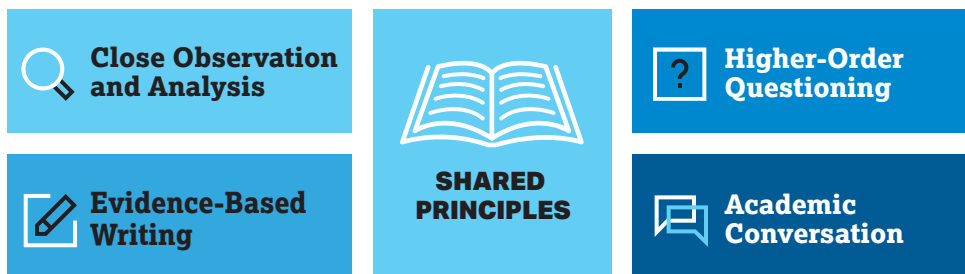
Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills. Pre-AP model lessons and assessments are based directly on this focused framework. The course design provides students and teachers with intentional permission to slow down and focus.

### HORIZONTALLY AND VERTICALLY ALIGNED INSTRUCTION

Shared principles cut across all Pre-AP courses and disciplines. Each course is also aligned to discipline-specific areas of focus that prioritize the critical reasoning skills and practices central to that discipline.

## SHARED PRINCIPLES

All Pre-AP courses share the following set of research-supported instructional principles. Classrooms that regularly focus on these cross-disciplinary principles allow students to effectively extend their content knowledge while strengthening their critical thinking skills. When students are enrolled in multiple Pre-AP courses, the horizontal alignment of the shared principles provides students and teachers across disciplines with a shared language for their learning and investigation, and multiple opportunities to practice and grow. The critical reasoning and problem-solving tools students develop through these shared principles are highly valued in college coursework and in the workplace.



### CLOSE OBSERVATION AND ANALYSIS

Students are provided time to carefully observe one data set, text, image, performance piece, or problem before being asked to explain, analyze, or evaluate. This creates a safe entry point to simply express what they notice and what they wonder. It also encourages students to slow down and capture relevant details with intentionality to support more meaningful analysis, rather than rushing to completion at the expense of understanding.

### HIGHER-ORDER QUESTIONING

Students engage with questions designed to encourage thinking that is elevated beyond simple memorization and recall. Higher-order questions require students to make predictions, synthesize, evaluate, and compare. As students grapple with these questions, they learn that being inquisitive promotes extended thinking and leads to deeper understanding.

### EVIDENCE-BASED WRITING

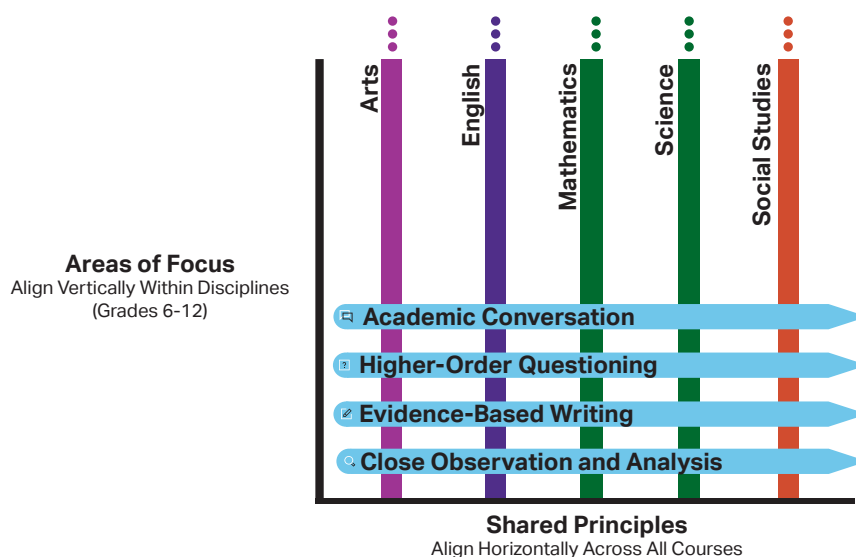
With strategic support, students frequently engage in writing coherent arguments from relevant and valid sources of evidence. Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on precise and effective sentences before progressing to longer forms of writing.

## ACADEMIC CONVERSATION

Through peer-to-peer dialogue, students' ideas are explored, challenged, and refined. As students engage in academic conversation, they come to see the value in being open to new ideas and modifying their own ideas based on new information. Students grow as they frequently practice this type of respectful dialogue and critique and learn to recognize that all voices, including their own, deserve to be heard.

## AREAS OF FOCUS

The areas of focus are discipline-specific reasoning skills that students develop and leverage as they engage with content. Whereas the shared principles promote horizontal alignment across disciplines, the areas of focus provide vertical alignment within a discipline, giving students the opportunity to strengthen and deepen their work with these skills in subsequent courses in the same discipline.



For a detailed description of the Pre-AP World History and Geography areas of focus, see page 13.

## TARGETED ASSESSMENTS FOR LEARNING

Pre-AP courses include strategically designed classroom assessments that serve as tools for understanding progress and identifying areas that need more support. The assessments provide frequent and meaningful feedback for both teachers and students across each unit of the course and for the course as a whole. For more information about assessments in Pre-AP World History and Geography, see page 49.

## Pre-AP Professional Learning

Pre-AP teachers are required to engage in two professional learning opportunities. The first requirement is designed to help prepare them to teach their specific course. There are two options to meet this requirement: the Pre-AP Summer Institute (Pre-APSI) and the Online Foundational Module Series. Both options provide continuing education units to educators who complete them.

- The Pre-AP Summer Institute is a four-day collaborative experience that empowers participants to prepare and plan for their Pre-AP course. While attending, teachers engage with Pre-AP course frameworks, shared principles, areas of focus, and sample model lessons. Participants are given supportive planning time where they work with peers to begin to build their Pre-AP course plan.
- The Online Foundational Module Series is available to all teachers of Pre-AP courses. This 12- to 20-hour course supports teachers in preparing for their Pre-AP course. Teachers explore course materials and experience model lessons from the student's point of view. They also begin to plan and build their own course so they are ready on day one of instruction.

The second professional learning requirement is to complete at least one of the Online Performance Task Scoring Modules, which offer guidance and practice applying Pre-AP scoring guidelines to student work.

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## **About the Course**





## Introduction to Pre-AP World History and Geography

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and helps to prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and all three AP history courses. The learning model is that of an apprenticeship. Primary and secondary sources take center stage in the classroom, and students use the tools of the historian and geographer to examine questions and build arguments.

### PRE-AP WORLD HISTORY AND GEOGRAPHY AREAS OF FOCUS

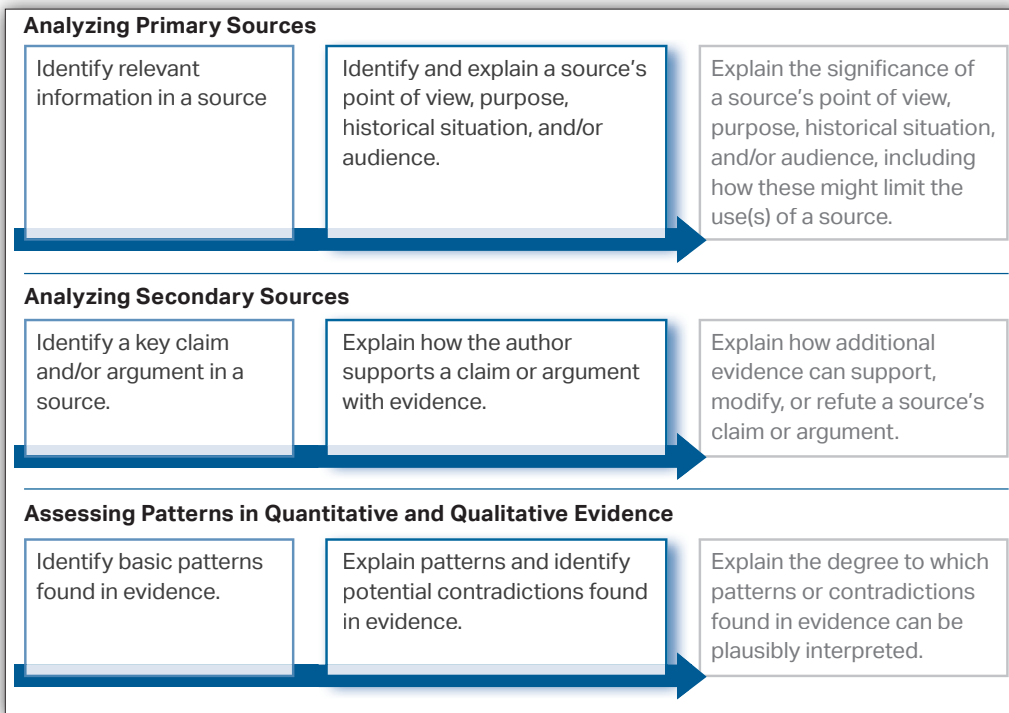
The Pre-AP World History and Geography areas of focus, described below, are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other history and geography courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. The vertical progression of these disciplinary practices is delineated in the course framework beginning on page 25.



## EVALUATING EVIDENCE

***Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources.***

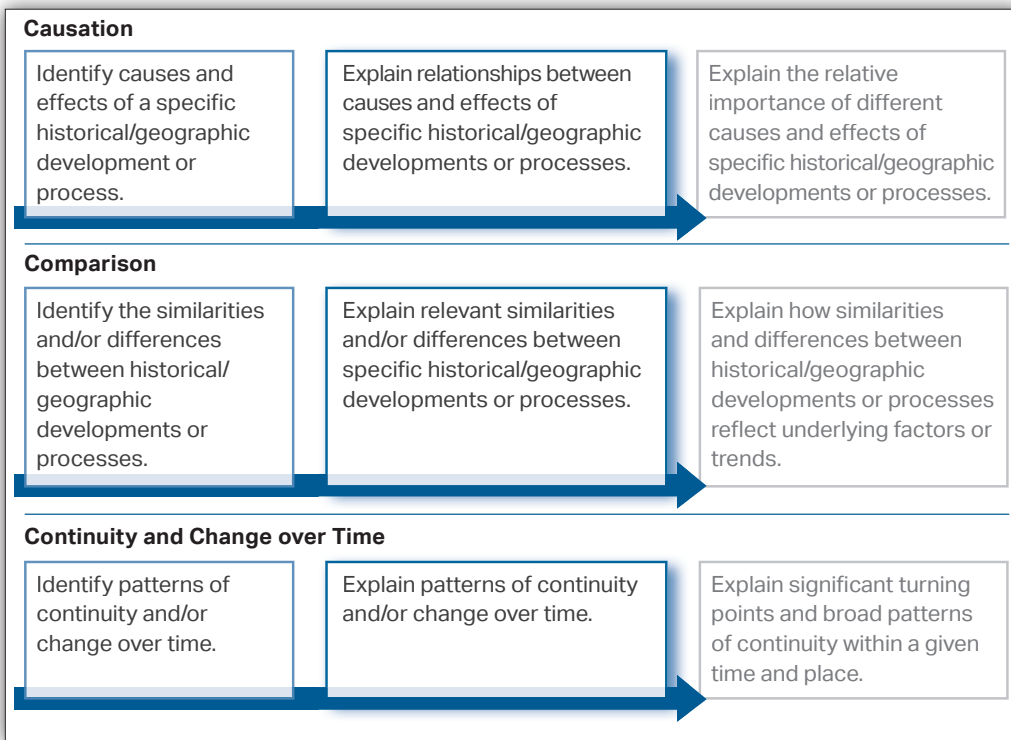
Historians and geographers do not merely examine sources for the purposes of acquiring knowledge; they seek to understand and form arguments about historical perspectives. Like these disciplinary experts, students learn to determine a source's value by asking disciplinary questions. This process involves considering historical or geographic context, how audience and purpose influence the author's choices, and the degree to which pieces of evidence corroborate or contradict each other. Learning to evaluate evidence builds a durable understanding of key concepts and fosters informed citizenship.



**EXPLAINING HISTORICAL AND GEOGRAPHIC RELATIONSHIPS**

***Students explain relationships among events and people by marshaling evidence for causation, comparison, and continuity and change over time.***

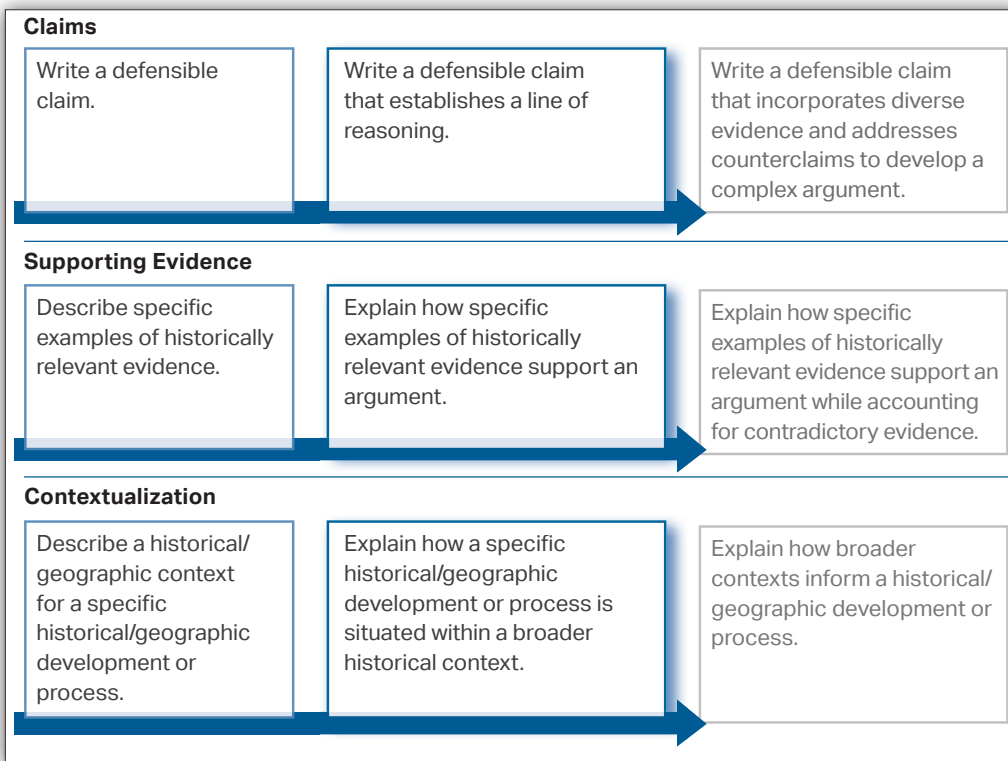
History and geography are investigative disciplines. Regularly pursuing inquiries of comparison, causation, and continuity and change over time helps students build the investigative techniques used by historians and geographers. With practice, these techniques become habits of mind. As students learn to see relationships between and among developments, they can begin to examine questions of historical and geographic significance within the context of specific places or times.



## INCORPORATING EVIDENCE

***Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.***

Writing or presenting arguments in history and geography requires more than summarizing facts. Creating sound arguments relies upon effectively connecting evidence in support of a clear, nuanced thesis. The ability to establish a line of reasoning by deftly framing and organizing evidence is a valuable skill that requires ample opportunities for practice and feedback. It is a skill students will carry forward into college, career, and civic settings.



## PRE-AP WORLD HISTORY AND GEOGRAPHY AND CAREER READINESS

The study of world history and geography offers unique, discipline-specific benefits that are relevant to students' lives as well as to a range of career pursuits. Beyond preparing the next generation for careers in history, geography, political science, and economics, the course is designed to help all students become more astute consumers of information as they learn to regularly apply the skills and contexts associated with each discipline.

Content and skills related to history and geography have numerous connections to life experiences. For example, students may apply these skills when reacting to front-page news stories, evaluating the merits of proposed policies, or actively applying historical and geographic thinking and knowledge in the career fields of government, public policy, economics, and law.

Career clusters and career examples related to history and geography are provided below. Teachers may consider discussing these with students throughout the year to promote motivation and engagement.

<b>Career Clusters Related to History and/or Geography</b>	
agriculture, food, and natural resources	manufacturing
architecture and construction	transportation, distribution, and logistics
government and public administration	
<b>Examples of Careers Related to History and Geography</b>	
archivists	
economists	
Foreign Service Officers	
geographers	
geographic informational systems (GIS) specialists	
government executives and legislators	
historians	
lawyers and judges	
market and survey researchers	
political scientists	
strategic operations managers	
urban and regional planners	
In addition to traditional careers above, newer careers such as data analysts and social technologists are also related to skills developed in history and geography courses.	

*Source for Career Clusters:* "Advanced Placement and Career and Technical Education: Working Together." Advance CTE and the College Board. October 2018. [careertech.org/resource/ap-cte-working-together](https://careertech.org/resource/ap-cte-working-together).

For more information about careers related to history and geography, teachers and students can visit and explore the College Board's Big Future resources: [bigfuture.collegeboard.org/majors/history-history](https://bigfuture.collegeboard.org/majors/history-history) and [bigfuture.collegeboard.org/majors/social-sciences-geography](https://bigfuture.collegeboard.org/majors/social-sciences-geography).

## SUMMARY OF RESOURCES AND SUPPORTS

Teachers are strongly encouraged to take advantage of the full set of resources and supports for Pre-AP World History and Geography, which are summarized below. Some of these resources must be used for a course to receive the Pre-AP Course Designation. To learn more about the requirements for course designation, see details below and on page 59.

The framework defines what students should know and be able to do by the end of the course. It serves as an anchor for model lessons and assessments, and it is the primary document teachers can use to align instruction to course content. **Use of the course framework is required.** *For more details see page 22.*

### MODEL LESSONS

Teacher resources include a robust set of model lessons that demonstrate how to translate the course framework, shared principles, and areas of focus into daily instruction. **Use of the model lessons is encouraged but not required.** *For more details see page 47.*

### LEARNING CHECKPOINTS

Accessed through Pre-AP Classroom, these short formative assessments provide insight into student progress. They are automatically scored and include multiple-choice and technology-enhanced items with rationales that explain correct and incorrect answers. **Use of one learning checkpoint per unit is required.** *For more details see page 49.*

### PERFORMANCE TASKS

Available in the printed teacher resources as well as on Pre-AP Classroom, performance tasks allow students to demonstrate their learning through extended problem-solving, writing, analysis, and/or reasoning tasks. Scoring guidelines are provided to inform teacher scoring, with additional practice and feedback suggestions available in online modules on Pre-AP Classroom. **Use of each unit's performance task is required.** *For more details see page 50.*

### FINAL EXAM

Accessed through Pre-AP Classroom, the final exam serves as a classroom-based, summative assessment designed to measure students' success in learning and applying the knowledge and skills articulated in the course framework. **Administration of the final exam is encouraged but not required.** *For more details see page 52.*

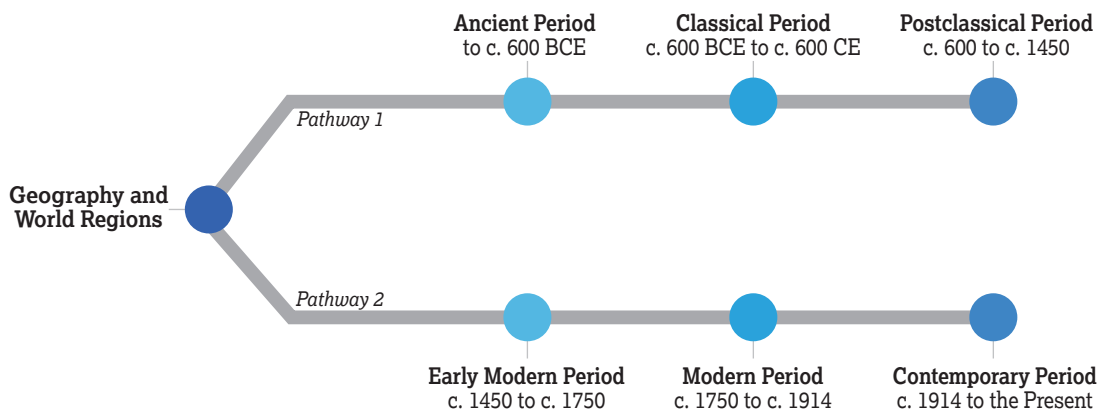
### PROFESSIONAL LEARNING

Both the four-day Pre-AP Summer Institute (Pre-APSI) and the Online Foundational Modules Series support teachers in preparing and planning to teach their Pre-AP course. **All Pre-AP teachers are required to either attend the Pre-AP Summer Institute or complete the module series. In addition, teachers are required to complete at least one Online Performance Task Scoring module.** *For more details see page 10.*

## PRE-AP WORLD HISTORY AND GEOGRAPHY: TWO PATHWAYS

Before implementing the Pre-AP World History and Geography course, schools select one of two available pathways. This encourages a deep study of a few historical periods and provides an opportunity for schools to choose the pathway that is the best fit for their state standards and district course sequences. Model lessons and assessments are based on the selected pathway.

- **Both pathways** begin with the study of geography and world regions.
- **Pathway 1** moves from geography and world regions to developments in world history from the ancient period through c. 1450 CE.
- **Pathway 2** moves from geography and world regions to developments in world history from c. 1450 CE through the present.



## Geography and World Regions

~35 Class Periods Total

### Principles of Geography

**LO G.1** Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.

### Regionalization

**LO G.2** Examine the purpose, characteristics, and limitations of regions.

### Spatial Reorganization

**LO G.3** Examine the causes and consequences of spatial reorganization.

### Learning Checkpoint 1

### Human Adaptations to the Physical Environment

**LO G.4** Identify the causes and effects of human adaptations to the physical environment.

### Comparison of World Regions

**LO G.5** Compare the physical and human characteristics of key world regions.

### Learning Checkpoint 2

### Performance Task

Source Analysis and Outline

## Course Map: Pathway 2

### Model Lesson and Assessment Sequence

#### PLAN

The course map shows how components are positioned throughout the course. As the map indicates, the course is designed to be taught over 140 class periods (based on 45-minute class periods), for a total of 28 weeks.

Lesson ideas along with content summaries and organizers are provided for every learning objective (LO). In addition, source exploration exercises with curated primary and secondary sources and questions for analysis are included for approximately 55% of the learning objectives.

#### TEACH

The model lessons demonstrate how the course framework, Pre-AP shared principles, and Pre-AP World History and Geography areas of focus come to life in the classroom.

##### *Shared Principles*

- close observation and analysis
- higher-order questioning
- evidence-based writing
- academic conversation

##### *Areas of Focus*

- evaluating evidence
- explaining historical and geographic relationships
- incorporating evidence

#### ASSESS AND REFLECT

Each unit includes two online learning checkpoints and a source-based performance task. These formative assessments are designed to provide meaningful feedback for both teachers and students.

A final exam is available for administration during a six-week window near the end of the course.



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

~35 Class Periods Total

### Causes and Consequences of Iberian Maritime Exploration and Colonialism

**LO 4.1** Summarize the impact of new maritime technologies, shifting patterns of global trade, and changing political dynamics in the creation of Iberian maritime empires.

### Columbian Exchange and Atlantic Slavery

**LO 4.2** Explain the environmental and demographic consequences of the Atlantic system.

### Origins and Impact of the Western European Empires in the North Atlantic

**LO 4.3** Describe the causes and the global, political, and economic effects of the Atlantic system.

### Early Modern Islamic Empires

**LO 4.4** Compare the territorial expansion, political structure, and cultural facets of the early modern Ottoman, Mughal, and Safavid empires.

### Learning Checkpoint 1

### Land-Based Empires: Early Modern China and Russia

**LO 4.5** Compare the territorial expansion and foreign policies of early modern China and Russia.

### Early Modern Religion

**LO 4.6** Examine the continuities and changes in religions during the early modern period.

### Early Modern Western Society and Culture

**LO 4.7** Examine the continuities and changes in early modern society and culture.

### Learning Checkpoint 2

### Performance Task

Source Analysis and Outline

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

~35 Class Periods Total

### Causes of the Atlantic Revolutions

**LO 5.1** Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.

### Effects of the Atlantic Revolutions

**LO 5.2** Describe the long-term social and political impact of the Atlantic Revolutions.

### The First Industrial Revolution

**LO 5.3** Explain the origins and significance of the first industrial revolution.

### The Second Industrial Revolution

**LO 5.4** Trace the continuities and changes between the first and second industrial revolutions.

### Learning Checkpoint 1

### Imperial Expansion in the Late 19th Century

**LO 5.5** Describe the continuities and changes in 19th-century imperialism.

### Reactions to Imperialism

**LO 5.6** Compare the responses to imperialism in the 19th century.

### Consequences of Industrialization

**LO 5.7** Explain the social, political, and demographic effects of industrialization in the 19th century.

### Learning Checkpoint 2

### Performance Task

Source Analysis, Outline, and Essay

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

~35 Class Periods Total

### Origins and Outcomes of World War I in Global Context

**LO 6.1** Trace the origins of World War I and its immediate outcomes in global perspective.

### A New Age of Revolutions: Mexico, Russia, and China

**LO 6.2** Compare the results of revolutions in Mexico, Russia, and China.

### The Global Economy and the State Between the Wars

**LO 6.3** Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.

### World War II and the Decline of Empires

**LO 6.4** Explain the causes and effects of World War II.

### Learning Checkpoint 1

### A Global Cold War

**LO 6.5** Compare the impact of the Cold War in the developed and the developing worlds.

### Foundations of Contemporary Globalization

**LO 6.6** Explain the origins of contemporary globalization.

### Impact of Contemporary Globalization

**LO 6.7** Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.

### Learning Checkpoint 2

### Performance Task

Source Analysis, Outline, and Essay

# Pre-AP World History and Geography Course Framework

## INTRODUCTION

Based on the Understanding by Design® (Wiggins and McTighe) model, the Pre-AP World History and Geography Course Framework is back mapped from AP expectations and aligned to essential grade-level expectations. The framework serves as a teacher's blueprint for the Pre-AP World History and Geography instructional resources and assessments.

The course framework was designed to meet the following criteria:

- **Focused:** The framework provides a deep focus on a limited number of concepts and skills that have the broadest relevance for later high school and college success.
- **Measurable:** The framework's learning objectives are observable and measurable statements about the knowledge and skills students should develop in the course.
- **Manageable:** The framework is manageable for a full year of instruction, fosters the ability to explore concepts in depth, and enables room for additional local or state standards to be addressed where appropriate.
- **Accessible:** The framework's learning objectives are designed to provide all students, across varying levels of readiness, with opportunities to learn, grow, and succeed.

The Pre-AP World History and Geography Course Framework provides a cohesive, clear plan for teachers that identifies essential content to target in service of skill-based learning objectives. Both course pathways include four units. Each unit includes five to seven key concepts and approximately seven weeks of instruction. The course is designed to be flexible enough for teachers to integrate additional topics associated with district or state curriculum maps.

In contrast to many social studies curricula that favor either skills **or** content, this course challenges students to follow the example of historians and geographers by using both to pursue disciplinary investigations. To ensure that relevant relationships are prioritized over isolated facts, the key concepts, learning objectives, and essential knowledge statements work together to emphasize the connections between historic and geographic developments.

## COURSE FRAMEWORK COMPONENTS

The Pre-AP World History and Geography Course Framework includes:

- Areas of Focus: Connected Disciplinary Skills
- Key Concepts

### AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

Although units emphasize different topics, they are all designed to foster the disciplinary skills of evaluating evidence, explaining historic and geographic relationships, and incorporating evidence. Throughout each unit, students need regular opportunities to practice the skills and to receive feedback on their progress.

#### Skill Alignment with AP

The course skills illustrate clear targets for instruction and assessment that can also support class discussion and student reflection. Despite this emphasis on specificity and accessibility, each area of focus and its associated skills has direct connections with the AP History Skills and Practices. Below is a brief description of how each area of focus aligns to specific skill categories in AP.

#### Evaluating Evidence

Skill articulations from this area of focus prepare students for AP Historical Thinking Skills 2 and 3 (sourcing and situation, claims and evidence in sources) and AP Human Geography Course Skills 3 and 4 (data analysis, source analysis)

#### Explaining Historical and Geographic Relationships

Skill articulations from this area of focus prepare students for all of the reasoning processes used in AP history courses (comparison, causation, continuity and change) and AP Historical Thinking Skill 5 (making connections) as well as AP Human Geography Skill 2 (spatial reasoning).

#### Incorporating Evidence

Skill articulations from this area of focus prepare students for AP Historical Thinking Skills 4 and 6 (contextualization, argumentation).

### KEY CONCEPTS

To support teacher planning and instruction, each unit is organized by key concepts. Each key concept includes a corresponding **learning objective** and **essential knowledge statements**.

#### Key Concept

A brief identification of the development or concept to be explored.

#### Learning Objectives

These objectives define what a student needs to be able to do with essential knowledge to explain the underlying historic and geographic relationships between developments and concepts. The learning objectives serve as actionable targets for instruction.

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Pre-AP World History and Geography Course Framework

**THE POSTCLASSICAL PERIOD, C. 600 TO C. 1450**

Key Concept	Essential Knowledge
<p><b>Learning Objective</b> Students will be able to ...</p> <p><b>Early Islamic States</b></p> <p>LO 3.1 Describe the origins, expansion, and consolidation of the first Islamic states.</p>	<p><b>Essential Knowledge</b> Students need to know that ...</p> <p><b>EK 3.1.A Origins and basic tenets of Islam</b> Islam, a religion informed by Abrahamic and Arab traditions and the teachings of Muhammad, began in the seventh century on the Arabian Peninsula.</p> <p><b>EK 3.1.B Establishment and expansion of the Arab Umayyad Caliphate</b> After Muhammad's death, Sunni and Shi'a traditions of Islam developed, and his successors and the Umayyad caliph established an Arab empire that adapted Byzantine political structures and expanded to South Asia and the Iberian Peninsula.</p> <p><b>EK 3.1.C State consolidation, cosmopolitanism, and the Abbasid Caliphate</b> The Abbasid Caliphate continued Umayyad practices of qualified religious tolerance, created a cosmopolitan state that adapted Persian political and cultural traditions, and supported scholarship of global significance.</p>
<p><b>Postclassical States: Byzantine Empire and European Kingdoms</b></p> <p>LO 3.2 Compare the political, economic, and cultural structures of eastern and western Europe.</p>	<p><b>EK 3.2.A Governmental structures of Byzantium and western Europe</b> In the feudal kingdoms of western Europe, the Roman church and the monarchs competed for political authority while emperors in the Byzantine Empire maintained imperial rule through control of both the state and the Eastern Orthodox church, especially after the East-West Schism.</p> <p><b>EK 3.2.B Economic foundations of Byzantium and western Europe</b> While the western territories of the former Roman Empire fractured into independent kingdoms reliant on manorialism and agriculture, the Byzantine Empire developed a sophisticated urban economy.</p> <p><b>EK 3.2.C The Crusades</b> Starting in the 11th century, popes endorsed multiple military campaigns to reclaim the Holy Land and expand Catholic influence on the peripheries of Europe, which destabilized the Byzantine Empire, intensified Mediterranean trade, and expanded economic and cultural interactions between the Islamic world and western Europe.</p>
<p><b>Postclassical States in East Asia</b></p> <p>LO 3.3 Examine political continuity and change in postclassical China.</p>	<p><b>EK 3.3.A Neocofucianism and state building in postclassical China</b> China reunited in the seventh century with a strong bureaucratic government that initially supported Buddhism but later utilized Confucian principles and restored the imperial examination system.</p> <p><b>EK 3.3.B Economic foundations of the Tang and Song dynasties</b> The Tang Dynasty's land redistribution system increased tax revenue from free peasants, expanded state investment in infrastructure projects, and promoted agricultural and artisanal production.</p> <p><b>EK 3.3.C Imperial expansion and fragmentation in the Tang and Song dynasties</b> The Tang Dynasty expanded imperial borders but collapsed in the wake of internal conflict, leading to the Song Dynasty.</p>

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#### Essential Knowledge Statements

The essential knowledge statements are linked to the learning objectives. These statements describe the knowledge required to perform the learning objective(s).

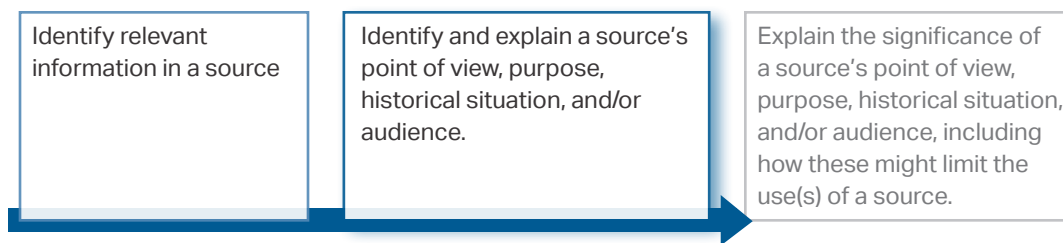
## AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

The following tables articulate the disciplinary skills that students should develop while building knowledge of each unit's key concepts. Each skill is aligned to a Pre-AP World History and Geography area of focus and assessed through the learning checkpoints, performance tasks, and final exam.

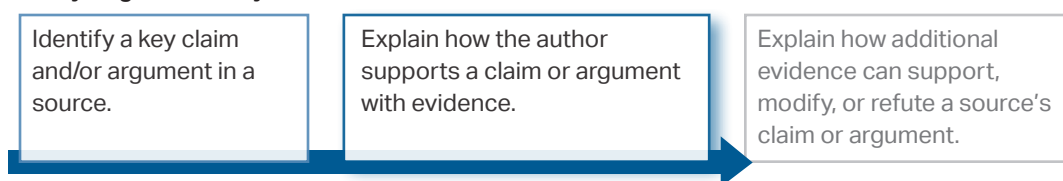
Course assessments are designed around the goal that students fully master the skills in the left column and demonstrate consistent proficiency of skills in the center column. While the skills in the right column may be explored in Pre-AP with grade-appropriate scaffolds, independent proficiency of these skills is a goal reserved for AP courses.

### Evaluating Evidence

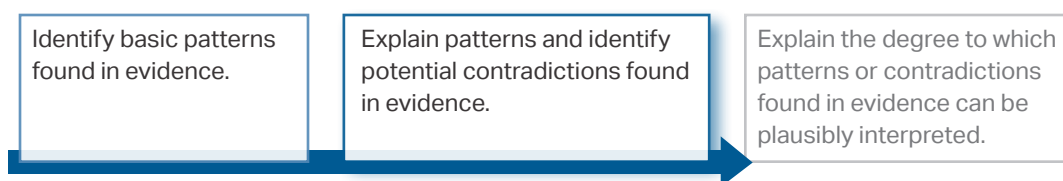
#### Analyzing Primary Sources



#### Analyzing Secondary Sources



#### Assessing Patterns in Quantitative and Qualitative Evidence



### Explaining Historical and Geographic Relationships

#### Causation

Identify causes and effects of a specific historical/geographic development or process.

Explain relationships between causes and effects of specific historical/geographic developments or processes.

Explain the relative importance of different causes and effects of specific historical/geographic developments or processes.

#### Comparison

Identify the similarities and/or differences between historical/geographic developments or processes.

Explain relevant similarities and/or differences between specific historical/geographic developments or processes.

Explain how similarities and differences between historical/geographic developments or processes reflect underlying factors or trends.

#### Continuity and Change over Time

Identify patterns of continuity and/or change over time.

Explain patterns of continuity and/or change over time.

Explain significant turning points and broad patterns of continuity within a given time and place.

### Incorporating Evidence

#### Claims

Write a defensible claim.

Write a defensible claim that establishes a line of reasoning.

Write a defensible claim that incorporates diverse evidence and addresses counterclaims to develop a complex argument.

#### Supporting Evidence

Describe specific examples of historically relevant evidence.

Explain how specific examples of historically relevant evidence support an argument.

Explain how specific examples of historically relevant evidence support an argument while accounting for contradictory evidence.

#### Contextualization

Describe a historical/geographic context for a specific historical/geographic development or process.

Explain how a specific historical/geographic development or process is situated within a broader historical context.

Explain how broader contexts inform a historical/geographic development or process.

## GEOGRAPHY AND WORLD REGIONS

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Principles of Geography</b></p> <p><b>LO G.1</b> Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.</p>	<p><b>EK G.1.A</b> Maps convey representations of space, place, and location through symbols, keys, scale, and other manners of representation.</p> <p><b>EK G.1.B</b> Maps reflect political and cultural contexts and prioritize, exclude, or distort information to serve a variety of purposes.</p> <p><b>EK G.1.C</b> Geographers examine human and environmental patterns across space and time by synthesizing empirical data and maps with other primary and secondary sources.</p> <p><b>EK G.1.D</b> Geographers use geospatial data, satellite technologies, and geographic information systems (GIS) to organize, represent, and reexamine human and environmental patterns across space and time.</p>
<p><b>Regionalization</b></p> <p><b>LO G.2</b> Examine the purpose, characteristics, and limitations of regions.</p>	<p><b>EK G.2.A</b> Regions are created to organize space based on human or physical characteristics and patterns of human and physical activity, which change over time.</p> <p><b>EK G.2.B</b> Types of regions include formal, functional, and perceptual/vernacular.</p> <p><b>EK G.2.C</b> Regions vary in scale from local to global, and places can be located in multiple regions.</p> <p><b>EK G.2.D</b> Regional boundaries are transitional and are sometimes contested and/or overlapping.</p>
<p><b>Spatial Reorganization</b></p> <p><b>LO G.3</b> Examine the causes and consequences of spatial reorganization.</p>	<p><b>EK G.3.A</b> Spatial organization shapes and is shaped by patterns of economic activity, cultural diffusion, and political developments.</p> <p><b>EK G.3.B</b> Spatial organization shapes and is shaped by birth and mortality rates, which are influenced by cultural, economic, environmental, and political factors.</p> <p><b>EK G.3.C</b> Spatial, economic, political, environmental, and cultural factors in sending and receiving societies contribute to migration.</p> <p><b>EK G.3.D</b> Migrations impact the demographic characteristics of both sending and receiving societies, which influence spatial organization as well as economic, political, and cultural development.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Human Adaptations to the Physical Environment</b></p> <p><b>LO G.4</b> Identify the causes and effects of human adaptations to the physical environment.</p>	<p><b>EK G.4.A</b> Scarcity and surplus of natural resources shape patterns of exchange and transportation networks.</p> <p><b>EK G.4.B</b> Individuals and societies adapt to their environments through innovations in food production, manufacturing, and technology.</p> <p><b>EK G.4.C</b> Human adaptations and activities can result in the modification of environments and the long-distance diffusion of plants, animals, and pathogens.</p> <p><b>EK G.4.D</b> Human interactions with the environment have intended and unintended consequences, including alterations to landscapes and changes in biodiversity.</p>
<p><b>Comparison of World Regions</b></p> <p><b>LO G.5</b> Compare the physical and human characteristics of key world regions.</p>	<p><b>EK G.5.A</b> Regions can be defined by physical characteristics, including climate, biomes, landforms, and bodies of water.</p> <p><b>EK G.5.B</b> Regions can be defined by cultural characteristics, including patterns of language, religion, ethnicity, foodways, and traditions.</p> <p><b>EK G.5.C</b> Regions can be defined by population characteristics, including population density, fertility rates, and mortality rates, as well as by patterns of human development, which can be quantified using quality-of-life measures.</p> <p><b>EK G.5.D</b> Regions can be defined by their level of economic development as well as by their primary (agriculture and resource extraction), secondary (manufacturing), and tertiary (service) activities.</p> <p><b>EK G.5.E</b> Regions can be defined by political characteristics, including organization of states and territories, structures of government, and rules for political participation.</p>



## THE ANCIENT PERIOD, TO C. 600 BCE

<b>Key Concept</b>  <b>Learning Objective</b> <i>Students will be able to ...</i>	<b>Essential Knowledge</b> <i>Students need to know that ...</i>
<p><b>Human Adaptation and Migration in the Paleolithic World</b></p> <p><b>LO 1.1</b> Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic era.</p>	<p><b>EK 1.1.A <i>Technology and human adaptation to the environment during the Paleolithic period</i></b>  Humans developed increasingly diverse and sophisticated tools, including multiple uses of fire, as they adapted to the environment.</p> <p><b>EK 1.1.B <i>Cultural and social development in the Paleolithic world</i></b>  Language facilitated communal social organization and the spread of ideas and technologies.</p> <p><b>EK 1.1.C <i>Global spread of humans during the Paleolithic period</i></b>  Humans successfully adapted to a variety of habitats and migrated from Africa to populate both hemispheres.</p>
<p><b>Causes and Effects of the Neolithic Revolution</b></p> <p><b>LO 1.2</b> Explain the causes and effects of the Neolithic Revolution.</p>	<p><b>EK 1.2.A <i>Causes of the Neolithic Revolution</i></b>  In response to environmental change and population pressure, humans domesticated animals and cultivated plants.</p> <p><b>EK 1.2.B <i>Effects of the Neolithic Revolution</i></b>  Human populations grew as a result of animal domestication, shifting agriculture, and new technology, and this growth had an increasing impact on the environment.</p> <p><b>EK 1.2.C <i>Development and diffusion of Neolithic communities</i></b>  Neolithic communities developed in, and then spread from, West Asia, East Asia, Southeast Asia, sub-Saharan Africa, the Americas, and Papua New Guinea.</p>
<p><b>Origins of Complex Urban Societies in the Ancient World</b></p> <p><b>LO 1.3</b> Trace the transition from shifting cultivation to sedentary agriculture and the emergence of complex urban civilization.</p>	<p><b>EK 1.3.A <i>Transition from shifting to sedentary agriculture</i></b>  The use of fertilization and terracing facilitated sedentary agriculture and village communities.</p> <p><b>EK 1.3.B <i>Formation of hydrologic systems in early ancient Eurasian civilizations</i></b>  Complex hydrologic systems and bronze tools led to the development of ancient river valley civilizations.</p> <p><b>EK 1.3.C <i>Formation of American civilizations in the absence of hydrologic systems</i></b>  Ancient Olmec and Chavin civilizations arose through sophisticated terracing and intercropping.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Pastoralism in Ancient Afro-Eurasia</b></p> <p><b>LO 1.4</b> Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.</p>	<p><b>EK 1.4.A <i>Animal domestication and the origin of pastoral lifestyles</i></b> The domestication of animals provided stable sources of meat, milk, and other animal products, but required mobility for water and grazing.</p> <p><b>EK 1.4.B <i>Expansion of pastoralism and human environmental interaction</i></b> The grazing needs of livestock altered the local landscape and reduced biodiversity.</p> <p><b>EK 1.4.C <i>Pastoral interactions with sedentary communities</i></b> Pastoralists both raided and traded with sedentary communities in order to diversify their diets and acquire goods.</p>
<p><b>State Formation in Ancient Afro-Eurasia</b></p> <p><b>LO 1.5</b> Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.</p>	<p><b>EK 1.5.A <i>Origins of the first states in Afro-Eurasia</i></b> Political, religious, and economic elites emerged and extracted resources and labor from sedentary farmers and other producers to form and defend states.</p> <p><b>EK 1.5.B <i>Expansion of tributary states</i></b> The reliance on tribute encouraged states to expand through military conquest and political alliances.</p> <p><b>EK 1.5.C <i>Consolidation of ancient Afro-Eurasian states</i></b> Numeric calculation and writing facilitated record keeping and the establishment of legal codes that led to the consolidation of ancient Afro-Eurasian states.</p>
<p><b>Development of Ancient Afro-Eurasian Religions</b></p> <p><b>LO 1.6</b> Examine the continuities and changes in the development of ancient Afro-Eurasian religions and their impact on the states in which they were created.</p>	<p><b>EK 1.6.A <i>Declining significance of animism in complex urban societies</i></b> With the formation of cities and states, polytheistic religions shifted focus from the control of nature to human concerns.</p> <p><b>EK 1.6.B <i>Use of religion in establishing political authority</i></b> Leaders of ancient Afro-Eurasian states increasingly used religion and connections to the divine to legitimize their authority.</p> <p><b>EK 1.6.C <i>Origins and impacts of the first monotheistic religions</i></b> Judaism and Zoroastrianism were the first monotheistic religions, and both promoted specific moral and ethical behaviors.</p>
<p><b>Development of Ancient Afro-Eurasian Societies</b></p> <p><b>LO 1.7</b> Trace the changes in social and gender hierarchies in Afro-Eurasian societies from the Paleolithic to the classical period.</p>	<p><b>EK 1.7.A <i>Establishment of specialized labor</i></b> Successful agricultural practices led to surpluses and the development of skilled specialized labor.</p> <p><b>EK 1.7.B <i>Emergence of hierarchical social status</i></b> The emergence of coercive forms of labor contributed to an unequal distribution of wealth and the formation of social and political elites.</p> <p><b>EK 1.7.C <i>Development of gender roles</i></b> The use of plow-based agriculture and large-scale militaries contributed to the emergence of patriarchy.</p>

## THE CLASSICAL PERIOD, C. 600 BCE TO C. 600 CE

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Classical Empires in East Asia</b></p> <p><b>LO 2.1</b> Trace the origins, expansion, and consolidation of the Han Dynasty.</p>	<p><b>EK 2.1.A <i>Transition from a feudal to a centralized state under the Qin Dynasty</i></b> The Qin unified warring feudal states into a single centralized state through wars of conquest and established law codes informed by Legalism.</p> <p><b>EK 2.1.B <i>Political and philosophical expansion of the Han Dynasty</i></b> The Han established an expansive centralized empire that built on Qin bureaucratic structures by implementing systems of Confucian meritocracy.</p> <p><b>EK 2.1.C <i>Economic and religious foundations of the Han Dynasty</i></b> The Han Dynasty was characterized by Confucianism, Daoism, free labor, artistic and economic innovation, and prosperity aided by the long-distance trade from the Silk Roads.</p>
<p><b>South Asian States and Dharmic Religions</b></p> <p><b>LO 2.2</b> Describe the growth and key characteristics of South Asian religious and political development.</p>	<p><b>EK 2.2.A <i>Reactions to Vedic religion and Brahmanism</i></b> Buddhism and Upanishadic Hinduism arose in late Vedic South Asia as a reaction to the ritualism of Brahmanism.</p> <p><b>EK 2.2.B <i>The Mauryan Empire and the spread of Buddhism in India</i></b> Buddhism's monastic organization and appeal to lower classes, as well as support from merchants and the Mauryan Empire, contributed to Buddhist literary and artistic traditions diffusing throughout South Asia.</p> <p><b>EK 2.2.C <i>The Gupta Empire and the revival of Hinduism in India</i></b> The Gupta Empire was characterized by advances in science and mathematics and the sponsorship and revival of Hinduism.</p>
<p><b>Greek and Hellenistic States in the Classical Mediterranean</b></p> <p><b>LO 2.3</b> Summarize the political and cultural impact of Greek city-states and the Hellenistic states.</p>	<p><b>EK 2.3.A <i>Greek philosophical traditions and state building</i></b> Greek philosophical traditions explained the natural and human world through reason and observation and also shaped the republican and democratic forms of city-states.</p> <p><b>EK 2.3.B <i>Alexander the Great and the Hellenistic empires</i></b> The empire of Alexander the Great and the successor Hellenistic empires were built upon Persian political structures and spread Greek cultural and administrative practices to West, Central, and South Asia and North Africa.</p> <p><b>EK 2.3.C <i>Greek art and architecture and their spread</i></b> Greek philosophy and polytheistic religious traditions widely influenced the art, architecture, and culture of the Hellenistic and Roman empires.</p>

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Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>The Classical Roman Mediterranean</b></p> <p><b>LO 2.4</b> Examine the continuities and changes in the social, political, and economic structures of the classical Roman Mediterranean world.</p>	<p><b>EK 2.4.A <i>Imperial expansion and the fall of the Roman Republic</i></b> Roman imperial expansion extended slavery, expanded the wealth of the senatorial class, diminished the authority of a free peasantry, and contributed to the fall of the Roman Republic.</p> <p><b>EK 2.4.B <i>Political and cultural foundations of the Roman Empire</i></b> Greek and Hellenistic philosophical, political, and cultural practices influenced both the Roman Republic and Roman Empire.</p> <p><b>EK 2.4.C <i>The Roman imperial economy</i></b> The Roman Empire relied on the extensive use of slave labor, sophisticated transportation infrastructures, and standardized weights, measures, and currency.</p>
<p><b>Classical Societies in Afro-Eurasia</b></p> <p><b>LO 2.5</b> Compare labor structures, social hierarchies, and gender relations in classical Afro-Eurasia.</p>	<p><b>EK 2.5.A <i>Labor structures in classical Afro-Eurasia</i></b> Classical economies relied on a range of labor forms, from free peasants and artisans in Greek city-states and the Han Dynasty to slavery in the Roman Empire.</p> <p><b>EK 2.5.B <i>Social hierarchy in classical Afro-Eurasia</i></b> The social structures of classical societies were hierarchical—informed by economic divisions of labor, land ownership, and commerce and reinforced by legal codes and belief systems.</p> <p><b>EK 2.5.C <i>Gender relations in classical Afro-Eurasia</i></b> Patriarchal social structures continued to shape gender and family relations and were both challenged and reinforced by belief systems.</p>
<p><b>Trade Networks and Cultural Encounters in the Classical World</b></p> <p><b>LO 2.6</b> Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period.</p>	<p><b>EK 2.6.A <i>Transportation technologies and long-distance overland trade</i></b> The elite demand for luxury goods stimulated the first phase of the Silk Roads, which were secured by empires such as the Roman and Han and enabled by new transportation technologies.</p> <p><b>EK 2.6.B <i>Silk Roads and the spread of Buddhism</i></b> Mahayana Buddhism spread from South Asia to parts of Central Asia and China via merchants and missionaries along the Silk Roads.</p> <p><b>EK 2.6.C <i>Early trade in the Indian Ocean and cultural and technological diffusion</i></b> Knowledge of the monsoons and new maritime technologies stimulated long-distance trade within the Indian Ocean basin and facilitated the spread of Hinduism and other Indic cultural practices to Southeast Asia and the diffusion of new crops to East Africa.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>The End of Classical Empires and the Consequences in Afro-Eurasia</b></p> <p><b>LO 2.7</b> Summarize the consequences of the collapse of the Han and Roman empires during the classical period.</p>	<p><b>EK 2.7.A Collapse of the Han Dynasty</b> Nomadic frontier incursions and excessive state expropriation of resources led to the erosion of Han imperial authority as local warlords gained power.</p> <p><b>EK 2.7.B Collapse of the Roman Empire</b> Political instability rooted in the challenges of defending an extensive frontier facilitated Germanic invasions that contributed to the collapse of the western portions of the Roman Empire.</p> <p><b>EK 2.7.C Spread of Buddhism and Christianity</b> Christianity and Mahayana Buddhism, facilitated by transportation infrastructures, standardized written forms, and religious messages of salvation and spiritual equality, spread in the wake of collapsing empires.</p>

**THE POSTCLASSICAL PERIOD, C. 600 TO C. 1450**

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Early Islamic States</b></p> <p><b>LO 3.1</b> Describe the origins, expansion, and consolidation of the first Islamic states.</p>	<p><b>EK 3.1.A <i>Origins and basic tenets of Islam</i></b> Islam, a religion informed by Abrahamic and Arab traditions and the teachings of Muhammad, began in the seventh century on the Arabian Peninsula.</p> <p><b>EK 3.1.B <i>Establishment and expansion of the Arab Umayyad Caliphate</i></b> After Muhammad’s death, Sunni and Shi’a traditions of Islam developed, and his successors and the Umayyad caliphs established an Arab empire that adapted Byzantine political structures and expanded to South Asia and the Iberian Peninsula.</p> <p><b>EK 3.1.C <i>State consolidation, cosmopolitanism, and the Abbasid Caliphate</i></b> The Abbasid Caliphate continued Umayyad practices of qualified religious tolerance, created a cosmopolitan state that adapted Persian political and cultural traditions, and supported scholarship of global significance.</p>
<p><b>Postclassical States: Byzantine Empire and European Kingdoms</b></p> <p><b>LO 3.2</b> Compare the political, economic, and cultural structures of eastern and western Europe.</p>	<p><b>EK 3.2.A <i>Governmental structures of Byzantium and western Europe</i></b> In the feudal kingdoms of western Europe, the Roman church and the monarchs competed for political authority while emperors in the Byzantine Empire maintained imperial rule through control of both the state and the Eastern Orthodox church, especially after the East–West Schism.</p> <p><b>EK 3.2.B <i>Economic foundations of Byzantium and western Europe</i></b> While the western territories of the former Roman Empire fractured into independent kingdoms reliant on manorialism and agriculture, the Byzantine Empire developed a sophisticated urban economy.</p> <p><b>EK 3.2.C <i>The Crusades</i></b> Starting in the 11th century, popes endorsed multiple military campaigns to reclaim the Holy Land and expand Catholic influence on the peripheries of Europe, which destabilized the Byzantine Empire, intensified Mediterranean trade, and expanded economic and cultural interactions between the Islamic world and western Europe.</p>
<p><b>Postclassical States in East Asia</b></p> <p><b>LO 3.3</b> Examine political continuity and change in postclassical China.</p>	<p><b>EK 3.3.A <i>Neoconfucianism and state building in postclassical China</i></b> China reunited in the seventh century with a strong bureaucratic government that initially supported Buddhism but later utilized Confucian principles and restored the imperial examination system.</p> <p><b>EK 3.3.B <i>Economic foundations of the Tang and Song dynasties</i></b> The Tang Dynasty’s land redistribution system increased tax revenue from free peasants, expanded state investment in infrastructure projects, and promoted agricultural and artisanal production.</p> <p><b>EK 3.3.C <i>Imperial expansion and fragmentation in the Tang and Song dynasties</i></b> The Tang Dynasty expanded imperial borders but collapsed in the wake of internal conflict, leading to the Song Dynasty.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>The Mongols and the Revitalization of the Silk Roads</b></p> <p><b>LO 3.4</b> Explain the causes and consequences of the origin and expansion of the Mongol Empire.</p>	<p><b>EK 3.4.A <i>Origins and development of the Mongol Empire</i></b> Under Genghis Khan and his descendants, the Mongols of Central Asia conquered much of Eurasia, creating a large nomadic empire that stretched from East Asia to West Asia and eastern Europe.</p> <p><b>EK 3.4.B <i>Expansion of the Mongol Empire and the establishment of the Yuan Dynasty</i></b> Kublai Khan expanded the Mongol presence in Asia, conquering the Song Dynasty and establishing the Yuan Dynasty, where he and his descendants ruled through traditional Chinese institutions but accepted Muslims, Christians, and Buddhists.</p> <p><b>EK 3.4.C <i>Biological consequences of Silk Road exchange</i></b> Silk Road trade, which the Mongols had revived, was instrumental in spreading the bubonic plague and contributing to dramatic demographic and social changes in western Europe.</p>
<p><b>Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa</b></p> <p><b>LO 3.5</b> Trace the development and impact of trans-Saharan trade.</p>	<p><b>EK 3.5.A <i>Origins and foundations of trans-Saharan trade routes</i></b> The introduction of the camel facilitated the development of regular trade routes in which gold, salt, and slaves were exchanged from the western Sahara to West Africa and the Mediterranean.</p> <p><b>EK 3.5.B <i>State building in the West African Sahel</i></b> The states of Ghana, Mali, and Songhai arose in the West African Sahel at transshipment points for the regulation and taxation of trans-Saharan trade in the arable Niger River valley.</p> <p><b>EK 3.5.C <i>Spread and impact of Islam in sub-Saharan Africa</i></b> Trans-Saharan trade routes diffused Islam to sub-Saharan Africa, while the spread of literacy and the Arabic script facilitated record keeping, state building, and West African connections to Muslim global trade networks.</p>
<p><b>Long-Distance Trade and Diffusion in the Indian Ocean Basin</b></p> <p><b>LO 3.6</b> Examine the causes and effects of long-distance trade in the Indian Ocean basin.</p>	<p><b>EK 3.6.A <i>The establishment of Swahili city-states</i></b> Indian Ocean trade led to the establishment of coastal city-states in East Africa and the spread of Swahili, a Bantu language containing many Arabic elements.</p> <p><b>EK 3.6.B <i>Maritime technologies and the expansion of trade in the Indian Ocean basin</i></b> Improvements in maritime technologies and expanding global demand for spices, luxury goods, slaves, gold, and silver contributed to a significant increase in trade within and around the Indian Ocean basin.</p> <p><b>EK 3.6.C <i>Spread of technologies, cultural practices, and flora and fauna in the Indian Ocean basin</i></b> The expansion of trade in the Indian Ocean basin contributed to the diffusion of Islam and Buddhism to Southeast Asia as well as the westward spread of Asian technologies.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Postclassical Americas</b></p> <p><b>LO 3.7</b> Compare the political, economic, and cultural structures of the Maya, Inca, and Aztec states.</p>	<p><b>EK 3.7.A Governmental structures of the Maya, Inca, and Aztec states</b> Political structures in the classical and postclassical Americas varied from stateless societies to the confederated city-states of the Maya, the tributary empire of the Aztecs, and the centralized administration of the Inca Empire.</p> <p><b>EK 3.7.B Economic foundations of the Maya, Inca, and Aztec states</b> The three principal civilizations in the Americas were associated with long-distance trade and handicrafts and based on intensive agricultural production and varied forms of coercive labor.</p> <p><b>EK 3.7.C Maya, Inca, and Aztec cultural and religious practices</b> The Maya, Inca, and Aztec rulers leveraged their perceived divine status and support from a priestly class to maintain control over large populations.</p>



## THE EARLY MODERN PERIOD, C. 1450 TO C. 1750

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Causes and Consequences of Iberian Maritime Exploration and Colonialism</b></p> <p><b>LO 4.1</b> Summarize the impact of new maritime technologies, shifting patterns of global trade, and changing political dynamics in the creation of Iberian maritime empires.</p>	<p><b>EK 4.1.A <i>The search for direct access to African and Asian markets</i></b> The Iberian Reconquista, growing western European demand for trade goods, and a desire to lower costs prompted traders to seek direct access to Asian markets and West African gold.</p> <p><b>EK 4.1.B <i>Diffusion of Asian maritime technology</i></b> The diffusion of Asian and Muslim maritime technologies and Arab geographic knowledge, incorporated with European metallurgical and woodworking skills, enabled Portuguese and Spanish exploration of the South Atlantic and beyond.</p> <p><b>EK 4.1.C <i>Iberian maritime colonization</i></b> The Portuguese established a trading-post empire in Africa and Asia, while the Spanish utilized metal and gunpowder weaponry to establish colonies in the Americas as Amerindian states and societies were depleted by disease.</p>
<p><b>Columbian Exchange and Atlantic Slavery</b></p> <p><b>LO 4.2</b> Explain the environmental and demographic consequences of the Atlantic system.</p>	<p><b>EK 4.2.A <i>Columbian Exchange</i></b> Trade and migration from Afro-Eurasia to the Americas resulted in the exchange of flora, fauna, and diseases, which promoted food security and demographic expansion in Afro-Eurasia while devastating many Amerindian populations.</p> <p><b>EK 4.2.B <i>The formation of plantation and extractive economies</i></b> European demand for crops, such as sugar and tobacco, and the global demand for silver resulted in the development and expansion of plantation and extractive economies in the Americas.</p> <p><b>EK 4.2.C <i>Coercive labor systems and the transatlantic slave trade</i></b> The demographic decline of the Amerindian population and the increased demand for labor from growing plantation and extractive economies led to increased use of coercive forms of labor, such as slavery.</p>
<p><b>Origins and Impact of the Western European Empires in the North Atlantic</b></p> <p><b>LO 4.3</b> Describe the causes and the global, political, and economic effects of the Atlantic system.</p>	<p><b>EK 4.3.A <i>State building in northwestern Europe</i></b> As the Spanish Empire declined, England, France, and the Netherlands centralized systems of taxation, government, and defense and established colonial settlements in North America and trading settlements and colonies in Asia and Africa.</p> <p><b>EK 4.3.B <i>Competition among western European empires</i></b> Western European maritime empires enacted mercantilist policies and established economic innovations such as joint-stock companies to finance colonial settlement in the Americas and promote trade.</p> <p><b>EK 4.3.C <i>Global consequences of the Atlantic economy</i></b> As Japanese silver production declined, American production met Chinese demands for silver, facilitating new levels of global economic integration.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Early Modern Islamic Empires</b></p> <p><b>LO 4.4</b> Compare the territorial expansion, political structure, and cultural facets of the early modern Ottoman, Mughal, and Safavid empires.</p>	<p><b>EK 4.4.A <i>Territorial expansion and military innovation</i></b> Diffusion of gunpowder and the use of cannons and firearms contributed to the territorial growth of the early modern Islamic empires and the decline of local nomadic societies in Central Asia.</p> <p><b>EK 4.4.B <i>Cosmopolitanism in the early modern Islamic empires</i></b> The Mughal and Ottoman empires promoted social and political cohesion by enacting policies and practices of limited religious tolerance.</p> <p><b>EK 4.4.C <i>Varieties of religious policies in early modern Islamic empires</i></b> Islamic empires differed in their treatment of Sufis and often engaged in political and imperial conflicts that were religious in nature.</p>
<p><b>Land-Based Empires: Early Modern China and Russia</b></p> <p><b>LO 4.5</b> Compare the territorial expansion and foreign policies of early modern China and Russia.</p>	<p><b>EK 4.5.A <i>Ming and Qing imperial expansion</i></b> After China experienced nearly three centuries of stability under the Ming Dynasty, the Manchu invaded China, established the Qing Dynasty, and doubled China's imperial territory through military conquest and tribute-based diplomacy while maintaining Confucian principles.</p> <p><b>EK 4.5.B <i>Russian imperial expansion</i></b> The spatial reorganization and eastward expansion of the Russian state after the collapse of the Golden Horde led to a trans-Eurasian state and diminished the autonomy of Central Asian and Siberian nomadic societies.</p> <p><b>EK 4.5.C <i>Russian and Chinese engagement with the West</i></b> By the late 18th century, Russian imperial policies promoted the importation of Western goods, technology, and culture, while Qing China continued to have relatively limited contact with the West.</p>
<p><b>Early Modern Religion</b></p> <p><b>LO 4.6</b> Examine the continuities and changes in religions during the early modern period.</p>	<p><b>EK 4.6.A <i>Sikhism and religious diffusion in the Indian Ocean basin</i></b> Sikhism arose in South Asia as a new religion, while Theravada Buddhism spread across mainland Southeast Asia.</p> <p><b>EK 4.6.B <i>Early modern religious schisms</i></b> The Protestant and Catholic reformations led to religious conflicts that divided European states and societies, promoted literacy and education, and encouraged Catholic evangelicalism in the Americas.</p> <p><b>EK 4.6.C <i>New syncretic religions</i></b> Global connectivity led to new syncretic forms of religion including Vodun and other variations of Catholicism in the Americas that accommodated and incorporated Amerindian religious and cultural practices.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Early Modern Western Society and Culture</b></p> <p><b>LO 4.7</b> Examine the continuities and changes in early modern society and culture.</p>	<p><b>EK 4.7.A <i>The Renaissance and the Scientific Revolution</i></b> The diffusion of Byzantine and Muslim scholarship of Greco-Roman texts to Europe, the increased use of improved printing technologies, and discoveries in the Americas contributed to the rise of humanism in the Renaissance and to the use of rationalism and empiricism to understand the natural world during the Scientific Revolution.</p> <p><b>EK 4.7.B <i>Continuities in western European social hierarchies</i></b> Land ownership continued to convey social status, generate wealth, and secure political influence in early modern societies despite the end of manorialism.</p> <p><b>EK 4.7.C <i>Changes in early modern social hierarchies</i></b> Commercial societies elevated the status of merchants, financiers, and urban professionals, while chattel slavery in the Americas contributed to the development of racial hierarchies.</p>

**THE MODERN PERIOD, C. 1750 TO C. 1914**

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Causes of the Atlantic Revolutions</b></p> <p><b>LO 5.1</b> Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.</p>	<p><b>EK 5.1.A <i>The Enlightenment</i></b> The Enlightenment, characterized by secular thinking and human reasoning, prompted questioning of the role of the church in society and the divine rights of rulers.</p> <p><b>EK 5.1.B <i>Imperial rivalry in the Atlantic</i></b> Imperial rivalry and conflict between European maritime empires created opportunities for independence movements.</p> <p><b>EK 5.1.C <i>Early modern political and social tensions</i></b> Expanding commerce and literacy as well as the growing middle class led to critiques of social hierarchy and political and clerical privilege.</p>
<p><b>Effects of the Atlantic Revolutions</b></p> <p><b>LO 5.2</b> Describe the long-term social and political impact of the Atlantic Revolutions.</p>	<p><b>EK 5.2.A <i>New American states</i></b> Successful colonial wars of independence led to the creation of new states and severely reduced the imperial presence of Spain and Great Britain in the Americas.</p> <p><b>EK 5.2.B <i>The French Revolution</i></b> The French Revolution and the Napoleonic Empire established a unitary nation-state with a republican constitution, diminished clerical and landed privilege, and provided political power to an emergent bourgeoisie.</p> <p><b>EK 5.2.C <i>Nineteenth-century reform movements</i></b> The Atlantic Revolutions inspired abolitionism, nationalism, republicanism, liberalism, and emergent feminism; led to movements that eventually ended Atlantic slavery; accelerated the creation and consolidation of nation-states; and democratized political rights.</p>
<p><b>The First Industrial Revolution</b></p> <p><b>LO 5.3</b> Explain the origins and significance of the first industrial revolution.</p>	<p><b>EK 5.3.A <i>Origins of the Industrial Revolution in Great Britain</i></b> Access to raw materials, a tradition of machine making, surplus labor, and state protections in Great Britain were key factors that resulted in the emergence of factories and ushered in the first industrial revolution.</p> <p><b>EK 5.3.B <i>Characteristics of early industrialization</i></b> The first industrial revolution utilized inanimate sources of energy and mechanized textile and iron production, increasing manufacturing productivity and consumerism and accelerating resource extraction.</p> <p><b>EK 5.3.C <i>Spread of industrialization</i></b> The first industrial revolution spread from Britain to the United States and parts of northwestern Europe, and by the early 19th century the West had surpassed China in economic production.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>The Second Industrial Revolution</b></p> <p><b>LO 5.4</b> Trace the continuities and changes between the first and second industrial revolutions.</p>	<p><b>EK 5.4.A <i>Late 19th-century industrial innovations</i></b> The second industrial revolution witnessed the dramatic expansion of efficient and highly capitalized forms of industrial manufacturing that were aided by the growing availability of cheap steel and electricity during the late 19th century.</p> <p><b>EK 5.4.B <i>The global spread of industrialization</i></b> Germany, Russia, Japan, and the United States experienced significant leaps in industrial growth to join Great Britain as industrial powers, prompting new levels of economic competition.</p> <p><b>EK 5.4.C <i>Globalization, transportation, and information technologies</i></b> Transportation and communication innovations increased opportunities for the global coordination and distribution of goods and facilitated unprecedented production of food and raw materials.</p>
<p><b>Imperial Expansion in the Late 19th Century</b></p> <p><b>LO 5.5</b> Describe the continuities and changes in 19th-century imperialism.</p>	<p><b>EK 5.5.A <i>New imperialism and the second industrial revolution</i></b> New imperialism in Africa and Asia was driven by nationalism, Social Darwinism, and economic objectives to secure raw materials and markets associated with the second industrial revolution.</p> <p><b>EK 5.5.B <i>The expansion and contraction of overland empires</i></b> The Russian and Austrian empires expanded as the Ottoman and Qing empires, facing financial, demographic, and political challenges, declined.</p> <p><b>EK 5.5.C <i>Neocolonialism in Latin America</i></b> Great Britain and the United States practiced economic imperialism in Latin America in order to obtain cheap foodstuffs and raw materials and to secure markets for the export of manufactured goods.</p>
<p><b>Reactions to Imperialism</b></p> <p><b>LO 5.6</b> Compare the responses to imperialism in the 19th century.</p>	<p><b>EK 5.6.A <i>Violent resistance to imperialism</i></b> Violent uprisings attempted by colonies and independent nations to stop or reverse the spread of Western European imperialism often failed and resulted in tighter imperial control.</p> <p><b>EK 5.6.B <i>Self-rule</i></b> In settler colonies such as Australia and Canada, local elites obtained dominion status and self-rule, while in direct-rule colonies such as India, local elites were often co-opted through access to Western lifestyles and education.</p> <p><b>EK 5.6.C <i>Modernization reform movements</i></b> The governments of the Ottoman Empire and Qing China enacted programs that aimed to modernize their economies and militaries in efforts to withstand Western imperial expansion.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Consequences of Industrialization</b></p> <p><b>LO 5.7</b> Explain the social, political, and demographic effects of industrialization in the 19th century.</p>	<p><b>EK 5.7.A Social changes in industrial societies</b> Industrialization led to rapid urbanization, new family structures, and new class identities.</p> <p><b>EK 5.7.B Political responses to industrialization</b> While Marxist and socialist ideologies and trade unionism arose in response to widening economic and social inequities, many industrialized nations expanded suffrage and political representation in response to the growth of middle-class incomes and influence.</p> <p><b>EK 5.7.C Migration in the 19th century</b> Industrialization, cheaper transportation, global agricultural markets, and the abolition of slavery led to mass migrations of Europeans to the Americas and Russians to Central and East Asia, as well as the global movement of East and South Asian indentured servants.</p>

## THE CONTEMPORARY PERIOD, C. 1914 TO THE PRESENT

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Origins and Outcomes of World War I in Global Context</b></p> <p><b>LO 6.1</b> Trace the origins of World War I and its immediate outcomes in global perspective.</p>	<p><b>EK 6.1.A <i>The global origins of World War I</i></b> Nationalism, imperial rivalry, and shifting diplomatic alliances among rival European powers led to the global outbreak and scale of World War I.</p> <p><b>EK 6.1.B <i>Global fronts and home fronts</i></b> With increasingly mechanized warfare and an unprecedented number of casualties, World War I was fought between large empires on a number of global fronts, and the superior domestic industrial production of the Allies ultimately helped them win the war.</p> <p><b>EK 6.1.C <i>The settlement of World War I</i></b> The Treaty of Versailles reorganized the defeated landed empires into new nation-states and expanded the victors' maritime empires—factors that contributed to anti-imperial movements and the outbreak of World War II.</p>
<p><b>A New Age of Revolutions: Mexico, Russia, and China</b></p> <p><b>LO 6.2</b> Compare the results of revolutions in Mexico, Russia, and China.</p>	<p><b>EK 6.2.A <i>The Mexican Revolution</i></b> The Mexican Revolution began a process of social and political reform and reaction, expropriating foreign-owned assets and gradually creating a mixed economy of state and private investment.</p> <p><b>EK 6.2.B <i>The Russian Revolution and Stalinism</i></b> The Russian Revolution led to the USSR as the first Communist state, which became increasingly nationalistic and authoritarian under Stalin, who established a planned industrial economy.</p> <p><b>EK 6.2.C <i>The Chinese Revolution</i></b> The Chinese Communist Party adapted Marxism–Leninism to the needs of an agrarian society and established a communist dictatorship under Mao Zedong that, despite implementing the Great Leap Forward and other initiatives, struggled to create a successful centrally planned industrial economy.</p>
<p><b>The Global Economy and the State Between the Wars</b></p> <p><b>LO 6.3</b> Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.</p>	<p><b>EK 6.3.A <i>The Depression in global context</i></b> Burdened by war debt and protectionism, the global economy was further damaged by the 1929 stock market crash and its aftermath, which led to unprecedented levels of unemployment and state interventions in the economy and society.</p> <p><b>EK 6.3.B <i>Fascist states in Europe</i></b> Hostility toward the Treaty of Versailles, unemployment, and weak democratic institutions led to fascist states in Italy and Germany that gained popular support for extreme nationalism, territorial expansion, and racism.</p> <p><b>EK 6.3.C <i>Militarism in Japan</i></b> The emperor, the military, and the business community reacted to the economic challenges of the Depression by pursuing policies of imperial expansion that exploited weaknesses in the Meiji constitution and undermined recent efforts toward establishing a liberal state.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>World War II and the Decline of Empires</b></p> <p><b>LO 6.4</b> Explain the causes and effects of World War II.</p>	<p><b>EK 6.4.A <i>Appeasement and the origins of World War II</i></b> The appeasement and subsequent expansion of German, Italian, and Japanese empires was the result of U.S. isolationism, economic and political weakness in Britain and France, and the distrust between Western democracies and the USSR.</p> <p><b>EK 6.4.B <i>The human tragedies of World War II</i></b> World War II was the most lethal war in history, with the victims of genocide and ethnic cleansing and the civilian casualties of mass strategic bombing far outnumbering military casualties.</p> <p><b>EK 6.4.C <i>Decolonization after World War II</i></b> Disruptions and intensifications of colonial rule during the war sparked anti-imperialist movements that used both violence and diplomacy to create postcolonial states independent from empires that no longer had the economic or political will to sustain colonialism in the decades after the war.</p>
<p><b>A Global Cold War</b></p> <p><b>LO 6.5</b> Compare the impact of the Cold War in the developed and the developing worlds.</p>	<p><b>EK 6.5.A <i>The Cold War in the developed world</i></b> Though the Allies decisively defeated the Axis Powers, the growing distrust between the U.S. and the USSR during and immediately after the war led both nations to develop military industrial complexes, nuclear arsenals, and international military alliances, including NATO and the Warsaw Pact.</p> <p><b>EK 6.5.B <i>The Cold War in the developing world</i></b> Both the U.S. and the USSR advocated for the end to Western European empires, sought to build economic and political alliances with postcolonial states, backed rival regimes in the developing world, and sometimes intervened directly in proxy wars.</p> <p><b>EK 6.5.C <i>The end of the Cold War</i></b> Soviet economic deficiencies, its Afghanistan invasion, and the U.S.'s détente with China and accelerated military spending contributed to the ending of the Cold War.</p>



Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p><b>Foundations of Contemporary Globalization</b></p> <p><b>LO 6.6</b> Explain the origins of contemporary globalization.</p>	<p><b>EK 6.6.A Neoliberalism and transnational institutions</b> International organizations as well as growing neoliberalism promoted the removal of barriers to international trade.</p> <p><b>EK 6.6.B Postindustrialization and the Pacific basin</b> The massive shift of global manufacturing from the West to Asia and the Pacific basin accelerated with the reforms of Deng Xiaoping in China and was fueled by the lower cost of Asian labor, the freer flow of global investment, and the growth of postindustrial knowledge economies in the U.S. and Europe.</p> <p><b>EK 6.6.C Information, communication, and transportation revolutions</b> Cellular and internet communications and transportation efficiencies led to unprecedented levels of connectivity that increased the speed of information transmission, global trade, and migration, and contributed to the globalization of cultural practices and forms.</p>
<p><b>Impact of Contemporary Globalization</b></p> <p><b>LO 6.7</b> Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.</p>	<p><b>EK 6.7.A Environmentalism</b> Global demographic expansion, accelerating consumerism, and the shift of manufacturing to the developing world both impacted the environment and stimulated environmentalism.</p> <p><b>EK 6.7.B Income and social inequality</b> Contemporary globalization has generated substantial economic growth, but income and social inequality have continued to increase in most parts of the world.</p> <p><b>EK 6.7.C Reactions to globalism</b> Religious fundamentalism and nationalism arose, sometimes in violent forms, in response to rising cultural, economic, and political globalization.</p>

## THEMES IN PRE-AP WORLD HISTORY AND GEOGRAPHY

The course themes map out the core principles and processes of Pre-AP World History and Geography and offer students a broad way of thinking about the discipline. These ideas cut across all units of the course and serve as the connective tissue between key concepts, learning objectives, and essential knowledge statements that make up the focus of each unit.

- **Humans and the Environment:** Interactions between people and places
- **Governance:** Institutional power
- **Economic Systems:** Exchange and innovation
- **Culture:** Patterns of interaction
- **Society:** Hierarchies and social roles

## Pre-AP World History and Geography Model Lessons

Model lessons in Pre-AP World History and Geography are developed in collaboration with history and social studies educators across the country and are rooted in the course framework, shared principles, and areas of focus.

- **Robust instructional support for teachers:** Pre-AP World History and Geography model lessons and accompanying student resources embody the Pre-AP approach to teaching and learning. Model lessons provide instructional support to teachers as they guide students in their investigations of historic and geographic relationships. The source-exploration activities offer student practice in examining primary and secondary sources based on the course learning objectives. Also included for each key concept is a content summary, provided in the Expanding Essential Knowledge resource for each unit, which provides background information to help students contextualize primary sources.
- **Key instructional strategies:** Commentary and analysis embedded in each lesson highlight not just what students and teachers do in the lesson, but also how and why they do it. This educative approach provides a way for teachers to gain unique insight into key instructional moves that are powerfully aligned with the Pre-AP approach to teaching and learning.

Teachers have the option to use any or all model lessons alongside their own locally developed instructional resources.

## SUPPORT FEATURES IN MODEL LESSONS

The following support features recur throughout the Pre-AP World History and Geography lessons to promote teacher understanding of the lesson design and provide direct-to-teacher strategies for adapting lessons to meet their students' needs:

- **Why These Sources?**
- **Key Takeaways**
- **Meeting Learners' Needs**
- **What's Next?**

CLASSICAL PERIOD

**DESIGNING INSTRUCTION**


**Source Exploration 2.2-C: The Gupta Empire and the Revival of Hinduism in India**

**SOURCES TO EXPLORE**

**Source 7** Comments by Marcus du Sautoy, professor of mathematics at the University of Oxford, on the origins of the symbol of zero, 2017

**Source 8** Excerpted from J. Michael McKnight, *Kingship and Religion in the Gupta Age*, 1976

**Source 9** Recent picture of one of the oldest surviving Hindu temples, built in fifth century CE during the Gupta Empire, located in present-day Bhitargaon, India



Sachan Neeraj / Shutterstock

**Observe-and-Analyze Questions**

1. According to du Sautoy, how did humanity's understanding of mathematics change in the third or fourth century?
2. How does source 8 describe the role of the Guptas?
3. How does the structure pictured in source 9 relate to sources 7 and 8?
4. Using the information provided by the sources, revise each pair of simple sentences into a single, sophisticated claim supported by detailed evidence.  
*They invented it. It was important.*  
*They did some things the same.*  
*They did some things differently.*

**WHY THESE SOURCES?**

This trio of sources was selected to help students with no prior knowledge explore the Gupta state and the Guptas' tradition of sponsoring Hinduism as well as the arts and sciences. The information provided by these sources should provoke reactions from students who will likely not know about the Guptas' foundational contribution to mathematics, and the information will set up some interesting comparisons with other classical states students will study.

**MEETING LEARNERS' NEEDS**

- To assist novice readers, provide opportunities for students to check with a partner after examining each source to discuss misunderstandings or apply contextual clues to difficult vocabulary.
- To encourage close observation, project or provide multiple high-resolution photographs of the Hindu temple of Bhitargaon so that students can identify details that will introduce them to Gupta architectural sophistication.
- To build confidence with disciplinary vocabulary, ask students to compare source 9 with the Great Wall of China and monuments from the ancient period and discuss which structures best fit the concept of monumental architecture.

CLASSICAL PERIOD

**KEY TAKEAWAYS**

- Mathematicians began to think in ways that eventually led to zero being identified as a number in its own right. The concept of zero would go on to become a "key building block" of today's digital world. (Q1)
- The Guptas are described as taking power relatively quickly, projecting grandiose, superhuman images of authority, and invoking religious authority. (Q2)
- The fact that the Guptas sponsored the building of a Hindu temple is consistent with the connection between the Guptas and Hindu ideals of government described in source 8. The Gupta Empire would likely need people knowledgeable in architectural engineering and mathematics, as suggested by source 7, to build such a complicated structure. (Q3)
- Expansions of the simple sentences should communicate why the discovery and use of the zero symbol in Gupta India was important and create accurate comparisons and contrasts between the Gupta and Mauryan states. (Q4)

**WHAT'S NEXT?**

- Although several centuries separate the Mauryan and Gupta empires, both states faced similar challenges to their rule in trying to unite a religiously plural society. Have students explore similarities in the ways that both states addressed the multiplicity of religions in their empires.
- The Gupta Empire is often considered the golden age of Hindu culture. The "South Asia, 1-500 A.D." portion of the Metropolitan Museum of Art's Heilbrunn Timeline features many works of art that could be used for a gallery walk or jigsaw activity.
- The Palace Museum (Beijing, China) provides a virtual walking tour of their exhibit "Across the Silk Road: Gupta Sculptures and Their Chinese Counterparts During 400-700 CE," which illustrates how Gupta and East Asian art influenced each other.

Teacher Resource
29
Pre-AP World History and Geography
TEACH

**Why These Sources?**  
Provides insight into why the sources were selected as well as which aspects of the course framework the sources are intended to introduce or illuminate.

**Key Takeaways**  
Summarizes for teachers the most important aspects of the sources students should explore during discussion of the observe-and-analyze questions.

**Meeting Learners' Needs**  
Offers strategies to adapt or differentiate instruction to address the readiness or interest of students. The suggestions highlight ways to support or reinforce the learning with additional scaffolding or practice, vary the approach with alternate activities, or extend the learning with additional investigations or challenges.

**What's Next?**  
Supports lesson planning by providing ideas for activities to accompany the source exploration that allow students to deepen their understanding of the concepts embedded in the included sources or to address relevant topics that are not explicitly referenced.

## Pre-AP World History and Geography Assessments for Learning

Pre-AP World History and Geography assessments function as a component of the teaching and learning cycle. Progress is not measured by performance on any single assessment. Rather, Pre-AP World History and Geography offers a place to practice, to grow, and to recognize that learning takes time. The assessments are updated and refreshed periodically.

### LEARNING CHECKPOINTS

Based on the Pre-AP World History and Geography Course Framework, the digital learning checkpoints ask students to read and interpret a range of brief primary and secondary sources and to respond to a targeted set of questions that measure both disciplinary skills (such as analyzing sources) and key concepts from the unit. All learning checkpoints are automatically scored, with results provided through feedback reports that contain explanations of all questions and answers as well as individual and class views for educators. Teachers also have access to assessment summaries on Pre-AP Classroom, which provide more insight into the question sets and targeted learning objectives for each assessment event.

The following tables provide a synopsis of key elements of the Pre-AP World History and Geography learning checkpoints.

<b>Format</b>	Two learning checkpoints per unit Digitally administered with automated scoring and reporting Questions target both concepts and skills from the course framework
<b>Time Allocated</b>	One 45-minute class period per assessment
<b>Number of Questions</b>	12–14 questions per assessment <ul style="list-style-type: none"> <li>▪ 11–13 four-option multiple choice</li> <li>▪ 1–3 technology-enhanced questions</li> </ul>
<b>Stimulus Based</b>	100%

<b>Domains Assessed</b>	
<b>Learning Objectives</b>	Learning objectives, corresponding key concepts, and prioritized essential knowledge statements from the course framework
<b>Skills</b>	Skills are assessed with regular frequency across all learning checkpoints: <ul style="list-style-type: none"> <li>▪ <b>evaluating evidence</b> <ul style="list-style-type: none"> <li>◆ analyzing primary sources</li> <li>◆ analyzing secondary sources</li> <li>◆ assessing patterns in quantitative and qualitative evidence</li> </ul> </li> <li>▪ <b>Explaining historical and geographic relationships</b> <ul style="list-style-type: none"> <li>◆ causation</li> <li>◆ comparison</li> <li>◆ continuity and change over time</li> </ul> </li> <li>▪ <b>incorporating evidence</b> <ul style="list-style-type: none"> <li>◆ claims</li> <li>◆ supporting evidence</li> <li>◆ contextualization</li> </ul> </li> </ul>

<b>Question Styles</b>	<p>Question sets include two to four questions that focus on single or paired primary or secondary sources (including texts, maps, and charts).</p> <p>Each question set includes three types of questions:</p> <ul style="list-style-type: none"> <li>▪ Type 1: Analyzing Evidence: Students must draw upon evidence solely from the source to answer the question.</li> <li>▪ Type 2: Analyzing Evidence and Disciplinary Reasoning: Students must draw upon source and outside content knowledge to answer the question.</li> <li>▪ Type 3: Disciplinary Reasoning: Students must extend beyond the source and draw upon the key concepts and learning objectives from the unit to answer the question.</li> </ul>
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## PERFORMANCE TASKS

Each unit includes one performance-based assessment. The Pre-AP World History and Geography performance tasks are source analysis tasks and evidence-based questions that are modeled after AP document-based questions but with deliberate adaptations and scaffolds.

Each performance task consists of two parts, with separate scoring guidelines for evaluating student performance and providing feedback for each part. These two components are:

- **Part 1: Source Analysis:** Students examine a set of sources and complete three analysis tasks that represent the building blocks for drafting a full evidence-based essay. Part 1 is included for all units and designed for a 45-minute class period, though students may require more time for their first encounters with the task..
- **Part 2: Evidence-Based Essay:** Students construct a full evidence-based essay using the sources they examined in Part 1. In units three and four (the remaining two historical periods), students should be assessed on Part 1 and Part 2, with an emphasis on Part 2. Part 2 is only applicable to units taught in the latter half of the year (the Classical Period and Postclassical Period for Pathway 1 and the Modern Period and Contemporary Period for Pathway 2). It is also designed for a 45-minute class period and assumes that students have completed Part 1.

Teachers participating in the official Pre-AP Program will receive access to online learning modules to support them in evaluating student work for each performance task.

<b>Format</b>	One performance task per unit Administered in print Educator scored using scoring guidelines
<b>Length</b>	One to two 45-minute class periods

<b>Task Descriptions</b>	
Part 1: Analyzing a set of sources, charting evidence, creating an outline	Administered in all units
Part 2: Using the outline from Part 1 to draft an evidence-based essay	Only administered in units taught in the latter half of the year: <ul style="list-style-type: none"> <li>▪ The Classical Period</li> <li>▪ The Postclassical Period</li> <li>▪ The Modern Period</li> <li>▪ The Contemporary Period</li> </ul>

## FINAL EXAM

Pre-AP World History and Geography includes a final exam featuring multiple-choice and technology-enhanced questions as well as open-response questions. The final exam is a summative assessment designed to measure students' success in learning and applying the knowledge and skills articulated in the Pre-AP World History and Geography Course Framework. The final exam's development follows best practices such as multiple levels of review by educators and experts in the field for content accuracy, fairness, and sensitivity. The questions on the final exam have been pretested, and the resulting data are collected and analyzed to ensure that the final exam is fair and represents an appropriate range of the knowledge and skills of the course.

The final exam is designed to be delivered on a secure digital platform in a classroom setting. Educators have the option of administering the final exam in a single extended session or two shorter consecutive sessions to accommodate a range of final exam schedules.

Multiple-choice and technology-enhanced questions will be delivered digitally and scored automatically with detailed score reports available to educators. This portion of the final exam is designed to mirror the question styles and formats of the learning checkpoints; thus, in addition to their formative purpose, the learning checkpoints provide practice and familiarity with the final exam. The open-response questions, modeled after the performance tasks, will be delivered as part of the digital final exam but are designed to be scored separately by educators. Scoring guidelines are provided for the open-response questions.

The following tables provide a synopsis of key elements of the Pre-AP World History and Geography Final Exam.

<b>Format</b>	Digitally administered with automated scoring and reporting Questions target both concepts and skills from the course framework
<b>Time Allocated</b>	One 105-minute session or two sessions of 60 minutes and 45 minutes
<b>Number of Questions</b>	47–52 questions <ul style="list-style-type: none"> <li>▪ four-option multiple-choice questions</li> <li>▪ technology-enhanced questions</li> <li>▪ one multipart open-response question</li> </ul>
<b>Scoring</b>	Automatic scoring for multiple-choice and technology-enhanced questions Educator scoring for open-response question Comprehensive score reports with individual student and class views for educators



<b>Domains Assessed</b>	
<b>Key Concepts</b>	Key concepts, learning objectives, and prioritized essential knowledge statements from the course framework
<b>Skills</b>	<p><b>Evaluating evidence</b></p> <ul style="list-style-type: none"> <li>▪ analyzing primary sources</li> <li>▪ analyzing sources</li> <li>▪ Assessing patterns in quantitative and qualitative evidence</li> </ul> <p><b>Explaining historical and geographic relationships</b></p> <ul style="list-style-type: none"> <li>▪ causation</li> <li>▪ comparison</li> <li>▪ continuity and change over time</li> </ul> <p><b>Incorporating evidence</b></p> <ul style="list-style-type: none"> <li>▪ claims</li> <li>▪ supporting evidence</li> <li>▪ contextualization</li> </ul>

<b>Question Styles</b>	<p>Question sets include two to four questions that focus on single or paired primary or secondary sources (including texts, maps, and charts).</p> <p>Each question set includes three types of questions:</p> <ul style="list-style-type: none"> <li>▪ Type 1: Analyzing Evidence: Students must draw on evidence solely from the source to answer the question.</li> <li>▪ Type 2: Analyzing Evidence and Disciplinary Reasoning: Students must draw on source and outside content knowledge to answer the question.</li> <li>▪ Type 3: Disciplinary Reasoning: Students must extend beyond the source and draw on the key concepts and learning objectives from the unit to answer the question.</li> </ul>
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## SAMPLE ASSESSMENT ITEMS

The following questions are representative of what students and educators encounter on the learning checkpoints and final exam.

**Directions:** Questions 1–3 are based on the image below. Examine the image and then choose the best answer to each question.

**The Maitreya Buddha (center) sitting on a throne, found in the Mogao Buddhist cave complex, located in northwestern China, c. 397–439**

Maitreya Buddha was a bodhisattva who would appear in the future to teach the pure dharma.



Marcin Szymczak / Shutterstock

1. The image best supports which conclusion?
- (A) Buddhist shrines displayed Roman cultural influences.
  - (B) Buddhists rejected displays of material wealth.
  - (C) Buddhism maintained earlier cultural influences as it spread.
  - (D) Buddhism adopted Confucian traditions.

### Assessment Focus

Question 1 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this image-based question. The caption identifies the location of the statue as Northwestern China, but Buddhism originated in South Asia. The fact that this sculpture in the Mogao Cave contains many elements similar to classical Buddhist art in South Asia suggests that Buddhism maintained many of its original cultural influences as it spread to other areas.

**Correct answer: C**

**Skill:** Evaluating evidence and explaining historic and geographic relationships, continuity and change over time

2. Which choice most directly contributed to the creation of this artwork in this place and time?
- (A) The growing trade of luxury goods along the Silk Roads
  - (B) The improved knowledge of monsoons in the Indian Ocean basin
  - (C) The diffusion of new crops from Southeast Asia to East Africa
  - (D) The rise of regional Chinese warlords in response to the decline of the Han

### Assessment Focus

Question 2 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this image-based question. The Silk Roads and a demand for foreign luxury goods helped create the transportation routes that facilitated the spread of Buddhism to China. This sculpture's existence is evidence that Buddhism was now a prevalent belief system in some regions of China.

**Correct answer: A**

**Learning objective:** Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period. (LO 2.6)

**Skill:** Evaluating evidence and explaining historical and geographic relationships, causation

3. What was an important contributing factor to both the development of the Silk Roads and Indian Ocean trade routes?
- (A) Improved knowledge of weather patterns and monsoons
  - (B) New transportation technology that made travel more efficient
  - (C) Imperial investment in infrastructure and military protection
  - (D) Gupta policies that focused on spreading Indic culture as widely as possible

### Assessment Focus

Question 3 is an example of a Type 3 question, where students must use content knowledge outside of the source to determine the best answer. Over the course of the classical period, new transportation technologies developed that improved people's ability to travel by both land and sea. Innovations, such as the use of camels as a form of transportation and improved sails on ships, contributed to the development and use of trade routes along the Silk Road and in the Indian Ocean.

**Correct answer: B**

**Learning objective:** Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period. (LO 2.6)

**Skill:** Explaining historical and geographic relationships

**Directions:** Questions 4–6 are based on the passage below. Read the passage, and then choose the best answer to each question.

*The Azamgarh Proclamation.* Published in the English-language *Delhi Gazette* a week after British forces suppressed the Indian Rebellion in 1857. Originally written in Urdu in the name of the Mughal Emperor, Bahadur Shah Zafar, at the onset of the Sepoy Rebellion.

It is well known to all, that in this age the people of India, both Hindus and Muslims, are being ruined under the tyranny and oppression of the English. To provide information to the public, this proclamation is being circulated publicly.

**Section I. Regarding Zamindars [wealthy land owners]**

The British government have imposed high taxes, and have disgraced and ruined several zamindars who are summoned into court, arrested, put in jail, and disgraced.

**Section II. Regarding Merchants**

The treacherous British government have monopolized the trade of all the fine and valuable merchandise, such as cotton cloth, leaving only the trade of cheap goods to the people. Even with cheap goods, they impose taxes and fees.

**Section III. Regarding Artisans**

It is clear that, by the introduction of English manufactured goods into India, the cotton weavers and others involved in producing cotton fabrics are unemployed and have become beggars.

**Section IV. Regarding Religious Leaders**

Since Europeans are the enemies of both the Hindu and Muslim religions, the guardians of the religions are required to participate in the holy war.

Whoever shall still cling to the British government, all his estates shall be confiscated, and his property plundered, and he himself, with his whole family, shall be imprisoned, and put to death.

4. What was most likely the author's intended purpose for the passage?
- (A) to connect Indian arguments for independence to the ideals of French and British Enlightenment authors
  - (B) to convince South Asians that British rule has been harmful to many groups
  - (C) to outline reforms that will help the Mughal Empire better compete with Great Britain's manufacturing economy
  - (D) to harm Great Britain's economy through a coordinated boycott of English goods

**Assessment Focus**

Question 4 is an example of a Type 1 question that requires students to draw directly upon evidence from the primary source in order to answer the question. The text provides examples of how British rule has been harmful to many groups, specifically mentioning Hindu people, Muslim people, merchants, and cotton weavers.

**Correct answer: B**

**Skill:** Evaluating evidence

5. Why might British officials have translated and republished this passage in English after the Indian Rebellion of 1857 ended?
- (A) To frame the British actions taken to crush the revolt as an acceptable response
  - (B) To promote English as the language that can unite the peoples of South Asia
  - (C) To lessen religious tensions by emphasizing the common cause of Hindus and Muslims
  - (D) To legitimize the authority of the Mughal emperor as the British governor of South Asia.

### Assessment Focus

Question 5 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this source-based question. British military actions could be more easily portrayed as necessary for self-defense if the Mughal emperor's advocacy for plundering and murdering those who failed to join the rebellion were republished and widely circulated after the fact.

**Correct answer: A**

**Learning objective:** Compare the responses to imperialism in the 19th century. (LO 5.6)

**Skill:** Evaluating evidence and explaining historic and geographic relationships contextualization

6. Which choice most accurately illustrates how the passage represents a continuity from a previous century?
- (A) Protestant leaders in the 1600s frequently called on people to set aside all religious differences for a common goal.
  - (B) Qing officials in the 1600s frequently protested the negative impact of aggressive European trading practices.
  - (C) European states in the 1700s frequently supported the end of government-established monopolies.
  - (D) North American revolutionaries in the 1700s frequently protested imperial policies of high taxes and political suppression.

### Assessment Focus

Question 6 is an example of a Type 3 question, where students must use content knowledge outside of the source in order to determine the best answer. The text, published in 1857, provides an argument supporting rebellion against British imperial policies, which illustrates continuity from the North American protests and rebellion of the 1700s.

**Correct answer: D**

**Learning objective:** Compare the responses to imperialism in the 19th century. (LO 5.6)

**Skill:** Explaining historic and geographic relationships, continuity and change over time

## Pre-AP World History and Geography Course Designation

Schools can earn an official Pre-AP World History and Geography course designation by meeting the requirements summarized below. Pre-AP Course Audit Administrators and teachers will complete a Pre-AP Course Audit process to attest to these requirements. All schools offering courses that have received a Pre-AP Course Designation will be listed in the Pre-AP Course Ledger, in a process similar to that used for listing authorized AP courses.

### PROGRAM REQUIREMENTS

- The school ensures that Pre-AP frameworks and assessments serve as the foundation for all sections of the course at the school. This means that the school must not establish any barriers (e.g., test scores, grades in prior coursework, teacher or counselor recommendation) to student access and participation in Pre-AP World History and Geography coursework.
- Teachers have read the most recent *Pre-AP World History and Geography Course Guide*.
- Teachers administer each performance task and at least one of two learning checkpoints per unit.
- Teachers and at least one administrator per site complete a Pre-AP Summer Institute or the Online Foundational Module Series. Teachers complete at least one Online Performance Task Scoring Module.
- Teachers align instruction to the Pre-AP World History and Geography Course Framework and ensure their course meets the curricular requirements summarized below.
- The school ensures that the resource requirements summarized below are met.

### CURRICULAR REQUIREMENTS

- The course provides opportunities for students to develop understanding of the Pre-AP World History and Geography key concepts and skills articulated in the course framework through the four units of study.
- The course provides opportunities for students to engage in the Pre-AP shared instructional principles.
  - ◆ close observation and analysis
  - ◆ evidence-based writing
  - ◆ higher-order questioning
  - ◆ academic conversation
- The course provides opportunities for students to engage in the three Pre-AP World History and Geography areas of focus. The areas of focus are:
  - ◆ evaluating evidence
  - ◆ explaining historic and geographic relationships
  - ◆ incorporating evidence

Pre-AP World History and Geography Course Designation

- The instructional plan for the course includes opportunities for students to continue to practice and develop disciplinary skills.
- The instructional plan reflects time and instructional methods for engaging students in reflection and feedback based on their progress.
- The instructional plan reflects making responsive adjustments to instruction based on student performance.

**RESOURCE REQUIREMENTS**

- The school ensures that participating teachers and students are provided computer and internet access for completion of course and assessment requirements.
- Teachers should have consistent access to a video projector for sharing web-based instructional content and short web videos.
- The school ensures that students have access to a range of primary and secondary sources outside of the Pre-AP instructional materials (either through textbook and ancillary materials or online source materials).



## Accessing the Digital Materials

Pre-AP Classroom is the online application through which teachers and students can access Pre-AP instructional resources and assessments. The digital platform is similar to AP Classroom, the online system used for AP courses.

Pre-AP coordinators receive access to Pre-AP Classroom via an access code delivered after orders are processed. Teachers receive access after the Pre-AP Course Audit process has been completed.

Once teachers have created course sections, students can enroll in them via access codes. When both teachers and students have access, teachers can share instructional resources with students, assign and score assessments, and complete online learning modules; students can view resources shared by the teacher, take assessments, and receive feedback reports to understand progress and growth.

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## **How to Use the Materials**



# Building Your Pre-AP World History and Geography Course

## FREQUENTLY ASKED QUESTIONS

### Planning

**Q: What is the best way to begin planning?**

A: First, become familiar with the course framework, areas of focus, and shared principles. Then examine the unit resources and Pre-AP Classroom (the Pre-AP digital platform) for concrete examples of how to apply the course components to classroom instruction. (See page 18 for a summary of all available resources.)

**Q: Does the course framework focus on content or skills?**

A: This course challenges students to follow the example of historians and geographers by utilizing both content knowledge and skills. To ensure disciplinary relationships are prioritized, the key concepts, learning objectives, and essential knowledge statements work together to emphasize the connections between historical and geographic developments. The language of each learning objective helps frame the content as an examination of historic and geographic relationships. For example, words and phrases such as *explain the causes and consequences of*, *compare*, and *examine the continuities and changes in* are often a part of the learning objectives.

**Q: What if my state or district requires additional content?**

A: While the Pre-AP World History and Geography Course Framework is structured to encourage a deep study of the most essential content, the course is designed to be flexible enough to integrate additional topics associated with district or state curriculum maps. Framework content for Pathway 1 or Pathway 2 covers approximately 28 weeks of instruction, leaving the remaining weeks open for state and district needs as well as for reteaching, supporting, or extending the learning.

### Meeting Learners' Needs

**Q: What if my students are at varying levels of readiness?**

A: One of the best ways to help students become proficient is to allow time for them to focus deeply on a few essential concepts and skills. This course identifies those concepts and skills and provides concrete models and suggestions for classroom instruction. The source explorations allow students to interact directly with sources as they take time to observe closely before responding to analytical questions. While these resources are designed to support course aims, ensuring the most targeted and culturally responsive learning experiences for individual classrooms requires the professional judgment of classroom teachers. You have firsthand knowledge of the needs of your students, and you should feel free to tailor the timing and tone of the lessons accordingly.

The resources for each source exploration include a Meeting Learners' Needs section with suggestions for adaptations to support students who might need additional scaffolding or

who might benefit from an alternative approach. For example, suggestions are provided for breaking down challenging texts, exploring present-day topics, and making key questions more approachable by embedding them in an engaging classroom activity or discussion. These ideas can be used, combined, or expanded to further support student learning.

### Using the Source Explorations

**Q: What are some effective ways to use the source explorations?**

A: These activities include one or two pages of primary and/or secondary sources such as brief texts, images, quantitative data, and maps. Each source has been strategically selected with the goal of facilitating student discovery of important concepts, trends, and developments. The precise rationale explaining how the sources connect to curricular goals is provided in the Why These Sources? section.

**Q: How can I ensure students gain the most learning from the observe-and-analyze questions?**

A: Designed to scaffold the experience of encountering authentic sources, the question sequence typically begins by helping students draw upon and clarify their observations of explicit details before guiding them into interpretation and analysis. Students are asked to practice skills such as identifying trends in the evidence, describing disciplinary relationships (causation, comparison, continuity and change over time) between topics, and explaining how evidence is most relevant to a specific learning goal.

These questions are available on a student handout along with the sources, but you may elect to project them one at a time to control the pace of dialogue or to check students' understanding before proceeding. Some questions might seem more appropriate for group discussion, while others, such as those that ask students to create sentences, might be better suited for individual responses. Proactive adaptations to meet learners' needs and continually spur student growth will maximize the routine practice of exploring sources without becoming formulaic. Ideal adaptations meet students' needs while leaving room for the "productive struggle" of student thinking that is central to the design of the activity.

While the observe-and-analyze questions guide students to deeply examine and explore each source, the reflect-and-connect prompts included on each handout encourage students to think about how the takeaways from each source support their progress toward completing the specific instructional goal you have identified. Use your discretion in adjusting when (e.g., immediately following the source exploration or as an exit ticket) and how (e.g., individual response or class discussion) the reflect-and-connect prompts are used in order to maximize their effectiveness for specific student populations.

### Assess and Reflect

**Q: How can students reflect on their own learning?**

A: The culminating writing activity at the end of each set of source explorations allows students to synthesize their learning about a key concept. It is also a good time for students

to reflect on their own learning process. You might consider asking them to discuss or write about what they found most interesting or most challenging as well as what skills they want to continue to practice. Students' writing and reflections can provide valuable insight for teacher reflections that can then help shape the planning of subsequent lessons.

## UNDERSTANDING THE RANGE OF RESOURCES

The table below provides an overview of currently available resources. Announcements will be posted on Pre-AP Classroom when additional instructional resources are developed.

Resource	Key features	Student handouts	Where can you find them?
Lesson-planning pages	Introductions of key concepts and learning objectives that include a Framing the Instruction section with sample key questions, starter claims, and suggestions for integrating disciplinary thinking and incorporating thematic connections.  Include an overview of the source explorations and helpful planning notes.	No	Opening pages of every key concept
Source explorations	Sets of primary and secondary sources with evidence-based questions and a culminating writing activity that explore specific aspects of a key concept and scaffold disciplinary thinking.  Designed to open a class period, with suggestions provided for follow-up instruction and adaptations.	Yes	In the teacher and student resources; available for 4 key concepts per unit
Lesson-planning resources	Instructional frames, curricular connections, and suggested sources for designing instruction.	No	Opening pages of selected key concepts (3 in each history unit; 1 in geography)
Expanding Essential Knowledge Resources	Concise paragraphs of essential content with graphic organizers to support student investigation. Designed for flexible use to introduce, reinforce, or review key concepts.	Yes	In the appendix; available for all key concepts
Course Toolkit: Supports for Instructional Design	A robust set of additional resources to adapt, expand, and make the course your own.	No	In the appendix

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# The Modern Period

c. 1750 to c. 1914



# Modern Period

c. 1750 to c. 1914



## Overview

The modern period is characterized by three significant changes: the Atlantic Revolutions in the late 18th and early 19th centuries, the industrial revolutions of the 19th century, and the rise of imperialism in the late 19th and early 20th centuries. A period shaken by such seismic changes to the political, economic, and social order is ripe for historical questions of causation and continuity and change over time, and the interrelated nature of these developments makes answers to such questions both difficult and exhilarating. Did industrialization cause the new imperialism, or vice versa? Was greater change fueled by the new ideals of 18th-century philosophers or by the forces that reacted in opposition to those ideals? Questions such as these have been debated by historians and will inspire rich investigations for students.

## COURSE FRAMEWORK CONNECTIONS

Key Concepts	Learning Objectives <i>Students will be able to ...</i>
Causes of the Atlantic Revolutions	<b>LO 5.1</b> Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.
Effects of the Atlantic Revolutions	<b>LO 5.2</b> Describe the long-term social and political impact of the Atlantic Revolutions.
The First Industrial Revolution	<b>LO 5.3</b> Explain the origins and significance of the first industrial revolution.
The Second Industrial Revolution	<b>LO 5.4</b> Trace the continuities and changes between the first and second industrial revolutions.
Imperial Expansion in the Late 19th Century	<b>LO 5.5</b> Describe the continuities and changes in 19th-century imperialism.
Reactions to Imperialism	<b>LO 5.6</b> Compare the responses to imperialism in the 19th century.
Consequences of Industrialization	<b>LO 5.7</b> Explain the social, political, and demographic effects of industrialization in the 19th century.

**UNIT AT A GLANCE**

Key Concept	Pre-AP Instructional Resources	Suggested Timing
Causes of the Atlantic Revolutions	5.1 source explorations Content Summary 5.1	1–1.5 weeks
Effects of the Atlantic Revolutions	Lesson-planning resources Content Summary 5.2	1–1.5 weeks
The First Industrial Revolution	5.3 source explorations Content Summary 5.3	1–1.5 weeks
The Second Industrial Revolution	5.4 source explorations Content Summary 5.4	1–1.5 weeks
<b>Learning Checkpoint 1</b>		
Imperial Expansion in the Late 19th Century	Lesson-planning resources Content Summary 5.5	1–1.5 weeks
Reactions to Imperialism	Lesson-planning resources Content Summary 5.6	1–1.5 weeks
Consequences of Industrialization	5.7 source explorations Content Summary 5.7	1–1.5 weeks
<b>Learning Checkpoint 2</b>		
<b>Performance Task</b>		

Source explorations are model activities designed to take less than a full class period. Each one features primary or secondary sources that illustrate specific aspects of key concepts. These sources require little background knowledge, providing an inviting access point for all students to practice the observation and analysis skills needed to contextualize unfamiliar topics, discover trends in evidence, and develop questions to investigate. Each source exploration also includes:

- three to four questions designed to scaffold disciplinary skills while spurring discussion and evidence-based writing (provided on the student handout along with the sources)
- suggestions for adapting and integrating source explorations into lesson plans

For four of the unit's seven key concepts, a set of source explorations is provided along with a culminating writing activity. For the three key concepts without source explorations, sample resources are provided to offer an illustration of how similar modes of instruction could be incorporated into lesson planning.

Content summaries, part of the Expanding Essential Knowledge Resources located in the appendix, are provided for every key concept. These summaries offer historical context to support student understanding of the key concepts. In addition to the content summaries, each Expanding Essential Knowledge resource contains a content exploration organizer. This organizer can be used with the summaries provided or with other lessons.

**Note:** The table on the previous page outlines suggested timing for the unit based on a traditional class schedule that meets for 45 minutes daily. Use this as a general planning and pacing guide and make adjustments as needed based on classroom and learner needs.

## Key Concept: Causes of the Atlantic Revolutions

### Lesson Planning 5.1: Source Explorations

While the American, French, and Haitian revolutions were distinct events, approaching these revolts, as well as the various wars of independence in Latin America, as events in a specific period of revolution can help students draw deeper parallels. One area of commonality is the 18th-century developments that, to varying degrees, contributed to these political upheavals. In Learning Objective 5.1, students will examine how the diffusion of Enlightenment ideals, political policies addressing the costs associated with imperial rivalries, and the growing disconnect between traditional social structures and economic realities each placed pressure on enduring political and social structures.

#### Learning Objective 5.1

Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.

### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

### EXPLORING HISTORIC RELATIONSHIPS

#### Causation

Given its emphasis on causes and impacts, LO 5.1 challenges students to explore the years leading up to the Atlantic Revolutions by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 5.1 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ What were the short-term and long-term causes of the Atlantic Revolutions?
  - ◆ Why did revolutions occur on both sides of the Atlantic between 1775 and 1830?
- Sample starter claims:
  - ◆ The Enlightenment was the primary reason people on both sides of the Atlantic embraced revolutions.
  - ◆ The Atlantic Revolutions were caused by political leaders raising taxes. \*

\* This instructional frame is most closely aligned with the writing activity on page 88.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

**MAKING THEMATIC CONNECTIONS****Culture; society**

Many of the tensions that contributed to the outbreak of the Atlantic Revolutions can be traced back to developments of prior centuries. LO 5.1 provides opportunities to revisit topics from prior units related to cultural and social trends, such as:

- the challenges the Protestant Reformation (EK 4.6.B) and the Scientific Revolution (EK 4.7.A) posed to traditional sources of authority in Europe
- continuities and changes in early modern society (EK 4.7.B and 4.7.C)

**MAKING GEOGRAPHIC CONNECTIONS****Spatial reorganization; regionalization**

The geographic distance and months of sea travel that separated colonies from their European mother countries contributed to American colonies developing different identities. Indeed, many of the arguments that Thomas Paine made in *Common Sense* were rooted in geography. Students should be able to contextualize much of the dissonance colonists felt, such as the differences between formal and perceptual regions or the contrast between political and spatial organization, using concepts they learned in the geography unit.

**5.1 SOURCE EXPLORATIONS OVERVIEW**

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 5.1-Intro: Causes of the Atlantic Revolutions	<p><b>Source 1</b> <i>The Swing</i>, Jean-Honoré Fragonard, 1767 (painting)</p> <p><b>Source 2</b> Anonymous French painting, 1789</p> <p><b>Source 3</b> Time line of major Atlantic Revolutions</p>
SE 5.1-A: The Enlightenment	<p><b>Source 4</b> Excerpted from John Merriman, "Enlightened Thought and the Republic of Letters," <i>A History of Modern Europe</i>, 2009</p> <p><b>Source 5</b> Facts about Diderot's <i>Encyclopédie</i> with a map showing where and how many subscriptions were ordered</p>
SE 5.1-B: Imperial Rivalry in the Atlantic	<p><b>Source 6</b> Map of North American boundaries before and after the Seven Years' War (American French and Indian War)</p> <p><b>Source 7</b> National debt before and after the Seven Years' War (data table)</p>
SE 5.1-C: Early Modern Political and Social Tensions	<p><b>Source 8</b> The three estates of French society (data table)</p> <p><b>Source 9</b> Hierarchy of social classes in Spanish colonies with 1789 population data (chart)</p>
Assess 5.1: Reexamining the Causes of the Atlantic Revolutions	Writing activity: causation claim (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 5.1: Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.	
Essential Knowledge Statements	Planning Notes
<p><b>EK 5.1.A <i>The Enlightenment</i></b>                      The Enlightenment, characterized by secular thinking and human reasoning, prompted questioning of the role of the church in society and the divine rights of rulers.</p>	<p><input checked="" type="checkbox"/> SE 5.1-A pairs a historian citing inquiry and reason as defining facets of the Enlightenment with a map showing the geographical reach of Denis Diderot's <i>Encyclopédie</i>.</p> <p><input type="checkbox"/> Challenges to the role of the Catholic Church or the divine rights of rulers are not referenced in the provided sources. Such critiques were rarely done in an explicit fashion by Enlightenment writers for fear of censorship.</p>
<p><b>EK 5.1.B <i>Imperial rivalry in the Atlantic</i></b>                      Imperial rivalry and conflict between European maritime empires created opportunities for independence movements.</p>	<p><input checked="" type="checkbox"/> SE 5.1-B uses the ending of the Seven Years' War as a snapshot of imperial rivalry by illustrating how countries were competing for territory as well as the financial burdens wars in the Americas incurred.</p> <p><input type="checkbox"/> These sources do not directly connect how the debts from the Seven Years' War connect to the American and French revolutions. In addition, other imperial policies that fomented colonial protests, such as restriction of trade, are not addressed in the source explorations.</p>



**EK 5.1.C Early modern political and social tensions**

Expanding commerce and literacy as well as the growing middle class led to critiques of social hierarchy and political and clerical privilege.

- SE 5.1-Intro features artwork that introduces students to the growing social tensions in France and growing anger toward the Second Estate in the late 18th century.
- SE 5.1-C provides specific data and facts about the three estates of France that contextualize the source 2 image as well as similar statistics that illustrate the hierarchy in Spanish colonies.
- While source 4 reflects the growth of literacy and availability of information, other resources can help students explore the role of salons and other forums the middle class used to discuss and refine critiques.

DESIGNING INSTRUCTION

## Source Exploration 5.1-Intro: Causes of the Atlantic Revolutions

### SOURCES TO EXPLORE

**Source 1** *The Swing*, Jean-Honoré Fragonard, 1767



Wallace Collection, London, UK / Bridgeman Images

**Source 2** Anonymous French painting, 1789



© Musée Carnavalet / Roger-Viollet / The Image Works

**Source 3** Time line of major Atlantic Revolutions

#### Observe-and-Analyze Questions

1. How would you describe the mood (general feeling and atmosphere) of each painting? What images and colors do the artists use to achieve that mood?
2. Consider the origin of each painting. *The Swing* was paid for by a noble, while the anonymous painting was circulated in 1789 just before an important government meeting. How does this information affect your understanding of the purpose of each image?
3. Given the information in the time line, how was the historical situation in France in 1767 different from the historical situation in 1789? How might this differing historical context relate to the mood and purpose of each image?
4. Complete the sentence below to compare how nobles (the Second Estate) are represented in *The Swing* and in the anonymous painting.  
*While The Swing portrays the Second Estate as \_\_\_\_\_, the 1789 painting portrays the Second Estate as \_\_\_\_\_.*

## WHY THESE SOURCES?

Works of art capturing the mood before and after a momentous event are often one of the clearest ways for students to see change over time in society and culture. These two depictions of French nobility, which were created for very different purposes before and just after the beginning of the French Revolution, help illustrate how quickly the revolution would invert the “hero” and the “villain” of popular culture. The time line further contextualizes this development by showing that the second painting was created in a France that had already seen the beginning and successful end of the American Revolution.

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students’ possible responses.

## MEETING LEARNERS’ NEEDS

- To encourage close observation, designate a specific amount of time for students to jot down notes about each image separately, ideally with the image projected on a screen. Challenge students to spot the most obscure details, such as the flying shoe in *The Swing*.
- To promote evidence-based writing, remind students that tying initial reactions and inferences to specific evidence or details may help them to clarify their thinking. It is not uncommon for students to be able to identify a feeling or reaction to artwork but not be able to explain what aspects of the art are associated with these feelings.
- To help students practice historical sourcing, remind them that they can draw on prior knowledge, such as their understanding of the American Revolution, to help analyze how the historical situation affects our understanding of these sources.

## KEY TAKEAWAYS

- The mood of *The Swing* might be described as tranquil, playful, and/or carefree, and it is achieved through bright colors, soft lines, and the recreational setting/activity. The mood of the anonymous French painting might be described as violent, upsetting, and/or unjust, and it is achieved through the central image of a person being crushed by a rock with two people standing on top. (Q1)
- *The Swing* was created for the noble’s enjoyment, so it is not surprising that it features nobles enjoying themselves in a secluded, possibly private, setting. The anonymous painting may have been trying to impress upon government officials that the Third Estate was getting crushed by the First and Second Estates. (Q2)
- In 1767, the governments in France and in the Americas were the same as they had been for a century. In 1789, the American Revolution had successfully ended British colonial control and the French Revolution was just beginning. Connections can be made between these differing historical situations and the contrasting moods (tranquil, violent) of the paintings. (Q3)

- Students' sentences should demonstrate an understanding of how the positive and cheery portrayal of the Second Estate in *The Swing* is a dramatic contrast to the 1789 painting, which portrays the Second Estate as heartlessly crushing the Third Estate. (Q4)

### WHAT'S NEXT?

- Exploring overviews of the essential content (see the content summaries in the appendix) and discussing connections to course skills, themes, or prior units (see the Framing the Instruction section) can help students build a general understanding of key developments and create questions to pursue for the remainder of the learning objective.
- The discussion of how art documents changing attitudes could be extended by exploring other notable paintings associated with various Atlantic Revolutions, such as John Trumbull's *Declaration of Independence* (1818) and Jacques-Louis David's *The Tennis Court Oath* (1794). In addition to exploring historical sourcing questions of purpose (especially since Trumbull's work was created decades after the event), students can discuss how the paintings differ in terms of who the "hero" is and what qualities the painting celebrates as heroic.
- If this marks the first time many students have studied a revolution in a world history context, it may be useful to discuss the properties of revolutions. Introducing students to competing theories of why political structures with a history of stability are still toppled in ways that surprise governments and academics alike (see, for example, the introduction to Eric Selbin's *Revolution, Rebellion, Resistance: The Power of Story*) can also foster discussion and underscore the relevancy of exploring the underlying causes of the Atlantic Revolutions.

## DESIGNING INSTRUCTION

## MODERN PERIOD

## Source Exploration 5.1-A: The Enlightenment

## SOURCES TO EXPLORE

**Source 4** Excerpted from John Merriman, “Enlightened Thought and the Republic of Letters,” *A History of Modern Europe*, 2009

**Source 5** Facts about Diderot’s *Encyclopédie* with a map showing where and how many subscriptions were ordered



## WHY THESE SOURCES?

Before students dive into primary source excerpts of Enlightenment writing, these two secondary sources will frame the mission and methods of Enlightenment authors. The map provides students with an early measure of the geographic scope of the Enlightenment’s spread.

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students’ possible responses.

## Observe-and-Analyze Questions

1. According to source 4, what goals were the writers of the Enlightenment pursuing, both for themselves and for others?
2. Source 4 is from a chapter titled “Enlightened Thought and the Republic of Letters.” Given that this is the first paragraph of the chapter, what might be the author’s goal? How does the content serve that purpose?
3. In what ways does the information about the *Encyclopédie* relate to the goals of Enlightenment writers as explained by Merriman?
4. Use details from the sources to expand the following simple sentences.

*It was a period of ideas.*

*Many were published.*

## MEETING LEARNERS' NEEDS

- To promote academic conversation, precede the source activity by discussing how students know when something is true. Answers that range from the philosophical to the practical, or express sentiments like curiosity or frustration over the difficulty of verification in the internet age, can highlight the present-day applications of Kant's challenge.
- To provide practice with assessing patterns in qualitative information, extend the discussion of source 4 by providing students with other brief definitions of the Enlightenment from dictionaries, textbook glossaries, online resources, etc., and asking them to identify phrases or themes that are most commonly used.
- To reinforce the relevance of this topic, extend discussion of source 5 by drawing parallels to present-day resources students are familiar with that are still largely influenced by Diderot's strategy and goals.

## KEY TAKEAWAYS

- Merriman claims that Enlightenment authors wanted to gain knowledge and promote intellectual freedom. They also wanted to reach the "general reading public" and help educate people on how to apply critical inquiry throughout their lives. (Q1)
- The author's goal is to introduce and explain important facts about the Enlightenment, probably before he goes on to discuss the Enlightenment in greater detail. He also includes a quote from a philosopher of the time to help support his claims about the Enlightenment. (Q2)
- Merriman claims that Enlightenment writers wanted to search for knowledge, educate the reading public, and help others "make use of [their] own understanding." The fact that information from Diderot's *Encyclopédie* was being spread to many places throughout Europe and beyond and, in many cases, was made publicly available for free in libraries seems to be consistent with this mission. (Q3)
- Expansions of the simple sentences should address the key ideas of the Enlightenment emphasized in source 4 (e.g., support of reason, knowledge, intellectual freedom, progress, education) and the contents, volume, geographic scope, and/or availability of the *Encyclopédie* according to source 5. (Q4)

## WHAT'S NEXT?

- While these sources talk about the general goals of the Enlightenment, they do not address how Enlightenment writers critiqued the political, social, and religious status quo, nor do they demonstrate how Enlightenment writers framed their work for public consumption. Examples of excerpts that can illustrate these topics include:
  - ♦ Voltaire's explanation of what Deists believe (from the 1764 entry in his *Philosophical Dictionary* titled "Deism")
  - ♦ Frederick II of Prussia's recommendations on what enlightened government looks like (from the *Political Testament, King Frederick II of Prussia, 1752*)

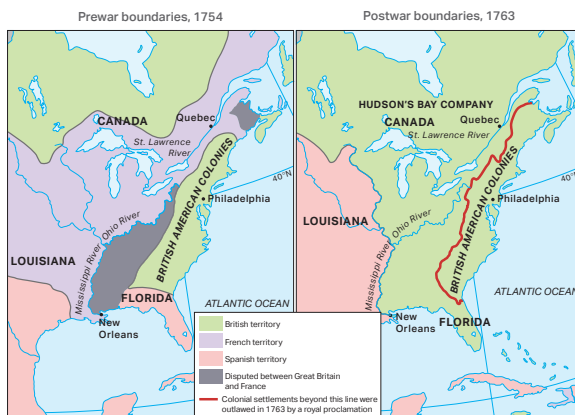
- ◆ Cesare Beccaria's recommendations on applying reason to legal codes (from *On Crimes and Punishments*, 1764)
- ◆ Adam Smith's application of rational analysis to economics (from *The Wealth of Nations*, 1776)
- ◆ John Adams's recommendation for the ideal government based on John Locke's and Montesquieu's ideals (from *Thoughts on Government*, 1776)
- Students can explore how historians currently debate how and to what degree they should make their work accessible to the general public. David Greenberg's article "**Academics Historians vs. Popularizers**" in *Slate* nicely summarizes the present-day dilemmas and schools of thought.

## DESIGNING INSTRUCTION

Source Exploration 5.1-B: Imperial Rivalry  
in the Atlantic

## SOURCES TO EXPLORE

**Source 6** Map of North American boundaries before and after the Seven Years' War (American French and Indian War)



**Source 7** National debt before and after the Seven Years' War (data table)

## WHY THESE SOURCES?

Students may have prior knowledge of the French and Indian War and the protests preceding the American Revolution. These sources are designed to help students consider how the consequences of the Seven Years' War, which nearly doubled the debt of both French and British governments, contributed to policies that sparked revolutionary activity in both France and the 13 colonies.

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

## Observe-and-Analyze Questions

1. Based on the maps, which countries gained or lost territory as a result of the Seven Years' War?
2. According to source 7, how did the Seven Years' War affect the national debt for France and Great Britain?
3. Early modern imperial states typically raised money to pay expenses, including debts, by raising taxes on the sale of specific goods in specific regions. How might the information conveyed in sources 6 and 7 influence how and where the British government decided to use taxes to pay off increased debts after the war?
4. Summarize the information in sources 6 and 7 by making a claim of comparison. Consider starting your sentence with a word like *while* or *although* so that your claim can address both similarities and differences.



## MEETING LEARNERS' NEEDS

- To gauge students' prior knowledge and promote academic conversation, ask groups to summarize, in exactly 12 words, why the American Revolution occurred before beginning this source exploration. Discussing what they remember from the American Revolution and debating how best to capture the important details within the word limit will prime them for the sources.
- To encourage geographic thinking, have students compare an elevation or physical map of North America to the maps in source 6 and discuss how physical geography influenced political organization. You can extend the discussion by providing more information regarding the rationale for the Proclamation of 1763 (specifically the intention to use the Appalachians as a natural boundary between natives and colonists) as well as colonial reaction.
- To create connections across units, revisit methods of taxation associated with mercantilism and other colonial policies.

## KEY TAKEAWAYS

- Great Britain benefited by gaining all of France's territory in North America, including territories that had previously been under dispute. Spain saw its North American territory expanded to the Mississippi River. (Q1)
- Although the outcome of the Seven Years' War was very different for Great Britain and France, the national debt of both countries nearly doubled over the course of the conflict. (Q2)
- Since Great Britain incurred massive debts for a war that occurred in the colonies, it would be understandable if they wanted colonists to pay much of the costs, possibly by selectively taxing goods or services that colonists used. (Q3)
- Students' sentences should highlight similarities like the fact that both France and Great Britain experienced an increase in debt during the war and differences such as the inverse outcomes of the war for these countries. (Q4)

## WHAT'S NEXT?

- While these sources address the root cause of the taxation issue that will be central to protests preceding the American Revolution, they do not address other aspects of Atlantic rivalry that informed policies unpopular with colonists. Thomas Paine's *Common Sense* captures many of these complaints, specifically:
  - ♦ the artificiality of the distinction between king and subjects (paragraphs 32, 33, 34)
  - ♦ comparing British policy to Britain's use of the term *mother country* (paragraphs 65, 66)
  - ♦ the geographic impracticality of British rule over distant colonies (paragraphs 82, 83)
- Students can use time lines or summaries to bridge the chronology between the sources and the start of the American and French revolutions. For a more experiential method of connecting these sources to the start of the American and French revolutions, see the trio debate in the model lessons for Key Concept 5.1 that asks students to play the roles of King George III and Louis XVI or their advisors in considering various proposals for reducing the national debt.

## DESIGNING INSTRUCTION

## Source Exploration 5.1-C: Early Modern Political and Social Tensions

### SOURCES TO EXPLORE

**Source 8** The three estates of French society (data table)

**Source 9** Hierarchy of social classes in Spanish colonies with 1789 population data (chart)

### WHY THESE SOURCES?

By examining the formalized social rules in France and Latin America, students can reason which elements of society would be most passionate about change to the established order as well as which elements would strongly oppose such change. These sources place students in a position to predict, and empathize with, the revolutionary arguments that the status quo was not consistent with Enlightenment ideals like reason and justice.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To support students who might have difficulty with data sets, assign groups to focus on one of the two sources and then discuss their findings with a group who focused on the other source before examining the questions.
- To extend the learning, review the values that were promoted by Enlightenment writers, such as liberty and reason, and ask students to discuss which details from these sources are most out of step with these values.
- To practice assessing connections between sources, display source 2, the anonymous painting from 1789, and ask students to make evidence-based claims about which decisions made by the artist likely relate to information in source 8.

### Observe-and-Analyze Questions

1. Examine the information about the formal social hierarchies in France and the social classes in the Spanish colonies. In each society, what class(es) do most people belong to?
2. Based on available information, which classes would be most resistant to any proposed changes to the social order? Why?
3. In both societies, which classes would be most likely to propose changes to the social order? What type of changes might they propose to make society more "fair"?
4. Make a claim of comparison based on the information in sources 8 and 9. Consider starting your sentence with a word like *while* or *although* so that your claim can address both similarities and differences.

## KEY TAKEAWAYS

- The vast majority of people in France belonged to the Third Estate. In Spanish colonies, just over half of all inhabitants were Native Americans. (Q1)
- In France, the First and Second Estates might be more resistant to change because they benefit by paying no taxes and getting two-thirds of the say in the Estates General, despite their smaller numbers. In Spanish colonies, the Peninsulares would be most likely to defend the current structure because they hold most of the important positions. (Q2)
- In France, the Third Estate might argue that it would be fairer if the other estates paid taxes, since they were generally wealthier, and if the Third Estate had a larger portion of the vote in the Estates General since they represented the vast majority of France. While all of the lower classes in the Spanish colonies would be likely to want to improve their current positions, Creoles might find it especially unfair to have limited privileges because they have Spanish heritage, control businesses, and own land. (Q3)
- Claims comparing Spanish colonial society with French society should demonstrate an understanding of differences, such as racial components of Spanish colonial hierarchy versus religious components of French hierarchy, as well as similarities, such as the exclusive privileges enjoyed by elites in both systems. (Q4)

## WHAT'S NEXT?

- Students can explore time lines or summaries that connect the information in the sources to the start of the French Revolution and the Spanish-American Wars of Independence.
- Share pamphlets or other documents or artwork created on the eve of the meeting of the 1789 Estates General to help students contextualize the information from these sources.
- Abbé Sieyès's *What Is the Third Estate?* (1789) is among the most useful primary sources to illustrate the confluence of social tensions, economic changes, and Enlightenment ideals. Themes explored in the work include:
  - ♦ how the Third Estate is vital to France and could probably function without the other estates (Chapter 1)
  - ♦ what demands the Third Estate should make heading into the Estates General (Chapter 6)

## Assess 5.1: Reexamining the Causes of the Atlantic Revolutions

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 5.1.

### ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

### CAUSES OF THE ATLANTIC REVOLUTIONS

#### Writing activity: causation claim (evaluating a starter claim)

Examine the starter claim below, and then follow the directions to revise the starter claim.

***The Atlantic Revolutions were caused by political leaders raising taxes.***

- Explain how relevant evidence that you have examined **supports** the starter claim.
- Explain how relevant evidence that you have examined **challenges** the starter claim.
- Revise the starter claim to more accurately reflect the evidence.

## Key Concept: Effects of the Atlantic Revolutions

MODERN  
PERIOD

### Lesson Planning 5.2: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 5.2.

#### Learning Objective 5.2

Describe the long-term social and political impact of the Atlantic Revolutions.

### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

#### EXPLORING HISTORIC RELATIONSHIPS

##### Causation

Given its emphasis on impact, LO 5.2 challenges students to explore the legacy of the Atlantic Revolutions by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 5.2 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ To what extent did the Atlantic Revolutions change Western societies and governments?
  - ◆ Why did some social and political aims of the Atlantic Revolutions take longer to be achieved than others?
- Sample starter claims:
  - ◆ The Atlantic Revolutions were a short-term failure and a long-term success.
  - ◆ The Atlantic Revolutions caused more political change than social change.

#### MAKING THEMATIC CONNECTIONS

##### Society; governance

In addition to covering the new political states that emerged as a result of the Atlantic Revolutions, LO 5.2 also provides opportunities to foster thematic connections to topics related to society, including:

- the establishment of colonial governments in the Americas (EKs 4.1.C, 4.3.A, 4.3.B)
- early modern society (LO 4.7)
- the Enlightenment (EK 5.1.A)
- early modern social tensions (EK 5.1.C)

## MAKING GEOGRAPHIC CONNECTIONS

### Spatial reorganization

Many of the boundaries and much of the spatial organization of modern-day Latin American states were shaped by the events in this time period. While the cultural legacies of Iberian empires remain a defining cultural trait for this region (hence the term *Latin America*), many of the defining political traits of this region can be traced back to the decades following the Atlantic Revolutions.

## 5.2 SOURCE OVERVIEW

Essential knowledge statements for LO 5.2:

- **EK 5.2.A *New American states***  
Successful colonial wars of independence led to the creation of new states and severely reduced the imperial presence of Spain and Great Britain in the Americas.
- **EK 5.2.B *The French Revolution***  
The French Revolution and the Napoleonic Empire established a unitary nation-state with a republican constitution, diminished clerical and landed privilege, and provided political power to an emergent bourgeoisie.
- **EK 5.2.C *Nineteenth-century reform movements***  
The Atlantic Revolutions inspired abolitionism, nationalism, republicanism, liberalism, and emergent feminism; led to movements that eventually ended Atlantic slavery; accelerated the creation and consolidation of nation-states; and democratized political rights.

The list below provides examples of primary and secondary sources that can support key questions for LO 5.2. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 5.2:

- Excerpts from famous documents that articulate arguments for natural rights, such as the Declaration of Independence (1776), the Declaration of the Rights of Man and of the Citizen (1789), and the Declaration of Rights of Woman and of the Citizen (1791), can spur a debate about which developments discussed in LO 5.1 (the Enlightenment, effects of imperial rivalry, social and political tensions) most directly fueled these revolutions as well as preview 19th-century reforms.
- PBS's interactive map **200 Years of Revolutions and Rebellions, 1770–1970** can help students establish the chronology of various revolutions.

- Though the French Revolution can be a confusing topic, students can observe the change over time by comparing the goals and tone of the early revolution (see **"A Newspaper Justifies Seizing Church Property [1791]"** on [alphahistory.com](http://alphahistory.com) or the primary images and excerpts from George Mason University's **"Exploring the French Revolution"**) with the serene stability proclaimed by Napoleon (see **"Napoleon's Account of the Internal Situation of France in 1804"** in the Hanover Historical Texts Project or the sentiments that "every Frenchman shall enjoy civil rights" expressed in the Napoleonic Code).
- While Toussaint L'Ouverture often receives much attention (see his 1797 letter outlining his antislavery goals in Cengage Learning's **"A Black Revolutionary Leader in Haiti: Toussaint L'Ouverture"**), it was Haiti's later success in winning full independence and firmly outlawing slavery that created global repercussions. The preliminary articles of the 1805 Haiti Constitution are excellent examples of declaring national identity and expanding upon Enlightenment ideals of equality. In addition, a recent article from [theconversation.com](http://theconversation.com), **"Meet Haiti's Founding Father, Whose Black Revolution Was Too Radical for Thomas Jefferson,"** explores how historians are reevaluating the legacy of Jean-Jacques Dessalines.
- Simón Bolívar's 1815 "Letter from Jamaica" (available on **Brown University's Modern Latin America site**) can help contextualize how the instability caused by Napoleon's failed invasion of Spain, which Bolívar claims caused Latin Americans to be "orphans," helped spur the Latin American War of Independence.
- The expressions of nationalism and national identity through symbols, colors, and anthems in these revolutions have been emulated to varying degrees by many revolutions since the late 18th century. Illustrative examples worth exploring include "The Marseillaise" (a recording, translation, and history of the song can be found at [historywiz.com](http://historywiz.com)) and examples of propaganda (see resource collections like National Gallery of Victoria's **"Napoleon: Revolution to Empire,"** which includes a section devoted to propaganda).

## Key Concept: The First Industrial Revolution

### Lesson Planning 5.3: Source Explorations

While many textbooks discuss the Industrial Revolution as a single development, some historians have found it beneficial to break up more than a century of economic development into two distinct periods. The first industrial revolution, which started in England and diffused to a few other regions, can be characterized as an “industrious revolution” of incremental innovation. New techniques and enterprising individuals did dramatically improve manufacturing methods, although gains in production were mainly achieved for industries already in existence, like textiles and iron. The included resources are designed to help students discover the traits and scope of the Industrial Revolution, which will prepare them for the questions of change over time they will pursue when exploring the new inventions, industries, and products associated with industrialization in the late 19th century.

#### Learning Objective 5.3

Explain the origins and significance of the first industrial revolution.

### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

### EXPLORING HISTORIC RELATIONSHIPS

#### Causation

Given its emphasis on origins and significance, LO 5.3 challenges students to explore the Industrial Revolution by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 5.3 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ♦ To what extent did geography dictate where and when the first industrial revolution took place?
  - ♦ To what extent did the first industrial revolution have a global impact?
- Sample starter claims:
  - ♦ New inventions triggered the first industrial revolution. \*
  - ♦ The first industrial revolution dramatically changed manufacturing in the West.

\* *This instructional frame is most closely aligned with the writing activity on page 105.*

See the appendix for strategies to incorporate key questions and starter claims into instruction.



**MAKING THEMATIC CONNECTIONS****Economic systems; governance; culture**

The new technologies and labor systems that emerged in the late 18th and early 19th centuries contributed significantly to the origins of the Industrial Revolution. LO 5.3 provides opportunities to foster thematic connections to topics of economic systems, governance, and culture, including:

- the formation of plantation and extractive economies (LO 4.2, especially EKs 4.2.B and 4.2.C)
- the Renaissance and the Scientific Revolution (LO 4.7 and EK 4.7.C for development of technology)
- reform movements in the 19th century (LO 5.2, EK 5.2.C)

**MAKING GEOGRAPHIC CONNECTIONS****Human adaptations to the physical environment**

While spatial reorganization often followed the earliest manufacturing centers to emerge whenever and wherever they occurred, more dramatic examples of spatial reorganization would develop during the second industrial revolution, which is addressed in LO 5.4 and LO 5.7. You may also wish to have students explore maps illustrating the prerequisite geographic factors needed for humans to realize industrialization. The geographic connections will be inescapable for students who compare the locations of the earliest factories with the locations of key natural resources, such as coal and iron, and of waterways capable of inexpensively transporting large quantities of goods, such as navigable rivers and deep ocean harbors. When explored this way, industrialization can be seen as humans adapting to unique geographic opportunities afforded to them in addition to other “factors of production,” such as innovations and economic conditions.

**5.3 SOURCE EXPLORATIONS OVERVIEW**

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 5.3-Intro: The First Industrial Revolution	<p><b>Source 1</b> William Hincks, image of linen industry workers in rural Ireland processing flax, 1783 (etching)</p> <p><b>Source 2</b> A cotton mill in England, c. 1830s (etching)</p>
SE 5.3-A: Origins of the Industrial Revolution in Great Britain	<p><b>Source 3</b> Excerpted from “The Workshop of a New Society,” <i>The Economist</i>, 1999</p>
SE 5.3-B: Characteristics of Early Industrialization	<p><b>Source 4</b> Map of selected mineral deposits in England and Wales</p> <p><b>Source 5</b> Percentage of workforce in various job categories among industrialized nations (data table)</p>

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SE 5.3-C: Spread of Industrialization	<p><b>Source 6</b> Excerpted from Gregory Clark, <i>A Farewell to Alms</i>, 2007</p> <p><b>Source 7</b> Excerpted from Jean-Laurent Rosenthal and R. Bin Wong, <i>Before and Beyond Divergence: The Politics of Economic Change in China and Europe</i>, 2011</p>
Assess 5.3: Reexamining the First Industrial Revolution	Writing activity: causation paragraphs (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 5.3: Explain the origins and significance of the first industrial revolution.	
Essential Knowledge Statements	Planning Notes
<p><b>EK 5.3.A Origins of the Industrial Revolution in Great Britain</b> Access to raw materials, a tradition of machine making, surplus labor, and state protections in Great Britain were key factors that resulted in the emergence of factories and ushered in the first industrial revolution.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The factors that contributed to industrialization beginning in Great Britain are explored in multiple sources. Source 3 in SE 5.3-A focuses on the gradual nature of early industrialization. Sources 6 and 7 each explore advantages Great Britain had compared to other states.</li> <li><input checked="" type="checkbox"/> The map in SE 5.3-B illustrates how Great Britain possessed large quantities of minerals necessary for industrialization that were geographically accessible.</li> <li><input type="checkbox"/> British political policies and the surplus labor created by the Agricultural Revolution are not addressed in the sources.</li> </ul>

<p><b>EK 5.3.B Characteristics of early industrialization</b></p> <p>The first industrial revolution utilized inanimate sources of energy and mechanized textile and iron production, increasing manufacturing productivity and consumerism and accelerating resource extraction.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In SE 5.3-Intro, two images illustrate how early factories differed from preindustrial production and are intended to foster discussion about why these factories increased productivity.</li> <li><input checked="" type="checkbox"/> The map in SE 5.3-B does not explicitly mention mining, but the locations of minerals provide opportunities to discuss the interrelation between industrialization and mining.</li> <li><input type="checkbox"/> While source 3 briefly mentions the steam engine, the specific innovations that mechanized textile and iron production are not covered in the sources.</li> </ul>
<p><b>EK 5.3.C Spread of industrialization</b></p> <p>The first industrial revolution spread from Britain to the United States and parts of northwestern Europe, and by the early 19th century the West had surpassed China in economic production.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Source 5 in SE 5.3-B illustrates how the percentage of the workforce in Britain, the Netherlands, and the United States engaged in agriculture decreased while the portion engaged in manufacturing increased.</li> <li><input checked="" type="checkbox"/> SE 5.3-C provides two viewpoints from historians investigating why industrialization occurred in the West and not the East.</li> <li><input type="checkbox"/> Specifics of how industrial methods spread from Great Britain to other regions are not addressed in the sources.</li> </ul>

DESIGNING INSTRUCTION

# Source Exploration 5.3-Intro: The First Industrial Revolution

## SOURCES TO EXPLORE

**Source 1** William Hincks, image of linen industry workers in rural Ireland processing flax, 1783



British Library/Granger. All Rights Reserved.

**Source 2** A cotton mill in England, c. 1830s



Classic Image / Alamy Stock Photo

### Observe-and-Analyze Questions

1. Compare how production efficiency would be affected in each workplace if someone became sick.
2. In which workplace would it be easier to maintain a focus on work? Why?
3. The first image was from a plate made in honor of a local noble. The second image was made for a newspaper that likely had the factory's permission to publish it. Given this information, how do you think the actual work and workplaces may have differed from what is visible in these images?
4. Both images show children performing duties that were typical for each time and setting. With this information in mind, complete the sentence below to compare how the two images depict children.

*While the children depicted in the 1783 image \_\_\_\_\_, the children depicted in the 1834 image \_\_\_\_\_.*

## WHY THESE SOURCES?

This pair of images was selected to help students with little to no prior knowledge explore the changes brought about by the Industrial Revolution. This “before and after” snapshot illustrates the contrast between the 18th-century development of cottage industries and the earliest factories. Students should be able to observe the change over time and create many questions of causation to investigate how such changes occurred.

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students’ possible responses.

## MEETING LEARNERS’ NEEDS

- To reinforce the relevance of this topic, facilitate a discussion about what factors and situations maximize the efficiency of students’ work. Create some benign controversy by exploring conflicting opinions regarding the effectiveness of different modes of work (e.g., independent work, group work, working repeatedly on individual components, working on a whole project from start to finish).
- To encourage close observation, structure the observation period so that students exclusively focus on jotting down notes about the first image only, then the second. Projecting the images one at a time on a screen could also help increase focus.

## KEY TAKEAWAYS

- In the first image, one sick family member would likely impact the whole working group because others in the household might also get sick or would need to care for the ill person. In the second image, a sick worker could stay home and work would continue. (Q1)
- With children and dogs in a small space, one could argue that the first situation would have more distractions. The second place is free of those distractions, but those workers might potentially have less personal connection with the work and with their coworkers. (Q2)
- Given that the intended audience for both images was not the workers themselves, it is possible that both represent idealized versions of the workplaces. Both workplaces appear clean and tidy, and no expressions of fatigue or exhaustion are visible. (Q3)
- Students’ sentences should demonstrate understanding of the similarities (e.g., both images show young women working) and differences (e.g., the young women in the second image are working outside of the house, possibly without their parents) between the two images. (Q4)

## WHAT'S NEXT?

- Further exploration of the emergence of cottage industries (also known as domestic industries or the putting-out system) in 18th-century Great Britain will help students discover how this process of creating textiles through a system of subcontractors laid the foundation for industrialization.
- While a later source exploration includes an excerpt of Gregory Clark's *A Farewell to Alms*, his "**The British Revolution, 1760–1860**" (a reading for his UC Davis course that is publicly available) also provides many opportunities for great excerpts, even if it may be too lengthy for students to read in full. The introduction, which details the scope of Britain's economic and political growth and lays out the key questions debated by historians, or page 7, which provides background on the textile industry before industrialization, could fuel a rotation station or similar activities.
- Students can gain greater understanding of the context of the first image by examining the British Library article "**The Industrial Revolution.**" The library uses the first image in conjunction with other images to show how the Industrial Revolution came about through technology and alterations to the environment.
- Articles such as the World Atlas's "**Did the British Agricultural Revolution Lead to the Industrial Revolution?**" can aid students in exploring one of the most important antecedents to the Industrial Revolution. By conceptualizing how the Agricultural Revolution resulted in more food with fewer workers, students will be primed for discussions about how the cheap or surplus labor available in Great Britain contributed to industrialization.
- Given that the first industrial revolution was a result of simultaneous interaction of various catalysts, you may also wish to consider resources and activities from the other 5.3 "What's Next?" sections.

## DESIGNING INSTRUCTION

## Source Exploration 5.3-A: Origins of the Industrial Revolution in Great Britain

### SOURCES TO EXPLORE

**Source 3** Excerpted from "The Workshop of a New Society," *The Economist*, 1999

### WHY THIS SOURCE?

This secondary source was chosen to help students understand that there were multiple causes for the Industrial Revolution. Students will be able to create more complex and nuanced claims and arguments with this deeper understanding of the long-term factors involved.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To promote academic conversation, ask students to discuss with a partner any background knowledge they have on the causes of industrialization before engaging with the source exploration. It is likely that, in many cases, students' previous exposure to this topic will align with the viewpoint source 3 is arguing against.
- To help build reading stamina, have students chunk the reading and create summaries of each paragraph.
- To help students make meaning from this detailed text, provide them with a graphic organizer to help them sort the causes discussed in the article.

### Observe-and-Analyze Questions

1. What developments prior to 1770 does the author claim were important causes of the Industrial Revolution?
2. According to the author, what is the traditional understanding of how industrial change occurred? Why would this traditional understanding be easier for a contemporary audience to picture than the other, more long-term factors the author describes?
3. What evidence might a historian need to weigh the author's argument that technological innovation was not the "be-all and end-all" for the Industrial Revolution?
4. Use the source to complete the following sentence.

*While the role of technological innovation \_\_\_\_\_, \_\_\_\_\_.*

## KEY TAKEAWAYS

- Important causes of the Industrial Revolution before 1770 include the development of coal as a fuel, thriving rural industries, a skilled workforce, demand for cheaper cloth and metal goods from urban elites, easy access to the sea, political stability, and light regulation of trade, finance, and industry. (Q1)
- New technologies as sources of change are easier for contemporary audiences to picture than slower, longer-term change that occurs as a result of many factors because technological change often causes rapid transformation in modern times. (Q2)
- One way to assess the author's claim would be to compare production records to the dates of specific technological innovations. From there, inferences could be made regarding whether measurable improvements in industry predate each innovation. (Q3)
- Students' sentences should demonstrate an understanding that the article, while not fully dismissing the role of innovation in the Industrial Revolution, cites multiple factors as contributing to the Industrial Revolution. (Q4)

## WHAT'S NEXT?

- Robert M. Schwartz's "**Railways and Population Change in Industrializing England: An Introduction to Historical GIS**" on the Mount Holyoke College website provides data and maps that support many of the arguments in source 3, including the availability of key resources in Great Britain. As a bonus, Schwartz invokes geographical thinking as a key frame of his accessible prose.
- *Global Trade Magazine's* "**How Cotton Became the Fabric of the Industrial Age**" contextualizes how many of the developments described in source 3 were related to global shifts in the supply and demand of cotton.
- Many online maps illustrate the regions in Great Britain where coal deposits were plentiful. However, the map on page 6 of the New York State Social Studies Resource Toolkit lesson "**How Did the Industrial Revolution Move People?**" overlays these regions with the locations where many of the innovations referenced in source 3 were developed. Consider using this resource to spur further debate and discussion on how causation can be difficult to establish because of the synergy of multiple factors, including geographic conditions and the actions of individuals.

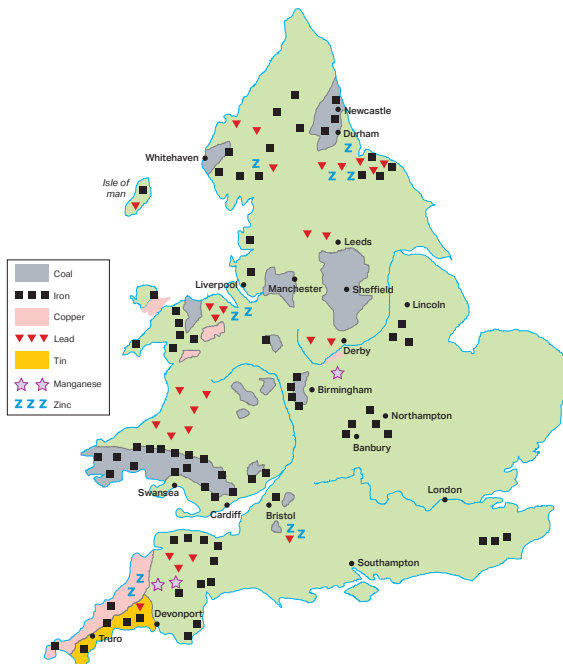


## DESIGNING INSTRUCTION

## Source Exploration 5.3-B: Characteristics of Early Industrialization

## SOURCES TO EXPLORE

**Source 4** Map of selected mineral deposits in England and Wales



**Source 5** Percentage of workforce in various job categories among industrialized nations (data table)

## WHY THESE SOURCES?

Both the map and the table provide students with important data regarding resources, showing the scale and importance of both natural and human resources in the process of industrialization in Great Britain. They also illustrate factors that contributed to Great Britain being the first country to industrialize in the 18th and early 19th centuries.

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

## Observe-and-Analyze Questions

1. According to the table, what were the trends in industrial and service workforces for each country between 1700 and 1890? What historical factors or characteristics of the first industrial revolution might explain each of these trends?
2. Examine the map of mineral deposits in England and Wales. Before the creation of railroads, would Sheffield or Newcastle be in a better position to transport ore quickly to markets in London? Why?
3. Examine the map and consider a new data point: The Netherlands had a high percentage of urban artisans but possessed limited iron and coal resources. How might this be related to the data trends in source 5 and evidence from other sources you have studied?
4. Use information from the sources to turn these simple sentences into complex sentences with correct punctuation and capitalization.

*The resources there helped.*

*It became less, as others increased.*

### MEETING LEARNERS' NEEDS

- To encourage close observation, ask students to summarize trends in the table regarding occupational change in regions that grew more industrialized.
- To provide practice making evidence-based claims, have students argue which nation was more focused on manufacturing by 1820 using evidence from the table.
- To ensure all students become familiar with an important economic concept, review which economic activities fall into the “service” category. Revisiting concepts of tertiary economic activity from the geography unit will help preview post-industrialization and connect this table with present-day trends of economic development.
- To help students understand the importance of the map, have them articulate why those particular resources are so important to industrialization. Then ask them to identify what necessary resources are missing from the map (such as cotton) and where the English might get those resources and how.

### KEY TAKEAWAYS

- The proportion of the United Kingdom and the United States workforces dedicated to agriculture decreased as the proportion working in industry and service increased. The Netherlands workforces stayed relatively stable. (Q1)
- Newcastle, while farther from London, has access to the sea and, eventually, a river to London. Sheffield is farther from rivers or the coast. If students initially suggest that cities closer to London are in a better position to transport ore, conduct a quick lesson on how much cheaper, and in most cases faster, water travel was than land travel before railroads. (Q2)
- While the Netherlands had a higher proportion of their workforce in industry than the United Kingdom in 1700, the U.K. had a higher proportion in the other years listed. Possessing abundant resources that were crucial to industrialization likely helped the U.K. surpass the Netherlands, which would have had to import such resources. (Q3)
- Expansions of the simple sentences should demonstrate understanding of the role the quantity and location of Great Britain’s resources played in industrialization as well as the trend of industrialized countries having less of their population engage with agriculture over time. (Q4)

### WHAT'S NEXT?

- Gregory Clark’s “**The British Industrial Revolution, 1760–1860**” contains concise explanations of the key inventions (e.g., flying shuttle, spinning jenny) that changed the textile industry. Students can explore how creating textiles with these inventions would change the workflow of late 18th-century textile production depicted in source 1.
- The Conversation US’s article “**Coal Was King of the Industrial Revolution, but not Always the Path to a Modern Economy**” gives students the opportunity to explore various historians’ interpretations about the role of coal and other inanimate forms of energy.
- Image collections of the Great Exhibition of 1851 at the Crystal Palace can prompt student discussion of the cultural implications of increased productivity and innovation, including the growth of consumerism and the celebration of innovation.

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## Source Exploration 5.3-C: Spread of Industrialization

### SOURCES TO EXPLORE

**Source 6** Excerpted from Gregory Clark, *A Farewell to Alms*, 2007

**Source 7** Excerpted from Jean-Laurent Rosenthal and R. Bin Wong, *Before and Beyond Divergence: The Politics of Economic Change in China and Europe*, 2011

### WHY THESE SOURCES?

These sources provide students with a global perspective on the Industrial Revolution and how traditionally small economies, like the ones in Europe, were able to surpass economies that had formerly been the powerhouses of the global economy.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To reinforce the relevance of this topic, facilitate a discussion about contemporary organizations and when they might seek change or prioritize stability. If necessary, guide students to consider how an organization's success and size would likely affect these priorities.
- To build a deeper understanding of causation, review the prior expansion of European states during the early modern period, specifically the additional resources and land these states had access to after the colonization of the Americas.
- To build student confidence with disciplinary vocabulary, discuss the term *corroboration* and ensure all students have a clear idea of what they are supposed to do in question 3.

### Observe-and-Analyze Questions

1. According to source 6, in what ways did Great Britain lag behind other countries in the 18th century? What factors placed Great Britain in a better position to industrialize than India, China, or Japan?
2. What contrasts does source 7 draw between China and Europe? Given these differences, which region would likely be more motivated to maintain the status quo (keep things as they are)? Why?
3. To what degree do the arguments made in source 3 and the information in source 4 corroborate the claims made in sources 6 and 7?
4. Use the sentence frames below to summarize two contrasts between Europe and Asia described by the authors of sources 6 and 7. Then, create a claim stating how these contrasts affected the development of industry in these regions.

While Asia \_\_\_\_\_, Great Britain \_\_\_\_\_.

While Asia \_\_\_\_\_, Europe \_\_\_\_\_.

## KEY TAKEAWAYS

- Countries with larger populations may have seemed on the surface like ideal candidates to usher in powerful changes. However, India, China, and Japan's limited access to land, ecological resources, and the raw materials needed to industrialize placed them at disadvantage. In contrast, Great Britain's access to American land, food, and raw materials while experiencing little population pressure made it easier to industrialize. (Q1)
- Source 7 claims that China's large, stable empire, in contrast to Europe's smaller states, which were often in conflict with each other, provided little incentive for China to change prior policy goals that had brought it success. While the competition between European states did contribute to the development of more efficient production techniques, the authors of source 7 describe this as an accidental byproduct of political instability. (Q2)
- The source 4 map shows large amounts of coal near rivers, shores, and towns, and the source 3 *Economist* article lists the development of coal as an important factor in industrialization. Both of these sources corroborate Clark's claim in source 6 that access to coal near British population centers was a key factor in their successful industrialization. However, sources 3 and 4 do not address conditions in Asia, so they do not offer much support for the claims in source 7. (Q3)
- Students' sentences should demonstrate an understanding of how Britain's smaller population and Europe's political conflict contrast with the larger populations of Asian states and China's overall stability. Students should be able to turn these statements into a claim of how these factors contributed to Great Britain industrializing before China did. (Q4)

## WHAT'S NEXT?

- For a series of viewpoints that supplement, and sometimes challenge, Clark's, see "**China & Europe, 1500–2000 and Beyond: What Is 'Modern'?**" (part of Columbia University's Asia for Educators series). Students can examine the short articles in jigsaw, rotation station, or other activities to gain a well-rounded perspective and contextualize Asian economic trends before and during the industrial revolutions.
- For a summary of arguments from multiple disciplines and viewpoints on the causes of European economic growth, the *Economist's* "**What Was the Great Divergence?**" can be used in conjunction with excerpts from Columbia University's "China and Europe" series.
- How and why the northeastern United States and northwestern portions of Europe were the first to develop factories after Great Britain is still passionately debated among historians. Slavery is one economic tie between Great Britain and the United States that has been explored as a catalyst for industrialization. Brief articles like the Gilder Lehrman Institute's "**Was Slavery the Engine of American Economic Growth?**" and "**Fueling the Industrial Revolution**" from Revealing Histories can aid students in discovering these links.
- One of the more nuanced videos from John Green's Crash Course series, "**Coal, Steam, and the Industrial Revolution**" summarizes the many competing interpretations of why the Industrial Revolution did not occur in India or China despite those countries having economic advantages in the 18th century.

## Assess 5.3: Reexamining the First Industrial Revolution

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 5.3.

### ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

### THE FIRST INDUSTRIAL REVOLUTION

#### Writing activity: causation paragraphs (evaluating a starter claim)

Examine the starter claim, and then follow the directions below.

***New inventions triggered the first industrial revolution.***

Prewriting

- List how all the relevant evidence you've examined **supports** the starter claim.
- List how all the relevant evidence you've examined **challenges** the starter claim.

Writing

- Revise the claim to more accurately reflect the evidence.
- Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

## Key Concept: The Second Industrial Revolution

### Lesson Planning 5.4: Source Explorations

While the decades associated with the first industrial revolution were not devoid of inventions (e.g., the water frame, the steam engine) that period is mostly characterized by gradual iterations that brought efficiencies to such industries as textile manufacturing and iron production. The innovations that emerged in the latter half of the 19th century, however, gave rise to entirely new industries. As historians have gauged the scale and scope of the transformation ushered in by the advent of electricity, assembly lines, mass steel production, chemical processing, telegraph and telephone wires, and many other disruptions and inventions, many have become convinced that these developments represent a separate, second industrial revolution. As the sources in Learning Objective 5.4 illustrate, some of the innovations of the late 19th century can be categorized as a continuation of the processes started much earlier. Other sources illustrate how the geographic scope and geopolitical consequences of these advances in manufacturing were a clear departure from the 18th and early 19th centuries.

#### Learning Objective 5.4

Trace the continuities and changes between the first and second industrial revolutions.

### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

### EXPLORING HISTORIC RELATIONSHIPS

#### Continuity and change over time

Given its emphasis on addressing continuities and changes, LO 5.4 challenges students to explore the second industrial revolution with the goal of rendering a verdict on whether it is a departure from, or an extension of, the first industrial revolution. Identifying for students a key question or starter claim aligned to LO 5.4 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ To what extent are the first and second industrial revolutions two phases of the same process?
  - ◆ Is the second industrial revolution a departure from, or a continuation of, the first industrial revolution?

- Sample starter claims:
  - ◆ The second industrial revolution was a turning point in global economic development.
  - ◆ The second industrial revolution was a continuation of processes from the first industrial revolution.\*

\* *This instructional frame is most closely aligned with the writing activity on page 120.*

See the appendix for strategies to incorporate key questions and starter claims into instruction.

## MAKING THEMATIC CONNECTIONS

### Economic systems

Industrialized states continued the process of mechanizing production well into the 19th century in addition to making improvements in manufacturing technology. Other regions around the world began industrial revolutions of their own and emerged in the mid- and late 19th century. LO 5.4 provides opportunities to foster thematic connections to topics of governance, including:

- the Scientific Revolution (EK 4.7.C)
- the Industrial Revolution (LO 5.3)
- imperial expansion in the late 19th century (LO 5.5)

## MAKING GEOGRAPHIC CONNECTIONS

### Spatial reorganization

The pace and scope of spatial reorganization in the late 19th century was unprecedented. New transportation and production technologies created new possibilities for where people in industrializing areas could work, live, and travel, and the impact of industrialization along with the associated demographic shifts and migration of urban centers and rural communities was profound. Exploring a specific case study of spatial reorganization (Dortmund, Germany, for example) can help illuminate these global trends. Note: Global migration will be addressed in detail in LO 5.7.

## 5.4 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 5.4-Intro: The Second Industrial Revolution	<p><b>Source 1</b> Map of European railroad networks 1850 and 1890</p> <p><b>Source 2</b> Railway mileage in 13 countries, 1850–1910 (data table)</p>

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SE 5.4-A: Late 19th-Century Industrial Innovations	<p><b>Source 3</b> The Charter Oath of the Meiji Restoration</p> <p><b>Source 4</b> <i>Foreigners at Shimbashi Station</i>, Shosai Ikkei, c. 1870–1880 (print)</p> <p><b>Source 5</b> Excerpted from Public Relations Office, Government of Japan, “Meiji Innovation Heats Up: The Yawata Steel Works,” 2018</p>
SE 5.4-B: The Global Spread of Industrialization	<p><b>Source 6</b> Adapted from journalist Ernest Edwin Williams, <i>Made in Germany</i>, 1896</p>
SE 5.4-C: Globalization, Transportation, and Information Technologies	<p><b>Source 7</b> Excerpted from J. M. Roberts, <i>Twentieth Century: The History of the World 1901 to 2000</i>, 1999</p> <p><b>Source 8</b> Photograph of the launch of the steel-hulled RMS <i>Olympic</i>, the world’s largest steamship at the time, created by the White Star Line, a British shipping company, 1910</p>
Assess 5.4: Reexamining the Second Industrial Revolution	<p>Writing activity: continuity-and-change-over-time paragraphs (evaluating a starter claim)</p>

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 5.4: Trace the continuities and changes between the first and second industrial revolutions.	
Essential Knowledge Statements	Planning Notes
<p><b>EK 5.4.A Late 19th-century industrial innovations</b></p> <p>The second industrial revolution witnessed the dramatic expansion of efficient and highly capitalized forms of industrial manufacturing that were aided by the growing availability of cheap steel and electricity during the late 19th century.</p>	<p><input checked="" type="checkbox"/> Source 5 in SE 5.4-A explores the challenges Japan encountered in trying to create a functioning steel industry.</p> <p><input type="checkbox"/> Specifics about the scale of industrial expansion, techniques that made mass steel production possible, and the advent of electricity are not explicitly addressed by the sources.</p>



<p><b>EK 5.4.B <i>The global spread of industrialization</i></b> Germany, Russia, Japan, and the United States experienced significant leaps in industrial growth to join Great Britain as industrial powers, prompting new levels of economic competition.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Several sources illustrate the strides in industrial growth made by Germany (source 6) and Japan (sources 3–5).</li> <li><input checked="" type="checkbox"/> The source and questions in SE 5.4-B explore how Germany’s industrial growth made it a competitor with Great Britain.</li> <li><input type="checkbox"/> While Russia and the U.S. are included in the railroad data in SE-Intro, the scope and impact of industrialization in these countries is not addressed in the sources.</li> </ul>
<p><b>EK 5.4.C <i>Globalization, transportation, and information technologies</i></b> Transportation and communication innovations increased opportunities for the global coordination and distribution of goods and facilitated unprecedented production of food and raw materials.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SE 5.4-Intro illustrates the growth of railroads in the 19th century through a map and a table of statistical information.</li> <li><input checked="" type="checkbox"/> SE 5.4-A also provides a glimpse of railroad development in Japan.</li> <li><input checked="" type="checkbox"/> SE 5.4-C provides examples of innovations in travel (railways, steamships) and communication (telegraphs) and connects these innovations with global coordination of commerce.</li> <li><input type="checkbox"/> The increased quantity and diversity of production is not directly addressed, nor are advances in food production or the increased demand for raw materials resulting from the second industrial revolution.</li> </ul>

DESIGNING INSTRUCTION

## Source Exploration 5.4-Intro: The Second Industrial Revolution

### SOURCES TO EXPLORE

**Source 1** Map of European railroad networks 1850 and 1890



**Source 2** Railway mileage in 13 countries, 1850–1910 (data table)

### Observe-and-Analyze Questions

1. Look closely at the map, and study the purple railroads (those completed by 1850) and the orange railroads (those completed by 1890). What changes occurred between 1850 and 1890?
2. Some historians argue that the nature of economic development changed dramatically between 1870 and 1890. Consider source 2, and analyze the trends in data before 1880 and after 1880. What changes over time? What are some examples of continuity?
3. The area of Japan is roughly 146,000 square miles, while China has an area of roughly 3,705,000 square miles. How does this new information shape your understanding of the 1910 data for Japan and China in source 2?
4. Use this sentence frame to describe the changes to railroads in the late 1800s and early 1900s.

While railroads in 1850 \_\_\_\_\_, by 1910 railroads had \_\_\_\_\_.

## WHY THESE SOURCES?

These sources were selected to help students with no prior knowledge explore the expansion and intensification of the Industrial Revolution. The foundational information provided by the map and table should provoke many questions of continuity and change, such as: Why did some countries industrialize before others? What caused the second industrial revolution?

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

## MEETING LEARNERS' NEEDS

- To encourage close observation, assign groups a section of each document (e.g., specific quadrants of the map or rows of the table) to conduct an "ultra-close" examination and record insights that they will present to the class.
- To build student confidence with statistical comparisons, extend the discussion of question 3 by demonstrating how statistical ratios of multiple measures help historians to contextualize data and make comparative arguments. Students could discover this firsthand by debating whether Germany, the U.K., or the U.S. had the most developed railway system using ratios such as railway miles per capita or railway miles per square mile of area.

## KEY TAKEAWAYS

- In 1850, major cities on the map were connected by railroads, but by 1890 the railroad network formed a web of routes covering most of Europe. (Q1)
- From 1850 to 1870, railroad growth mainly occurred in just a few regions (western Europe, North America). From 1890 to 1910, railroads continued to grow, showing a continuity. However, the quick expansion of railroads in several countries that had no railroads prior to 1850 represents a change. (Q2)
- Given that China is a much larger country, the roughly 5,000 miles of rail would likely reach far fewer people and regions than the same amount of rail in Japan. (Q3)
- Students' sentences should demonstrate an understanding of the change over time shown in the railway table, such as how geographically limited 1850 railroads were (mostly northern Europe and the U.S.) compared to railroads in 1910, which existed much farther across the globe. (Q4)

### WHAT'S NEXT?

- While students can likely predict that the railway growth illustrated in sources 1 and 2 created economic benefits, a rotation station activity exploring other sources can be used to complicate simplistic notions of progress. Students can explore how trains changed the notion of time and independent communities (see TED-Ed's "**How Did Trains Standardize Time in the United States?**"), contributed to international tensions (see Vox's article "**The Trans-Siberian Railway Reshaped World History**"), and were sometimes thought to cause temporary insanity (Atlas Obscura's "**The Victorian Belief That a Train Ride Could Cause Instant Insanity**").
- The decline of British rail growth after 1870 illustrated in source 2 could lead students to hypothesize that Britain was no longer a leader in railroad innovations. Exploring British development of underground railways (see TED-Ed's "**How the World's First Metro System Was Built**") would complement the source 1 and 2 data and preview urbanization.

## DESIGNING INSTRUCTION

## Source Exploration 5.4-A: Late 19th-Century Industrial Innovations

## SOURCES TO EXPLORE

**Source 3** The Charter Oath of the Meiji Restoration

**Source 4** *Foreigners at Shimbashi Station*, Shosai Ikkei, c. 1870–1880



Charles Lang Freer Endowment and funds provided by an anonymous donor.

**Source 5** Excerpted from Public Relations Office, Government of Japan, “Meiji Innovation Heats Up: The Yawata Steel Works,” 2018 (summary of the creation of Japan’s first steel works in the early 1900s)

## WHY THESE SOURCES?

These sources allow students to develop a nuanced picture of Japan’s efforts to quickly industrialize.

While Japan was successful in the long run, achieving the aims of the Meiji government outlined in source 3 involved significant government involvement, the importing of foreign expertise, and many setbacks along the way. These sources also illustrate the chronology of Japanese economic development, starting with the building of railroads that other countries had already developed before moving on to new technologies, such as steel.

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students’ possible responses.

## Observe-and-Analyze Questions

1. Examine the words used by the Meiji government in source 3 to describe its overall goals. What types of words are used to describe the future? What types of words are used to describe the past?
2. Examine the people and objects pictured in source 4. Which details suggest that the Meiji government was achieving the goals outlined in the Charter Oath? Which details seem to contradict those goals?
3. Consider new information: the Japanese government hired 300 European technical advisors to help design the railroad in source 4, while the station pictured was designed by an American architect. Given this information, how did the development of the Yawata Steel Works described in source 5 represent both continuity and change?
4. Expand these simple sentences using the information provided in the sources.

*They made promises.*

*They built things using people.*

### MEETING LEARNERS' NEEDS

- To help contextualize the documents, provide students with background information on the Tokugawa shogunate so that they can appreciate the degree to which the reforms instituted by the Meiji government departed from norms established during the Edo Period (1603–1868).
- To make thematic connections across time, extend the discussion of question 1 or 2 by asking students if they can find any similarities between the Charter Oath and ideals related to the Enlightenment.
- To encourage close observation, set aside time for students to exclusively record notes about source 4, projecting a high-resolution version from The Smithsonian Learning Lab if possible. Benign competitions, such as challenging students to find details that their neighbor didn't, will help uncover key details like the Japanese locals looking at the station from behind the fence in the lower right corner.

### KEY TAKEAWAYS

- The Charter Oath uses positive, hopeful wording (establish well-being, all "shall unite," "no discontent," "strengthen the foundations") when discussing what the government will do in the future. Only #4 directly references the past by pledging that "evil customs" will be "broken off." However, #2 and #3 both claim that the people will benefit by departing from current norms, implying that the past was worse. (Q1)
- The development of railroads and the presence of non-Japanese at the station are consistent with the Meiji pledge to seek knowledge from throughout the world. However, only foreigners whose clothing suggests they are high-class are present at the station, while some Japanese people look on from behind the fence. This disparity is not consistent with the themes of equality and opportunity that are expressed in the oath. (Q2)
- The Japanese government continued to develop railroads and hire experts from foreign countries. However, the Yawata Steel Works represented an attempt at a new technology. Japanese engineers succeeded in solving the initial problems of the plant and built the third blast furnace without foreign assistance, both achievements that represent additional change. (Q3)
- Expansions of the simple sentences should demonstrate an understanding of the themes of the Charter Oath (such as increasing unity through fairer practices and rejecting old customs in favor of new knowledge) and the Meiji government's role in developing railroads and steel works by hiring experts both from abroad and, increasingly, from Japan. (Q4)

**WHAT'S NEXT?**

- Students can more deeply explore the industrialization of Japan in the 19th century by examining some or all of the documents from the **2010 AP World History DBQ** (“Analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s”) in an experiential setting (e.g., jigsaw, station, research project).
- Students can explore other factors that led to Japan’s rapid industrialization through the lens of causation. Excerpts from Tom Kemp’s article “**Japan: A Meteoric Rise**” can provide an overview as well as preview Japan’s imperialist expansion. “**Japan’s Industrial Revolution**” on nippon.com includes artwork and excerpts that can set up comparisons with German and British economic development.
- While students may be familiar with some achievements of Thomas Edison, they may not know about Edison’s global impact, which included influencing Nikola Tesla (who started his career working for Edison in Europe) and Ichisuke Fujioka, the father of Japanese electricity (see “**A Wizard with Electricity**” from the Toshiba Science Museum). **Edison’s decision to send lightbulbs** to Japan in response to a request from Fujioka is an excellent case study of a how a single action profoundly affected the course of Japan.

## DESIGNING INSTRUCTION

## Source Exploration 5.4-B: The Global Spread of Industrialization

## SOURCES TO EXPLORE

**Source 6** Adapted from journalist Ernest Edwin Williams, *Made in Germany*, 1896

## WHY THIS SOURCE?

This source was selected to illustrate how Britain's position as the undisputed leader of industrial innovation during the early and mid-19th century was starting to change by the end of the century. While many statistical measures can illustrate how Germany began to rival, and even surpass, British production, this excerpt introduces students to this development through the eyes of a Briton who had known nothing but British industrial supremacy (b. 1866) and who views Germany's rapid industrialization with awe and alarm.

## Observe-and-Analyze Questions

1. Why is this author, a British journalist, alarmed?
2. According to the author, what role did the German government play in promoting industry?
3. This writer is British, writing for a British audience. How might the same information be presented from the perspective of a German author writing for a German audience?
4. Use the source to complete the following sentence stems.

*According to the author, Germany has quickly industrialized because*  
\_\_\_\_\_.

*According to the author, Germany has quickly industrialized but*  
\_\_\_\_\_.

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

## MEETING LEARNERS' NEEDS

- To make connections across the sources, ask students to revisit sources 1 and 2 before engaging with source 6 and ask them to predict, based on the evidence, which countries were in the best position to surpass British industrial innovation in the early 20th century. By examining how the railroads of France, Germany, Russia, and the United States all grew significantly, students will be primed for Williams's concern about the growing challenges to British industrial supremacy.
- To assist novice readers, remind students of strategies for determining the meaning of difficult words using context clues, and provide them with opportunities to pause to check their understanding with a partner.
- To build student confidence with disciplinary vocabulary, ask students to categorize Williams's characterization of British and German industrial development using the concepts of primary, secondary, and tertiary economic activity from the geography unit.



## KEY TAKEAWAYS

- While Great Britain used to be the only industrial power, Germany has caught up and might be surpassing Great Britain. The author seems to think his countrymen fail to see the threat as Germany grows into a “young man.” (Q1)
- Williams claims that the German government has “educated her people,” promoted trade through researching other countries’ “wants and tastes,” and created a presence in overseas territories to protect trade and markets. (Q2)
- A German author might be proud of German accomplishments and note with excitement that, thanks to the efforts of the German government, the urgency of German businessmen, and the complacency of Great Britain, Germany will likely surpass Great Britain soon. (Q3)
- Students’ sentences should demonstrate an understanding of the author’s claim that actions taken by the German government helped foster rapid industrial development and that Britain, in contrast, seemed more stagnant and generally unaware of how quickly the Germans were surpassing the British on several economic fronts. (Q4)

## WHAT’S NEXT?

- Students can evaluate the claims made in source 6 by analyzing relevant economic data from the time period through the lens of causation. Sources such as Our World in Data’s customizable **GDP per capita graph** and Table 3 of Robert C. Allen’s “**International Competition in Iron and Steel, 1850–1913**” highlight how Germany gained ground or surpassed Great Britain on various economic measures.
- Source 6 does not address German innovations that led to the creation of the chemical and automobile industries. Page 3 of BBC’s collection of infographics “**Germany Before World War One 1890–1914**” illustrates these developments and other transformations occurring in late 19th-century Germany, while Live Science evaluates German contributions in the article “**Who Invented the Car?**”
- Russian leaders were also troubled by Germany’s rapid economic and military expansion. Russian Minister Sergei Witte’s 1899 Memorandum to Czar Nicholas II (see Professor Kimball’s “**Sergei Witte on the Economic Challenge to Russia**” University of Oregon page or “Secret Memorandum on Industrialization (Sergei Witte, 1899)” in *Sources for Frameworks in World History*) illustrates how Russia’s economic development was still lagging behind that of her neighbor to the east. It also provides opportunities for students to practice sourcing, as Witte tries to balance convincing the czar that urgent action is needed with complimenting the czar for the progress they have recently made.
- While source 6 is emblematic of British concern with Germany’s economic rise, the United States, although less of a regional economic competitor, was also surpassing British industry and innovation on several fronts. Andrew Carnegie’s efforts to import and perfect the Bessemer Process to help the U.S. become the world’s leading steel producer (see *Popular Mechanics*’ “**The Entire History of Steel**,” referenced earlier in SE 5.4-A) and the changes resulting from the development of the telegraph and trans-Atlantic cable (see the Library of Congress’s “**Impact of the Telegraph**”) are case studies of how 19th-century American innovations were increasingly having a global impact.

## DESIGNING INSTRUCTION

## Source Exploration 5.4-C: Globalization, Transportation, and Information Technologies

### SOURCES TO EXPLORE

**Source 7** Excerpted from J. M. Roberts's *Twentieth Century: The History of the World 1901 to 2000*, 1999

**Source 8** Photograph of the launch of the steel-hulled RMS *Olympic*, the world's largest steamship at the time, created by the White Star Line, a British shipping company, 1910



De Luan / Alamy Stock Photo

### WHY THESE SOURCES?

Though neither source explicitly references the second industrial revolution, both address how the innovations associated with the second industrial revolution had a global impact on a scope and scale far beyond the advances associated with the first industrial revolution. While source 7 tries to contextualize how much the world changed in the late 19th century, source 8 provides some elements of continuity, as smaller steam-powered vessels played a role in early industrialization as well.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### Observe-and-Analyze Questions

1. What types of innovations are mentioned in source 7? Which regions are impacted by these innovations?
2. Arguments asserting change over time can only be effective if they prove how new developments represent a departure from prior conditions. What are some examples of how J. M. Roberts makes and supports claims of change over time?
3. The ship pictured in source 8 could carry over 3,000 people, and many other steel-hulled ships with smaller capacities regularly sailed across both the Pacific and Atlantic oceans. Taken together, what do sources 7 and 8 indicate about how innovations in the mid- to late 19th century changed transportation and communication?
4. Use the information in source 7 to revise this simple sentence into a sophisticated claim.

*They improved and spread many places.*

## MEETING LEARNERS' NEEDS

- To provide reading support, allow students to chunk the text or take breaks after reading each paragraph to discuss it with a partner.
- To help students make sense of the many details in source 7, ask them to draw a graphic organizer and sort specific information into categories, such as "land travel," "sea travel," and "communication."
- To help contextualize Roberts's claims, provide students with access to maps identifying the locations of places and transportation routes referenced, such as the trans-Siberian railway.
- To practice historical sourcing, extend the discussion of source 7 by informing students that the author is British and asking them to apply historical sourcing protocols to the last paragraph. Even though this is a secondary source, some students may be able to identify word choices (e.g., "Far East," using the perspective of a non-Asian merchant) that reflect his point of view.

## KEY TAKEAWAYS

- Source 7 describes the establishment of new modes of transportation (railroad, steamship) and types of technologies (diesel engines) and provides examples of these technologies spreading to new regions (Africa and Asia, including the trans-Siberian railway). (Q1)
- The author describes how the locations and availability of these technologies spread over time (e.g., the railroads spreading from Europe to Japan and China). He also points out how telegraphs decreased the waiting time for communication across continents from months to minutes. (Q2)
- Innovations such as railroads, steamships, and telegraphs were perfected and spread throughout the world. Technologies such as the telegraph dramatically sped up communication, while innovations such as the creation of large, steel-hulled ships increased the volume of people and goods that could be transported long distances. (Q3)
- Expansions of the simple sentence should demonstrate an understanding of how 19th-century innovations improved transportation and communication and had considerable impact across the globe, even in remote sections of Africa and Asia. (Q4)

## WHAT'S NEXT?

- Students can more deeply explore innovations in transportation in the industrial era by examining some or all of the documents from the **2018 AP World History DBQ** ("Evaluate the extent to which railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918") in an experiential setting (e.g., jigsaw, station, research project).
- Another continuity between the revolutions, the use of coal power, can be examined using Our World in Data's graph of **global primary energy consumption** over the last three centuries. By clicking the "Relative" checkbox, students can view annual data proportionally to see how the share of coal consumption grew over time and how oil usage emerged beginning in the late 19th century.
- Students can discover the reach of telegraphs by exploring some of the many publicly available primary source maps of telegraph trunk lines and oceanic telegraph lines.

## Assess 5.4: Reexamining the Second Industrial Revolution

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 5.4.

### ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

### THE SECOND INDUSTRIAL REVOLUTION

**Writing activity: continuity-and-change-over-time paragraphs (evaluating a starter claim)**

Examine the starter claim, and then follow the directions below.

***The second industrial revolution was a continuation of processes from the first industrial revolution.***

Prewriting

- List how all the relevant evidence you've examined **supports** the starter claim.
- List how all the relevant evidence you've examined **challenges** the starter claim.

Writing

- Revise the claim to more accurately reflect the evidence.
- Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

# Key Concept: Imperial Expansion in the Late 19th Century

## Lesson Planning 5.5: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 5.5.

### Learning Objective 5.5

Describe the continuities and changes in 19th-century imperialism.

### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

### EXPLORING HISTORIC RELATIONSHIPS

#### Continuity and change over time

LO 5.5 challenges students to explore 19th-century imperialism by pursuing questions of continuity and change. Identifying for students a key question or starter claim aligned to LO 5.5 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ To what extent did Western colonial policies change between 1850 and 1900?
  - ◆ To what extent was the new imperialism of the 19th century a continuation of early modern colonization practices?
- Sample starter claims:
  - ◆ The new imperialism was a continuation of earlier European colonial practices.
  - ◆ The new imperialism was a turning point for European empires.

### MAKING THEMATIC CONNECTIONS

#### Governance

The prior developments in early modern European and Asian states are necessary background knowledge to explore questions regarding continuity and change over time. Revisiting the following topics will be useful in facilitating the questions associated with LO 5.5:

- the establishment of European colonies in the Americas and trading posts in Asia and Africa (EK 4.1.C, EK 4.3.A)
- the wars of independence that ended European rule in most of the Americas (EK 5.2.A)

- the end of Atlantic slavery (EK 5.2.C)
- the second industrial revolution (LO 5.4, especially EK 5.4.B)

## MAKING GEOGRAPHIC CONNECTIONS

### Human adaptations to the physical environment

While the spatial reorganization that occurred in Africa and Asia could be explored in depth during this or other LOs, one of the central catalysts for the Scramble for Africa that often gets overlooked is the drive of late 19th-century maritime empires to acquire resources. Industrialized countries increasingly believed that securing access to raw materials necessary for production and to markets in which to sell goods would be the key to competing with economic rivals. Having students compare the locations of materials and changes in demand for “exotic” luxuries (sugar, pineapples, etc.) with the locations of colonies established in Africa, Asia, and Oceania during this period will help them contextualize these developments.

## 5.5 SOURCE OVERVIEW

Essential knowledge statements for LO 5.5:

- **EK 5.5.A *New imperialism and the second industrial revolution***  
New imperialism in Africa and Asia was driven by nationalism, Social Darwinism, and economic objectives to secure raw materials and markets associated with the second industrial revolution.
- **EK 5.5.B *The expansion and contraction of overland empires***  
The Russian and Austrian empires expanded as the Ottoman and Qing empires, facing financial, demographic, and political challenges, declined.
- **EK 5.5.C *Neocolonialism in Latin America***  
Great Britain and the United States practiced economic imperialism in Latin America in order to obtain cheap foodstuffs and raw materials and to secure markets for the export of manufactured goods.

The list below provides examples of primary and secondary sources that can support key questions for LO 5.5. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 5.5:

- Time lines and animated maps of African colonization (see Brown University’s **Animated Atlas of African History 1879–2002**) can help students to contextualize the speed at which the Scramble for Africa occurred.

- The political cartoons produced by magazines and journals of this era provide opportunities for historical sourcing and contextualization. “**Civilization & Barbarism**” on MIT’s Visualizing Cultures website includes many late-19th-century illustrations that embody themes of imperialism and Social Darwinism.
- One comparison among political cartoons that students can explore is how often empires were portrayed as carving up China (e.g., 1898’s “**China—the Cake of Kings**” available on Cornell University’s digital library) or the Ottoman Empire (e.g., *Harper Weekly*’s 1878 “**Bismarck’s After-Dinner Speech**” or *Le Petit Journal*’s 1908 cover “**Le Reveil de La Question d’Orient**”).
- Several texts from the Fordham University Modern History Sourcebook (e.g., “**Jules Ferry: On French Colonial Expansion**”) and/or the **2009 AP European History DBQ** (“Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914”) can be excerpted to support a rotation-station activity.
- Many clips from the 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.
- Excerpts from pages 1–4 of the introduction to 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. The graph on page 4 of British investment can also be used for a close-observation activity.

## Key Concept: Reactions to Imperialism

### Lesson Planning 5.6: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 5.6.

#### Learning Objective 5.6

Compare the responses to imperialism in the 19th century.

### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

### EXPLORING HISTORIC RELATIONSHIPS

#### Comparison

LO 5.6 challenges students to explore the various responses to the new imperialism by pursuing questions of comparison. Identifying for students a key question or starter claim aligned to LO 5.6 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
  - ♦ To what extent were responses to the new imperialism the same?
- Sample starter claim:
  - ♦ Most of the states and communities affected by the new imperialism responded with violent resistance.

### MAKING THEMATIC CONNECTIONS

#### Governance

To contextualize the varying responses to the new imperialism, LO 5.6 requires that students apply knowledge of the varying economic and political situations of the states affected, such as:

- the challenges China and the Ottoman Empire faced during the 19th century, such as the lack of industrialization (EK 5.3.C) and financial and political weakness (EK 5.5.B)
- the varying levels of colonial control established over the course of the 19th century, from indirect economic imperialism (EK 5.5.C) to formal colonization (EK 5.5.A)



## MAKING GEOGRAPHIC CONNECTIONS

### Comparison of world regions

Many of the regional characteristics of modern-day Africa and Asia were shaped by the late-19th-century decisions made by foreign maritime empires. The actions various states took in response to imperialism sometimes lessened, but rarely eliminated, foreign influence on spatial, cultural, and political organization. For example, if students explore modern-day maps or lists of official languages, they will discover that many former colonies retained the language of the country that colonized them. On a smaller scale, the lasting imprint of European empires on the spatial organization of enclaves that were arranged during this period, such as Hong Kong, can also be examined.

## 5.6 SOURCE OVERVIEW

Essential knowledge statements for LO 5.6:

- **EK 5.6.A Violent resistance to imperialism**  
Violent uprisings attempted by colonies and independent nations to stop or reverse the spread of Western European imperialism oftentimes failed and resulted in tighter imperial control.
- **EK 5.6.B Self-rule**  
In settler colonies such as Australia and Canada, local elites obtained dominion status and self-rule, while in direct-rule colonies such as India, local elites were often co-opted through access to Western lifestyles and education.
- **EK 5.6.C Modernization reform movements**  
The governments of the Ottoman Empire and Qing China enacted programs that aimed to modernize their economies and militaries in efforts to withstand Western imperial expansion.

The list below provides examples of primary and secondary sources that can support key questions for LO 5.6. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 5.6:

- The introduction to Jill C. Bender's *The 1857 Indian Uprising and the British Empire* provides the context for why the Sepoys mutinied and why the British government and the public felt that this rebellion was a more serious threat to the empire than prior colonial rebellions.

MODERN  
PERIOD

- The first four documents from the **2012 AP World History DBQ**, which explore the cultural impact of the British sport cricket on India from 1880 to 2005, provide clear examples of British “soft power” approaches to co-opt Indian elites and project an image of shared imperial identity.
- The multiple perspectives on the Scramble for Africa from available primary sources can provide excellent practice for analyzing point of view. Each of the documents from the **2009 AP World History DBQ** illustrates an African viewpoint on imperialism. Students could then explore the American point of view expressed in the October 12, 1898 article **“African Chieftain Captured”** on the *New York Times*’ TimesMachine and/or patriotic British paintings such as Alphonse de Neuville’s **The Defence of Rorke’s Drift 1879** (available on the Art Gallery of New South Wales website).
- Students will be able to draw contrasts between India and how Great Britain treated “settler colonies” by exploring the creation of “dominions.” Marianopolis College has a brief article on their Quebec History page (“**Dominion’ of Canada**”) that summarizes how the very term “dominion” was a collaboration between British and Canadian political representatives.
- Several quality primary sources related to the Self-Strengthening movement in China are available on **Columbia University’s Asia for Educators site**, while the Fordham University Sourcebook hosts documents illustrating Chinese responses to European economic encroachment (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”**).
- The introduction of M. Şükrü Hanioğlu’s *A Brief History of the Late Ottoman Empire* summarizes the challenges Ottomans faced when confronting modernization. Starting with page 3, Hanioğlu illustrates four lenses through which to view the late-19th-century predicament.

## Key Concept: Consequences of Industrialization

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### Lesson Planning 5.7: Source Explorations

While Learning Objectives 5.3 and 5.4 explored how industrial revolutions dramatically impacted economic development, noneconomic consequences were multifold. Learning Objective 5.7 wraps up the modern period by exploring how new innovations, on local and global scales, impacted social structures, political structures, and the demographics of communities.

#### Learning Objective 5.7

Explain the social, political, and demographic effects of industrialization in the 19th century.

#### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

#### EXPLORING HISTORIC RELATIONSHIPS

##### Causation

Given its emphasis on social, political, and demographic effects, LO 5.7 challenges students to explore the impact of industrialization by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 5.7 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ How did industrialization impact social, political, and demographic development during the 19th century?
  - ◆ To what extent did the Industrial Revolution change social and political structures as well as demographic organization in the 19th century? \*
- Sample starter claims:
  - ◆ The Industrial Revolution fundamentally changed social and political hierarchies.
  - ◆ Industrialization mostly impacted demographics and migration.

\* *This instructional frame is most closely aligned with the writing activity on pages 141–144.*

See the appendix for strategies to incorporate key questions and starter claims into instruction.

**MAKING THEMATIC CONNECTIONS****Society**

The changes in demographics and the transformations in the nature of work that occurred during the late 19th century contributed to structural changes in industrialized societies as well as in their colonies. LO 5.7 provides opportunities to foster thematic connections to topics of social structures, including:

- changes that occurred in society and culture during the early modern period (LO 4.7)
- the social and political legacy of the Atlantic Revolutions (LO 5.2)
- changes to the nature of work and travel resulting from the second industrial revolution (LO 5.4)
- critiques of imperialist policies that influenced the arguments of Marx and Engel (EK 5.5.A)

**MAKING GEOGRAPHIC CONNECTIONS****Spatial reorganization**

LO 5.7 explores the dramatic demographic shifts that occurred in response to transportation innovations and the expanding scope of factories. Each wave of global migration, from Europe and East Asia to the Americas, from South Asia to Africa, and from western Russia to eastern Siberia, fueled spatial reorganization. Maps can help document the change over time, and many industrial cities can serve as case studies on how urban planners dealt with the influx of immigrants.

**5.7 SOURCE EXPLORATIONS OVERVIEW**

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 5.7-Intro: Consequences of Industrialization	<p><b>Source 1</b> Percentage of populations living in urban centers (data table)</p> <p><b>Source 2</b> Countries' share (percentage) of the world population (data table)</p>
SE 5.7-A: Social Changes in Industrial Societies	<p><b>Source 3</b> William Hincks, image of linen industry workers in rural Ireland processing flax, 1783 (etching)</p> <p><b>Source 4</b> Benz and Company automobile assembly plant in Mannheim, Germany, c. 1910 (photograph)</p>
SE 5.7-B: Political Responses to Industrialization	<p><b>Source 5</b> Excerpted from Friedrich Engels, <i>Draft of a Communist Confession of Faith</i>, 1847</p>

SE 5.7-C: Migration in the 19th Century	<p><b>Source 6</b> Map of migration patterns in the 19th century</p> <p><b>Source 7</b> Excerpted from Patrick Manning, <i>Migration in World History</i>, 2005</p>
Assess 5.7: Reexamining the Consequences of Industrialization	Writing activity: causation essay outline (answering an evidence-based question)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 5.7 Explain the social, political, and demographic effects of industrialization in the 19th century.	
Essential Knowledge Statements	Planning Notes
<p><b>EK 5.7.A Social changes in industrial societies</b></p> <p>Industrialization led to rapid urbanization, new family structures, and new class identities.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Source 1 provides statistical data showing how the share of populations living in urban centers increased dramatically in countries associated with industrialization.</li> <li><input checked="" type="checkbox"/> Sources 3 and 4 show how industrialization dramatically changed how and where manufacturing took place and can spur conversations about how the workers and families pictured would likely have different relationships.</li> <li><input type="checkbox"/> Specifics on how family structures changed are suggested but not explained in the provided sources.</li> <li><input type="checkbox"/> The creation of new class identities, including the attitudes and lifestyle of the growing middle class and industrial working class, are not directly addressed by the sources.</li> </ul>

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<p><b>EK 5.7.B Political responses to industrialization</b></p> <p>While Marxist and socialist ideologies and trade unionism arose in response to widening economic and social inequities, many industrialized nations expanded suffrage and political representation in response to the growth of middle-class incomes and influence.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Source 5 provides a clear introduction to the doctrine of communism, including the Marxist viewpoint that the only remedy for economic and social disparities associated with industrialization was revolution.</li> <li><input type="checkbox"/> Trade unions, which often pursued less radical solutions for the issues highlighted by Marx and Engels, and the growing willingness of governments to expand suffrage to middle and working class citizens are not addressed in the sources.</li> </ul>
<p><b>EK 5.7.C Migration in the 19th century</b></p> <p>Industrialization, cheaper transportation, global agricultural markets, and the abolition of slavery led to mass migrations of Europeans to the Americas and Russians to Central and East Asia, as well as the global movement of East and South Asian indentured servants.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Source 2 previews migration trends by illustrating how, during the 19th century, China's share of the world population declined while the share of world population increased in countries more associated with industrialization.</li> <li><input checked="" type="checkbox"/> Source 6 illustrates the major flows of 19th-century global migration contextualized with statistical information.</li> <li><input checked="" type="checkbox"/> Source 7 provides a historian's summary of how new job opportunities and industries were powerful pull factors for unprecedented global migration.</li> <li><input type="checkbox"/> Topics such as the abolition of slavery or new technologies associated with lower transportation costs and global agricultural markets may need to be revisited, as they are not directly addressed in the sources.</li> <li><input type="checkbox"/> The role of indentured servitude in East and South Asia is addressed only briefly in source 7.</li> </ul>

## DESIGNING INSTRUCTION

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## Source Exploration 5.7-Intro: Consequences of Industrialization

### SOURCES TO EXPLORE

**Source 1** Percentage of populations living in urban centers (data table)

**Source 2** Countries' share (percentage) of the world population (data table)

### WHY THESE SOURCES?

These tables were selected to help students with no prior knowledge (aside from LO 5.3 and LO 5.4) explore the impact of industrialization on demographics around the world. The foundational information provided by these tables should spur questions and help students begin to see how the transformations in production had ripple effects that were felt beyond economic development.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To reinforce the relevance of this topic, have students discuss why individuals migrate to major cities. Recent statistics and headlines regarding present-day migration patterns can be used to help contextualize the data they will explore and provide opportunities to revisit previously studied aspects of migration, such as push-and-pull factors.
- To promote interdisciplinary connections with mathematics, allow groups time to discuss what each source's title means in practical terms to identify, and potentially clear up, misconceptions, such as concluding that the data shows China's population shrinking over time. Providing other data, such as statistics on world population from this time period, can help students to better understand the focus and limitations of the data from sources 1 and 2.
- To provide practice with inferential reasoning, ask students to brainstorm what types of spatial organization countries and cities with growing rates of urban population will likely have to consider to adapt to demographic changes.

### Observe-and-Analyze Questions

1. What is the overall trend for each country in the first table?
2. Which countries increased their share of the world population between 1820 and 1913?
3. Consider an additional data point for the second table: There was no military conflict, health crisis, or significant decline in life expectancy in these nations between 1870 and 1913. What other developments from this time period could have potentially influenced the population trends illustrated in these tables? How?
4. Write a statement comparing the population data for China and Germany using a subordinate clause (beginning with *while*, *although*, etc.) either at the beginning or middle of the sentence.

## KEY TAKEAWAYS

- China's urban population does not fluctuate much, while the other five countries experience almost continuous growth of population in urban centers. The countries with the highest growth also are the countries that industrialized the most. These trends may be connected, because most factories were located near cities. (Q1)
- From 1820 to 1913, the United Kingdom, Germany, and the United States all increased in their share of the world's population. (Q2)
- Nations with declining population share could have been experiencing lower fertility rates or more people migrating elsewhere compared to the countries with a growing share of the population. In contrast, countries with a growing population may have been receiving more migrants from other countries. Given that the countries with growing populations and urbanization are associated with the second industrial revolution, it is possible that people from countries that lacked industrialization were migrating to the countries with abundant demand for factory labor. (Q3)
- Sentences comparing China and Germany's population data should highlight how China's global share of population declined significantly, while Germany's population grew both in terms of global share and percentage living in urban centers. (Q4)

## WHAT'S NEXT?

- The **Urbanization** section of Our World in Data hosts many graphs that either express the same data in a different fashion or illustrate complementary data, including urbanization before and after the 19th century. The **2002 AP European History DBQ** ("Identify the issues raised by the growth of Manchester and analyze the various reactions to those issues over the course of the nineteenth century") provides additional primary source perspectives on urbanization.
- China's declining share of population illustrated in source 2 can be used to start an investigation into China's population dynamics. "**Qing China's Internal Crisis: Land Shortage, Famine, Rural Poverty**" (in Columbia University's Asia for Educators series) provides summaries and artwork that will contextualize these demographic trends. For another perspective, the Vox article "**Before the Great Divergence: The Modernity of China at the Onset of the Industrial Revolution**" argues that some areas of China had similar patterns of urbanization to Europe but had fewer incentives to improve manufacturing productivity.
- Revisiting the concepts of labor shortages and labor surpluses can tie multiple threads of demographic change together. The trends shown in the data are directly related to urban areas opening factories and drawing workers domestically from rural areas (where fewer workers were needed because of the efficiency of Agricultural Revolution advances) or drawing immigrants from countries that had surplus labor (China, eastern and southern Europe).



## DESIGNING INSTRUCTION

MODERN PERIOD

## Source Exploration 5.7-A: Social Changes in Industrial Societies

### SOURCES TO EXPLORE

**Source 3** William Hincks, image of linen industry workers in rural Ireland processing flax, 1783



British Library/Granger. All Rights Reserved.

**Source 4** Benz and Company automobile assembly plant in Mannheim, Germany, c. 1910



Mercedes-Benz Classic

### Observe-and-Analyze Questions

1. Review the images from 1783 and 1910. How are the working environments different?
2. What might be different about the relationships between coworkers in the 1783 and 1910 images? How might those differences impact the amount of time family members spend together or what responsibilities each family member has?
3. Source 4 reflects the practice, typical of the time, of hiring only or mostly men to do manufacturing work. How does this represent both a change and a continuity?
4. Use the images and your prior understanding to complete the sentences below.

*Manufacturing work changed during the 19th century because \_\_\_\_\_.*

*Manufacturing work changed during the 19th century but \_\_\_\_\_.*

*Manufacturing work changed during the 19th century so \_\_\_\_\_.*

### WHY THESE SOURCES?

While students have previously learned that the first and second industrial revolutions dramatically increased production, they may not have pondered how transforming the nature and location of workplaces impacted everyday aspects of life, such as social and family roles. By revisiting a prior source armed with both knowledge of industrialization and an image of an early 20th-century factory for comparison, students can discover for themselves the degree to which the nature of work has changed over time.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To encourage close observation, provide students with opportunities to see the details of each image by projecting them on a screen one at a time. A high-resolution image of source 3 can be found at the British Library in "**Two Illustrations of 18th Century Textile Production**," while source 4 is available along with other images on the Daimler media page "**The Benz Plant in Mannheim-Waldhof**."
- To help students make clear comparisons, ask them to discuss things that they see in one or both photographs and record their observations in a Venn diagram.
- To practice historical sourcing, extend discussion to examine the point of view of the creator or sponsor of each source along with the intended purpose. For example, students might debate how the fact that source 4 is a company-owned photograph where employees appear to be looking at the camera affects their understanding of the source.

### KEY TAKEAWAYS

- Coworkers are no longer family members. (Q1)
- Fathers and mothers probably had to share parenting duties while working at home. However, the Benz factory employees appear to all be men, which suggests that mothers or other relatives were now responsible for daytime parenting duties at home. (Q2)
- There are many examples from earlier in history where jobs were restricted to men. However, restricting manufacturing jobs to men marked a change from the cottage industry system and many family farm situations. (Q3)
- Students' sentences should demonstrate an understanding of the causes (e.g., new technologies and methods) and effects (manufacturing occurring in factories instead of homes) of the changes in 19th-century manufacturing while also acknowledging some continuities (e.g., role of child labor). (Q4)

**WHAT'S NEXT?**

- Source 3 revisits an image from SE 5.3-Intro, but many alternatives from the time period are available if students need more practice analyzing new images. For example, many similar images can be found in Spartacus Educational's "**Domestic System**" article as well as in "**A History of the British Cotton Industry**" from *British Heritage Travel* (magazine).
- While the images can help students to understand some of the realities of industrial workers, the emergence of middle-class life during this time can be more difficult to picture. To more fully explore this aspect, share with students the British Library's collection "**The Victorian Middle Classes**," which includes Victorian advertisements, descriptions of domestic servants, and other information about the rising middle classes in Great Britain.
- To balance the northern European perspective of sources 3 and 4, share with students the University of Colorado–Boulder's "**Becoming Modern: Early 20th-Century Japan Through Primary Sources**." Excerpts from these sources can be used to illustrate how Japan's rapid industrialization contributed to seismic social changes and difficult working conditions.
- Americans experienced similar social changes to those of the British during the 19th century. Exploring case studies like the conditions at the Lowell Mill (see the Gilder Lehrman Institute's "**Lowell Mill Girls and the Factory System, 1840**") and the Triangle Shirtwaist Factory (see the *Smithsonian's* "**Uncovering the History of the Triangle Shirtwaist Fire**") will help facilitate discussions about the trend of early factories employing young women to work in difficult conditions.

## DESIGNING INSTRUCTION

## Source Exploration 5.7-B: Political Responses to Industrialization

### SOURCES TO EXPLORE

**Source 5** Excerpted from Friedrich Engels, *Draft of a Communist Confession of Faith*, 1847

### WHY THIS SOURCE?

The rise of Marxism and other socialist movements began as a direct result of industrialization. This source will give students an introduction to communism, which had significant impact in the 19th and 20th centuries.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To promote academic conversation, have students explore images and primary source accounts that detail the dangers and difficulties of 19th-century factories and the living conditions many urban factory workers endured. Ask groups to debate and decide upon the top three demands they would prioritize to change working conditions if they were factory workers. These demands can be compared with Engels's comments and be used to contextualize unionism.
- To build student confidence with disciplinary vocabulary, have students scan to identify difficult vocabulary and technical terms before reading closely.
- To practice historical sourcing, prompt students to employ sourcing strategies with specific focus on examining how Engels's intended audience and purpose affect the content and style of the document. To extend discussion, ask students to compare the format Engels used to "FAQ" sections on present-day websites and identify commonalities in purpose and audience.

### Observe-and-Analyze Questions

1. Engels cited historical factors to account for the social changes in the 1800s. What did he believe accounted for the development of the proletariat?
2. Engels wrote his *Draft* at the request of a new communist association to explain the communist cause for an external audience. How does Engels's choice of the question-and-answer format (both of which he wrote) support the document's purpose?
3. Engels stated that he aimed to achieve his goals by "enlightening" the proletariat. How does his thinking represent both continuity and change in regard to Enlightenment ideas of liberty and reason?
4. Summarize Engels's arguments by completing the sentences below.

*The upper classes have profited from the Industrial Revolution because \_\_\_\_\_.*

*The upper classes have profited from the Industrial Revolution but \_\_\_\_\_.*

*The upper classes have profited from the Industrial Revolution so \_\_\_\_\_.*

## KEY TAKEAWAYS

- Engels argued that industrialization required expensive machines, such as steam engines, that only the rich could afford. These machines gave their owners a great advantage over producers who were unable to afford them. Over time, those who could not afford the expensive machines were forced to sell labor to the wealthy in return for their subsistence, becoming in the process a new class known as the proletariat. (Q1)
- Like “Frequently Asked Questions” sections on modern-day websites, this format attempts to focus on questions those who do not know much about communism are most likely to ask. The format is very easy to read. (Q2)
- Engels uses reason, not superstition or tradition, to make his argument. However, no Enlightenment writer that we have previously studied discussed solutions like communal property. (Q3)
- Students’ sentences should demonstrate an accurate understanding of Engels’s view that the innovations associated with industrialization did not benefit the industrial working class, whom he advocated should rebel against the capitalist system. (Q4)

## WHAT’S NEXT?

- Examining the writings of Marx can help students understand how Marxists viewed the struggles of the proletariat described by Engels as a universal issue that was only accentuated by industrialization. In the opening pages of the **Communist Manifesto**, Marx lays out his argument that industrial workers and factory owners are merely the newest version of the same struggle that two competing social classes have engaged in throughout history.
- To provide students with greater global context, have them investigate how textiles were produced in India and how the Industrial Revolution impacted the practice. One strong resource on this topic is the Victoria and Albert Museum’s exhibit **The Fabric of India**, an exploration of how the influx of cheap textiles imported from British factories impacted India’s rich tradition of handcrafted fabrics.
- While source 5 focuses on the emergence on Marxism, the emergence of trade unionism was the more potent political force in the leading industrial powers Great Britain and the United States. The **Preamble** to the Knights of Labor’s Declaration of Principles and several resources at **Striking Women**, a website created by professors at two universities in Great Britain, provide examples of the demands and impact of early labor movements.
- Students can more deeply explore responses to industrialization by examining some or all of the documents from the **2012 AP European History DBQ** (“Analyze various arguments that emerged over the course of the nineteenth century about how to improve the lives of European workers”) in an experiential setting (e.g., jigsaw, station, research project).

DESIGNING INSTRUCTION

## Source Exploration 5.7-C: Migration in the 19th Century

### SOURCES TO EXPLORE

**Source 6** Map of migration patterns in the 19th century



Source: U.S. Department of Homeland Security's Office of Immigration Statistics.

**Source 7** Excerpted from Patrick Manning, *Migration in World History*, 2005

### WHY THESE SOURCES?

These sources were selected to help students understand the truly global nature of migration as both a direct and indirect result of the Industrial Revolution. Advances in technology and communication and large sea-based empires in the industrial era promoted migrations of all sorts around the world.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### Observe-and-Analyze Questions

1. Look at the map and trace where the immigrants arriving in the United States, South America, and Australia/New Zealand came from. Which region(s) drew a variety of nationalities? Which region(s) drew almost exclusively from one nationality?
2. How do the trends referenced in the previous question relate to the data in source 1 regarding the changes in the national shares of world population during the late 19th century?
3. Consider the migrations described in source 7. To what extent were these groups migrating for similar reasons? By comparison, examine the migrations from Europe to Africa and Asia depicted in source 6. Given the political developments of this period, how might the circumstances of many of these migrants differ from those described in source 7?
4. Create a sentence that compares the migration trends of China, Russia, and Japan shown in the map by using a subordinate clause (beginning with *while*, *although*, etc.).

## MEETING LEARNERS' NEEDS

- To provide practice with inferential reasoning, have students collaboratively list the major historical processes of the modern period and then annotate a world map to document where these processes were mostly occurring. Once the map is labeled, ask students to predict where the biggest waves of immigration will likely occur in the late 19th century and to support their predictions with specific historical evidence as well as accurate application of push-and-pull factors.
- To help build reading stamina, replace source 7 with a lengthier excerpt from the book. Many portions of chapter 8, "Labor for Industry and Empire, 1700 to 1900," including the section "Industrial Economy and Migration," are appropriate for this source exploration.
- To build a deeper understanding of continuity and change, have students annotate the trans-Atlantic slave trade on a world map (or source 6) and discuss what factors led to the slave trade. Then, after reading source 7, have students fill in a continuity-and-change chart to explicitly note the continuities and changes between the trans-Atlantic slave trade and the patterns of migration from the modern era.

## KEY TAKEAWAYS

- Australia/New Zealand drew emigrants from U.K./Ireland exclusively. However, the United States and South America drew from different parts of Europe and, to different degrees, Asia. (Ensure that students do not underrate the diversity of those coming to South America by failing to see arrows from South Asia and arrows in Europe beyond Spain.) (Q1)
- The United States' global share of population rose, while the global share of China declined. This map appears to show that one contributing factor in these trends was that people were leaving China and arriving in the United States. (Q2)
- Source 7 describes many groups migrating for work opportunities, though the type of work (industry, farming, mining) and the circumstances (voluntary migration versus indentured servitude) differed. Given the Scramble for Africa and the rapid colonization of Africa and Asia by European empires, it stands to reason that many of the Europeans migrating to Africa and Asia were also migrating for work, though that work would likely have been related to government positions or business endeavors. (Q3)
- Students' sentences comparing Chinese, Russian, and Japanese immigration should highlight commonalities between two countries that a third country doesn't share. One example would be to describe the multidirectional nature of Russian and Chinese emigration while noting that most Japanese emigrants migrated exclusively to the United States during this period. (Q4)



### WHAT'S NEXT?

- Students can more deeply explore the causes and impacts of indentured servitude by examining some or all of the documents from the **2003 AP World History DBQ** (“Analyze the main features, including causes and consequences, of the system of indentured servitude that developed as part of global economic changes in the nineteenth and into the twentieth centuries”) in an experiential setting (e.g., jigsaw, station, research project).
- While sources 6 and 7 explore the causes and scope of late-19th-century migrations, they do not explore the cultural impact of these migrations. Examples of cultural syncretism, such as the large Japanese community that developed in Brazil starting in 1908 (see Aljazeera’s 2014 article “**Japanese Brazilians Celebrate Mixed Heritage**”), or of the poor living conditions immigrants experienced (see *Smithsonian’s* “**Pioneering Social Reformer Jacob Riis Revealed ‘How the Other Half Lives’ in America**”) can be explored to illustrate larger trends.
- By the late 19th century, most migration was voluntary and slavery was outlawed. However, involuntary migration still occurred, often involving a mixture of deceptive practices and exploitive indentured servant agreements. The lesson “**Coolie Trade in the 19th century**” from University of Minnesota’s Immigration History Research Center provides primary sources and discussion questions useful for lessons on South and East Asian immigration during this time.



## Assess 5.7: Reexamining the Consequences of Industrialization

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 5.7.

### ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

### CONSEQUENCES OF INDUSTRIALIZATION

#### Writing activity: causation essay outline (answering an evidence-based question)

The components of the performance task can be used with documents students have previously studied, new stimuli like those students encounter during the performance task, or a combination of both types of documents. You can choose which documents students use for this writing activity, which includes tasks A and B of the performance task modified slightly to match the prompt.

#### Task A: Analyze the Prompt and Sources

*To what extent did industrialization impact social, political, and demographic development during the 19th century?*

Analyze the prompt

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?
2. What do you know about this topic? List examples of prior knowledge that are relevant to this prompt.

Analyze the documents

3. Use the table on the next page to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.

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Source	Details related to the impact of industrialization	Evidence from the source
1		
2		
3		
4		
5		
6		
7		
Related details from outside the sources		

**Task B: Build the Thesis from Evidence**

**MODERN PERIOD**

**Synthesize the evidence**

1. Review the details and evidence notes you recorded in Task A. Sort the evidence from the sources and relevant information from outside the sources into the most appropriate column below, briefly noting why each piece of evidence fits in that category.
2. When you have completed the table, review the quantity and quality of evidence supporting each impact that you have identified. Rank the three categories from 1 to 3, with 1 representing the category that industrialization impacted to the greatest extent and 3 representing the category that industrialization impacted to the least extent.

Impact of industrialism in the 19th century		
Social Development	Political Development	Demographic Development
Rank # _____	Rank # _____	Rank # _____

3. To clarify your thinking, write a sentence for each category explaining the degree to which industrialization influenced that type of development. These explanations should:
  - a. be consistent with how you ranked the categories above
  - b. help you form your thesis and the topic sentences for your three body paragraphs

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PERIOD**

**Plan your thesis**

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis reflect how and why you ranked the three categories above?
- Do you need to use multiple sentences or words like *while* or *although* to form a dependent clause to clearly express how industrialism had multiple effects?

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**Contextualize your thesis**

What additional information would help set the stage for your overall argument? List one or two relevant 19th-century trends or developments that will contextualize your thesis.

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# **Performance Task**



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## About the Performance Tasks

The performance-based assessments for the historical units of the Pre-AP World History and Geography course include two closely related parts:

### PART 1: SOURCE ANALYSIS

Students examine a set of sources and complete three analysis tasks that will help them draft a full evidence-based essay. Sources have been edited for the purposes of this exercise. This is designed for a 45-minute class period.

### PART 2: EVIDENCE-BASED ESSAY

Students build on the analysis work and outline they completed in Part 1 as they write an evidence-based essay. This is also designed for a 45-minute class period, and it assumes that students have already completed Part 1.

### ADMINISTERING PERFORMANCE TASKS

Part 2 of the performance task is intended to be administered for the second two units of study (Classical Period and Postclassical Period in Pathway 1, and Modern Period and Contemporary Period in Pathway 2). This allows students to have two experiences of source analysis without having to produce a full essay. Later in the year, students will develop their source-analysis work into full essays for the third and fourth performance tasks.

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

PERFORMANCE  
TASK

### PART 1: SOURCE-ANALYSIS TASKS

**Directions:** Closely read and examine the sources provided in order to complete a series of source-analysis tasks that result in a thesis statement and multiparagraph outline. The sources and tasks relate to the following evidence-based prompt.

*To what extent was the modern period (1750–1914) a period of economic change?*

**Task A: Analyze the prompt and sources**

Focus: Break down the prompt, access prior knowledge, and examine the evidence

**Task B: Build the thesis from evidence**

Focus: Synthesize the evidence, generate initial claims, and draft and contextualize the thesis

**Task C: Create an essay outline**

Focus: Write an introductory paragraph and outline body paragraphs using topic sentences and supporting details

**Note:** The following sources have been edited for the purposes of this performance task.

**PERFORMANCE TASK**

**Source 1**

**“Observations on the Loss of Woolen Spinning,” anonymous author, published in London, England, 1794**

Many things combine to make the hand spinning of wool, the most desirable work for the cottager’s wife and children. The wool trader provides the wool. No storage is required, and when they carry their pound of spun wool back to the wool trader, they have no further concern with it.

Children from five years old can use the wheel. It is a very wholesome employment for them because it keeps them in constant exercise and upright. Persons can still do this work at an advanced age.

But the establishment of the spinning machines in many counties where I was last summer resulted in no hand work. As a consequence, the whole income of the family depends on the father. His weekly pay is all they have to depend upon.

Another advantage of hand spinning wool, before these machines were introduced, was that it was available in every county. A child with a wheel was never out of bread. But all this is altered.

**Source 2**

**Value of machinery and equipment produced for each year (measured in millions of dollars)**

	1820	1870	1890	1913
Japan	Not available	Not available	3,946	16,979
United Kingdom/ Great Britain	1,943	10,786	17,118	40,071
United States	873	19,695	98,120	268,359

Calculated using primary source data from Angus Maddison, *Contours of the World Economy 1–2030 AD: Essays in Macro-Economic History*, 2007.

**Source 3**

**“The Benefits of British Rule,” a report from Indian statesman Dadabhai Naoroji to the British government, 1871**

**PERFORMANCE TASK**

The Benefits of British Rule for India:	The Detriments of British Rule:
<ul style="list-style-type: none"> <li>▪ Loans for railways and irrigation. Development of a few valuable products, such as indigo, tea, coffee, silk, etc. Increase of exports. Telegraphs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The continuous impoverishment and exhaustion of the country. The material condition of India is such that the great mass of the poor have hardly tuppence* a day and a few rags ... a livelihood on which they can barely exist.</li> <li>▪ The famines that were in their power to prevent, if they had done their duty, as a good and intelligent government.</li> <li>▪ An increase of exports without adequate compensation; loss of manufacturing industry and skill.</li> </ul>

\*British slang for two pennies

**Source 4**

**The Steam Train at Tokyo Takanawa, Shosai Ikkei, 1872**



Used with permission of Tuttle Publishing. From *Japan Journeys* by Andreas Marks.

PERFORMANCE  
TASK

**Source 5**

**British Colonial Administrator Capt. F. D. Lugard, *The Rise of Our East African Empire*, 1893**

The value of the industrial mission depends, of course, largely on the nature of the tribes among whom it is located. Its value can hardly be overestimated among such people as the Waganda, both on account of their natural aptitude and their eager desire to learn. Even the less advanced and more primitive tribes may be equally benefited. They are not trained in just mechanical and artisan work, such as the carpenter's and blacksmith's craft, but simple efficiencies in agriculture are taught as well. The sinking of wells, the system of irrigation, the introduction and planting of useful trees, the use of manure, and of domestic animals for agricultural purposes—all of these, while improving the status of the native, will render his land more productive.

Therefore, by increasing their surplus products, it will enable Africans to purchase from the trader the cloth which shall add to their decency, and the implements and household utensils which shall produce greater results for their labor and greater comforts in their social lives.

**Source 6**

**Russian political leader Leon Trotsky, *My Life*, 1930**

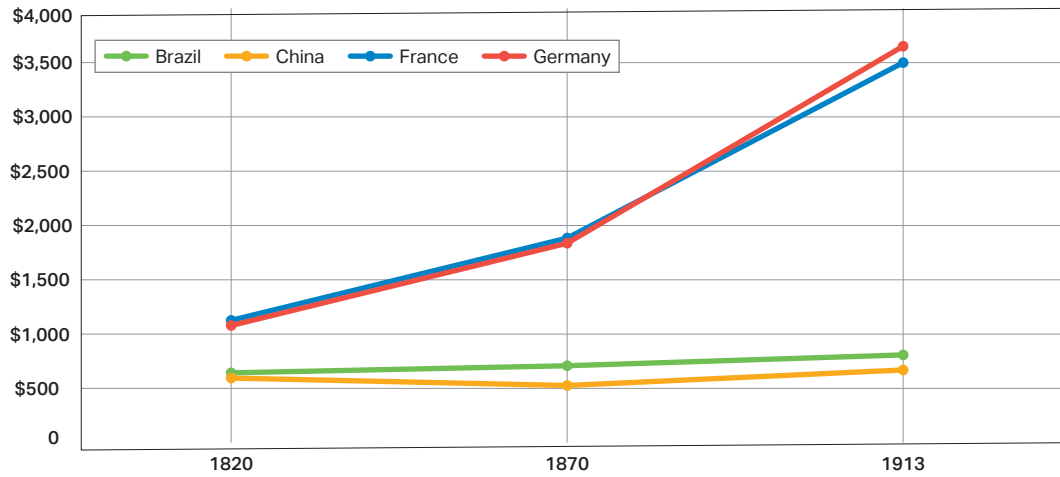
Mine was the grayish childhood of a lower-middle-class family in the 1880s, spent in a village (Yanovka) in an obscure corner where nature is wide, and manners, views, and interests are narrow.

It was twenty-three kilometers from Yanovka to the nearest post-office, and more than thirty-five to the railroad. From there it was a long way again to the Government offices, to the stores, and to a civic center, and still farther to the world with its great events. Life at Yanovka was regulated entirely by the rhythm of the toil on the farm. Nothing else mattered.

**Source 7**

**Gross domestic product (GDP) per capita in four countries (in 1990 U.S. dollars), 1820–1913**

**PERFORMANCE TASK**



Calculated using primary source data from Angus Maddison, *Contours of the World Economy 1–2030 AD: Essays in Macro-Economic History*, 2007.

**PERFORMANCE  
TASK**

**TASK A: ANALYZE THE PROMPT AND SOURCES**

*To what extent was the modern period (1750–1914) a period of economic change?*

**Analyze the prompt**

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?

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2. What do you know about this topic? List examples of prior knowledge that are relevant to this prompt.

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**Analyze the documents**

3. Use the table on the next page to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.

**PERFORMANCE  
TASK**

<b>Source</b>	<b>Details relevant to economic continuities and changes during the modern period</b>	<b>Evidence from the source</b>
1		
2		
3		
4		
5		
6		
7		
<b>Related details from outside the sources</b>		

**PERFORMANCE TASK**

**TASK B: BUILD THE THESIS FROM EVIDENCE**

**Synthesize the evidence**

1. Review the details and evidence notes you recorded in Task A. Use the table below to reorganize this information to illustrate the most relevant economic continuities and changes that developed over the course of the modern period.

Economic characteristics of the modern period		
Relevant economic characteristics early in the modern period	Relevant economic developments later in the modern period	Explanation of whether characteristic continued or changed

**Plan your thesis**

Underline the simple position below that you believe has the strongest evidence to support it.

- i. The modern period was primarily a period of economic continuity.
- ii. The modern period was primarily a period of economic change.

2. Write two strong claims that support your choice above. Include these claims when you write your thesis. They will also serve as topic sentences for your first two body paragraphs.

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3. Revisit your notes on the sources. What is the most compelling counterclaim to your position? What will your thesis need to acknowledge regarding this counterclaim? Your answers to these questions will shape your topic sentence for your final body paragraph.

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Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis go beyond the simple position chosen above to reflect the claims and counterclaims you developed?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express both continuities and changes while maintaining a clear position?

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**Contextualize your thesis**

What additional information would help set the stage for your overall argument? List one or two relevant modern-period trends or developments that will contextualize your thesis.

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**PERFORMANCE  
TASK**

**TASK C: CREATE AN OUTLINE**

Organize and expand upon your work from tasks A and B using the following outline. On the solid lines, write in complete sentences. On the dotted lines, write brief notes in the form of words, phrases, or abbreviations.

<b>Introduction (contextualize your position and state your thesis)</b>
Context: _____ _____ _____
Thesis: _____ _____ _____

<b>Body paragraph 1 (first claim that supports your position)</b>
Topic sentence: _____ _____ _____
Supporting evidence: ..... ..... ..... ..... ..... ..... .....

**PERFORMANCE  
TASK**

**Body paragraph 2 (second claim that supports your position)**

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Body paragraph 3 (counterclaim)**

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PERFORMANCE  
TASK

## PART 2: EVIDENCE-BASED ESSAY

**Directions:** Use the sources provided and your completed source-analysis tasks from Part 1 to respond to the following evidence-based prompt.

*To what extent was the modern period (1750–1914) a period of economic change?*

Your response should include the following elements:

- **Contextualization:** Describe a broader historical context relevant to the prompt.
- **Thesis:** Respond to the prompt with a historically defensible thesis that establishes a line of reasoning.
- **Argument development:** Demonstrate a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.
- **Use of the documents:** Support the argument with evidence from at least three of the provided documents.
- **Outside evidence:** Provide at least two examples or additional pieces of specific evidence beyond those found in the documents to support or qualify the argument.

# Performance Task: Scoring Guidelines

MODERN PERIOD

## PART 1

Evaluation Criteria	Available Score Points	Decision Rules
<b>Task A: Analyze the prompt and sources</b>  <b>(0–2 points)</b>	<b>1 point.</b> Accurately explains the key topic of the prompt.	To earn this point, the response must provide a clear and accurate explanation of the key topic or topics related to the prompt. Students can also earn this point by accurately rephrasing the prompt in their own words.
	<b>1 point.</b> Analyzes a majority of the evidence.	To earn this point, the document chart must contain accurate statements connecting details from at least four documents to the prompt.
<b>Task B: Build your thesis from evidence</b>  <b>(0–2 points)</b>	<b>1 point.</b> Organizes the evidence into categories relevant to the prompt.	To earn this point, the student must accurately sort at least four pieces of evidence into at least two categories. Evidence does not have to be explained in full sentences, but notes should indicate why the evidence fits the category.
	<b>1 point.</b> Provides at least two additional pieces of relevant evidence from outside of the documents in note form.	To earn this point, the student must cite at least two additional pieces of specific, relevant evidence that are not found in the documents.  Note: Appropriate evidence cited in any response in Task A or B can be counted toward this point.
<b>Task C: Create an outline</b>  <b>(0–5 points)</b>	<b>1 point.</b> Writes a historically defensible thesis that fully answers the prompt and establishes a line of reasoning.	To earn this point, the thesis must provide a defensible answer to the prompt that incorporates multiple relevant claims. The thesis can be more than one sentence.
	<b>1 point.</b> Writes one or more sentences that accurately describe a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.
	<b>1 point.</b> Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	<b>1 point.</b> Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	<b>1 point.</b> Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.

PART 2

Evaluation Criteria	Available Score Points	Decision Rules
<b>Thesis/Claim</b> (0–1 point)	<b>1 point.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
<b>Contextualization</b> (0–1 point)	<b>1 point.</b> Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the time frame of the prompt. This point is not awarded for merely a phrase or reference.
<b>Evidence</b> (0–3 points)	<p><b>Evidence from the documents</b></p> <p><b>1 point.</b> Uses at least three documents to address the topic of the prompt.</p> <p><b>OR</b></p> <p><b>2 points.</b> Uses at least five documents to support an argument in response to the prompt.</p>	<p>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.</p> <p>To earn two points, the response must accurately describe—rather than simply quote—the content from at least five documents <b>and</b> use the content of the documents to support an argument in response to the prompt.</p>
	<p><b>Evidence beyond the documents</b></p> <p><b>1 point.</b> Uses at least two additional pieces of specific historical evidence (beyond the documents) relevant to an argument about the prompt.</p>	To earn this point, the response must accurately describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
<b>Analysis and reasoning</b> (0–1 point)	<b>1 point.</b> Demonstrates a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.	<p>To earn this point, the response must corroborate, qualify, or modify an argument by explaining how diverse or alternative views or evidence can explain multiple disciplinary facets, such as:</p> <ul style="list-style-type: none"> <li>▪ both similarity and difference</li> <li>▪ both continuity and change</li> <li>▪ multiple causes</li> <li>▪ both cause and effect</li> </ul>

# The Contemporary Period

c. 1914 to the Present





# Contemporary Period

c. 1914 to the Present

## Overview

While the term *globalization* can be accurately applied to several developments after the Columbian Exchange, the sophistication and scale of global integration reached unprecedented heights during the 20th century. Historians are still examining the causes and effects of the 20th century's technological, economic, and political transformations. By viewing the present through the contextualized lens of history, students can recognize the significance of the dramatic changes that have taken place in the last century, particularly in the most recent decades.

## COURSE FRAMEWORK CONNECTIONS

Key Concepts	Learning Objectives <i>Students will be able to ...</i>
Origins and Outcomes of World War I in Global Context	<b>LO 6.1</b> Trace the origins of World War I and its immediate outcomes in global perspective.
A New Age of Revolutions: Mexico, Russia, and China	<b>LO 6.2</b> Compare the results of revolutions in Mexico, Russia, and China.
The Global Economy and the State Between the Wars	<b>LO 6.3</b> Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.
World War II and the Decline of Empires	<b>LO 6.4</b> Explain the causes and effects of World War II.
A Global Cold War	<b>LO 6.5</b> Compare the impact of the Cold War in the developed and the developing worlds.
Foundations of Contemporary Globalization	<b>LO 6.6</b> Explain the origins of contemporary globalization.
Impact of Contemporary Globalization	<b>LO 6.7</b> Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.

## CONTEMPORARY PERIOD

## UNIT AT A GLANCE

Key Concept	Pre-AP Instructional Resources	Suggested Timing
Origins and Outcomes of World War I in Global Context	6.1 source explorations Content Summary 6.1	1–1.5 weeks
A New Age of Revolutions: Mexico, Russia, and China	6.2 source explorations Content Summary 6.2	1–1.5 weeks
The Global Economy and the State Between the Wars	Lesson-planning resources Content Summary 6.3	1–1.5 weeks
World War II and the Decline of Empires	Lesson-planning resources Content Summary 6.4	1–1.5 weeks
<b>Learning Checkpoint 1</b>		
A Global Cold War	6.5 source explorations Content Summary 6.5	1–1.5 weeks
Foundations of Contemporary Globalization	6.6 source explorations Content Summary 6.6	1–1.5 weeks
Impact of Contemporary Globalization	Lesson-planning resources Content Summary 6.7	1–1.5 weeks
<b>Learning Checkpoint 2</b>		
<b>Performance Task</b>		

Source explorations are model activities designed to take less than a full class period. Each one features primary or secondary sources that illustrate specific aspects of key concepts. These sources require little background knowledge, providing an inviting access point for all students to practice the observation and analysis skills needed to contextualize unfamiliar topics, discover trends in evidence, and develop questions to investigate. Each source exploration also includes:

- three to four questions designed to scaffold disciplinary skills while spurring discussion and evidence-based writing (provided on the student handout along with the sources)
- suggestions for adapting and integrating source explorations into lesson plans

For four of the unit's seven key concepts, a set of source explorations is provided along with a culminating writing activity. For the three key concepts without source explorations, sample resources are provided to offer an illustration of how similar modes of instruction could be incorporated into lesson planning.

**CONTEMPORARY  
PERIOD**

Content summaries, part of the Expanding Essential Knowledge Resources located in the appendix, are provided for every key concept. These summaries offer historical context to support student understanding of the key concepts. In addition to the content summaries, each Expanding Essential Knowledge resource contains a content exploration organizer. This organizer can be used with the summaries provided or with other lessons.

**Note:** The table on the previous page outlines suggested timing for the unit based on a traditional class schedule that meets for 45 minutes daily. Use this as a general planning and pacing guide and make adjustments as needed based on classroom and learner needs.

## Key Concept: Origins and Outcomes of World War I in Global Context

### Lesson Planning 6.1: Source Explorations

The following source explorations position students to discover the causes and effects of the first world war. While more concrete concepts, like alliances, battles, and trenches, may be relatively easy for students to grasp, understanding the conflict's global scope and impact might require deeper study. Students may also find it easier to comprehend the role of ideology throughout the war by reading about these ideas in the authors' own words.

#### Learning Objective 6.1

Trace the origins of World War I and its immediate outcomes in global perspective.

### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

### EXPLORING HISTORIC RELATIONSHIPS

#### Causation

Given its emphasis on origins and outcomes, LO 6.1 challenges students to explore World War I by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 6.1 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ What caused the beginning and the end of World War I?
  - ◆ What were the global effects of World War I?
- Sample starter claims:
  - ◆ Maritime empires caused World War I and bore the most extreme consequences. \*
  - ◆ Access to resources and colonies were the decisive factors of World War I.

\* *This instructional frame is most closely aligned with the writing activity on pages 180–181.*

See the appendix for strategies to incorporate key questions and starter claims into instruction.

**MAKING THEMATIC CONNECTIONS****Governance**

The global imperial rivalries that emerged in the late 19th century contributed significantly to the conditions that triggered World War I. LO 6.1 provides opportunities to foster thematic connections to topics of governance, including:

- the second industrial revolution (LO 5.4, especially EK 5.4.B)
- imperial expansion in the late 19th century (LO 5.5)
- reactions to imperialism (LO 5.6)

**MAKING GEOGRAPHIC CONNECTIONS****Spatial reorganization**

The decisions made at the Versailles Conference set many of the modern-day political boundaries of the Middle East and removed German influence from Africa. Students can discover this connection by exploring relevant modern-day regional maps (Middle East political map, language map of Africa), or by comparing various 1914 and 1919 maps.

**6.1 SOURCE EXPLORATIONS OVERVIEW**

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 6.1-Intro: Origins and Outcomes of World War I in Global Context	<p><b>Source 1</b> Map of key European alliances during World War I (1914–1918)</p> <p><b>Source 2</b> Map of new countries and new borders 1919–1922</p>
SE 6.1-A: The Global Origins of World War I	<p><b>Source 3</b> Adapted from James Anthony Froude, British author and historian, <i>Oceana; or, England and Her Colonies</i>, 1886</p> <p><b>Source 4</b> Adapted from German Emperor (Kaiser) Wilhelm II, speech to soldiers who were being sent to China to put down the Boxer Rebellion, Bremerhaven, Germany, July 27, 1900</p>
SE 6.1-B: Global Fronts and Home Fronts	<p><b>Source 5</b> Excerpted from “The Defence Industry as an Explanatory Factor of the German Defeat During World War I: Lessons for Future Conflicts,” <i>International Journal of History and Philosophical Research</i>, 2014</p> <p><b>Source 6</b> English women and men working in a large munitions factory, 1918 (photograph)</p>

Lesson Planning 6.1: Source Explorations

CONTEMPORARY PERIOD

SE 6.1-C: The Settlement of World War I	<p><b>Source 7</b> Adapted from U.S. President Woodrow Wilson’s Fourteen Points speech outlining the recommendations for peace treaty terms, January 8, 1918</p> <p><b>Source 8</b> Excerpted from the Treaty of Versailles, signed by the leaders of the Allied powers and the leader of the transitional German government on June 28, 1919</p>
Assess 6.1: Reexamining the Origins and Outcomes of World War I in Global Context	Writing activity: causation paragraphs (evaluating a starter claim)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 6.1: Trace the origins of World War I and its immediate outcomes in global perspective.	
Essential Knowledge Statements	Planning Notes
<p><b>EK 6.1.A</b> <i>The global origins of World War I</i></p> <p>Nationalism, imperial rivalry, and shifting diplomatic alliances among rival European powers led to the global outbreak and scale of World War I.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The map activity in the opening source exploration (SE 6.1-Intro) should hint at the global scale of World War I, especially in combination with the secondary source in SE 6.1-B.</li> <li><input checked="" type="checkbox"/> While <i>nationalism</i> is not mentioned specifically, the two sources of SE 6.1-A illustrate the close relationship between imperialism and nationalism and points at how this combination would contribute to imperial rivalries and the global scale of World War I.</li> <li><input type="checkbox"/> The shifting nature of diplomatic alliances is not explicitly addressed in these source explorations. Students will need to know why countries signed defensive pacts like the Triple Alliance and Triple Entente and how these alliances made it more difficult to stop a conflict from spreading.</li> </ul>

<p><b>EK 6.1.B Global fronts and home fronts</b></p> <p>With increasingly mechanized warfare and an unprecedented number of casualties, World War I was fought between large empires on a number of global fronts, and the superior domestic industrial production of the Allies ultimately helped them win the war.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The excerpt in SE 6.1-B helps to illustrate the global effects of the war and shows the sheer scale of industrial production during the war.</li> <li><input checked="" type="checkbox"/> Exploring the factory image in SE 6.1-B after the excerpt provides a chance to highlight the importance of factories and imperial access to raw materials.</li> <li><input type="checkbox"/> These sources do not address either the mechanization of warfare (e.g., machine guns, tanks, trench warfare) or the entry of the United States into the war. Many online resources for these topics are available, including the “Trenches of WWI” online exhibition from the National WWI Museum and Memorial.</li> </ul>
<p><b>EK 6.1.C The settlement of World War I</b></p> <p>The Treaty of Versailles reorganized the defeated landed empires into new nation-states and expanded the victors’ maritime empires—factors that contributed to anti-imperial movements and the outbreak of World War II.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The second map from SE 6.1-Intro illustrates how the defeated empires (as well as the Soviet Union) were reorganized into new nation-states.</li> <li><input checked="" type="checkbox"/> SE 6.1-C illustrates how the Treaty of Versailles sowed bitterness among the German public, especially when compared to the notions espoused in the Fourteen Points. With your support, students should be able to internalize how these tensions would lead to future developments (growth of fascism in Germany and independence movements in India).</li> <li><input type="checkbox"/> While SE 6.1-C illustrates the treaty conditions imposed on Germany, the sources do not address the global effects of these war settlements. Exploring the decisions made by the Allied powers, including awarding German and Turkish territories to other empires and refusing to grant additional autonomy to colonists who had fought on behalf of their empire, will contextualize the intensification of anti-imperial movements.</li> </ul>



CONTEMPORARY PERIOD

DESIGNING INSTRUCTION

# Source Exploration 6.1-Intro: Origins and Outcomes of World War I in Global Context

## SOURCES TO EXPLORE

**Source 1** Map of key European alliances during World War I (1914–1918)



**Source 2** Map of new countries and new borders in 1919–1922



### Observe-and-Analyze Questions

1. Examine the locations of Great Britain, France, and Germany in the first map. How well positioned was each country to defend itself from an enemy attack? Why?
2. Using the maps, identify what political changes occurred in Europe between 1914 and 1922.
3. What claims can you make regarding whether various countries or alliances were winners or losers in the war based on the available evidence?

*I think that \_\_\_\_\_ likely won the war because \_\_\_\_\_ .*

*I think that \_\_\_\_\_ likely lost the war because \_\_\_\_\_ .*

*I do not know whether \_\_\_\_\_ lost or won the war. Although \_\_\_\_\_ is evidence that they won the war, \_\_\_\_\_ .*

## WHY THESE SOURCES?

This pair of maps was selected to help students with no prior knowledge explore the roles of allies and geography in the outcome of World War I. The foundational information provided by these maps should provoke many questions of causation, such as: Why did countries make these alliances? What caused the war? What caused the Allies to win? Why did Russia change to the Soviet Union and lose land?

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.



## MEETING LEARNERS' NEEDS

**CONTEMPORARY  
PERIOD**

- To boost engagement, have small groups rank the countries in order of best geographical position and then debate differing conclusions using evidence from the map.
- To enhance accessibility and improve student focus, divide the class into four groups and the map into four quadrants. Ask each group to report to the class on all of the changes they observe in their assigned quadrant.
- To support students' work with language they may encounter in Pre-AP Geometry with Statistics, ask them to express their predictions of winners/losers with a percentage of certainty (e.g., "I am \_\_\_\_\_% certain Russia will \_\_\_\_\_, because \_\_\_\_\_").

## KEY TAKEAWAYS

- Even if students know nothing about World War I or the relative industrial and military strength of each country heading into the conflict, the first map should allow them to see the geographic advantages (e.g., Great Britain's water barrier) and disadvantages (e.g., the multiple potential warfronts that Germany and Austria-Hungary will likely confront) that contribute to the outcomes for these countries. (Q1)
- The second map should help students understand the change over time that will occur during the war. Russia becomes the Soviet Union and loses most of its territory to newly independent states. All of the Central powers lose territory while the Allies (all except Russia) gain territory. (Q2)
- Considering both maps together, students should be able to infer that most of the Allies were victorious and that the Central powers lost. However, the map provides mixed evidence for countries like Russia because it is labeled as a member of the side that appears to have won while losing territory. (Q3)

## WHAT'S NEXT?

- Exploring overviews of the essential content (see the content summaries in the appendix) and discussing connections to course skills, themes, or prior units (see the Framing the Instruction section) can help students build a general understanding of key developments and create questions to pursue for the remainder of the learning objective.
- Students may not think about the roles that countries not pictured on the map played in the war. Ask them to create questions regarding what these maps do not show, which should spur some curiosity about the role of the United States. Also, revisiting 1914 political maps of Africa and Asia will help students see the global impact of this conflict given the large number of European colonies in those continents.
- Time lines or video clips that show how the war spread to the entire world from a single assassination can help reinforce how the alliances illustrated in the first map contributed to this chain reaction.
- While a data set of the casualties experienced by each country is provided in a later activity, it could also be presented to students after they have created their predictions in question 3. Once students have examined the table, they can revisit whether they are more or less confident in their original predictions based on the new evidence.

## DESIGNING INSTRUCTION

## Source Exploration 6.1-A: The Global Origins of World War I

### SOURCES TO EXPLORE

**Source 3** Adapted from James Anthony Froude, British author and historian, *Oceana; or, England and Her Colonies*, 1886

**Source 4** Adapted from German Emperor (Kaiser) Wilhelm II, speech to soldiers who were being sent to China to put down the Boxer Rebellion, Bremerhaven, Germany, 1900

### WHY THESE SOURCES?

These primary sources were chosen to help students connect the growing tensions between maritime empires at the turn of the century to arguments of imperial expansion and growing militarism. Many diplomats and political leaders whose actions helped to precipitate World War I shared sentiments similar to those found in these passages.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To scaffold historical sourcing, ask students to circle the words or phrases that they felt the biggest emotional response to in each passage. After students share some of these words and explain the emotions evoked, ask how these word choices might be related to each author's purpose and audience.
- To support students who need to build their reading endurance, use the complete version of Wilhelm II's "Hun Speech," which is publicly available and includes the unofficial final paragraph.
- To provide historical context and promote debate, inform students that the last sentence of the source 4 excerpt is from the section of the speech that the German government did not include in the official records, even though it was part of the remarks delivered to soldiers. Students can debate why the government might do this and/or whether the omission was a wise course of action.

### Observe-and-Analyze Questions

1. According to Froude, how are nations similar to trees?
2. According to Wilhelm II, what "means" and characteristics were most important for the German Empire to succeed? How do Wilhelm II's claims relate to the argument made by Froude?
3. Use the sentence frame below to compare the two sources.  
*While source 4 focuses on \_\_\_\_\_, both sources explore \_\_\_\_\_.*
4. On multiple occasions in the late 1800s, the German diplomat Otto von Bismarck predicted that the trends he was observing would most likely lead to a war between the major powers of Europe within 20 years. Would viewpoints and attitudes like Froude's and Wilhelm II's make such predictions more or less likely to come true? Why?

## KEY TAKEAWAYS

**CONTEMPORARY  
PERIOD**

- The excerpt from *Oceana* is an example of how imperialists viewed colonial expansion as vital to a country's health. In this view, failing to maintain the British Empire would bring about the same ruin as a tree that has lost its branches. (Q1)
- Wilhelm II focuses on the importance of the German army as well as the "manliness" and "discipline" of German soldiers. Both Froude and Wilhelm II praise their respective empires and want them to be seen as powerful to preserve prior accomplishments. (Q2)
- Students' sentences should highlight topics exclusive to source 4, such as Wilhelm II's comparisons to historic empires and armies, as well as topics stressed by both sources, such as characterizing current challenges as "do or die" moments for their respective empires. (Q3)
- Some students may argue that vigorous defense of colonies and creating a powerful army are aggressive moves that lead to war. Others may argue that these viewpoints would lead to a balance of power that would deter war. (Q4)

## WHAT'S NEXT

- While this SE provides English and German viewpoints on imperialism and militarism, it does not provide much context on how these viewpoints led to alliances. Revisiting source 1 with specific information on the treaties forming these alliances, or with background on the political instability in the Balkans (including Bismarck's full prediction that war would emerge because of "some damned stupid thing in the Balkans"), may help students make these connections and see how a single assassination could lead to war.
- The popular 1914 political cartoon "Chain of Friendship" is valuable in connecting the attitudes expressed in these sources to the chain reaction that results in world war. The cartoon depicts a small figure representing Serbia on the left being grabbed by Austria and a parade of anthropomorphized countries reacting from left to right.
- The animated map "Europe Plunges into War" at [the-map-as-history.com](http://the-map-as-history.com) is one of many useful resources from their collection, "**The first World War, 1914-1918.**"

CONTEMPORARY PERIOD

DESIGNING INSTRUCTION

## Source Exploration 6.1-B: Global Fronts and Home Fronts

### SOURCES TO EXPLORE

**Source 5** Excerpted from “The Defence Industry as an Explanatory Factor of the German Defeat During World War I: Lessons for Future Conflicts,” *International Journal of History and Philosophical Research*, 2014

**Source 6** English women and men working in a large munitions factory, 1918



Everett Historical / Shutterstock

### Observe-and-Analyze Questions

1. How did the quantity of raw materials used by the Central powers and Allied powers change over time?
2. According to the passage, in what ways did the German government try to support its allies and weaken its opponents around the globe?
3. How does the image relate to some of the claims made in the passage? To what degree does the workforce pictured in the factory represent continuity with or change from earlier images of heavy industry?
4. Summarize some of the trends in the evidence by expanding these two simple sentences. Be sure to add specific details and to correct oversimplifications.

*There was more industry.*

*It was everywhere.*

### WHY THESE SOURCES?

Both sides in the war utilized unprecedented levels of resources to outproduce the factories of their adversaries, and these sources illustrate the scale and importance of resources and production through large-scale statistics (source 5) and a local photograph (source 6).

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To make the sheer quantity of statistics more accessible, reading strategies, such as chunking the text or covering lines until they are read, may help students to see how the statistics are being used to support initial claims.

- To reinforce empirical data with maps, the statistics on raw materials can be used as an entry point to discuss the British blockade of Germany, American material support for the Allies before its entry into the war, and Germany's changing policies on unrestricted submarine warfare.
- To model the habit of identifying telling details, project the image during the discussion of question 3 and zoom in on details that students reference to cue students who overlooked these details.
- To connect the image with the topic of total war mobilization, a third starter sentence ("Everyone was involved.") could be added.

### KEY TAKEAWAYS

- While the Allies and Central powers utilized about the same amount of natural resources during the early years of the war, the Allies used far more than the Central powers starting in 1917. (Q1)
- In addition to providing resources for its own country and military, Germany provided material aid to its fellow Central powers. Germany also actively supported its African colonies and even took steps to help French and English colonists revolt, though these efforts fell short of their goals. (Q2)
- The image of the English munitions factory full of shells relates to the importance of industrial production and access to necessary resources in the war effort. This factory is representative of British industrial capacity as well as the total war mobilization that pressed women into working many of the jobs left behind by men drafted to fight. While this image is a continuity of first industrial revolution trends in which early textile factories employed women, it is a departure from the typical practices of heavy industry, which had previously restricted work to men. (Q3)
- Students' sentences should demonstrate an appreciation of the unprecedented scale of World War I industrial production and the global nature of the conflict due to the direct or indirect involvement of colonies throughout the world. (Q4)

### WHAT'S NEXT?

- World War I source explorations do not cover the battlefield stalemate that existed from late 1914 until early 1918. Students could review time lines or interactive maps covering this development and then review Woodrow Wilson's proposal for "peace without victory." Discussion questions could help students contextualize why Wilson's proposal did not find a receptive audience among most ardent imperialists.
- The Imperial War Museum (UK) has several images of British production during World War I. The collection **Munitions Production on the Home Front (1914-1918)** provides images that can be used in conjunction with source 6 to provide multiple perspectives on this topic.
- While students often see images from the western front, one of *The Atlantic's World War I photo collections* provides **45 images** from around the world that illustrate the global nature of the conflict.

## Source Exploration 6.1-C: The Settlement of World War I

### SOURCES TO EXPLORE

**Source 7** Adapted from U.S. President Woodrow Wilson's Fourteen Points speech outlining the recommendations for peace treaty terms, January 8, 1918

**Source 8** Excerpted from the Treaty of Versailles, signed by the leaders of the Allied powers and the leader of the transitional German government on June 28, 1919

### WHY THESE SOURCES?

The Fourteen Points and Treaty of Versailles are often summarized or briefly quoted. They are excerpted here, with minimal adaptation, to allow students to discover the differences between the documents and contextualize German reaction to the treaty's harsh terms.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To contextualize the regions and concepts Wilson refers to, students may need access to maps of war fronts in late 1917 or early 1918 and support for disciplinary terms like *territorial integrity* and *autonomous*.
- To practice historical sourcing, review with students the historical situation during the Fourteen Points (stalemate on the battlefield) and the treaty (German surrender and political collapse) and ask them to discuss how these situations likely influenced these documents.

### Observe-and-Analyze Questions

- According to Woodrow Wilson, how should the Allied powers treat people in the Balkans and those formerly under Turkish rule? How should Germany be treated?
- According to source 8, what territories did Germany lose as a result of the Treaty of Versailles? Revisit sources 1 and 2. What other territories did Germany lose?
- In addition to lost territory, what other punishments did Germany receive in the Treaty of Versailles? To what degree do these follow the advice in Wilson's Fourteen Points speech?
- Consider new information: The government of Kaiser Wilhelm II was overthrown at the end of the war. Leaders of Germany's transitional government assumed that the Fourteen Points would be used as the basis of the treaty until learning the treaty terms shortly before being pressured to sign. Use the sentence frames below to summarize the likely response of German leaders.

*While the Fourteen Points \_\_\_\_\_, the Treaty of Versailles \_\_\_\_\_.*

*As a result, German political leaders likely felt \_\_\_\_\_ because \_\_\_\_\_.*

- To practice arguments as well as preview future content, ask groups to rank Germany's punishments in order of fairness and predict German reaction to Article 231, supporting each claim with evidence.

## KEY TAKEAWAYS

- Woodrow Wilson's Fourteen Points conveyed a rather forgiving tone to enemy nations (Turkey and Germany) in addition to advocating that groups of people who had clear boundaries of heritage should be helped in achieving political and economic independence if they so desired. (Q1)
- Much of the Treaty of Versailles details the changes to be imposed on Germany's borders. As shown in source 1, Germany ceded some of its western territory (the highly disputed Alsace-Lorraine) to France and some of its northeastern territory to the newly independent Poland, connecting it to the sea. (Q2)
- The Treaty of Versailles stripped Germany of territories outside of Europe, forcing Germany to give up claims in Africa and Asia. It also had to accept blame for the conflict, dismantle its army, and pay for the damages Allied countries experienced. The amount Germany owed was to be determined later, which meant that Germany had to agree to a debt before the amount of it was defined. (Q3)
- Students' sentences should demonstrate an understanding of the contrasting approaches in the Fourteen Points and the Treaty of Versailles regarding Germany. Students should be able to infer that the treaty's deviation from Wilson's recommendations and the harsh punishments put the leaders of the German transitional government in a difficult position and likely caused feelings of betrayal and resentment. (Q4)

## WHAT'S NEXT?

- Sources 7 and 8 do not explain the impact of World War I on anti-imperial movements. However, the Fourteen Points excerpts list criteria for groups to have self-determination that many in Allied colonies felt they met just as well as those living in the Balkans. The sentiments in source 7, as well as the colonies Germany targeted in source 5, provide a contrast to the Amritsar massacre in India (1919), Mahatma Gandhi's Non-Cooperation Movement (1920–1922), and the Irish War of Independence (1919–1921).
- Similarly, the sentiments of self-determination for former Ottoman subjects in source 7 do not manifest themselves in the Middle Eastern mandates in source 1. Exploration of the Sykes-Picot agreement that secretly negotiated mandate boundaries two years prior to the Fourteen Points will contextualize why the other leaders at the Paris Peace Conference were resistant to Wilson's ideas.
- The full Fourteen Points text provides many lesson opportunities. After exploring some background on the priorities of the British and French governments (which could include the data on war casualties in source 9), students can annotate the Fourteen Points through the perspectives of these countries, which will help them better understand why the treaty included ideas that differed from Wilson's.
- While the source 8 excerpt explains that Germany lost its colonies, students should be made aware that these colonies were not given independence. Using a 1920 world map, students can investigate how Great Britain, France, and Belgium were awarded most of Germany's African colonies, while Japan was awarded most of Germany's Asian claims.



## CONTEMPORARY PERIOD

## Assess 6.1: Reexamining the Origins and Outcomes of World War I in Global Context

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 6.1.

### ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

### WORLD WAR I

Writing activity: causation paragraphs (evaluating a starter claim)

Examine source 9 and then follow the directions below to revise the starter claim and support it with evidence.

**Source 9** Casualties during World War I for main powers from each side

Country	Estimated population in 1913	Died in combat	Wounded	Prisoners and missing	Total casualties
<b>Allied Powers</b>					
Russian Empire	156,192,000	1,700,000	4,950,000	2,500,000	9,150,000
British Empire	45,649,000	908,371	2,090,212	191,652	3,190,235
France	41,463,000	1,357,800	4,266,000	537,000	6,160,800
Italy	37,248,000	650,000	947,000	600,000	2,197,000
United States	97,606,000	116,516	204,002	4,500	323,018
<b>Central Powers</b>					
Germany	65,058,000	1,773,700	4,216,058	1,152,800	7,142,558
Austria-Hungary	52,000,000	1,200,000	3,620,000	2,200,000	7,020,000

World War I-related figures reported by the U.S. War Department in February 1924. Population estimates are from Angus Maddison, *Contours of the World Economy 1–2030 AD: Essays in Macro-Economic History*, 2007.



***Maritime empires caused World War I and also experienced the most extreme consequences of the war.***

Prewriting

- a. List how all the relevant evidence you've examined, including the document above, **supports** the starter claim.
- b. List how all the relevant evidence you've examined, including the document above, **challenges** the starter claim.

Writing

- c. Revise the claim to more accurately reflect the evidence.
- d. Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

CONTEMPORARY  
PERIOD

## Key Concept: A New Age of Revolutions: Mexico, Russia, and China

### Lesson Planning 6.2: Source Explorations

The following source explorations highlight the complex natures of these revolutions and the substantive changes they brought about. While laws, speeches, and images from the time period capture the lofty goals espoused by revolutionary leaders, other evidence complicates the true legacy of each revolution.

#### Learning Objective 6.2

Compare the results of revolutions in Mexico, Russia, and China.

#### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

#### EXPLORING HISTORIC RELATIONSHIPS

##### Comparison

Given its emphasis on exploring the outcomes of different revolutions, LO 6.2 challenges students to pursue questions of comparison. Identifying for students a key question or starter claim aligned to LO 6.2 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
  - ◆ To what extent were the results of the Mexican, Russian, and Chinese revolutions similar? \*
- Sample starter claims:
  - ◆ The Russian and Chinese revolutions had the same results.
  - ◆ The Russian Revolution resulted in more extreme changes than the Chinese or Mexican revolutions.

\* *This instructional frame is most closely aligned with the writing activity on page 194.*

See the appendix for strategies to incorporate key questions and starter claims into instruction.

**MAKING THEMATIC CONNECTIONS**

All three of these revolutions that started in the 1920s and 1930s dramatically changed local political and economic structures. LO 6.2 provides opportunities to foster thematic connections to topics of governance and economic systems, including:

**Governance; economic systems**

- causes of the Atlantic Revolutions (specifically how new ideas in EK 5.2.A led to questioning social and political norms; the underlying social tensions in EK 5.2.C)
- effects of the Atlantic Revolutions
- the global Cold War
- imperial expansion in the late 19th century (specifically Latin American neocolonialism and economic imperialism in EK 5.5.C)
- consequences of industrialization (specifically the advent of Marxism and socialism in EK 5.7.B)

**MAKING GEOGRAPHIC CONNECTIONS****Spatial reorganization**

Redistribution or reform regarding land use and ownership was cited as a goal in all three revolutions. These revolutions provide case studies in how government policies can quickly reorganize space and radically alter landscapes.

**6.2 SOURCE EXPLORATIONS OVERVIEW**

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 6.2-Intro: A New Age of Revolutions – Mexico, Russia, and China	<p><b>Source 1</b> Excerpted from Samuel G. Inman, "The Mexican Revolution...," <i>Southwest Review</i>, 1938</p> <p><b>Source 2</b> Excerpted from Peter J. Boettke, "A Legacy of Lies and Lost Souls: The Russian Revolution at One Hundred Years," <i>The Independent Review</i>, 2017</p>
SE 6.2-A: The Mexican Revolution	<p><b>Source 3</b> Adapted from James Creelman, "President Diaz: Hero of the Americas," <i>Pearson's Magazine</i>, 1908</p> <p><b>Source 4</b> Excerpted from John Mason Hart, preface to <i>Revolutionary Mexico: The Coming and Process of the Mexican Revolution</i>, 1997</p>
SE 6.2-B: The Russian Revolution and Stalinism	<p><b>Source 5</b> Excerpted from Joseph Stalin, report to the Central Committee of the Communist Party of the Soviet Union on the achievements of the first Five-Year Plan, 1933</p> <p><b>Source 6</b> Soviet Union public poster, 1948</p>

Lesson Planning 6.2: Source Explorations

CONTEMPORARY PERIOD

SE 6.2-C: The Chinese Revolution	<p><b>Source 7</b> Adapted from “Letter of Opinion” by Peng Dehuai, senior government official, to Mao Zedong on the Great Leap Forward, 1959</p> <p><b>Source 8</b> Drawing used for Chinese banknotes, circulated as official currency in 1962</p>
Assess 6.2: Reexamining a New Age of Revolutions	Writing activity: comparison paragraph (answering a key question)

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 6.2: Compare the results of revolutions in Mexico, Russia, and China.	
Essential Knowledge Statements	Planning Notes
<p><b>EK 6.2.A The Mexican Revolution</b> The Mexican Revolution began a process of social and political reform and reaction, expropriating foreign-owned assets and gradually creating a mixed economy of state and private investment.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The interview with Mexican President Porfirio Diaz (SE 6.2-A) touches on facets of his government that contributed to a desire for revolution and includes his infamous, and ultimately false, promise to step down from office.</li> <li><input checked="" type="checkbox"/> Two secondary sources (SE 6.2-Intro, SE 6.2-A) illustrate the goals of the Mexican Revolution and provide some evidence regarding the degree to which the Mexican Revolution accomplished these goals.</li> <li><input type="checkbox"/> The sources do not provide specific examples of how the Mexican government seized foreign-owned assets or much depth on the socialist reforms (including instances where the government established full or partial ownership of certain industries) that were enacted over the many decades since the Constitution of 1917.</li> </ul>

<p><b>EK 6.2.B <i>The Russian Revolution and Stalinism</i></b></p> <p>The Russian Revolution led to the USSR as the first Communist state, which became increasingly nationalistic and authoritarian under Stalin, who established a planned industrial economy.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The primary sources provided in SE 6.2-B explicitly illustrate Soviet aims to industrialize through various government initiatives.</li> <li><input checked="" type="checkbox"/> The nationalistic and authoritarian aspects of Stalin's rule are implied in SE 6.2-B, but you will need to provide outside context or additional examples of Stalin's policies, such as purges and show trials.</li> <li><input type="checkbox"/> While SE 6.2-Intro references events of the early Soviet Union, time lines, documentary excerpts, and/or secondary sources can be used to detail key events prior to Stalin's rule, including the Russian Revolution/Civil War and Lenin's policies.</li> </ul>
<p><b>EK 6.2.C <i>The Chinese Revolution</i></b></p> <p>The Chinese Communist Party adapted Marxism–Leninism to the needs of an agrarian society and established a communist dictatorship under Mao Zedong that, despite implementing the Great Leap Forward and other initiatives, struggled to create a successful centrally planned industrial economy.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The primary sources in SE 6.2-C illustrate the aims and shortcomings of centrally planned programs like the Great Leap Forward.</li> <li><input checked="" type="checkbox"/> The example of propaganda in SE 6.2-C implies the authoritarian aspects of Mao's rule, but you will need to provide outside context or additional examples of Mao's policies, such as the Cultural Revolution.</li> <li><input type="checkbox"/> The sources do not provide any information on the Chinese Civil War (1927–1949) in which forces loyal to Mao Zedong deposed Chiang Kai-shek. Primary sources related to Mao's tactics and philosophy could shed light on the differences and similarities to the Russian Revolution.</li> </ul>

## DESIGNING INSTRUCTION

## Source Exploration 6.2-Intro: A New Age of Revolutions – Mexico, Russia, and China

### SOURCES TO EXPLORE

**Source 1** Excerpted from Samuel G. Inman, "The Mexican Revolution...," *Southwest Review*, 1938

**Source 2** Excerpted from Peter J. Boettke, "A Legacy of Lies and Lost Souls: The Russian Revolution at One Hundred Years," *The Independent Review*, 2017

### WHY THESE SOURCES?

In both of these excerpts, historians provide reasons for why they view a specific revolution in a positive or negative light. This helps introduce some of the ideas these revolutions have in common (e.g., "socialism" is referenced in both sources) and signals to students that there are varying opinions on their natures and success. While these arguments help students build schema on this topic, the sources should also spur many questions about what is not addressed (e.g., What was the prior government? Who supported or opposed the revolution?).

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To help students navigate difficult vocabulary, ask them to underline or highlight every adjective or phrase the authors use to describe each revolution.
- To reinforce disciplinary vocabulary, facilitate KWL or other discussion protocols to assess students' familiarity with the term *socialism*.

### Observe-and-Analyze Questions

1. In both excerpts, historians are putting forth arguments about revolutions years after they occurred. What words does Inman use to describe the Mexican Revolution? What do these words reveal about his opinion of the revolution?
2. Compare Inman's tone in describing the Mexican Revolution to Boettke's description of the Russian Revolution. How might Boettke's view differ? How does the timing of Boettke's writing in relation to the event give him a different perspective?
3. The first definition of *socialism* in *Merriam-Webster's Collegiate Dictionary* is "any of various economic and political theories advocating collective or governmental ownership and administration of the means of production and distribution of goods." To what degree do the descriptions of socialism in each of these excerpts fit this definition?
4. Use the frame to identify similarities and differences in how the authors characterize each revolution.

While both the Mexican and Russian revolutions \_\_\_\_\_, Peter J. Boettke characterizes the Russian Revolution as \_\_\_\_\_.

Given that this term can have different meanings and can elicit passionate opinions, it may be helpful to provide examples of definitions from objective, nonpartisan sources (e.g., dictionary, textbook).

**CONTEMPORARY PERIOD**

- To reestablish historical context, prompt students to recall previous knowledge of Russia, such as its imperial expansion and its exit from World War I, using exercises like quickwrites or think-pair-share.

## KEY TAKEAWAYS

- Inman describes the Mexican Revolution as a “revolution of the public mind” that he viewed as probably the most “original” event to happen in the Americas since the founding of the United States. Inman’s word choice suggests he is impressed by the goals of the revolution even if current leaders are still “attempting” to accomplish these goals. (Q1)
- Boettke describes the Russian Revolution as doomed to fail because the central goal to abolish private property was irrational and impossible. Unlike Inman, Boettke is describing events long after they happened: a century after the revolution itself occurred and 27 years after the “Soviet experience with socialism” ended. This distance possibly contributed to Boettke’s critical tone, while Inman’s more favorable evaluation was made only a few decades after the Mexican Revolution began. (Q2)
- Boettke’s description of the Russian Revolution aligns closely with dictionary definitions of socialism that stress the role of property, while the description of the Mexican Revolution focuses more on other themes sometimes associated with socialism: idealism, self-determination, and communal life. (Q3)
- Students’ sentences should demonstrate an understanding of the similarities evident in the sources, such as references to socialism and dramatic changes, as well as aspects unique to Boettke’s description of the Russian Revolution, such as the goal of ending private property. (Q4)

## WHAT’S NEXT?

- Given the central role socialism and communism play in these revolutions, consider using a rotation-station activity to review these ideologies and help illustrate the differences between them.
- These three revolutions were complex and created governments that lasted for many decades (Russian) or up to the present day (Chinese and Mexican). Exploring time lines or charts that provide a general overview without “giving away” details to be revealed in future source explorations will allow students to conceptualize the overall chronology of these events as well as draw some early contrasts and comparisons between the revolutions.
- Artists in all three countries produced hundreds of paintings depicting the events of their local revolution. Curating examples from each revolution (e.g., Diego Rivera in Mexico, Socialist Realist art in Russia and China) can allow students to compare the values the artists (and often the governments commissioning the art) were trying to express. In addition to potentially spurring questions and introducing topics, these paintings provide excellent opportunities to practice historical sourcing (author, audience, purpose).

## Source Exploration 6.2-A: The Mexican Revolution

### SOURCES TO EXPLORE

**Source 3** Adapted from James Creelman, "President Diaz: Hero of the Americas," *Pearson's Magazine*, 1908 (interview)

**Source 4** Excerpted from John Mason Hart, preface to *Revolutionary Mexico: The Coming and Process of the Mexican Revolution*, 1997

### WHY THESE SOURCES?

It is possible to consider the end of the Mexican Revolution to be 1917 (the constitution), 1940 (the revolutionary government's political consolidation), or even the 1980s (concrete implementation of economic reforms proposed early in the revolution). The 1908 Porfirio Diaz interview, filled with sentiments and promises that run contrary to his actions in the years that followed, highlights issues directly related to the revolution. This primary source snapshot of Mexico before the revolution is paired with a historian's analysis of what changed over time in Mexico in the decades after the initial revolution.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### MEETING LEARNERS' NEEDS

- To practice historical sourcing, extend the discussion of source 3 by asking students to debate what the purpose of Diaz's statements were, especially when considering the immediate audience (*Pearson's Magazine* was an American publication) as well as anyone in Mexico who learned of his comments. Creelman's questions create another opportunity for discussing the author's purpose: why did he choose these particular questions?

### Observe-and-Analyze Questions

- In the *Pearson's Magazine* interview, what do you think is the overall impression President Diaz wishes to communicate about the type of president he is?
- How does Hart support his claim that the 1917 constitution symbolized the revolution's goals, successes, and failures?
- Between 1911 and 1934, Mexico experienced 10 changes in president. Some presidents were removed from office because of a coup or assassination. What aspects of the long presidency of Porfirio Diaz may have contributed to this outcome? How might this instability of leadership have been related to some of the failures in Mexico cited by Hart?
- Complete the sentences below to create statements based on these sources.

*Before the Mexican Revolution*

\_\_\_\_\_ .

*After the Mexican Revolution*

\_\_\_\_\_ .

*While the Mexican Revolution*

succeeded in \_\_\_\_\_, it was not successful in \_\_\_\_\_ .



- To help students who have difficulty organizing information, scaffold the second question with a three-column chart (either printed or projected) labeled “goals,” “successes,” and “failures” for students to fill in as they read.
- To provide students additional support, share a list or time line of Mexican presidents that conveys each president’s time in office. Several examples (e.g., Pedro Lascuráin, who may have been president for 45 minutes) will clearly illustrate the instability during the revolution and in the decades after the revolution.

## KEY TAKEAWAYS

- In his comments, President Porfirio Díaz claims that the majority of Mexicans support him and that no opposition parties have emerged because few people disapprove of his presidency. In addition, he tries to provide reassurances that his long time in power has not corrupted him and that he is ready to voluntarily give up power in the near future by not running for reelection. (Note: The events in the years after this interview undermine all of these claims.) (Q1)
- Hart claims the goal of the revolution to return Mexico to Mexicans was reached through the claiming of national ownership of resources and returning land to the peasants. However, he also says that the goal of achieving widespread prosperity was not accomplished. (Q2)
- It is plausible to connect the absence of organized opposition parties, which Díaz and Creelman agree did not exist in 1908, to the political instability that occurred during the Mexican Revolution. It is not surprising that once Díaz was driven from power, many leaders and factions competed to control the revolution. This instability may have hampered the revolution’s efforts to accomplish its goals. Hart claims that multiparty rule and many of the proposed reforms did not become a practical reality until the 1980s. (Q3)
- Students’ sentences should demonstrate an understanding of how the long rule of Díaz preceded the Mexican Revolution and an awareness of the mixture of instability and reform that followed the revolution. The evidence provides many examples of the revolution’s successes, such as widening voting rights, as well as revolutionary goals that were not realized, such as lessening income inequality. (Q4)

## WHAT’S NEXT?

- Several sections of the Mexican Constitution can be quickly explored as accessible evidence of the revolution’s goals. For example, Title 1, Article 3 includes promises for universal education, while multiple sections (Articles 3, 24, 27, and 130) outline steps for reducing the role of the Catholic Church.
- Mexican Muralism offers some of the clearest expressions of revolutionary sentiment and themes. Many periodicals and blogs (e.g., “**Artists Helped Make the Mexican Revolution an International Phenomenon**” from the *Washington Post*; “**Mexico: A Revolution in Art, 1910-1940**” from the Royal Academy of Arts) illustrate the connection between the work of prominent Mexican artists such as Diego Rivera and the goals of the revolution.

## CONTEMPORARY PERIOD

## DESIGNING INSTRUCTION

## Source Exploration 6.2-B: The Russian Revolution and Stalinism

### SOURCES TO EXPLORE

**Source 5** Excerpted from Joseph Stalin, report to the Central Committee of the Communist Party of the Soviet Union on the achievements of the first Five-Year Plan, 1933

**Source 6** Soviet Union public poster, 1948. The writing on the poster says, "Oil industry workers, more oil for the Motherland! Let's reach the Five-Year Plan goal in 4 years!"



© Fine Art Images

### WHY THESE SOURCES?

These sources are two of many examples of the way Stalin's regime effectively and persistently utilized propaganda. In both, true facts about the Five-Year Plan (the Soviet Union's industrial capacity did increase dramatically) are mixed with exaggerations and patriotic sentiments. Meanwhile, details about the Five-Year Plan that would be less encouraging to Soviet citizens (failure to meet goals, the human toll of these projects, the authoritarian measures Stalin took to stay in power) go unmentioned.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### Observe-and-Analyze Questions

1. What is the tone of Stalin's speech and the 1948 poster? What effect do you think both of these sources were intended to have on Soviet citizens and workers?
2. Russia created steel mills during the second industrial revolution, though not nearly as many as the United States or Germany. How does this information compare with the claims made by Stalin? Why might Stalin have used this particular choice of words to convey progress in steel and other industries?
3. Given the claims made in Stalin's 1933 speech and the fact that the 1948 poster addresses oil workers, would it be reasonable to conclude the Soviet Union had oil fields by 1948? If so, why would this poster, which was created a decade after Stalin's speech, use a drawing instead of a photograph of an existing oil field?
4. Complete these sentences to summarize Stalin's claims about the Five-Year Plan.

*Stalin implemented the Five-Year Plan because \_\_\_\_\_.*

*Stalin implemented the Five-Year Plan so \_\_\_\_\_.*

## MEETING LEARNERS' NEEDS

- To help students effectively utilize visual evidence, remind them to cite the evidence behind any inference. With propaganda in particular, students may need practice discerning how the theme or intended feeling of the image, which they can often identify, is the result of specific choices made by the artist.
- To reinforce the relevance of this topic, explore some of the techniques used by present-day online advertisements and images that target specific audiences before or after exploring these sources. Students should be able to make many connections between effective advertising and propaganda.

## KEY TAKEAWAYS

- Both of these sources strike a positive tone. There is evidence in both sources to support that the purpose was to encourage Soviets and help them to feel pride in what was being accomplished. Stalin claimed that the Soviet Union was making rapid progress to go from the bottom of "the list" to the top. The 1948 poster uses exclamation points and the phrasing seems to be rooting the oil workers on. (Q1)
- Stalin stating that they did not have a steel industry before the Five-Year Plan is not accurate. However, the purpose of the speech is to emphasize the success of the plan to his party. Choosing words that suggest this project created something from nothing makes the achievement more impressive even if it is not accurate. (Q2)
- Illustrations can create the most ideal, inspiring version of an oil field. By comparison, a photograph of a completed oil field may not look as appealing or impressive. It is likely that the designer of the poster chose the most appealing visuals so that it could have maximum positive impact. (Q3)
- Students' sentences should demonstrate an understanding of what Stalin claimed were the goals for and accomplishments of the Five-Year Plan. However, students should be aware that they are summarizing Stalin's claims and that many of his claims do not correspond with the historical record. (Q4)

## WHAT'S NEXT?

- These sources are examples of Soviet propaganda, and students should be exposed to other sources and information to create a more balanced picture. Statistics and secondary articles regarding the success of the Five-Year Plan might be explored, as well as estimates of the number of Stalin's victims during Dekulakization and the Great Purge.
- The early history of the Soviet Union is quite complex. Time lines and general summaries might be the best way to help students understand the overall chronology and bridge the gap between the initial Russian Revolution under Lenin's leadership and Stalin's rule.
- There are several freely available examples of Socialist Realist art that provide insights into the aims of Stalin's regime and are excellent case studies for historical sourcing. The works of Boris Vladimirski (e.g., *Roses for Stalin*, *Miner*, *Female Worker*, *Lenin at Dawn*) can show how propaganda supported Stalin's cult of personality (beloved, yet never looking anyone in the eye) and aimed to glorify the proletariat.

CONTEMPORARY PERIOD

DESIGNING INSTRUCTION

## Source Exploration 6.2-C: The Chinese Revolution

### SOURCES TO EXPLORE

**Source 7** Adapted from “Letter of Opinion” by Peng Dehuai, senior government official, to Mao Zedong on the Great Leap Forward, 1959

**Source 8** Drawing used for Chinese banknotes, circulated as official currency in 1962



Georgios Kollidas / Alamy Stock Photo

### WHY THESE SOURCES?

The lower estimates of the number of Chinese people who died in the Great Leap Forward are over 10 million, while some historians place the toll at over 50 million. These two sources provide a clear contrast between the propagandized view of the Great Leap Forward presented to the Chinese people and the realities government ministers were already discussing in the first few years of implementation.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students’ possible responses.

### MEETING LEARNERS’ NEEDS

- To model close observation, ask students to take notes on source 8 using protocols such as see-think-wonder. To support sophisticated writing, ask students to combine their notes into a sophisticated claim, utilizing a sentence strategy if necessary.

### Observe-and-Analyze Questions

1. What do you notice about the picture on the banknote? What message do you think the Chinese were trying to communicate with this image?
2. One of the goals of the Great Leap Forward was to dramatically improve food production by merging privately owned farmland into collective farms owned by the government. How does the “Letter of Opinion” describe food production during the previous year of this program? How does this compare to the portrayal of farmers in the banknote image?
3. While it is difficult for historians to calculate, it is estimated that well over 10 million Chinese people died from starvation during the Great Leap Forward. How does this information compare to the events described in Peng Dehuai’s letter? How does Peng Dehuai’s audience likely affect how he describes the situation and who is responsible for it?
4. Complete the sentences to contrast the aims of Mao’s programs with the results of Mao’s programs.

*Mao Zedong began the Great Leap Forward because \_\_\_\_\_ .*

*Mao Zedong began the Great Leap Forward, but \_\_\_\_\_ .*

- To boost engagement, divide the class in half and assign each half one of the two components of source 7 (i.e., the two main complaints, each explained in a few additional sentences) to analyze deeply, either in groups or individually. Then have students from each half meet in pairs to compare and contrast the two complaints.

## KEY TAKEAWAYS

- The banknote image shows people on their way to agricultural work. As the workers walk toward what is presumably farmland with tools in hand, they have similar positive facial expressions, which seem to indicate that they share a sense of energy and optimism and look forward to starting their work. (Q1)
- While the 1962 banknote image portrays happy farmers united in their work during the Great Leap Forward, at least one official began sounding the alarm years earlier that the government slogans did not reflect reality. Problems of food production had not been solved, the goals of catching up to more developed countries were unrealistic, and “the habit of exaggeration” was so “divorced from reality” that it hurt the governments’ credibility. (Q2)
- While defense minister Peng warns that the program was not as successful as was being indicated, he does not mention that millions are starving. He also praises slogans from Mao and places the blame on the failure of others (including himself) in managing the logistics. Given that he was addressing Mao, he likely felt pressure to minimize the problem and not directly criticize Mao’s decisions. (Q3)
- Students’ sentences should demonstrate an understanding of how the goals of the Great Leap Forward (improving Chinese agricultural production) contrasted with the results (poor administration, famine). (Q4)

## WHAT’S NEXT?

- There are plentiful examples of Chinese propaganda that could augment or replace source 8. For example, [Chineseposters.net](http://Chineseposters.net) provides many artifacts from 1958, the year in which the Great Leap Forward began. A rather vivid poster, titled “Brave the wind and the waves, everything has remarkable abilities,” shows a tractor and other elements of production racing across the waters and a man enthusiastically riding a rocket.
- Examples of propaganda and the references to slogans in source 7 lay the groundwork for an examination of the role of Mao’s rhetoric in his rise to power. Many of the slogans and speeches that won the support of key segments of China’s population during the Chinese Civil War and teachings from his from “little red book” can be easily excerpted for instruction.
- Source 7 demonstrates the authoritarian power Mao wields by 1959 as well as how careful ministers are to avoid directly criticizing him. Time lines of Mao’s victory in the Chinese Civil War and consolidation of power will help students fill in the backstory. Images showing how perceived critics of Mao were treated during the events of the Cultural Revolution will also illustrate the cult of personality that existed even after the failures of the Great Leap Forward.
- While there is historical consensus that Mao’s policies fell well short of their goals and that Mao’s authoritarian actions rivaled those of Stalin, some historians point out progress made despite these realities. Consider sharing with students some of the many secondary sources in which historians argue that people in China grew more politically unified, became more literate, and lived longer on average during Mao’s rule.

CONTEMPORARY PERIOD

## Assess 6.2: Reexamining a New Age of Revolutions

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 6.2.

### ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

### CONTEMPORARY REVOLUTIONS

Writing activity: comparison paragraph (answering a key question)

Write an evidence-based paragraph in response to the following prompt based on relevant evidence.

***To what extent did the Mexican, Russian, and Chinese revolutions have similar results?***

Below are three possible methods for structuring a brief comparison.

	The three revolutions were more similar than different	The three revolutions were more different than similar	Two revolutions shared key similarities, while the third differed
<b>Sentence frame to help writing the claim</b>	While the three revolutions differed regarding [aspect they differed in], they shared similar results in terms of [multiple aspects they shared].	While the three revolutions shared [aspect that was similar], they differed regarding [multiple aspects that were different].	The revolutions in [two countries that had similarities] were similar in that [explanation of how the outcomes were similar]. However, the outcome of [the revolution that was different] differed because [explanation of why outcome was different].
<b>Possible sequence for supporting claims</b>	Similarity Similarity Difference	Difference Difference Similarity	Similarity in country 1 Similarity in country 2 Difference in country 3



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# Key Concept: The Global Economy and the State Between the Wars

CONTEMPORARY PERIOD

## Lesson Planning 6.3: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 6.3.

### Learning Objective 6.3

Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.

### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

### EXPLORING HISTORIC RELATIONSHIPS

#### Causation

Given its emphasis on causes and political consequences, LO 6.3 challenges students to explore the expansion of government power during the interwar period by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 6.3 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ Why did the power of governments expand during the 1930s?
  - ◆ Why did authoritarian governments emerge in Italy, Germany, and Japan?
- Sample starter claim:
  - ◆ The Great Depression led to the creation of fascist governments.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

### MAKING THEMATIC CONNECTIONS

#### Governance

The significant political changes central to LO 6.3 provide opportunities for students to examine essential questions related to governance and to draw connections to earlier examples of regime change, including:

- the Atlantic Revolutions (LOs 5.1 and 5.2)
- the revolutions in Mexico, Russia, and China (LO 6.2), events which chronologically overlap the developments of LO 6.3

## CONTEMPORARY PERIOD

## MAKING GEOGRAPHIC CONNECTIONS

## Spatial reorganization

Spatial reorganization contributed to the unprecedented political developments of the 1930s and was also a consequence of these developments. Potential case studies could include the tensions that resulted from the new political boundaries created at the Versailles Conference of 1919, the spatial consequences of government programs initiated in response to the Great Depression, and the territorial expansion of fascist states.

## 6.3 SOURCE OVERVIEW

Essential knowledge statements for LO 6.3:

- **EK 6.3.A *The Depression in global context***  
Burdened by war debt and protectionism, the global economy was further damaged by the 1929 stock market crash and its aftermath, which led to unprecedented levels of unemployment and state interventions in the economy and society.
- **EK 6.3.B *Fascist states in Europe***  
Hostility toward the Treaty of Versailles, unemployment, and weak democratic institutions led to fascist states in Italy and Germany that gained popular support for extreme nationalism, territorial expansion, and racism.
- **EK 6.3.C *Militarism in Japan***  
The emperor, the military, and the business community reacted to the economic challenges of the Depression by pursuing policies of imperial expansion that exploited weaknesses in the Meiji constitution and undermined recent efforts toward establishing a liberal state.

The list below provides examples of primary and secondary sources that can support key questions for LO 6.3. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 6.3:

- Several primary source excerpts on [alphahistory.org](http://alphahistory.org) illustrate the economic instability ("**Betty Scholem on Life under Hyperinflation (1923)**") and political difficulties ("**Von Papen on Problems of the Weimar Republic**") Germany experienced during the Weimar Republic. Additional perspectives on 1920s economic instability could include excerpts from Heinrich Hauser's "With Germany's Unemployed" (1933) or the article "**The German Hyperinflation, 1923**" on [pbs.org](http://pbs.org).
- Brief overviews of fascism, such as "**The Rise and Fall of Fascism**" by the American Historical Association, can provide students with working definitions of fascism that they can compare to primary sources from the era.



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- Speeches and writings from fascist leaders are plentiful and widely available. Several excerpts could help students discover the goals (Benito Mussolini's 1932 article "The Doctrine of Fascism"), the tactics (the "War Propaganda" chapter in *Mein Kampf*), and the justification of militant expansion (Benito Mussolini's Oct 2, 1935 speech on invasion of Ethiopia, Adolf Hitler's January 30, 1937 speech "On National Socialism and World Relations").
- Similarly, primary sources can help illustrate the point of view of Japanese officials who advocated expansion. Examples could include the 1937 pamphlet "The Fundamentals of our National Essence (Kokutai)" published by the Japanese Ministry of Education, Japan's Ambassador to the United States Hiroshi Saito's 1937 comments "On the Conflict in the Far East," and Hashimoto Kingoro's 1938 speech "Address to Young Men."
- Visual representations of Japan's rationale for expansion can be found in Japanese propaganda booklets published for children during World War II (the Thai website **2bangkok.com** hosts an excellent example). Such sources could also be used for historical sourcing practice.

## Key Concept: World War II and the Decline of Empires

### Lesson Planning 6.4: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 6.4.

#### Learning Objective 6.4

Explain the causes and effects of World War II.

#### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

#### EXPLORING HISTORIC RELATIONSHIPS

##### Causation

Given its emphasis on origins and outcomes, LO 6.4 challenges students to explore World War II by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 6.4 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ What caused the beginning and the end of World War II?
  - ◆ What were the global effects of World War II?
- Sample starter claims:
  - ◆ World War II started and ended as an ideological conflict.
  - ◆ World War II caused dramatic change in Europe.

#### MAKING THEMATIC CONNECTIONS

##### Governance

There are few political, economic, and social structures that were not changed to some degree by World War II. However, above all, LO 6.4 provides opportunities to foster thematic connections to topics of governance, including:

- the tensions surrounding the peace treaties ending World War I (EK 6.1.C)
- the aims of the Soviet Union under Stalin (EK 6.2.B)
- the fascist governments established in the interwar period (LO 5.6)

- the weakening of the Nationalist KMT government in the Second Sino-Japanese War (1937–1945), which helped Communist forces under Mao Zedong win the Chinese Civil War (EK 6.2.C)

## MAKING GEOGRAPHIC CONNECTIONS

### Human adaptations to the environment

World War II began with the German Luftwaffe employing a quick-strike technique they termed the *blitzkrieg*. The innovations that followed as war combatants raced to achieve advantages in technologies and tactics had intended and unintended consequences. Specifically, the new types of explosives used, both in combat and on civilian targets, had unprecedented environmental effects.

## 6.4 SOURCE OVERVIEW

Essential knowledge statements for LO 6.4:

- **EK 6.4.A *Appeasement and the origins of World War II***  
The appeasement and subsequent expansion of German, Italian, and Japanese empires was the result of U.S. isolationism, economic and political weakness in Britain and France, and the distrust between Western democracies and the USSR.
- **EK 6.4.B *The human tragedies of World War II***  
World War II was the most lethal war in history, with the victims of genocide and ethnic cleansing and the civilian casualties of mass strategic bombing far outnumbering military casualties.
- **EK 6.4.C *Decolonization after World War II***  
Disruptions and intensifications of colonial rule during the war sparked anti-imperialist movements that used both violence and diplomacy to create postcolonial states independent from empires that no longer had the economic or political will to sustain colonialism in the decades after the war.

The list below provides examples of primary and secondary sources that can support key questions for LO 6.4. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 6.4:

- **“The Nanjing Atrocities Reported in the U.S. Newspapers, 1937-38”** is a compilation of news reports by readex.com that could be used as a case study for comparing and analyzing American popular opinion in response to aggressive actions by Japan abroad.

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- Various documents from the British National Archives provide individual perspectives of Britons living in Nazi Germany shortly before World War II. For example, **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*.
- Sources related to the Munich Conference in 1938 can help students discover the rationales behind appeasement policies and the promises offered by Hitler. These include **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.
- The Joint Declaration of the Greater East Asia Conference (1943) is a brief document that can expose students to anticolonial language that will be increasingly common after the war and can also be used as a case study of historical reliability when comparing the historical situation with the authors, purpose, and setting of the document.
- Having students explore the estimated combat and civilian deaths of the major powers before learning the specifics of the war could prompt them to create hypotheses, inferences, and questions that they will examine as they learn. Examining these statistics beforehand will also contextualize the demographic impact of the Holocaust and the use of new military technologies and tactics.
- The Diary of a German Soldier at Stalingrad (sometimes identified as William Hoffman) can provide students with a firsthand account to compliment time lines, statistics, and maps conveying the scale of the fighting.
- Many 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.

## Key Concept: A Global Cold War

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### Lesson Planning 6.5: Source Explorations

Given its length and complexity, the Cold War has been taught through many different perspectives. While all countries felt threatened by the possible consequences of a nuclear conflict between the Soviet Union and the United States, most of the “hot” conflicts and civil wars took place in developing nations, many of which had recently asserted their independence. The provided resources are designed to help students view the Cold War through the eyes of both developed and developing nations in order to draw comparisons and explore the global nature of the conflict.

#### Learning Objective 6.5

Compare the impact of the Cold War in the developed and the developing worlds.

#### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

#### EXPLORING HISTORIC RELATIONSHIPS

##### Comparison; causation

Given its emphasis on comparing the Cold War’s impact on the developing and developed world, LO 6.5 challenges students to pursue questions of comparison and causation. Identifying for students a key question or starter claim aligned to LO 6.5 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key question:
  - ◆ To what extent did developed countries and developing countries experience a different Cold War? \*
- Sample starter claims:
  - ◆ Developing countries experienced the Cold War very differently from developed countries.
  - ◆ The Cold War had a similar impact on all countries.

\* *This instructional frame is most closely aligned with the writing activity on page 215.*

See the appendix for strategies to incorporate key questions and starter claims into instruction.

## CONTEMPORARY PERIOD

## MAKING THEMATIC CONNECTIONS

## Governance

LO 6.5 involves multiple political continuities (e.g., the resurrection of alliance systems) and changes (e.g., decolonization, the creation of supranational political organizations) in relation to prior governance topics, such as:

- the Atlantic Revolutions that resulted in European colonies gaining their independence (LO 5.2)
- the new imperialism (LO 5.5), from which decolonization is a change
- alliances formed during World War I (LO 6.1)
- United States isolationism (EK 6.4.A), from which Cold War internationalism is a change

## MAKING GEOGRAPHIC CONNECTIONS

## World regions

Many of the political traits of contemporary Africa, South Asia, and Southeast Asia were formed during this period. Maps like the Visual Capitalist's "**All of the World's Borders by Age**" illustrate how many of the borders in these regions were created during the late 19th century (new imperialism) or post-World War II (decolonization).

## 6.5 SOURCE EXPLORATIONS OVERVIEW

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 6.5-Intro: A Global Cold War	<p><b>Source 1</b> Excerpted from panel discussion involving Jeremi Suri, Global History Professor from the University of Texas, conducted by Gideon Rose, Editor of <i>Foreign Affairs</i> (magazine), 2014</p> <p><b>Source 2</b> Battle-related deaths in state-based conflicts, by world region, 1946–1991 (graph)</p>
SE 6.5-A: The Cold War in the Developed World	<p><b>Source 3</b> Number of nuclear warheads in the inventory of the nuclear powers, 1950–2005 (data table)</p> <p><b>Source 4</b> Excerpted from the Central Intelligence Agency report to President's National Security Council, June 9, 1950</p>
SE 6.5-B: The Cold War in the Developing World	<p><b>Source 5</b> Adapted from final announcement of the first Asian-African Conference, a summit of African and Asian nations, Bandung, Indonesia, 1955</p> <p><b>Source 6</b> Excerpted from a speech by Deng Xiaoping, Chairman of the Delegation of the People's Republic of China, at the Special Session of the U.N. General Assembly, April 10, 1974</p>

SE 6.5-C: The End of the Cold War	<p><b>Source 7</b> Excerpted from Robert G. Kaiser, "Gorbachev: Triumph and Failure," <i>Foreign Affairs</i>, 1991</p> <p><b>Source 8</b> Excerpted from David C. Gompert, Hans Binnendijk, and Bonny Lin, <i>Blinders, Blunders, and Wars: What America and China Can Learn</i>, 2014</p>
Assess 6.5: Reexamining the Global Cold War	Writing activity: comparison essay (answering a key question)

CONTEMPORARY PERIOD

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

LO 6.5: Compare the impact of the Cold War in the developed and the developing worlds.	
Essential Knowledge Statements	Planning Notes
<p><b>EK 6.5.A <i>The Cold War in the developed world</i></b> Though the Allies decisively defeated the Axis powers, the growing distrust between the U.S. and the USSR during and immediately after the war led both nations to develop military industrial complexes, nuclear arsenals, and international military alliances, including NATO and the Warsaw Pact.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The first sources (SE 6.5-Intro) examine the constant threat of nuclear destruction throughout much of the Cold War as well as the toll of the ideological conflict on allies and third parties.</li> <li><input checked="" type="checkbox"/> SE 6.5-A uses data on nuclear warheads and a declassified CIA memo to illustrate how the nuclear arsenals developed during the arms race. In addition, the sentiments expressed in the CIA memo can be connected to the rationales behind the development of military-industrial complexes and the creation of military alliances such as NATO and the Warsaw Pact.</li> <li><input type="checkbox"/> The sources do not explicitly reference the specifics of key alliances (NATO, the Warsaw Pact), but maps illustrating the ideological split and key clauses of treaties can serve as natural extensions of the first two source explorations.</li> </ul>

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<p><b>EK 6.5.B <i>The Cold War in the developing world</i></b>                  Both the U.S. and the USSR advocated for the end to Western European empires, sought to build economic and political alliances with postcolonial states, backed rival regimes in the developing world, and sometimes intervened directly in proxy wars.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> With added contextualization, SE 6.5-Intro provides snapshots of the effects of proxy wars and Cold War interventions through a historian's lens as well as through data.</li> <li><input checked="" type="checkbox"/> The primary sources in SE 6.5-B illustrate the pressure postcolonial states felt to join economic and political alliances.</li> <li><input type="checkbox"/> Specific proxy wars, such as the Korean or Vietnam wars, are not explored. The included documents set up opportunities to explore Cold War hot spots and turning points using case studies, time lines, etc.</li> </ul>
<p><b>EK 6.5.C <i>The end of the Cold War</i></b>                  Soviet economic deficiencies, its Afghanistan invasion, and the U.S.'s détente with China and accelerated military spending contributed to the ending of the Cold War.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SE 6.5-C provides the viewpoints of two historians on Soviet decline. Source 7 explores various deficiencies in the Soviet system, while source 8 contextualizes the role of the Afghanistan invasion in weakening the Soviet Union.</li> <li><input type="checkbox"/> Other factors that possibly contributed to the end of the Cold War, including the impact of U.S. policies (détente, "Star Wars") and Eastern European protests (Solidarity in Poland), are not covered in the included sources.</li> </ul>



## DESIGNING INSTRUCTION

## CONTEMPORARY PERIOD

## Source Exploration 6.5-Intro: A Global Cold War

## SOURCES TO EXPLORE

**Source 1** Excerpted from panel discussion involving Jeremi Suri, Global History Professor from the University of Texas, conducted by Gideon Rose, Editor of *Foreign Affairs* (magazine), 2014

**Source 2** Battle-related deaths in state-based conflicts, by world region, 1946–1991 (graph)

## WHY THESE SOURCES?

Many students arrive in high school with far more knowledge of World War II than of the Cold War. Despite spanning more than four decades, the Cold War produced few dramatic events (e.g., cataclysmic military battles or mass war deaths), and was largely a series of turning points produced by machinations behind the scenes or events that almost occurred. The panel excerpt highlights how tempting it has become for students to interpret the tranquil surface aspects of the Cold War as evidence that it was a more innocuous, stable era than the present. The graph further illustrates the real costs of the conflict and the catastrophes that were only avoided as a result of “well managed” terror.

## Observe-and-Analyze Questions

1. According to source 1, in what ways was the Cold War a period of stability? In what ways was it a period of instability?
2. Examine the data in source 2. Why might American college students see data from 1960 onward as evidence that the Cold War was mostly a period of stability?
3. How can data from source 2 be used to support the arguments made by Professor Suri?
4. Complete the sentence stems to summarize the arguments made in source 1.

*Some view the Cold War as a period of stability because \_\_\_\_\_ .*

*Some view the Cold War as a period of stability, but \_\_\_\_\_ .*

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students’ possible responses.

## MEETING LEARNERS’ NEEDS

- To increase accessibility and familiarity, discuss the universal means by which human conflict is waged indirectly. Many students will be able to name several of the “cold” methods (e.g., spreading unflattering information/misinformation to undermine reputations, attempts to build coalitions and isolate adversaries) that were employed by the United States and Soviet Union.
- To build student confidence with disciplinary vocabulary, review some of the terms (*proxy wars, covert activity*, etc.) used in the article before students read it.

CONTEMPORARY PERIOD

- To help build reading stamina, share with students the entire interview transcript of the *Foreign Policy* panel “**What Kept the Cold War ‘Cold’?**,” which is available online along with the full video.

### KEY TAKEAWAYS

- Compared to the massive loss of life and global scale of fighting that occurred during the world wars, the Cold War could be viewed as a period of comparative stability because localized conflicts never sparked a “hot” war between the United States and Soviet Union. However, the constant effort required to avoid nuclear war, the cost to countries that experienced proxy wars, and the psychological burden during times when nuclear war seemed possible are reasons to label this a period of instability. (Q1)
- War-related deaths in each decade of the Cold War were a small fraction of the lives lost in combat during the world wars. American students may also see the Cold War as a relatively stable period since most years resulted in fewer war-related deaths than the death toll of the Sept 11, 2011 terror attacks. (Q2)
- The data on war-related deaths support Professor Suri’s argument that some regions bore significant costs during the years of the Cold War. For example, Asia experienced hundreds of thousands of deaths during much of the Cold War. By comparison, the Americas experienced far fewer casualties throughout the Cold War. (Q3)
- Students’ sentences should demonstrate an understanding of Professor Suri’s argument. Each completed sentence should effectively summarize how various pieces of evidence support or challenge claims that the Cold War was a period of stability. (Q4)

### WHAT’S NEXT?

- While both sources emphasize the global nature of the Cold War, maps of NATO, Warsaw Pact, and Non-Aligned nations will help students to conceptualize the “teams” in this global conflict.
- These sources describe the Cold War, but not its cause. While time lines can help connect the events at the end of World War II to the start of the Cold War, the *Business Insider* article “**10 Maps that Explain Russia’s Strategy**” illustrates why a goal of both postwar Soviet policy and current Russian policy is to create a buffer zone between its population centers and rival states.
- To further flesh out the degree to which the United States and the Soviet Union involved themselves with global affairs, have students explore various map resources that identify Cold War hot spots or document the bases established during the Cold War by the United States and the Soviet Union. The map “**Soviet Global Power Projection**” by Tim Barney (posted in the article “Mapping the Cold War” by the Organization of American Historians) also provides statistics for Soviet troops and advisors deployed to different countries.

## DESIGNING INSTRUCTION

## CONTEMPORARY PERIOD

## Source Exploration 6.5-A: The Cold War in the Developed World

### SOURCES TO EXPLORE

**Source 3** Number of nuclear warheads in the inventory of the nuclear powers, 1950–2005 (data table)

**Source 4** Excerpted from the Central Intelligence Agency report to President’s National Security Council, June 9, 1950

### WHY THESE SOURCES?

The possibility of mutually assured nuclear destruction can be difficult for anyone to fathom. The worst possibilities of nuclear war can easily be glossed over when students see it as a few harmless textbook sentences. Maintaining a distance from the realities of nuclear warfare is more difficult to do when envisioning the destruction represented by the statistics documented in source 3. The CIA report on the implications of the Soviet Union becoming a nuclear power—the event that started the arms race and which some historians argue marks the beginning of the “real” Cold War—foreshadows the urgency with which the United States rapidly increased their nuclear arsenal in the 1950s and aggressively courted allies.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students’ possible responses.

### Observe-and-Analyze Questions

1. What trends in the quantity of warheads and the number of countries possessing nuclear weapons are evident in the data shown in source 3? How does the gap between the number of American and Soviet warheads change over time?
2. What country achieved the biggest 15-year increase in nuclear warheads? When? How could this be related to the concerns expressed in source 4?
3. Consider new information: The nuclear bomb detonated over Hiroshima in 1945 had a thermal radiation radius of over three square miles. By 1952, the U.S. had developed a hydrogen bomb that was nearly a thousand times more powerful. By the early 1960s, the U.S. and USSR had both developed missiles that made it possible to launch nuclear warheads into the other’s country. How does this added information contextualize the information in sources 3 and 4?
4. Expand these simple sentences based on the information in the sources. Then try to combine your expanded sentences into a single sentence.

*There were more of them.*

*People were worried.*

CONTEMPORARY PERIOD

### MEETING LEARNERS' NEEDS

- To build student understanding of how data can be represented in different ways, share with students other versions of the same data available online (e.g., ourworldindata.org's **graph of nuclear warheads in the inventory of nuclear powers**).
- To provide geographical context for the CIA report, provide students with maps illustrating how Soviet satellite nations directly bordered NATO nations. This will help students to visualize the concerns expressed about how Soviet influence could quickly spread.
- To support students' ability to contextualize the blast-radius figures in question 3, consider using the online resource **Nukemap** to create maps that clearly illustrate the potential damage of nuclear weapons. Note: Though it is a highly intuitive tool that can be used to support student exploration, use it cautiously—applying the grim realities to local maps may be disturbing for some students.
- To help students express historical context in writing, it may help to narrow the field of question 3 to specific portions of each source. Asking students to discuss with a partner how the new information changes their understanding of two specific numbers circled on a display or a sentence of text may increase their confidence to make other contextual connections.

### KEY TAKEAWAYS

- While the number of countries possessing nuclear weapons consistently climbed from two in 1950 to eight in 2005, the overall quantity of warheads increased exponentially until 1980 before declining. The United States, the first producer of nuclear weapons, had an advantage over the Soviet Union in 1950 that was nearly 60 to 1, but the Soviet Union eventually surpassed the United States before weapons in both countries began to decline. (Q1)
- The largest 15-year increase in warheads was achieved by the United States between 1950 and 1965. Given that the CIA report was created in 1950, it is plausible that the U.S. choose to rapidly increase their nuclear weapons as a response to concerns in reports like these. Until the Soviets created their first atomic weapon, the U.S. would not have had much incentive to increase the stockpile of weapons. (Q2)
- Applying the information about the destructive capabilities both sides developed, students should understand that the tens of thousands of warheads listed in 1965 and 1980 would likely have been able to destroy every city and major town in both countries. Also, it is possible that one reason the U.S. and USSR increased their number of weapons so much is that they wanted to reassure allies that they had just as much firepower as their adversary. (Q3)
- Expansions of the simple sentences should demonstrate an understanding of the change over time regarding the increase of nuclear weapons (both in quantity and number of countries possessing them) and how this increase was both a cause and effect of political policies. (Q4)

### WHAT'S NEXT?

CONTEMPORARY  
PERIOD

- One way to continue emphasizing the global nature of the Cold War is to have students explore a map of nuclear explosions since 1945 (one good example is Bill Rankin's map of **Nuclear Explosions since 1945**, which can be found on ourworldindata.org and elsewhere). Examining where weapons were tested and by whom can help students discover the continued undercurrents of imperialism (French tests in Algeria, American tests in Pacific Islands) as well as emphasize the environmental impact of these tests before they were conducted underground.
- Time lines and film clips of the space race, such as TED-Ed's "**Who won the space race?**," can help students contextualize its causes, effects, and Cold War connections.
- Both the data in source 3 and resources showing the number of nuclear weapon tests per year, such as the nuclear weapons data on **Our World in Data**, should elicit student questions about why tests and nuclear weapons declined. This discussion will foreshadow the détente of the 1970s and the end of the Cold War in the 1980s.

## Source Exploration 6.5-B: The Cold War in the Developing World

### SOURCES TO EXPLORE

**Source 5** Adapted from final announcement of the first Asian-African Conference, a summit of African and Asian nations, Bandung, Indonesia, 1955

**Source 6** Excerpted from a speech by Deng Xiaoping, Chairman of the Delegation of the People's Republic of China, at the Special Session of the U.N. General Assembly, April 10, 1974

### WHY THESE SOURCES?

While many resources are available for proxy wars (Korea, Vietnam) and Cold War hot spots that directly involved the United States (Berlin crises, Cuban Missile Crisis), students are less often exposed to the viewpoints of political leaders who were actively trying to limit their involvement in the Cold War while still trying to develop their nations' economy. Taken together, these primary sources capture the Non-Aligned Movement's collective call to reverse the imperial ambitions that had shaped much of Africa and Asia in prior decades and protest U.S. and Soviet policies that negatively affected the developing world.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### Observe-and-Analyze Questions

1. According to source 5, what are the challenges that African and Asian nations face? What are some of the recommendations the conference made for solving these challenges?
2. What does source 6 identify as the root causes of problems that the world faces? To what extent do Deng Xiaoping's views align with the claims made by the Asian-African conference?
3. Although these documents were produced for global audiences, there were likely sections of them in which the author(s) were primarily targeting specific audiences. Using textual evidence and historical context, create some claims describing which portions might have been intended for what audience and why. For example, who might be the intended audience for the last sentence of Deng's first paragraph? Why?
4. Use evidence from the sources to turn these simple sentences into complex sentences with correct punctuation and capitalization.  
*They met and released a statement.*  
*He blamed them.*

## MEETING LEARNERS' NEEDS

**CONTEMPORARY  
PERIOD**

- To tailor the documents to the needs of your students, consider changing the way you present the texts. For example, the first source can be chunked into smaller sections or divided among groups to make it more accessible. Conversely, if you would like to have students practice reading longer passages or participate in a jigsaw reading, use the full 10 pages of the document, which are **available online**.
- To provide geographic context, distribute or display world maps that highlight the countries that attended the Bandung Conference (1955) and participated in the Non-Aligned Movement. This will illustrate the territorial scope of the attendees, who represented over half of the world's population.
- To provide historical context, give students a time line identifying the years in which former African and Asian colonies gained their independence. This will help contextualize why the Bandung Conference source uses the present tense when addressing imperialism.
- To build student confidence in sourcing, you can set up a brief trio debate in which everyone in a group is assigned the same source, but each student is assigned a different potential audience. Each student tries to convince the other two why their assigned audience is actually the primary target of the text, using evidence and disciplinary reasoning.

## KEY TAKEAWAYS

- The Asian-African Conference text makes several references to colonialism impeding their education, affecting their ability to express their culture, and subjecting their countries to exploitation, infringing on their human rights. The conference announcement indicated that ending colonial practices and respecting human rights, as outlined by the United Nations Charter, would help solve these problems. (Q1)
- Deng Xiaoping repeatedly holds the "two superpowers" responsible for "bullying" and threatening developing countries through "control, subversion, interference or aggression" as they compete for global dominance. Both sources reference the legacy of colonialism and ongoing Cold War arms race, specifically the development of nuclear weapons, as negatively impacting the developing world. (Q2)
- Deng's speech was likely criticizing the Soviet Union by suggesting that its "bullying" and "vicious" behavior was inconsistent with the "label of socialism." While one could argue that the primary audience for this comment was the Soviet Union, Deng may have also been trying to convince representatives from communist governments listening at the UN that his country (China) was a more authentic model of communism. (Q3)
- Expansions of the simple sentences should demonstrate an understanding of the main points advocated by the Asian-African Conference, such as the opposition to colonialism and support for human rights, and the main critiques of the superpowers expressed by Deng Xiaoping. (Q4)

CONTEMPORARY  
PERIOD

WHAT'S NEXT?

- To provide statistical evidence that supports some of the claims of sources 5 and 6, revisit the statistical information in the bottom left hand corner of the map “**Soviet Global Power Projection**” by Tim Barney (posted in the article “Mapping the Cold War” by the Organization of American Historians).
- These sources do not explicitly discuss the “hot” wars that inform Deng’s critiques of the two superpowers. Several overviews of proxy wars, as the Vietnam War and the Soviet invasion of Afghanistan, are available online in video and time line form.
- The Wilson Center’s archive of memos written by D. S. Solod, the Soviet Ambassador to Egypt, provide an excellent case study on the relationship between a developing nation and a superpower. Specifically, the **June 15, 1954 memo** in which Nasser confesses that Egypt must depend on superpowers to obtain weapons illustrates many of the claims made by sources 5 and 6.
- While source 6 is an example of China’s criticism of the U.S., students should be made aware of the normalization of relations between the U.S. and China that occurred two years prior and which lessened Cold War tensions. The BBC Witness video “**Richard Nixon’s historic visit to Communist China**” provides a quick overview of the seminal moment in the détente period of the 1970s and early 1980s.



## DESIGNING INSTRUCTION

## CONTEMPORARY PERIOD

## Source Exploration 6.5-C: The End of the Cold War

## SOURCES TO EXPLORE

**Source 7** Excerpted from Robert G. Kaiser, "Gorbachev: Triumph and Failure," *Foreign Affairs*, 1991

**Source 8** Excerpted from David C. Gompert, Hans Binnendijk, and Bonny Lin, *Blinders, Blunders, and Wars: What America and China Can Learn*, 2014

## WHY THESE SOURCES?

Debates continue over why the Cold War ended the way it did. Historians are still grappling with how the Soviet Union's sudden collapse caught the American intelligence and diplomatic communities by surprise. The included pair of brief, clear arguments are intended to serve as a foundation for students to explore and discuss specific evidence and other interpretations of how and why the Soviet Union collapsed.

## THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

## MEETING LEARNERS' NEEDS

- To help students practice developing historical questions, provide a vague time line of the Soviet Union's collapse prior to reading the sources that will prompt questions of causation about why the Soviet Union fell. Remind them to develop questions regarding events they have not yet learned about (Afghanistan, Gorbachev, etc.) to guide further investigation.
- To provide reading support, display or revisit Peter Seixas and Tom Morton's triangle of causation so that students look for arguments about how individuals, groups, and conditions were all causes of the Soviet Union's collapse.

## Observe-and-Analyze Questions

1. According to Kaiser, how did Western perceptions of the Soviet Union differ from reality?
2. Using your knowledge of history and the sources, why did the Soviets' failure in the Soviet-Afghan War, which lasted from 1979 to 1989, arguably contribute to the end of the Soviet Union?
3. Former British Prime Minister Margaret Thatcher said at Ronald Reagan's funeral that Reagan had "won the Cold War, not only without firing a shot, but also by inviting enemies out of their fortress and turning them into friends." To what degree is Thatcher's assessment corroborated by these sources? What additional sources would be useful in investigating Thatcher's claim?
4. Expand these simple sentences based on information from the sources. After creating three clear, informative sentences, try using sentence-combination strategies to make a complex claim.

*They invaded.*

*He made changes.*

*There were results.*

## CONTEMPORARY PERIOD

- To provide practice for the performance task, have students examine a lengthier excerpt from Margaret Thatcher's eulogy for Ronald Reagan, the full transcript and video of which are widely available online. Contrasting her remarks with the two excerpts can spur rich historical-sourcing conversations regarding historical situation, purpose, and audience.

## KEY TAKEAWAYS

- Kaiser argues that the West's perception that the Soviet Union was relentlessly committed to world domination and was succeeding in that goal did not match the realities that Gorbachev confronted. He argues that, by the 1980s, the Soviet system was "stumbling badly" and required radical changes. (Q1)
- The Soviet-Afghan War was a lengthy war in which the Soviets were unable to stabilize Afghanistan or maintain it as a communist government. Source 8 indicates that there was internal strife within the USSR and Eastern Europe at the same time as the invasion. The military costs of Afghanistan, combined with internal strife, placed a strain on the Soviet government and contributed to the ending of the Cold War. (Q2)
- The two excerpts cite conditions and decisions in the Soviet Union as the catalysts for ending the Cold War and do not mention the effects of American policies. To investigate the role of external factors, it would be useful to research the decisions made by the United States and its allies during the last decade of the Cold War. (Q3)
- Expansions of the simple sentences should demonstrate an understanding of how the Soviet Union's invasion of Afghanistan and Gorbachev's radical reforms both produced unintended consequences that contributed to the end of the Cold War. (Q4)

## WHAT'S NEXT?

- The decisions made by Gorbachev, both when he took power and when protests spread throughout communist countries, can be explored through a decisions-simulation or trio debate activity. Provide the context of a decision to groups of three. Designate one student to argue for one course of action, another student to argue the opposite course of action, and a third to play Gorbachev judging which side made the best argument.
- The 2011 *Foreign Policy* editorial "**Everything You Think You Know About the Collapse of the Soviet Union Is Wrong**" and the 2009 *Boston Globe* editorial "**Who ended the Cold War?**" provide two additional viewpoints. These articles can be read in their entirety, divided among the groups to do a jigsaw report, or excerpted for a rotation station.
- While these sources focus on internal features of the Soviet Union, they do not provide context on other factors, such as the underlying unpopularity of communist restrictions in East European countries. The TED-Ed video "**The Rise and Fall of the Berlin Wall**" contextualizes an example of Eastern European tensions while also concisely summarizing the entire Cold War.
- Both sources focus primarily on the military and economic causes for the end of the Soviet Union. However, the Soviet Union was a multinational empire, and exploring this with the students would give a more nuanced view of how the breakup occurred. Tom Ewing's article "**Nationalities in the USSR**" explores this issue in some depth.

## Assess 6.5: Reexamining a Global Cold War

**CONTEMPORARY  
PERIOD**

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 6.5.

### ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

### A GLOBAL COLD WAR

**Writing activity: comparison essay (answering a key question)**

**Based on the evidence, to what extent did developed countries and developing countries experience a different Cold War?**

## Key Concept: Foundations of Contemporary Globalization

### Lesson Planning 6.6: Source Explorations

The following source explorations are designed to help students discover how many of the present-day structures that undergird the global economy are the result of recent, dramatic changes. Only a few decades ago, China was virtually walled off from world trade, cars and electronics were mostly made on two continents, and international transit and communication were too slow and expensive for the masses to utilize. By examining the evidence, students will see just how dramatically and quickly global trade and culture changed over time.

#### Learning Objective 6.6

Explain the origins of contemporary globalization.

#### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

#### EXPLORING HISTORIC RELATIONSHIPS

##### Causation

Given its emphasis on origins, LO 6.6 challenges students to explore contemporary globalization through questions of causation. Identifying for students a key question or starter claim aligned to LO 6.6 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry (see the Reflect and Connect section on student handouts) will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ What were the key causes of contemporary globalization? \*
  - ◆ What were the economic, political, and cultural effects of contemporary globalization?
- Sample starter claims:
  - ◆ The implementation of neoliberal policies caused contemporary globalization.
  - ◆ Changes in Chinese policy caused contemporary globalization.

\* *This instructional frame is most closely aligned with the writing activity on page 231.*

See the appendix for strategies to incorporate key questions and starter claims into instruction.

**MAKING THEMATIC CONNECTIONS****Economic systems; society**

Some of the most dramatic repercussions of contemporary globalization can be seen in changes in communities that previously had limited global communication and interaction. The best historical parallel to the scope and speed at which economic and social structures have changed in these areas can be found in case studies of industrial transformation during the late 19th century, including:

- Japan during the Meiji Reforms (EK 5.4B)
- changes to social structures and identities in industrializing nations (EK 5.7.A)
- shifts in migration associated with urbanization and industrialization (EK 5.7.C)
- the influence of industrialized nations and corporations on nations experiencing quick changes in production methods (EK 5.5.C)

**MAKING GEOGRAPHIC CONNECTIONS****Spatial reorganization**

Students can use online mapping tools combined with archival maps or satellite images to simultaneously explore modern-day cases of spatial reorganization and deepen their understanding of the historical developments central to this learning objective. In addition, many extreme examples of spatial change have been documented through various time-lapse videos, such as *The Guardian's* piece on **Shenzhen, China** and NASA's Earth Observatory page on **Dubai, United Arab Emirates**.

**6.6 SOURCE EXPLORATIONS OVERVIEW**

Sources at a Glance	
Instructional Resource	Sources and Activities
SE 6.6-Intro: Foundations of Contemporary Globalization	<p><b>Source 1</b> Excerpted from the World Trade Organization, <i>World Trade Report 2008: Trade in a Globalizing World</i></p> <p><b>Source 2</b> United Nations Conference on Trade and Development, development in international seaborne trade, selected years (data table)</p>
SE 6.6-A: Neoliberalism and Transnational Institutions	<p><b>Source 3</b> 2018 gross domestic product per capita statistics of six European Union nations. Data from the World Bank, using 2010 U.S. dollars. (data table)</p> <p><b>Source 4</b> Excerpted from President George H. W. Bush's remarks at the signing of the North American Free Trade Agreement (NAFTA), December 17, 1992</p> <p><b>Source 5</b> Excerpted from American presidential candidate Ross Perot's remarks during the 1992 presidential debate</p>

Lesson Planning 6.6: Source Explorations

CONTEMPORARY PERIOD

<p>SE 6.6-B: Postindustrialization and the Pacific Basin</p>	<p><b>Source 6</b> World’s busiest container ports in 2004 (data table)  <b>Source 7</b> World’s busiest container ports in 2017 (data table)  <b>Source 8</b> Adapted from Sheying Chen, Ann Yinyi Chen, and Eric Shan Zhong, “Special Economic Zones and Globalization of Chinese Cities: The Case of Shenzhen,” <i>American Journal of Chinese Studies</i>, 2003</p>
<p>SE 6.6-C: Information, Communication, and Transportation Revolutions</p>	<p><b>Source 9</b> Smartphone ownership in emerging markets, 2013–2015 (data table)  <b>Source 10</b> Internet use in emerging markets, 2013–2015 (data table)  <b>Source 11</b> Comparing social network use by region, 2015 (data table)</p>
<p>Assess 6.6: Reexamining the Foundations of Contemporary Globalization</p>	<p>Writing activity: causation essay (answering a key question)</p>

The following notes summarize how the source exploration activities support the essential knowledge statements from the course framework. The content students must know for each essential knowledge statement is listed on the left. On the right, check marks indicate content either directly covered in the source explorations or content that students can easily connect to source explorations with teacher guidance. Unchecked boxes indicate content not referenced in the activities that will need to be addressed during the course of instruction.

<p><b>LO 6.6: Explain the origins of contemporary globalization.</b></p>	
<p><b>Essential Knowledge Statements</b></p>	<p><b>Planning Notes</b></p>
<p><b>EK 6.6.A Neoliberalism and transnational institutions</b>                      International organizations as well as growing neoliberalism promoted the removal of barriers to international trade.</p>	<p><input checked="" type="checkbox"/> SE 6.6-Intro provides statistics regarding the growth of global trade paired with claims by the World Trade Organization (WTO) regarding what has caused this growth.</p> <p><input checked="" type="checkbox"/> SE 6.6-A presents various viewpoints on the opportunities and potential challenges of free trade policy, including debates about NAFTA and introductory facts about the European Union (EU).</p> <p><input type="checkbox"/> Specifics about free trade pacts, such as the EU or NAFTA, are not explicitly discussed. The sources also do not explain the advocacy of free trade policies by supranational organizations, such as the IMF and WTO.</p>

<p><b>EK 6.6.B Postindustrialization and the Pacific basin</b></p> <p>The massive shift of global manufacturing from the West to Asia and the Pacific basin accelerated with the reforms of Deng Xiaoping in China and was fueled by the lower cost of Asian labor, the freer flow of global investment, and the growth of postindustrial knowledge economies in the U.S. and Europe.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A pair of tables in SE 6.6-B convey Asia's growing importance in global trade in clear, concrete terms.</li> <li><input checked="" type="checkbox"/> A secondary source in SE 6.6-B explains a key example of economic transformation in Asia: Shenzhen, China.</li> <li><input type="checkbox"/> The sources provided do not cover the means by which access to low-cost manufacturing labor in Asia and elsewhere led to postindustrial knowledge economies or the impact of this transition in developed nations.</li> </ul>
<p><b>EK 6.6.C Information, communication, and transportation revolutions</b></p> <p>Cellular and internet communications and transportation efficiencies led to unprecedented levels of connectivity that increased the speed of information transmission, global trade, and migration, and contributed to the globalization of cultural practices and forms.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SE 6.6-C provides a snapshot of how quickly cellular and internet communications are growing in developing nations.</li> <li><input type="checkbox"/> The role of the internet and cellular communication in creating global cultural forms and further catalyzing developing nations to transition from industry into knowledge economics is not explored in the sources.</li> <li><input type="checkbox"/> The factors that drove down the cost of air travel and their effects on global economic development and migration are not explored in the sources.</li> </ul>

DESIGNING INSTRUCTION

## Source Exploration 6.6-Intro: Foundations of Contemporary Globalization

### SOURCES TO EXPLORE

**Source 1** Excerpted from the World Trade Organization, *World Trade Report 2008: Trade in a Globalizing World*

**Source 2** United Nations Conference on Trade and Development, development in international seaborne trade, selected years (data table)

### WHY THESE SOURCES?

*Globalization* is a term that has come to be associated with recent increases in global integration. While globalization has been present in some form in every century since the Columbian Exchange, these sources introduce students to recent developments that made globalization occur at an unprecedented scale and pace. While students likely have some background knowledge on the role of technologies that they regularly use (e.g., computers, cell phones), these sources help lay a foundation for other factors that made trade more global.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

#### Observe-and-Analyze Questions

1. According to source 1, what are the driving forces behind globalization?
2. What does source 1 claim about the effects of increased global trade? How might the fact that the report was written by the World Trade Organization (WTO) affect how it portrays the effects of increased global trade?
3. In source 2, how does the trend in data between 1970 and 1990 differ from the trend in data between 2000 and 2011? How do these trends relate to the claims made by the WTO in source 1?
4. Use the sentence stems to complete the statements about global trade.

*According to the WTO, global trade increased because \_\_\_\_\_.*

*According to the WTO, global trade increased so \_\_\_\_\_.*



## MEETING LEARNERS' NEEDS

**CONTEMPORARY  
PERIOD**

- To help students comprehend containerization, explore some real-world situations that illustrate why new processes and standardization are just as important to increasing efficiency as new technologies. Either before or after the source exploration, discussions that allow students to express the frustrations and inefficiencies caused by differing processes or standards they encounter (e.g., different phone charger standards) will help them contextualize the benefits containerization had for world trade.
- To help students who have trouble organizing information they are learning from text, suggest a three-column chart to rate their familiarity with topics encountered in source 1: "very familiar," "somewhat familiar," or "not familiar."
- To enhance debates on valuing evidence and historical sourcing, ask groups of students to compare each source's reliability and potential value or limitations for answering a key question or evaluating a starter claim.

## KEY TAKEAWAYS

- There were many causes of contemporary globalization. More governments are open to global trade now than in any prior period. In addition, technological innovations improved the speed and efficiency of transportation (e.g., jet engine, containerization) as well as communication (e.g., microprocessors, cell technology). (Q1)
- Source 1 describes many ways in which global trade is beneficial for the world. However, since the generator of this report is an organization founded on promoting trade, it is understandable that the report would not focus heavily on the possible negative results of increased global trade. (Q2)
- The data in source 2 shows seaborne trade increasing incrementally between 1970 and 1990, with very little growth in the 1980s. In contrast, the annual data between 2000 and 2011 suggests an acceleration of growth. This could support the WTO's claims of trade growth, specifically with regard to the role containerization played in driving this growth. (Q3)
- Students' sentences should demonstrate an understanding of the claims made by the WTO regarding the causes and effects of contemporary globalization. (Q4)

## WHAT'S NEXT

- For an overview of contemporary globalization that builds on the claims of the sources, see the brief videos, interactive charts and maps, and other resources in the "**Globalization**" module of the Council on Foreign Relations' World101 series.
- To explore data similar to source 2 in an interactive manner, visit **Shipmap.org**, an animated map that illustrates the movement of containers across the globe during the year 2012. Ask students to document additional observations and questions related to container shipping.

## DESIGNING INSTRUCTION

## Source Exploration 6.6-A: Neoliberalism and Transnational Institutions

### SOURCES TO EXPLORE

**Source 3** 2018 gross domestic product per capita (average income per person) statistics of six European Union nations. Data from the World Bank, using 2010 U.S. dollars (data table).

**Source 4** Excerpted from President George H. W. Bush's remarks at the signing of the North American Free Trade Agreement (NAFTA), December 17, 1992

**Source 5** Excerpted from American presidential candidate Ross Perot's remarks during the 1992 presidential debate

### WHY THESE SOURCES?

The economic disparities among contemporary countries raise many questions. For international businesses, the differences in labor costs between workers in developed and developing countries represent possible opportunities for increased profits and cheaper prices for their customers. At the same time, governments of developed countries do not want to see factories and other engines of economic activity shut down to move their operations elsewhere. The conflicting goals of these constituencies complicate the debate about whether the benefits of free trade policies outweigh the negative consequences. As can be seen in these sources, the answer differs significantly depending on political and economic ideology and which scale, from local to global, one uses to evaluate the cost-benefit ratio.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### Observe-and-Analyze Questions

1. According to the data in source 3, how much does the GDP per capita differ among the countries shown? Given this information, where would factories in the European Union most likely have the cheapest operating costs? Why?
2. Compare President Bush's speech to Ross Perot's comments. What are the pros and cons of free trade? Who is likely to benefit from free trade, according to each speaker?
3. The European Union and the North American Free Trade Agreement both outlawed taxes on goods traded between countries. If free trade within Europe produced results similar to Ross Perot's predictions, then which European Union countries would be most likely to lose factory jobs? Why?
4. Create claims of causation and/or comparison based on the sources. Use words such as *because*, *so*, *while*, or *but* to link two ideas in your claim.

## MEETING LEARNERS' NEEDS

**CONTEMPORARY  
PERIOD**

- To ensure that students feel comfortable with the economic concepts related to these sources, conduct a review activity (KWL, group definitions) on academic vocabulary (e.g., *per capita income*, *free trade*, *tariffs*). This may also help them connect these 1990s debates with the specific economic policies they have previously studied, such as mercantilism, laissez-faire, and Marxist ideas like shared ownership and planned economics.
- To help students visualize economic and geographic patterns, have them view online choropleth maps illustrating per capita income of EU countries. Maps such as these might also help students better understand the scope of the EU's borders.
- To provide reading support, share C-SPAN videos of these remarks made by Bush ("**President George H. W. Bush signs NAFTA**") and Perot ("**1992 Second Presidential Debate**"). Other clips and transcripts from the 1992 presidential debates and the CNN NAFTA debate between Perot and Al Gore could supplement this activity.
- To reinforce the relevance of this topic, have students explore recent headlines or speeches voicing the pros and cons of free trade.

## KEY TAKEAWAYS

- In Europe, countries like Poland have a GDP per capita that is less than a third of the GDP per capita in wealthier countries like Denmark. All other factors being equal, factories in the countries with lower economic output would be cheaper to operate because workers would be more likely to work for lower wages. (Q1)
- According to President Bush, free trade removes barriers to trade and investment across borders. It also allows for economic growth, peace, and friendship among countries. According to Ross Perot, free trade means limited regulations because factories can move into countries where labor is cheap and work benefits such as healthcare are not required. Perot thinks the NAFTA agreement will result in manufacturing jobs leaving the United States and going to Mexico, where the wages are lower. (Q2)
- If Ross Perot's predictions became a reality in the EU, then Denmark and Germany would be most at risk for losing factory jobs. These countries have the highest GDP of the countries included in the table and would be the least able to compete with factories in places that can pay lower wages. Companies would have an incentive to move factories from wealthier countries to places with cheaper labor, as it would save them money and increase profits. (Q3)
- Students' sentences should effectively summarize the goals (increased trade, economic growth) and the potential risks (outsourcing, loss of manufacturing) associated with free trade agreements. (Q4)

CONTEMPORARY PERIOD

WHAT'S NEXT?

- There are many resources that provide more substantive arguments for and against NAFTA. **“NAFTA and the USMCA: Weighing the Impact of North American Trade”** from the Council on Foreign Relations attempts to give a more balanced view and could be used with students to reconcile contradictory evidence.
- While these sources introduce two viewpoints and help students imagine how predictions on free trade would affect developed and developing nations differently, they provide limited context for the EU. The EU constitution spells out the intended mission of the union, with several passages (specifically Article I-3, section 4) echoing Bush’s optimism on the economic benefits of free trade (e.g., the “eradication of poverty”).
- Politicians in the United Kingdom wishing to leave the EU have made similar arguments to those Ross Perot made against NAFTA. **The February 6, 2016 speech by David Davis** at the Institute of Chartered Engineers could be used with the Ross Perot speech in a comparison of arguments against transnational institutions.
- These sources do not address the postwar roots of free trade or other neoliberal economic policies. Comparing the economic ideals expressed in various postwar agreements, such as the IBRD Articles of Agreement created at the 1944 Bretton Woods Conference (Article I, part iii), the United Nations Charter (the sentiment of economic cooperation in the preamble and Article 1), and the **Articles of Agreement for the International Monetary Fund Charter** (Purpose IV), will help students see how proponents of neoliberal ideology associated the elimination of barriers to trade with establishing lasting global peace.
- To help students better understand the current mission and advocacy of the World Bank, which was set up by agreements at Bretton Woods, have them read Anabel González’s August 8, 2016 opinion piece **“Globalization Is the Only Answer”** on the World Bank website. This essay provides many counterpoints to the arguments made by Ross Perot and David Davis.

## DESIGNING INSTRUCTION

## CONTEMPORARY PERIOD

## Source Exploration 6.6-B: Postindustrialization and the Pacific Basin

### SOURCES TO EXPLORE

**Source 6** World's busiest container ports in 2004 (data table)

**Source 7** World's busiest container ports in 2017 (data table)

**Source 8** Adapted from Sheying Chen, Ann Yinyi Chen, and Eric Shan Zhong, "Special Economic Zones and Globalization of Chinese Cities: The Case of Shenzhen," *American Journal of Chinese Studies*, 2003

### WHY THESE SOURCES?

As with any historical development, the economic transformation that Asia has experienced in recent decades represents a confluence of many causes. Though innovations and new technologies played an important role in catalyzing the expansion of world trade (source 1), the rapid growth of the Chinese economy can arguably be attributed more to changes in policy. The rapid modernization of the "Four Asian Tigers" was well underway while China was absorbed by the Cultural Revolution (1966–1976). It was only when Deng Xiaoping opened up China to world trade and openly courted foreign investment that China began to see similar economic growth, eventually possessing the busiest ports in the world.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### Observe-and-Analyze Questions

1. Compare the data from 2004 and 2017. What are the differences and similarities?
2. By 2017, Shenzhen almost doubled its total number of TEUs from 2004. According to source 8, what economic and political decisions likely contributed to this change?
3. Reexamine the claims made in the report by the WTO (source 1). What factors referenced in the report likely contributed to the growth documented by the port statistics? How might the developments cited in the report have contributed to the growth of new ports like Shenzhen?
4. Use evidence from the sources to turn these simple sentences into complex claims of change over time and causation, using correct punctuation and capitalization.

*It changed over time in many places.*

*Things changed there because he allowed more. New technologies also helped.*

CONTEMPORARY PERIOD

## MEETING LEARNERS' NEEDS

- To help students practice close observation, extend discussion about trends in the tables by asking them to evaluate a claim such as “Asian shipping was going up while European shipping was going down.” While some students might agree that the evidence supports this claim, discerning students will spot that the two European countries listed in the top 15 in both 2004 and 2017 demonstrate growth and that the initial claim needs more nuance to reflect the evidence.
- To aid visualization and more dynamically illustrate Shenzhen’s growth, share with students some of the many resources that document the transition through photographs. For example, the February 2, 2013 *Business Insider* article “**Here’s What Shenzhen, China Looked Like ...**” provides images from 2013 and 1980 to provide a visual contrast.
- To promote deeper understanding of causation, use the various factors that made Shenzhen possible (the Special Economic Zone, communication technologies, containerization) in a triangle of causation activity.

## KEY TAKEAWAYS

- China has seven ports in the top 15 in 2017, which is a big increase from the three ports they possessed in the top 15 in 2004. As of 2017, the U.S. no longer possessed a port in the top 15. However, one thing all ports listed in both tables have in common is that they shipped more TEUs in 2017 than 2004. (Q1)
- China needed to attract foreign investors under their new open-door policy, so they offered tax benefits and cheap labor costs to create more domestic and overseas connections. Politically, Deng Xiaoping and his government established Shenzhen as a new municipality, with hopes that its success would provide economic aid and growth to southeast China. (Q2)
- Containerization and other transportation efficiencies likely contributed to the growth of these ports. However, improvements in communication technology and policies supporting trade were also necessary for foreign companies to invest in Shenzhen. For example, the creation of internet and cellular communication made it faster and easier for companies on other continents to synchronize operations with China. (Q3)
- Expansions of the simple sentences should summarize the economic growth illustrated in the sources (increased global shipping with Asian ports rising in the rankings, transformation of Shenzhen) and include the factors that contributed to these developments (Deng’s creation of a Special Economic Zone, innovations in communication and transportation). (Q4)

## WHAT’S NEXT?

- While the documents provide students with evidence that levels of trade grew dramatically in East Asian nations, they provide little background on how nations outside of China achieved this. “**Pacific Rim and Economic Tigers**” on ThoughtCo.com provides a brief overview and a helpful map that students can use to compare the trade network that developed across the Pacific in recent decades to other trade networks they may have looked at in this course.

- To link these developments in the Pacific Rim with the free trade agreements students have already considered, students can explore **the interactive map of member economies** on the Asia-Pacific Economic Corporation website. Have students discuss why organizations like NAFTA, the EU, and APEC began to emerge in the later part of the 20th century.
- The November 19, 1995 article “**Confucius says: Go East, Young Man**” from the *Washington Post* provides excellent details on how Asian economies expanded during the 1980s and early 1990s. Some of the extended quotes can be examined as primary sources capturing the growing confidence and independence of Pacific Rim leaders in 1995.
- In recent years, Chinese political leadership created economic initiatives with names that explicitly invoke connections to prior eras where China was a leader in world trade. The World Economic Forum’s June 26, 2017 article “**China’s \$900 Billion New Silk Road. What You Need to Know**” would allow students to explore these proposed programs and debate the degree to which recent actions by the Chinese represent a continuity of prior Chinese states.

DESIGNING INSTRUCTION

## Source Exploration 6.6-C: Information, Communication, and Transportation Revolutions

### SOURCES TO EXPLORE

**Source 9** Smartphone ownership in emerging markets, 2013–2015 (data table)

**Source 10** Internet use in emerging markets, 2013–2015 (data table)

**Source 11** Comparing social network use by region, 2015 (graph)

### WHY THESE SOURCES?

It can be difficult for students who have never known a home without a computer or access to the internet to fully appreciate how much the digital revolution has changed daily life. The degree of change these innovations have brought to the developing world in recent decades is even further removed from the experience of most students. The data sets provided should spur discussion that allows students to begin to understand the impact and scope of these changes in the developing world.

### THINKING AHEAD

What potential stumbling blocks do you see in these sources and questions? Spend a few minutes considering students' possible responses.

### Observe-and-Analyze Questions

1. What trends are evident in sources 9 and 10 regarding smartphone ownership and internet use in emerging markets?
2. What are the trends in social media usage? How might the trends in source 9 data relate to the data from sources 10 and 11?
3. Pakistan is considered by most economists to be a developing country, given that the per capita income is less than \$6,000. Compare Pakistan's statistics in both internet usage and smartphone ownership. What is likely the first internet communication device for many Pakistanis? Explain how the data and the information above can be used to support your claim.
4. Summarize some of the trends in the evidence by expanding these two simple sentences. Be sure to add specific details and to correct oversimplifications.

*It has increased for some.*

*Most don't have it.*



## MEETING LEARNERS' NEEDS

**CONTEMPORARY  
PERIOD**

- To ensure students make clear comparisons, it may be necessary to focus on the title of each table. Discussing how the data in each table represents a different measurement but is related to the same overall trend may help students steer clear of misunderstandings.
- To increase engagement, ask students to make predictions about some of these measures before providing the data. A sentence stem could be employed to encourage students to base their guesses on evidence. Just like on *Family Feud* and other game shows, the very act of predicting something will increase student anticipation. Student predictions will also provide a clear measure of what data will be most surprising.
- To help students who have difficulty with data sets, consider strategies that reveal the data a little bit at a time. Displaying each chart individually or asking students to cover the charts they are not looking at will help them to employ a targeted observation protocol (see-think-wonder, etc.).
- To increase interdisciplinary connections, discuss the meaning and effectiveness of the far-right column in each of the first two data sets. Students may misinterpret these columns to represent the percent of change (which would be over 100% for Turkish smartphone ownership) rather than the change in percentage. Discussing possible misreads of the table can spur an examination of whether alternative means of expressing the data (e.g., expressing it in a line graph) would more clearly communicate the information to readers.

## KEY TAKEAWAYS

- Smartphone ownership and internet use in the listed countries increased between 2013 and 2015. In some countries, like Turkey, more than a third of the country's population became cell phone owners and/or gained access to the internet in just two years' time. (Q1)
- As more people in these emerging markets own smartphones, more of them can access the internet. The fact that internet users in the Middle East and Latin America are more likely to use social networks may imply that these networks play a more vital role in connecting people than in places where other means of communication are more available. (Q2)
- Given the data and Pakistan's status as an emerging market/developing country, the first internet-connected device for many Pakistanis is likely a smartphone. The data showing internet access and smartphone ownership rising by roughly the same percentage of the population likely supports a correlation. The cheaper cost of a cell phone compared to a computer makes smartphones the most inexpensive way for people to access the internet. (Q3)
- Expansions of the simple sentences should demonstrate a nuanced understanding of the data by acknowledging both the changes (internet use and cell phone ownership is growing, sometimes dramatically, in developing countries) as well as the continuities (the majority of adults living in countries like Nigeria still do not have internet access) illustrated in the tables. (Q4)

CONTEMPORARY  
PERIOD

### WHAT'S NEXT?

- Students can further explore the role of social media and mobile devices by examining how people used them during the Arab Spring uprisings. The Pew Research Center's article "**The Role of Social Media in the Arab Uprising**" also includes links to other articles on that topic.
- Another possible approach to this topic is looking at how some groups are manipulating social media and what governments are doing to fight it. The BBC has a short video and article on "**How Finland Fights the Fake News Trolls**." This could be used to develop complexity in students' understanding of the impact of social media.
- Multiple modules from the Council of Foreign Relations' World101 project provide relevant interactive materials, specifically the resources on "**Migration**," "**Trade**," and "**Development**."
- Several sources, including the *Atlantic*'s 2013 article "**How Airline Ticket Prices Fell 50% in 30 Years (and Why Nobody Noticed)**" and *Travel + Leisure*'s 2017 article "**What Flights Used to Cost in the 'Golden Age' of Air Travel**," can quickly illustrate how new transportation innovations, business models, and changes in policies have driven down the cost of travel. Students should be able to infer the effects of lowered travel costs on migration and the creation of global forms of culture.

## Assess 6.6: Reexamining the Foundations of Contemporary Globalization

CONTEMPORARY  
PERIOD

The following culminating writing activity is recommended after students have engaged with all of the sources for Learning Objective 6.6.

### ASSESSING WRITING

This activity was designed to support student progression in various writing skills while also addressing the disciplinary skills related to the content. The appendix includes more guidance on how writing activities can be customized in terms of length, complexity, independence, and stakes to most effectively support student growth.

### GLOBALIZATION

#### Writing activity: causation essay (answering a key question)

Examine the prompt below. Then follow the directions to organize evidence to create an essay that fully addresses all parts of the question.

***What were the key causes of contemporary globalization?***

- a. Explain three factors that contributed to increased globalization in the contemporary period.
- b. For each factor, cite specific example(s) of this factor from the evidence you have explored.
- c. Explain which of these factors had the most significance. Cite one or two reasons to support this claim.

## Key Concept: Impact of Contemporary Globalization

### Lesson Planning 6.7: Resources

The following instructional frames, curricular connections, and sample sources are provided as optional supports for designing the instruction of Learning Objective 6.7.

#### Learning Objective 6.7

Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.

#### FRAMING THE INSTRUCTION

Keeping the following components in mind when designing instruction will help anchor every lesson to the learning objective and promote connections across the course.

#### EXPLORING HISTORIC RELATIONSHIPS

##### Causation

Given its emphasis on impacts, LO 6.7 challenges students to explore contemporary globalization by pursuing questions of causation. Identifying for students a key question or starter claim aligned to LO 6.7 (see samples below) can set a shared, clear goal that emphasizes active investigation. Regularly discussing how new evidence relates to the main inquiry will allow students to build their disciplinary skills as they deepen their understanding of essential content.

- Sample key questions:
  - ◆ Why has contemporary globalization benefitted some groups more than others?
  - ◆ How has contemporary globalization changed societies, economies, and environments?
- Sample starter claims:
  - ◆ Contemporary globalization has mainly impacted economic development.
  - ◆ Contemporary globalization has benefitted the world.

See the appendix for strategies to incorporate key questions and starter claims into instruction.

#### MAKING THEMATIC CONNECTIONS

##### Economic systems

To contextualize the economic and social disruption associated with LO 6.7, it may be helpful to review prior content, including:

- the effects of industrialization on family roles (EK 5.7.A)
- the effects of industrialization on income equality (EK 5.7.B)

## MAKING GEOGRAPHIC CONNECTIONS

### Humans adaptations to the environment

The expansion of industrial production and modes of transportation across the globe, both in scope and scale, has influenced economic development. Several economic and technological developments associated with contemporary globalization can serve as case studies to contrast the intended economic consequences with unintended environmental consequences.

## 6.7 SOURCE OVERVIEW

Essential knowledge statements for LO 6.7:

- **EK 6.7.A Environmentalism**  
Global demographic expansion, accelerating consumerism, and the shift of manufacturing to the developing world both impacted the environment and stimulated environmentalism.
- **EK 6.7.B Income and social inequality**  
Contemporary globalization has generated substantial economic growth, but income and social inequality have continued to increase in most parts of the world.
- **EK 6.7.C Reactions to globalism**  
Religious fundamentalism and nationalism arose, sometimes in violent forms, in response to rising cultural, economic, and political globalization.

The list below provides examples of primary and secondary sources that can support key questions for LO 6.7. Whether using these or other sources, consider questions like the following when designing classroom activities to ensure students improve their disciplinary skills while achieving instructional aims:

- What questions does the source provoke?
- What discussions related to the instructional frame could this source facilitate?
- What should students consider when interpreting this source?

Sample sources for LO 6.7:

- *National Geographic's "The Next Green Revolution"* is an example of recent articles exploring what innovations in agriculture may be necessary for food production to keep pace with, or get ahead of, population growth.
- Examples of sources that can spur discussion and debate regarding global income inequality include "**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, and an article on **world wealth distribution and income inequality** from *Global Finance Magazine*.
- Look for accessible articles related to recent trends of religious fundamentalism and nationalism. Examples include "**The Rise of the Hindu Fundamentalists**" by Public Radio International and "The Rise of Religious Fundamentalism" by Michael O. Emerson and David Hartman in the *Annual Review of Sociology*.

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# **Performance Task**





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## About the Performance Tasks

The performance-based assessments for the historical units of the Pre-AP World History and Geography course include two closely related parts:

### PART 1: SOURCE ANALYSIS

Students examine a set of sources and complete three analysis tasks that will help them draft a full evidence-based essay. Sources have been edited for the purposes of this exercise. This is designed for a 45-minute class period.

### PART 2: EVIDENCE-BASED ESSAY

Students build on the analysis work and outline they completed in Part 1 as they write an evidence-based essay. This is also designed for a 45-minute class period, and it assumes that students have already completed Part 1.

### ADMINISTERING PERFORMANCE TASKS

Part 2 of the performance task is intended to be administered for the second two units of study (Classical Period and Postclassical Period in Pathway 1, and Modern Period and Contemporary Period in Pathway 2). This allows students to have two experiences of source analysis without having to produce a full essay. Later in the year, students will develop their source-analysis work into full essays for the third and fourth performance tasks.

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# The Contemporary Period, c. 1914 to the Present

PERFORMANCE  
TASK

## PART 1: SOURCE-ANALYSIS TASKS

**Directions:** Closely read and examine the sources provided in order to complete a series of source-analysis tasks that result in a thesis statement and multiparagraph outline. The sources and tasks relate to the following evidence-based prompt.

*Analyze the political effects of nationalism in the 20th century.*

### **Task A: Analyze the prompt and sources**

Focus: Break down the prompt, access prior knowledge, and examine the evidence

### **Task B: Build the thesis from evidence**

Focus: Synthesize the evidence, generate initial claims, and draft and contextualize the thesis

### **Task C: Create an essay outline**

Focus: Write an introductory paragraph and outline body paragraphs using topic sentences and supporting details

**Note:** The following sources have been edited for the purposes of this performance task.

PERFORMANCE  
TASK

**Source 1**

**Italian Prime Minister Benito Mussolini, *The Doctrine of Fascism*, 1932**

Fascism sees in the world not only the individual but the nation and the country; individuals and generations bound together by a moral law, with common traditions and a mission.

Fascism expresses itself in the conscience and the will of the mass, of the whole group ethnically molded by natural and historical conditions into a nation, advancing, as one conscience and one will, along the self same line of development and spiritual formation. Not a race, nor a geographically defined region, but a people, historically perpetuating itself; a multitude unified by an idea and imbued with the will to live, the will to power, self-consciousness, personality.

**Source 2**

**Adolf Hitler's closing speech to the sixth Nazi Party Congress, Nuremberg, September 1934**

Because these men, the best of the German race, in proud self-confidence, have courageously and boldly claimed the leadership of the Reich and Nation, the people in ever greater numbers have joined this leadership and subordinated themselves.

The German people are happy in the knowledge that the constantly changing leadership has now been replaced by a fixed pole; a force which considers itself the representative of the best blood.

In the past, our enemies persecuted us and have removed the undesirable elements from our Party for us. Today, we ourselves must remove undesirable elements which have proven to be bad. What is bad, has no place among us!

Eventually, the magnificent, glorious army will be joined by the political leadership of the Party equally tradition-minded, and then these two institutions together will educate and strengthen the German Man and carry on their shoulders the German State, the German Reich!

**Source 3****Spain's Generalissimo Francisco Franco's speech to Falangist Party Council praising German, Italian, and Spanish fascism, Madrid, December 8, 1942****PERFORMANCE  
TASK**

On this path we must be intransigent in exacting sacrifices from all for the benefit of our national unity—a guarantee of Spain's future. ...

Mussolini welded the two elements closely and united his own heart into the synthesis of the fascist revolution—a social urge and a national idea. Later, Germany found a new solution for the popular yearnings in national socialism, which unites the national and social idea for the second time in Europe with the special peculiarities of race thirsting for international justice. ...

There not only was a fusion with our [Spain's] national and social ideals, but also with our Catholic soul, our country's *raison d'être*, our history and our greatness. The Spanish solution was a union between national and social forces with supremacy of spiritual forces.

**Source 4****Clement Attlee's address to the House of Commons, London, March 15, 1946**

I am quite certain that at the present time the tide of nationalism is running very fast in India and, indeed, all over Asia. One always has to remember that India is affected by what happens elsewhere in Asia. ... The tide of nationalism that at one time seemed to be [limited to] a comparatively small proportion of the people of India—mainly a few of the educated classes—has tended to spread wider and wider. ... Although there were great differences in the expression of nationalist sentiment between what are called the extremists and the moderates, and although in many circumstances there might be such a stress on communal claims as might seem almost to exclude the conception of nationalism, yet we found that Hindu, Muslim, Sikh or Mahratta, the politician or civil servant—among all of them that conception of nationalism had been growing stronger and stronger.

PERFORMANCE  
TASK

**Source 5**

**Egyptian President Nasser's speech "Denouncement of the Proposal for a Canal Users' Association," September 1956**

I declare in the name of the Egyptian people who have smashed the fetters of foreign domination, aggression and feudalism that we are fully determined to defend our sovereign rights and preserve our dignity.

Today the Egyptian people are fully aware of their sovereign rights and Arab nationalism is fully awakened to its new destiny.

He who attacks Egypt attacks the whole Arab world.

We believe in international law. But we will never submit.

The whole Arab nation will stand by us in our common fight against aggression and domination. Free peoples, too, people who are really free will stand by us and support us against the forces of tyranny.

Today we are victorious while we are serving every nation of the world. We are serving countries like India and Indonesia and we are victorious while we contribute toward world prosperity and development of world trade.

**Source 6**

**Kwame Nkrumah's *I Speak of Freedom: A Statement of African Ideology*, 1961**

Critics of African unity often refer to the wide differences in culture, language and ideas in various parts of Africa. This is true, but the essential fact remains that we are all Africans, and have a common interest in the independence of Africa.

The present leaders of Africa have already shown a remarkable willingness to consult and seek advice among themselves. Africans have, indeed, begun to think continentally. They realise that they have much in common, both in their past history, in their present problems and in their future hopes.

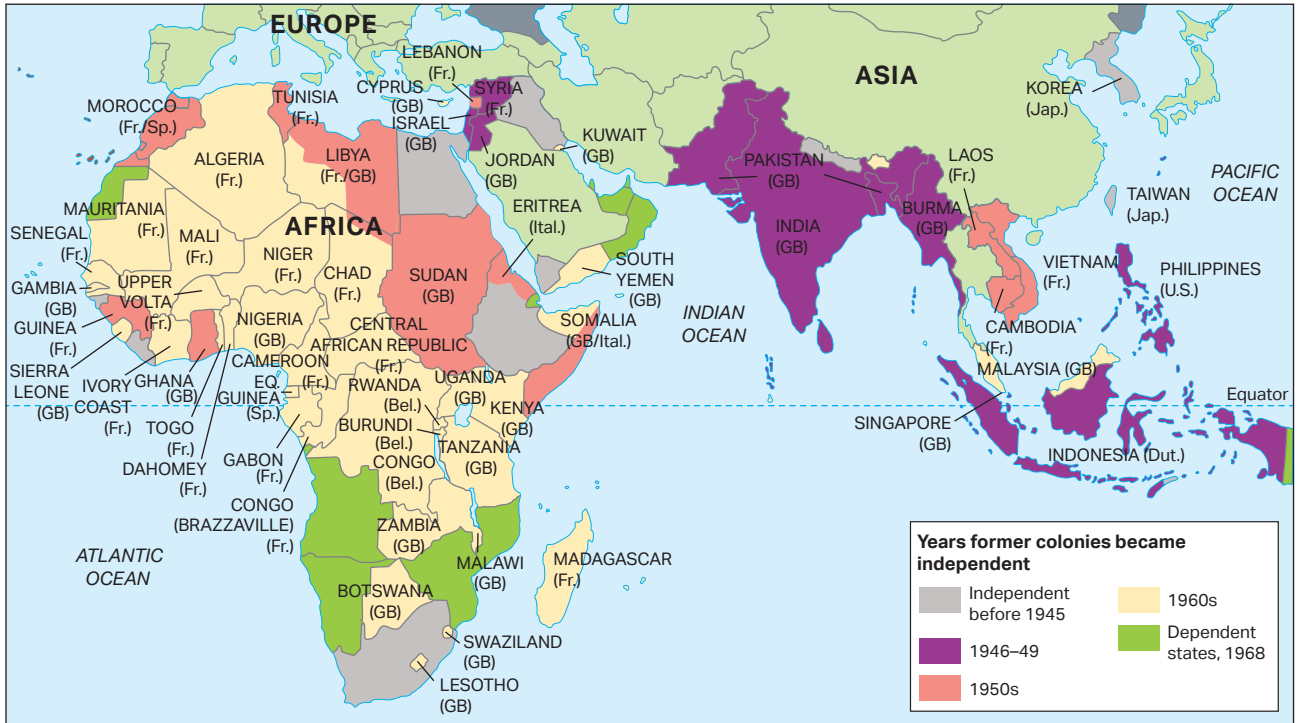
The greatest contribution that Africa can make to the peace of the world is to avoid all the dangers inherent in disunity, by creating a political union which will also by its success, stand as an example to a divided world.

**Source 7**

**Map of colonial affiliation before 1945 and decolonization 1945–1968**

**PERFORMANCE TASK**

This map depicts the decolonization of Africa and Asia. The year of independence is listed for each former colony, while the color indicates which country possessed that land prior to independence.



**PERFORMANCE  
TASK**

**TASK A: ANALYZE THE PROMPT AND SOURCES**

*Analyze the political effects of nationalism in the 20th century.*

**Analyze the prompt**

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?

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2. What do you know about this topic? List examples of prior knowledge that are relevant to this prompt.

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**Analyze the documents**

3. Use the table on the next page to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.



**PERFORMANCE  
TASK**

Source	Details related to the effects of nationalism	Evidence from the source
1		
2		
3		
4		
5		
6		
7		
Related details from outside the sources		

**PERFORMANCE TASK**

**TASK B: BUILD THE THESIS FROM EVIDENCE**

**Synthesize the evidence**

1. Review the details and evidence notes you recorded in Task A. Choose the three effects of 20th-century nationalism that seem best supported by the evidence. Write those in at the top of each column in the table below. Then sort the evidence from the sources and relevant information from outside the sources into the appropriate columns, briefly noting why each piece of evidence fits in that category.
2. When you have completed the table, review the quantity and quality of evidence supporting each effect that you have identified. Rank the three effects from 1 to 3, with 1 representing the effect with the strongest evidence and 3 representing the effect with the weakest evidence.

Effects of nationalism in the 20th century		
One effect of nationalism was _____ .	Another effect of nationalism was _____ .	Another effect of nationalism was _____ .
Rank #_____	Rank #_____	Rank #_____

3. Why did you rank the effects in the order you did? Write a sentence explaining the strength of the evidence for each effect. These sentences will help you form your thesis and the topic sentences for your three body paragraphs.

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**Plan your thesis**

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis reflect how and why you ranked the effects?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express how nationalism had multiple effects?

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**Contextualize your thesis**

What additional information would help set the stage for your overall argument? List one or two relevant 20th-century trends or developments that will contextualize your thesis.

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**PERFORMANCE  
TASK**

**TASK C: CREATE AN OUTLINE**

Organize and expand on your work from tasks A and B using the following outline. On the solid lines, write in complete sentences. On the dotted lines, write brief notes in the form of words, phrases, or abbreviations.

**Introduction (contextualize your position and state your thesis)**

Context: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thesis: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Body paragraph 1 (first claim that supports your position)**

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting evidence: .....  
.....  
.....  
.....  
.....  
.....

**PERFORMANCE  
TASK**

**Body paragraph 2 (second claim that supports your position)**

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Body paragraph 3 (third claim that supports your position)**

Topic sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PERFORMANCE  
TASK

## PART 2: EVIDENCE-BASED ESSAY

**Directions:** Use the sources provided and your completed source-analysis tasks from Part 1 to respond to the following evidence-based prompt.

*Analyze the political effects of nationalism in the 20th century.*

Your response should include the following elements:

- **Contextualization:** Describe a broader historical context relevant to the prompt.
- **Thesis:** Respond to the prompt with a historically defensible thesis that establishes a line of reasoning.
- **Argument development:** Demonstrate a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.
- **Use of the documents:** Support the argument with evidence from at least three of the provided documents.
- **Outside evidence:** Provide at least two examples or additional pieces of specific evidence beyond those found in the documents to support or qualify the argument.

# Performance Task: Scoring Guidelines

CONTEMPORARY PERIOD

## PART 1

Evaluation Criteria	Available Score Points	Decision Rules
<b>Task A: Analyze the prompt and sources</b>  <b>(0–2 points)</b>	<b>1 point.</b> Accurately explains the key topic of the prompt.	To earn this point, the response must provide a clear and accurate explanation of the key topic or topics related to the prompt. Students can also earn this point by accurately rephrasing the prompt in their own words.
	<b>1 point.</b> Analyzes a majority of the evidence.	To earn this point, the document chart must contain accurate statements connecting details from at least four documents to the prompt.
<b>Task B: Build your thesis from evidence</b>  <b>(0–2 points)</b>	<b>1 point.</b> Organizes the evidence into categories relevant to the prompt.	To earn this point, the student must accurately sort at least four pieces of evidence into at least two categories. Evidence does not have to be explained in full sentences, but notes should indicate why the evidence fits the category.
	<b>1 point.</b> Provides at least two additional pieces of relevant evidence from outside of the documents in note form.	To earn this point, the student must cite at least two additional pieces of specific, relevant evidence that are not found in the documents.  Note: Appropriate evidence cited in any response in task A or B can be counted toward this point.
<b>Task C: Create an outline</b>  <b>(0–5 points)</b>	<b>1 point.</b> Writes a historically defensible thesis that fully answers the prompt and establishes a line of reasoning.	To earn this point, the thesis must provide a defensible answer to the prompt that incorporates multiple relevant claims. The thesis can be more than one sentence.
	<b>1 point.</b> Writes one or more sentences that accurately describe a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.
	<b>1 point.</b> Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	<b>1 point.</b> Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	<b>1 point.</b> Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.

Evaluation Criteria	Available Score Points	Decision Rules
<b>Thesis/Claim</b> (0–1 point)	<b>1 point.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
<b>Contextualization</b> (0–1 point)	<b>1 point.</b> Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the time frame of the prompt. This point is not awarded for merely a phrase or reference.
<b>Evidence</b> (0–3 points)	<b>Evidence from the documents</b> <b>1 point.</b> Uses at least three documents to address the topic of the prompt. <b>OR</b> <b>2 points.</b> Uses at least five documents to support an argument in response to the prompt.	To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.  To earn two points, the response must accurately describe—rather than simply quote—the content from at least five documents <b>and</b> use the content of the documents to support an argument in response to the prompt.
	<b>Evidence beyond the documents</b> <b>1 point.</b> Uses at least two additional pieces of specific historical evidence (beyond the documents) relevant to an argument about the prompt.	To earn this point, the response must accurately describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
<b>Analysis and reasoning</b> (0–1 point)	<b>1 point.</b> Demonstrates a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.	To earn this point, the response must accurately corroborate, qualify, or modify an argument by explaining how diverse or alternative views or evidence can explain multiple disciplinary facets, such as: <ul style="list-style-type: none"> <li>▪ both similarity and difference</li> <li>▪ both continuity and change</li> <li>▪ multiple causes</li> <li>▪ both cause and effect</li> </ul>



# Appendix



APPENDIX A

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**Expanding Essential  
Knowledge Resources**

## Contents

Expanding Essential Knowledge: The Modern Period .....	A3
Expanding Essential Knowledge: The Contemporary Period .....	A25

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# Expanding Essential Knowledge

## The Modern Period

This resource is designed for expanding student understanding of essential content by building historical context for each key concept of the course framework. There are two main components: content summaries and a content exploration organizer.

### CONTENT SUMMARIES

- Content summaries equip students with significant historical content related to the key concept and learning objective.
- The summaries can be used flexibly as standalone materials or as supplements for textbook chapters or primary and secondary sources.
- Each summary corresponds to one key concept and includes one paragraph for each essential knowledge statement.
- You might choose to have students or small groups examine each paragraph individually, or you might have them work with the full page to gain an overview of the key concept.

### CONTENT EXPLORATION ORGANIZERS

- Content exploration organizers provide a series of tasks designed to help students comprehend challenging text, develop and retain an understanding of key ideas, practice incorporating evidence, and express advanced thinking by writing complex sentences.
- Organizers may be used with the content summaries provided or with other lessons.
- A blank organizer and examples of completed organizers can be found on pages A21, A23, and A24.

### Using the Organizer with Content Summaries

- Step 1** **Before reading the summary:** Students read a sentence that is intended to summarize the topic but is underdeveloped. (Suggested underdeveloped sentences for this content period begin on page A19.) Students then consider what information the underdeveloped sentence fails to specify by drafting initial questions that need to be answered to improve the original sentence.
- Step 2** **While reading the summary:** Students use the questions they generated to guide their reading of the content summary paragraph. As they read, students record the answers and other relevant notes.
- Step 3** **After reading the summary:** Students incorporate evidence captured in their notes by adding specific details to produce an improved version of the original underdeveloped sentence.
- Step 4** **Before exploring new information:** Students practice inquiry by jotting down relevant questions that were not addressed in the summary. These questions should often start with “how” or “why” and emulate disciplinary questions related to comparison, causation, and continuity and change over time.
- Extension** **After learning new information:** Students can be encouraged to revise the sentence they created (in step 3) to incorporate new information. Student-generated historical inquiries can be used to guide class discussion or research.

### Using the Organizer with Other Assignments or Lessons

The content exploration organizers can be used to support a variety of assignments and lessons. Consider the following ideas for using the organizers with subject matter beyond the content summaries:

- **Teacher-created underdeveloped sentence:** Craft an underdeveloped sentence that will prompt students to ask questions related to the key points of the assignment or lesson. Students follow the same four steps: examining the underdeveloped sentence to produce questions before the assignment or lesson, recording answers and taking notes during it, and finally creating a more developed sentence and generating questions for future inquiry.
- **Student-created underdeveloped sentence:** In instances where students may have prior knowledge related to the assignment or lesson, ask them to write a one-sentence summary of the topic. Students can then use this as their underdeveloped sentence in the graphic organizer. During the course of the assignment or lesson, students follow the same sequence of steps to expand their knowledge, create a more developed sentence, and generate questions for future inquiry.

## Content Summary 5.1

### CAUSES OF THE ATLANTIC REVOLUTIONS

#### **5.1.A: The Enlightenment**

The Enlightenment was a philosophical movement that began in western Europe in the late 1600s. Enlightenment philosophers reconsidered the role of the state and the individual in society based on principles of human reason instead of tradition. Enlightenment writers questioned the divine rights of kings and the privileges of social and religious elites. The movement built on the Scientific Revolution's use of reason and experimental observation to understand the natural world. Enlightenment thinkers tried to apply reason to solve social, economic, and political problems. Important Enlightenment thinkers included John Locke, Montesquieu, Voltaire, Jean-Jacques Rousseau, and Adam Smith. The movement was mostly secular, or nonreligious, and some thinkers were Deists. (Deists believe in God but do not believe God interferes in the laws of the universe.) French philosopher Denis Diderot's *Encyclopédie* is representative of works of the period. Diderot's goal with the *Encyclopédie* was to produce, categorize, and spread practical knowledge. The ideas of the Enlightenment spread to eastern Europe and the American colonies. In the Americas, they inspired independence leaders such as Thomas Jefferson, Toussaint L'Ouverture, and Simón Bolívar.

#### **5.1.B: Imperial rivalry in the Atlantic**

Conflicts between European states intensified in the late 1600s as Britain, France, the Netherlands, and Spain developed rivalries over their colonial possessions. Multiple wars between these empires, fought on colonial lands and in the Atlantic, created financial challenges. The Netherlands and Britain tried to pay for war costs by imposing higher taxes on Atlantic trade. After the Seven Years' War, British efforts to raise taxes and increase its military presence in the North American colonies stirred the debates that led to the American Revolution. Spain's difficulty managing war debts and its financial obligations in colonies that were producing a decreasing amount of silver resulted in efforts to more directly control colonial affairs, which created new tensions between Peninsulares and Creoles. Peninsulares were colonists who were born in Spain; Creoles were people of Spanish descent who were born in the Americas. France faced a similar situation, as debts from repeated wars with Britain placed a heavy burden on the bourgeoisie, or French middle class. To alleviate the burden, they wanted the king to raise taxes on the nobility and clergy—two groups who had historically been exempt from taxation.

#### **5.1.C: Early modern political and social tensions**

Throughout the Atlantic World, an increase in trade and commerce led to the growth of a literate middle class. Public debates over ideas could now take place in print. The publication of books, pamphlets, and newspapers increased in many Atlantic cities to meet rising demand from the growing middle class. Lower printing costs contributed to this rise in literacy and the accessibility of printed materials. In cities, people discussed and debated Enlightenment ideas in salons, coffee houses, and taverns. As Enlightenment ideas spread, the middle class became increasingly unhappy with upper-class privilege and religious and government policies. Organized protest and published criticism of these policies gave rise to the revolutions in the Atlantic world.

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## Content Summary 5.2

### EFFECTS OF THE ATLANTIC REVOLUTIONS

#### **5.2.A: New American states**

The Atlantic Revolutions were a series of colonial wars that led to the creation of new, independent states. In British North America, colonial merchants resisted new British taxes and commercial regulations, which led eventually to the American Revolution in 1775. Colonial opposition against the British was initially divided, but advocates for complete independence from Britain eventually prevailed. The Continental Congress issued The Declaration of Independence (1776), and British forces were defeated. Informed by Enlightenment philosophies, the Constitution of the United States was revolutionary in its republican form of government. Authority was balanced between branches of government, and the law guaranteed some individual liberties. Socially, the American Revolution was much less revolutionary. Slavery continued in the U.S., and voting rights were initially limited to white men with property. Still, the American Revolution served as an important and inspiring example of colonial rebellion. Self-liberated slaves in Haiti were inspired by the ideals of the American and French revolutions and initiated an anticolonial struggle against France in 1791. By 1804 the Haitian Revolution had established an independent republic and abolished slavery. Elite Creole leaders in Latin America were inspired by similar ideals to seek greater colonial autonomy within the Iberian empires. In response to the Peninsular War (1807–1814), in which Napoleon’s forces occupied Portugal and controlled the Spanish throne, more Latin Americans began openly promoting independence from imperial rule. By 1825, Mexico, Brazil, and all of Spanish South America had obtained independence. Due to a lack of political participation, the republics established in Latin America remained largely authoritarian, preserved the role of the Catholic Church, and maintained social and racial hierarchies.

#### **5.2.B: The French Revolution**

In late 18th-century France, Enlightenment thinkers challenged the privileges of the Catholic Church and the aristocracy, an emergent bourgeoisie (middle class) sought a greater role in French politics, and the authority and prestige of the monarchy were undermined by corruption and debt. These developments converged to bring about the French Revolution in 1789. While the initial phases of the revolution established a moderate constitutional monarchy, revolutionary leaders increasingly embraced more radical changes, such as abolishing the monarchy, granting universal male suffrage, and conducting a “Reign of Terror,” which disproportionately targeted nobles and clergy. This appeased the working classes of France but threatened the monarchs of Europe, leading other European powers to declare war on revolutionary France. The constant pressures of war and the desire for political stability brought a leading general, Napoleon Bonaparte, into power. Under Napoleon, the revolutionary republic was transformed into an authoritarian, continental empire. While Napoleon quashed the more radical reforms of the revolution, his empire implemented moderate reforms throughout continental Europe. After Napoleon’s defeat and removal, France remained as a unitary nation-state of citizens, not royal subjects. The Napoleonic Code, which diminished clerical and landed privileges, continued as the basis of French law. In time, republican constitutional government was restored, and the middle class continued to gain political power throughout the 19th century.

**5.2.C: Nineteenth-century reform movements**

The forces that propelled the Enlightenment and the Atlantic Revolutions also inspired several influential 19th-century political movements. The notion that political borders should reflect cultural ties rather than imperial realms spread throughout the Western world and beyond. Rising nationalism led to unified German and Italian states, but it destabilized ethnically diverse states like the Ottoman, Austrian, and Russian empires. Republicanism as a common political ideology was another product of the revolutions, and subjects of monarchies began pushing for more participatory forms of government. The growing Western middle class supported liberalism, which sought to legally protect individual liberties and property rights and outlaw clerical and social privilege. As a reaction to liberalism and republicanism, conservatism emerged. Conservatives valued traditional institutions and resisted political change. Liberalism and the Atlantic Revolutions, along with evangelicalism, created the movement for abolitionism. By the late 19th century legal slavery was effectively abolished.

## Content Summary 5.3

### THE FIRST INDUSTRIAL REVOLUTION

#### ***5.3.A: Origins of the Industrial Revolution in Great Britain***

The Industrial Revolution began in the late 1700s in Britain. Several factors, including favorable geography, access to raw materials, and surplus labor, led to the revolution. Britain had large deposits of coal and iron ore located near rivers and ocean ports. Investments in canals and railways made it efficient to move raw materials and finished goods. Britain was a colonial, commercial, and maritime power; as such, it had access to overseas sources of raw materials (e.g., cotton) as well as to markets for finished goods. In Britain and the Netherlands, a collection of productive farming methods quickly spread. This Agricultural Revolution ushered in new crop rotations, led to the expansion of enclosed fields, and applied imported sources of fertilizer. Because farms that used these methods required fewer workers to increase production, many farmworkers moved to urban industrial areas to find new jobs. Mechanized production of cotton textiles in factories, initially in northwest England, was the most important part of Britain's manufacturing economy. The industry benefited from a long tradition of local textile machine making as well as state regulations that provided protection from imported handmade Indian cotton textiles. Britain also had a growing middle class that created significant demand for manufactured goods.

#### ***5.3.B: Characteristics of early industrialization***

The first industrial revolution mechanized textile and iron production in factories that utilized waterpower. Later factories were powered by steam engines. New technologies, such as the cotton gin, spinning jenny, and power loom, improved the efficiency of textile production. New methods of iron production lowered the costs of metal goods. Industrialization dramatically increased British manufacturing output. The Industrial Revolution spread to northwestern Europe and the United States. Increasing global access to cheaper manufactured goods led to increased demand for these goods, which spurred further growth in manufacturing and service industries. Industrialization also led to more mining and other uses of natural resources, which greatly impacted the environment.

#### ***5.3.C: Spread of industrialization***

By the mid-19th century, factories in northern Europe and the northeastern United States had adopted British methods of mechanized textile and iron production. As industrialization spread, the production of Western economies far surpassed that of Eastern economies, which did not industrialize until the 20th century. While India had been the leading source of cotton textiles through much of the early modern period, their handmade goods could not compete with factory-produced fabrics from the West. While China, the United States, and northern Europe all possessed iron and coal deposits, key ingredients for industrialization, China lacked the transportation needed to move these inland supplies to its coastal centers of hand-tool manufacturing. Unlike the Qing Dynasty, Western governments adopted policies in the early 19th century designed to encourage industrialization. Over the course of that century, while Western industrial economies continued to thrive, China experienced a scarcity of capital and resources thanks to a rapidly growing population and little economic growth.

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## Content Summary 5.4

### THE SECOND INDUSTRIAL REVOLUTION

#### **5.4.A: Late 19th-century industrial innovations**

In the late 1800s, advances in a number of fields expanded mechanized production to several new industries and widened the geographic reach of industrialization. Innovations in metallurgy, such as the Bessemer process, improved the quality and quantity of steel production while lowering costs. Increased steel production allowed railroads, factories, skyscrapers, and infrastructure to be built at larger scales on faster timetables. Similarly, advances in chemistry created new categories of products and created lubricants that improved factory machinery. Electrification transformed the nature of factories by increasing the hours of production and increasing worker safety. As industrial expansion came to be associated with innovation and invention, companies and governments pursued technological breakthroughs by funding research development departments and technology institutes. These advancements helped factory work evolve from the manufacture of textiles and iron to the creation of production lines that assembled automobiles.

#### **5.4.B: The global spread of industrialization**

In the first half of the 1800s, Britain was the only industrial superpower. In the latter half of the century, Germany and the U.S. experienced significant industrial growth, surpassing Britain as industrial powers according to some economic measures. In the late 1800s, Russia and Japan pursued policies to increase their levels of production to those of Britain, Germany, and the United States, and they too experienced significant industrial growth. This competition for industrial power contributed to increased tensions and a growing economic rivalry. By the early 1900s, these countries were aggressively competing for more territory and resources while also expanding their militaries.

#### **5.4.C: Globalization, transportation, and information technologies**

Communication innovations, such as the telegraph, telephone, and transatlantic cable, allowed manufacturers to coordinate production and commerce across distant locations. Railroad networks were expanded as a result of private and public investment, leading to a decrease in travel times and connections between new regions and global markets. Public investment in canals and the invention of steel-hulled ships increased the volume and reach of water transport, while steam and combustion engines decreased travel times. The development of refrigeration made it possible to modify food-production practices and increase the distance over which food could be transported and sold to consumers. This convergence of innovations allowed producers of food and raw materials to participate in global markets. Industrial nations' adaptation to this global trade increased their investment in overseas ventures while also making them more dependent upon foreign markets and raw materials.

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## Content Summary 5.5

### IMPERIAL EXPANSION IN THE LATE 19TH CENTURY

#### ***5.5.A: New imperialism and the second industrial revolution***

New imperialism—a time of accelerated colonial and territorial acquisition by Western European empires, the United States, and Japan—took place between 1870 and the onset of World War I. During this time, Western European imperial expansion was largely focused on the scramble for Africa, but these powers also acquired colonies in Southeast Asia and pursued indirect colonial expansion in China and the Middle East. Japan established a colonial presence in Taiwan and Korea, and the U.S. did the same in Cuba and the Philippines. The second industrial revolution was a major driver of new imperialism. As developed economies experienced mass consumerism and formed new industries, the demand for cheap raw materials expanded dramatically. These empires sought access to copper, rubber, palm oil, and cotton as well as tea, coffee, and foodstuffs, and they often used coercion and exploited local labor to keep the prices of raw materials low. Colonial transportation infrastructures were developed and controlled by imperial powers to move raw materials and foodstuffs. The creation and control of the Suez and Panama canals facilitated imperial expansion and helped empires acquire cheap raw materials. New industrial nations, including Germany, practiced economic protectionism. This further accelerated imperial expansion as economic rivals sought access to, and protection of, potential colonial markets. Nationalist rivalry inspired by that economic competitiveness further drove and justified imperial expansion. Social Darwinism, “the white man’s burden,” and the “civilizing mission” were also driving forces in imperial expansion at this time.

#### ***5.5.B: The expansion and contraction of overland empires***

Imperial expansion in the modern period was dominated by Western maritime empires, but some land-based empires also expanded during this time. For example, Russia, which remained conservative and autocratic throughout the 19th century, continued to expand its territory, pushing into Poland, Finland, and across much of Central Asia. The establishment of the trans-Siberian railroad in the 1880s extended Russian imperial borders into Manchuria. Also in the 19th century, Austria established a large multicultural empire across central Europe. Both Austria and Russia waged wars on the Ottoman Empire that reduced Ottoman territory. The Ottomans not only suffered from a shrinking territory but also from an economy that did not industrialize and became less competitive. Rising Arab and Balkan opposition to Turkish rule and political corruption led to further instability in the empire. The Chinese Qing Dynasty was also in decline during this period, and the Chinese artisanal economy, like that of the Ottoman Empire, struggled against industrial competition. The Qing were also dealing with resource shortages and famine due to demographic expansion. Maritime empires challenged Qing sovereignty by establishing port cities along China’s coast. The Qing government, crippled by corruption and factionalism, signed treaties allowing foreign powers to establish these trade enclaves, which further contributed to the Qing’s decline.

**5.5.C: Neocolonialism in Latin America**

In an effort to obtain cheap foodstuffs and raw materials and to secure markets for the export of manufactured goods, Britain and the U.S. practiced economic imperialism in Latin America. New maritime and refrigeration technologies enabled Latin American exports of meat and grains to Western markets. Meanwhile, the second industrial revolution was increasing demand for Latin American minerals, such as copper for electronic wiring. Latin American states borrowed from Britain and the U.S. to build transportation infrastructures, and Western capital was heavily invested in hacienda and mining economies. These states were increasingly dependent upon Western capital investment and demand for their exports. Politically independent but authoritarian regimes in Latin America protected Western capital, represented the interests of elites, and did little to improve labor conditions or end peonage. By the late 19th century, with European migration and the growth of an urban commercial middle class, liberal reform movements and political parties in Latin America began to challenge some of these authoritarian regimes.



## Content Summary 5.6

### REACTIONS TO IMPERIALISM

#### ***5.6.A: Violent resistance to imperialism***

Colonies and independent states in Asia and Africa engaged in violent revolt to stop the spread of Western European imperialism in the 19th century. These uprisings were typically in reaction to issues such as increased economic and political demands, forced labor, and land acquisition. Nearly all the revolts failed and resulted in even tighter imperial control. The 1857 rebellion in India was led by sepoy troops in the East India Company army who opposed British imposition of land taxes and social reforms and the continued support for Christianity in India. Hundreds of thousands died before the British eventually crushed the rebellion, and colonial governance was transferred from the East India Company to direct rule by the British Crown. Later in the 19th century, the Mahdi Rebellion in the Sudan and the Zulu Wars in South Africa also resulted in defeat for the colonies and the more direct imposition of British imperial rule. In China, armed attempts to reverse Western imperial influence, such as the Opium Wars and the Boxer Rebellion, were likewise crushed. Nationalism played an increasing role in anti-imperial resistance (e.g., the Urabi Revolt in Egypt against British and French influence). This did not change the outcome: the movements were defeated and European rule was strengthened.

#### ***5.6.B: Self-rule***

In the 19th century, the British granted self-rule to settler colonies where the majority of the population was of British or Irish heritage, with the exception of South Africa. These colonies, including Australia, Canada, and New Zealand, were established as dominions within the British Empire; they had parliaments with full authority to tax and make local laws and regulation, and British authority was limited to foreign, monetary, and commercial policy. The creation of dominions was an imperial cost-cutting measure. While Britain retained the right to declare war and to levy troops from all its colonies, dominions had to bear the cost of defense. In other British colonies, imperial rule was indirect, allowing indigenous leaders to maintain local power in exchange for recognizing and enforcing imperial interests. For example, one-third of colonial India was made up of princely states where British rule was indirect. Where rule was direct, imperial leaders actively co-opted local elites, granting them access to Western lifestyles, materials, and education to ensure support of imperial authority.

**5.6.C: Modernization reform movements**

As the Ottoman and Qing empires lost territory and authority in the 19th century, members of their governments led modernization reform movements in an effort to improve their nations' militaries and economies so they could better withstand Western imperial expansion. The Tanzimat, a series of Ottoman reforms, sought to codify and modernize the authority of the Ottoman state to take the place of the sultan's personal rule. The educational and administrative reforms led to the creation of a strong bureaucracy and professional army, and they expanded secular forms of education. Constitutional government was temporarily established in 1876, and economic reforms established property rights and free trade. Ultimately, these reforms were hampered by the sultan's opposition and the rise of nationalism. In the Qing Dynasty, reformers introduced the Self-Strengthening Movement. It was a more limited reform movement, focused on improving the military. Efforts were made to implement Western manufacturing methods (of naval vessels, guns, etc.) and military technologies and organization. Self-Strengthening reforms were largely undermined by corruption and the opposition of those Qing officials who resisted economic change.

## Content Summary 5.7

### CONSEQUENCES OF INDUSTRIALIZATION

#### **5.7.A: Social changes in industrial societies**

Industrial growth in the 1800s led to rapid urbanization. Industrial cities such as Manchester, Chicago, Dortmund, and Osaka grew as mechanized farming and the industrial demand for labor led to an increase in rural to urban migration. Due to this decline in farming jobs and the growth of commerce, manufacturing, and imperial governance in many cities, there was a fivefold increase in the percentage of people living in cities with over 100,000 inhabitants. As work moved away from farms and the home into factories, family members spent more time apart. As a result of these changes, differences in gender roles became more pronounced, factory labor forces became less skilled, and an urban working class developed in industrial cities and regions. Industrialization and urbanization also led to the expansion of a middle class made up of professionals and entrepreneurs. The middle class pushed for more representative forms of government and gained greater political authority in many Western industrial nations. In the middle class, women's roles were often restricted to the home.

#### **5.7.B: Political responses to industrialization**

In addition to dramatically transforming society, industrialization contributed to greater disparities between rich and poor. Many lawmakers supported the free-market ideas of Adam Smith and David Ricardo. They wanted fewer government restrictions on business. Workers, however, began demanding government intervention to secure safer working conditions, limited hours of work, and higher rates of pay. Labor unions developed to represent workers within and across industries. Unions relied on work stoppages and collective bargaining (when workers form a group to negotiate) to achieve their goals. Marxism and socialism also arose in response to the inequality brought about by industrialization. Marxism inspired revolutionary communist parties and movements that supported radical social change. These groups wanted to end privileges associated with private property and wealth, potentially through violent revolt. Socialist political parties also formed. They supported policies that promoted social equality within party-based political systems. In response to socialism and in fear of communism, some governments put in place reforms that included expanded suffrage and social welfare programs.

#### **5.7.C: Migration in the 19th century**

Several factors caused the mass migration of Europeans to the Americas, the migration of Russians to Central and East Asia, and the global movement of Indian and Chinese indentured servants around the world. These factors included cheaper transportation, industrialization, global agricultural markets, and the abolition of slavery. Railroads and steamships, and the building of the Suez and Panama canals, dramatically lowered the cost of long-distance travel. The wide growth of industrialization and mining raised the global demand for labor. After the abolition of slavery, plantation economies often relied on migrant indentured servants who worked for low wages. Migration helped to ease population pressure in some countries. In some countries it led to an increased cultural blending.

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**UNDERDEVELOPED SENTENCES FOR CONTENT SUMMARIES**

The table below provides a suggested underdeveloped sentence for each content summary paragraph.

<b>EK</b>	<b>Paragraph Title</b>	<b>Underdeveloped Sentence</b>
<b>5.1.A</b>	The Enlightenment	It changed thinking and pushed people to question many things.
<b>5.1.B</b>	Imperial rivalry in the Atlantic	As they fought, more people joined movements.
<b>5.1.C</b>	Early modern political and social tensions	As it increased on both sides, they complained about how things were.
<b>5.2.A</b>	New American states	The fighting created lots of new states out of two empires.
<b>5.2.B</b>	The French Revolution	Two big events unified the nation under laws and decreased power for some while increasing it for others.
<b>5.2.C</b>	Nineteenth-century reform movements	The revolutions inspired so many causes that led to so many changes.
<b>5.3.A</b>	Origins of the Industrial Revolution in Great Britain	The first change started there because of lots of local factors led to many things being created.
<b>5.3.B</b>	Characteristics of early industrialization	It used energy to change how things were made, which sped up many processes.
<b>5.3.C</b>	Spread of industrialization	As it spread to a few other places, other countries fell behind.
<b>5.4.A</b>	Late 19th-century industrial innovations	Many discoveries were made that made this method faster, more productive, and good for more things.
<b>5.4.B</b>	The global spread of industrialization	More countries improved enough to catch up to the leader, which led to rivalry.
<b>5.4.C</b>	Globalization, transportation, and information technologies	More of it was made due to new inventions that let them send things farther and faster.

## Expanding Essential Knowledge

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### The Modern Period

<b>5.5.A</b>	New imperialism and the second industrial revolution	Many factors drove empires to make new colonies.
<b>5.5.B</b>	The expansion and contraction of overland empires	Some land states expanded while others that faced challenges did not.
<b>5.5.C</b>	Neocolonialism in Latin America	Two countries controlled a region in a different way to ensure they got what they wanted.
<b>5.6.A</b>	Violent resistance to imperialism	Some fought to stop it, but it didn't stop.
<b>5.6.B</b>	Self-rule	Some were controlled less while others were controlled more because some locals were okay with it.
<b>5.6.C</b>	Modernization reform movements	They hoped to prevent it by creating programs aimed at improving many things.
<b>5.7.A</b>	Social changes in industrial societies	Industrialization sped up processes and changed roles.
<b>5.7.B</b>	Political responses to industrialization	When changes caused problems, different groups favored different solutions.
<b>5.7.C</b>	Migration in the 19th century	Lots of changes led to lots of people moving to lots of places.

## Content Exploration Organizer

**Directions:** Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

**Underdeveloped sentence:**

Step	Notes
1: Create initial questions to uncover important missing details.	
2: Record your notes from the content summary paragraph (or other source of new information).	
3: Expand the sentence by incorporating new, specific details.	
4: Create additional questions related to this concept.	

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## Content Exploration Organizer

**Directions:** Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

**Underdeveloped sentence:** It changed thinking and pushed people to question many things.

Step	Notes
1: Create initial questions to uncover important missing details.	<i>What changed thinking? How? How was thinking different before? Why did this push people to ask questions? Who asked questions? About what?</i>
2: Record your notes from the content summary paragraph (or other source of new information).	<i>The Enlightenment changing thinking—emphasized reason, secular Writers’ dislike of divine right, traditional privileges Wanted to solve problems in state/society/economy Spreading of beliefs of Deism and knowledge (Encyclopédie) Famous colonists learning Enlightenment ideas on government before revolutions</i>
3: Expand the sentence by incorporating new, specific details.	<i>The Enlightenment, a movement focused on reason and secularism, sparked questions regarding the role of church in society, the divine right of rulers, and traditional social privileges in Europe and the Americas.</i>
4: Create additional questions related to this concept.	<i>How did religious leaders react to Deism? How popular was Deism? Did these famous writers get along with political leaders, or were kings angry to have divine right questioned? To what degree did these ideas become known among the people? Was it just educated people, or did some uneducated people learn about these writers?</i>

### Content Summary Sample

This is an example of a completed content exploration organizer with exemplary student responses for content summary paragraph 5.1.A: The Enlightenment.

### Modeling Inquiry

Students with limited experience creating questions may not know how to start. For beginners, break the task down to finding the *who*, *what*, *when*, *where*, *why*, and *how* questions the underdeveloped sentence fails to address. Modeling the question creation can help build students’ inquiry skills for disciplinary applications beyond this organizer.

### Inquiry Mindset

The historical discipline is built on inquiry. In addition to general note-taking, make sure students are using the questions they generated to guide their exploration of the new content. Encouraging students to pursue the answers to inquiries they have generated promotes student ownership of learning and improves content retention.

## Content Exploration Organizer

**Directions:** Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

**Underdeveloped sentence:** They made it to improve their country, but some changes lasted longer than others.

Step	Notes
1: Create initial questions to uncover important missing details.	<p><i>Who made what?</i></p> <p><i>How was it hoped this would help which country?</i></p> <p><i>Why did this country need help? What were the problems?</i></p> <p><i>Which changes lasted longer than others? Why?</i></p>
2: Record your notes from the content summary paragraph (or other source of new information).	<p><i>Tanzimat: Ottoman Empire series of reforms 1839–1876</i></p> <p><i>Goal to modernize gov't, econ, society, weaken nationalist movements</i></p> <p><i>Tax collection, military, education becoming more state controlled, secular</i></p> <p><i>All religions equal before law (not always popular)</i></p> <p><i>Created constitution that did not last (Sultans re-establishing absolute rule)</i></p>
3: Expand the sentence by incorporating new, specific details.	<p><i>The Tanzimat, a series of 19th-century reforms within the Ottoman Empire, centralized many functions of government but failed to permanently change the sultan's authority or stop the growth of nationalism.</i></p>
4: Create additional questions related to this concept.	<p><i>Why did the Sultan rebel against the Constitution of 1876?</i></p> <p><i>Which ethnic minorities sought independence? Where and when?</i></p> <p><i>How did other powers view the reforms attempted by the Ottomans?</i></p> <p><i>To what degree did these reforms help the Ottomans catch up with the industrial development in Europe?</i></p>

### Content Summary Sample

This is an example of a completed content exploration organizer after a lesson on the Ottoman Tanzimat period that would support EK 5.6.C: Modernization reform movements. Students would complete step 2 during the lesson instead of using a content summary.

### Expanding Sentences

Have students use their notes to add specific details that expand the original sentence. Students may need to see this modeled several times before they become proficient, but they can eventually use the expanded sentences to create their own study guides.

### Revision Mindset

Historical inquiry is never finished. These are regularly revised to reflect new evidence uncovered by new inquiries. Prompting students to regularly create new questions and refine statements to reflect new evidence will help them learn to think like historians.

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# Expanding Essential Knowledge

## The Contemporary Period

This resource is designed for expanding student understanding of essential content by building historical context for each key concept of the course framework. There are two main components: content summaries and a content exploration organizer.

### CONTENT SUMMARIES

- Content summaries equip students with significant historical content related to the key concept and learning objective.
- The summaries can be used flexibly as standalone materials or as supplements for textbook chapters or primary and secondary sources.
- Each summary corresponds to one key concept and includes one paragraph for each essential knowledge statement.
- You might choose to have students or small groups examine each paragraph individually, or you might have them work with the full page to gain an overview of the key concept.

### CONTENT EXPLORATION ORGANIZERS

- Content exploration organizers provide a series of tasks designed to help students comprehend challenging text, develop and retain an understanding of key ideas, practice incorporating evidence, and express advanced thinking by writing complex sentences.
- Organizers may be used with the content summaries provided or with other lessons.
- A blank organizer and examples of completed organizers can be found on pages A43, A45, and A46.

### Using the Organizer with Content Summaries

- Step 1** **Before reading the summary:** Students read a sentence that is intended to summarize the topic but is underdeveloped. (Suggested underdeveloped sentences for this content period begin on page A41.) Students then consider what information the underdeveloped sentence fails to specify by drafting initial questions that need to be answered to improve the original sentence.
- Step 2** **While reading the summary:** Students use the questions they generated to guide their reading of the content summary paragraph. As they read, students record the answers and other relevant notes.
- Step 3** **After reading the summary:** Students incorporate evidence captured in their notes by adding specific details to produce an improved version of the original underdeveloped sentence.
- Step 4** **Before exploring new information:** Students practice inquiry by jotting down relevant questions that were not addressed in the summary. These questions should often start with “how” or “why” and emulate disciplinary questions related to comparison, causation, and continuity and change over time.
- Extension** **After learning new information:** Students can be encouraged to revise the sentence they created (in step 3) to incorporate new information. Student-generated historical inquiries can be used to guide class discussion or research.

### Using the Organizer with Other Assignments or Lessons

The content exploration organizers can be used to support a variety of assignments and lessons. Consider the following ideas for using the organizers with subject matter beyond the content summaries:

- **Teacher-created underdeveloped sentence:** Craft an underdeveloped sentence that will prompt students to ask questions related to the key points of the assignment or lesson. Students follow the same four steps: examining the underdeveloped sentence to produce questions before the assignment or lesson, recording answers and taking notes during it, and finally creating a more developed sentence and generating questions for future inquiry.
- **Student-created underdeveloped sentence:** In instances where students may have prior knowledge related to the assignment or lesson, ask them to write a one-sentence summary of the topic. Students can then use this as their underdeveloped sentence in the graphic organizer. During the course of the assignment or lesson, students follow the same sequence of steps to expand their knowledge, create a more developed sentence, and generate questions for future inquiry.

## Content Summary 6.1

### ORIGINS AND OUTCOMES OF WORLD WAR I IN GLOBAL CONTEXT

#### **6.1.A: *The global origins of World War I***

At the beginning of the 20th century, diplomatic tensions between major European powers escalated. Germany's rapid industrial and imperial expansion and its support for the Boers in the Boer War (1899–1902) alarmed Britain. In response, Britain allied with France and Russia—countries that had traditionally been British enemies. Germany entered into a similar alliance with Austria–Hungary. As territory for further colonization around the globe was becoming scarce, tensions between these two alliance systems increased along with their military spending. These imperial rivalries and their military buildups abroad were supported by growing nationalism, which governments often encouraged to deflect attention away from social problems. The spark for World War I occurred in the Balkans when a Serbian nationalist assassinated the Austrian Archduke Ferdinand, and Germany supported Austrian retaliation against Serbia despite that country's alliance with Russia. Within months, Britain and France had entered the conflict.

#### **6.1.B: *Global fronts and home fronts***

World War I was fought between large empires on a number of global fronts. Colonial resources and peoples contributed significantly to the war efforts. The scale of conflict, and the industrial and mechanized nature of warfare, led to an unprecedented number of casualties. These tactics and technologies were utilized by both sides, resulting in years of stalemate. World War I witnessed a significant expansion of the role of the state in regulating society and the economy. Support for the war on the home fronts—both economically and politically—contributed to the long duration of the war and its destructiveness. Throughout the war, Britain and France benefited from access to American loans and resources, and America's eventual entry into the war in 1917 contributed to the Allied victory in late 1918.

#### **6.1.C: *The settlement of World War I***

Allied leaders met in Paris in 1919 to negotiate the end of the war. Britain, France, and the United States shaped most of the peace terms. Germany had little input in the process, and the Soviet Union did not participate. The Treaty of Versailles assigned Germany sole responsibility for the war, requiring them to pay reparations, giving some of Germany's European territory to new independent nations, and giving German colonies to Britain. American President Woodrow Wilson argued that the boundaries of Eastern Europe should be redrawn to better reflect the consent of those governed. Wilson also persuaded the Allies to establish the League of Nations—a transnational organization designed to defend member nations' territorial integrity and deter future wars. While the peace terms allowed the new nation-states carved out of German and Austrian territory to exercise self-determination, the concept was not applied elsewhere. The Middle Eastern territories of the defeated Ottoman Empire were placed under a mandate system controlled by Britain and France. Colonies outside of Europe that had contributed to the Allied war effort were not granted self-rule or dominion status. This, in conjunction with peace terms that expanded the British and French empires, accelerated the creation of anti-imperial movements. In Germany, the treaty's punitive terms weakened the credibility of the newly formed liberal government. Japanese and Italian interests were largely ignored at Versailles. In these three countries, the unpopularity of the peace terms damaged public confidence in liberal institutions and contributed to nationalist movements.

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## Content Summary 6.2

### A NEW AGE OF REVOLUTIONS: MEXICO, RUSSIA, AND CHINA

#### **6.2.A: The Mexican Revolution**

The Mexican Revolution was a process of social and political reform initiated against the corrupt, authoritarian regime of President Porfirio Diaz (1884–1911). In the early phases, the revolution was a popular, armed, nationalist struggle led by Emiliano Zapata and Pancho Villa. The chief supporters were urban workers, peasants, women, and Amerindians who opposed dictatorship and neocolonialism. The Mexican Revolution was enshrined in the 1917 Constitution, which promised land reform, workers' rights, limits to foreign ownership, and secularization. These reforms were slow to become law. The dominance of the Institutional Revolutionary Party (PRI) was pivotal in securing concrete, permanent reforms. During this time the hacienda system was abolished and the Mexican government began to seize foreign-owned assets, including U.S.-owned assets. Other reforms were introduced in areas like public education and the creation of a mixed economy of state and private investment. These reforms reflected both nationalist and indigenist interests.

#### **6.2.B: The Russian Revolution and Stalinism**

Russian defeat in the Russo-Japanese War unleashed the Revolution of 1905. This wave of protests against the authoritarian rule of Tsar Nicholas II led to limited liberal political reforms, which benefited market-oriented peasantry (kulaks) but did nothing for urban workers. After three years of repeated military setbacks in World War I, a strike and soldier mutiny in St. Petersburg led to the Russian Revolution of 1917. A provisional government replaced the czar, but Russia remained in the war and German armies continued to inflict heavy losses. Later in the year, the Bolsheviks, a communist workers' party, seized power (the October Revolution). Under Vladimir Lenin, the Bolsheviks established the first communist state (the USSR) and made peace with the Central Powers. Russian armed forces were reorganized as the Red Army and redeployed to defend the new government against the White Army (a loose organization of anticommunist forces supported by foreign democracies) and spread communist ideology more widely in Russian society. As the Red Army brought the Russian Civil War to a close by defeating resistance movements in Siberia, Lenin's health and authority declined. His successor, Josef Stalin, adapted communism to nationalism, constructing an ever-more authoritarian regime in the years following Lenin's death. Stalin used secret police to conduct campaigns of mass execution that targeted ethnic minority groups, kulaks, and other perceived opponents of the regime. Stalin's multiple Five-Year Plans successfully industrialized Russia without dependence on foreign capital.

**6.2.C: The Chinese Revolution**

In the 1920s, the Chinese Communist Party adapted Marxism–Leninism to the needs of an agrarian society, recruiting peasants to serve in militias and promoting land-redistribution policies. In 1927, Chinese communists waged war on the government but ceased fighting when Japan invaded in 1937. Communist leader Mao Zedong established rural bases during this ceasefire and renewed attacks on the government when Japan withdrew. Mao’s forces established the People’s Republic of China in 1949. The communist dictatorship sought to create a centrally planned industrial economy through Five-Year Plans and the Great Leap Forward. When these programs failed to meet stated goals, Mao launched the Cultural Revolution to further purge political opponents and centralize his power. Maoism and the Chinese Revolution inspired other nationalist movements, including the Khmer Rouge in Cambodia and the Shining Path movement in Peru.



## Content Summary 6.3

### THE GLOBAL ECONOMY AND THE STATE BETWEEN THE WARS

#### **6.3.A: *The Depression in global context***

The global economy was weak through most of the 1920s as the burden of debt-challenged European economies and low raw-material and food prices negatively impacted the developing world. Britain had started the war as the world's largest lender and ended it as the largest debtor. Germany had difficulty managing its war debts and the reparation payments that were dictated by the Treaty of Versailles. Only the U.S. and Japan had strong economies—they had both benefited economically from the war. In 1929, just as the global economy began to recover—in part because Western Europe and the U.S. created a system of “circular loans” to manage debt—the U.S. experienced a financial crisis that triggered mass bank failures. Western banks recalled loans and withheld credit, and bankruptcies multiplied. Many countries experienced severe unemployment and financial panic. Some, including the U.S., Britain, and Turkey, assumed protectionist measures that furthered the decline of world trade, which fell by as much as 30%–50% during the 1930s. Africa, Latin America, and parts of Asia were also affected as prices fell for cash crops, such as coffee, cotton, cocoa, and rubber. The Depression had little effect on the Soviet economy, as it had few ties to Western financial institutions. Responses to the Great Depression varied but typically involved increasing state intervention in economic activities. The influence of fascism and militarism grew in Germany, Italy, and Japan. Canada, Britain, France, and the U.S. all increased government welfare assistance while maintaining their economic and political institutions.

#### **6.3.B: *Fascist states in Europe***

The terms of the Treaty of Versailles were deeply unpopular in Italy and Germany. Though Italy had supported the Allies, it gained little territory according to the terms of the treaty. Benito Mussolini's Fascist Party capitalized on this to successfully seize power in 1922. Mussolini's fascism, which espoused the needs of the nation above the individual and placed faith in authoritarian leadership over democratic institutions and free speech, attracted the support of Germans disenchanted with their new liberal democratic government. Germany's Weimar Republic had complied with the war reparations, demilitarization, and French occupation of the Rhineland required by the Treaty of Versailles, despite public resentment. After the German economy collapsed in 1929, support grew for Adolph Hitler's Nazi Party, which promoted fascism, anti-Semitism, and anti-communism. By 1933 Hitler had won a referendum to effectively end liberal institutions and establish one-party rule. The Italian and German fascists increasingly aligned on foreign-policy objectives, such as militarily supporting fascists in the Spanish Civil War. Propaganda in both countries promoted racial supremacy and territorial expansion into the lands of “inferior” peoples. Italy expanded into Ethiopia; Germany took back the Rhineland and declared Anschluss in Austria. German domestic policies included ethnic cleansing, which led to the Holocaust. Many Jews attempted to flee Nazi-occupied lands in response to rising anti-Semitism and state-sponsored persecution, but most countries refused to accept Jewish migrants.

**6.3.C: Militarism in Japan**

The Japanese government established during the Meiji Restoration (1868) mixed attributes of constitutional government with absolute monarchy. By the early 20th century, liberal reformers had succeeded in shifting more political authority to the legislature (Diet) and expanding suffrage to all males. In the 1920s and 1930s, the military began packing the Diet with loyal representatives, managing to exert control over the government without violating the constitution. As the Great Depression caused silk prices to collapse and ultranationalists to gain political influence, Japanese military and business leaders pushed for territorial expansion; they wanted to secure raw materials and markets in Asia. Militarism was then associated with economic recovery, and this association allowed militarism to co-opt the liberal legislative process. Like Germans and Italians, the Japanese held beliefs of their own racial superiority (*Yamato-damashii*) and used those beliefs to justify territorial expansion, occupying Manchuria in 1931 and invading Nanjing, China, in 1937. Territorial and imperial expansion further solidified military authority in Japanese government.

## Content Summary 6.4

### WORLD WAR II AND THE DECLINE OF EMPIRES

#### **6.4.A: *Appeasement and the origins of World War II***

In the 1930s, the United States pursued isolationist foreign and economic policies. American defense spending was kept at a minimum to fund New Deal programs. When the Japanese invaded Manchuria and the Italians invaded Ethiopia, there was no active American opposition. The League of Nations condemned these invasions, but it had no practical way to intervene. Economic difficulties and trends in public opinion also contributed to British and French appeasement policies. As these countries demonstrated little will to enforce the Treaty of Versailles, Germany began to ignore the treaty's terms and successfully rearmed its military, occupied the Rhineland, and annexed Austria in the late 1930s. Stalin opposed Hitler's desire to annex German-speaking regions of Czechoslovakia, but British and French leaders saw fascist regimes as a way to stop the spread of world communism and were more willing to make concessions to Hitler. In the Munich Agreement (1938), British and French leaders agreed to allow German occupation of the Sudetenland in exchange for German promises for no future expansion. After Hitler annexed Czechoslovakia and invaded Poland in 1939, Britain and France declared war.

#### **6.4.B: *The human tragedies of World War II***

World War II was the deadliest war in history, and in contrast to World War I, civilian casualties far outnumbered those of military combatants. Between 1939 and 1945, roughly 15 million soldiers and 45 million civilians died. The Soviet Union lost over 15% of its population in World War II. In contrast to the Western Front of World War I, military tactics in World War II were focused on destroying civilian home fronts by targeting population centers and industrial plants critical to the war effort. Aerial bombings of cities and the scorched-earth destruction of agricultural areas ensured that millions of civilians died either as a direct result of military attacks or indirectly from famine and disease. New military technologies increased this human toll. Firebombing (e.g., in Dresden), blitzkrieg, and the atomic bombs dropped on Hiroshima and Nagasaki contributed to large numbers of civilian deaths. Extreme nationalism and racism and the ethnic cleansing that followed were also contributing factors. The Nazis used new industrial technologies to commit mass and methodical murder, targeting Jews in particular. As many as 17 million people were killed by the regime, including Roma, homosexuals, and political opponents in addition to Jews, all targeted on the basis of Nazi theories of racial and moral supremacy. War atrocities such as the Rape of Nanjing and the Katyn Massacre were another product of the extreme nationalism and racism that manifested during this period.

**6.4.C: Decolonization after World War II**

Though the U.S., Britain, and the Soviet Union were military allies during the war and worked together to defeat the Axis powers in Europe and the Pacific, prewar tensions between the communist Soviet Union and the capitalist and democratic Britain and the U.S. persisted. Stalin felt betrayed by the signing of the Munich Agreement, while British and French leaders felt the Nazi-Soviet pact (1939) had helped Hitler sweep through Western Europe. After being invaded by Germany in 1941, the Soviet Union allied with the United States and Britain. Stalin pleaded for the invasion of mainland Europe to draw resources away from German armies invading Russia. The decisions of Roosevelt and Churchill to delay the invasion of France until 1944, and to regularly hold summits without the Soviets present, contributed to tensions and suspicions. The Soviet victory against Nazi forces in Stalingrad marked a major turning point in early 1943. The delayed advance of Anglo-American forces in Western Europe allowed the Soviets to carve out a large sphere of occupation and influence in Eastern Europe. After Germany surrendered, Soviet forces established communist governments throughout Eastern Europe. Fear of a similar Soviet advance in Asia contributed to the American decision to end the war against Japan quickly by dropping the atomic bomb on two Japanese cities. At the end of the war, the U.S. and USSR could not reach agreement on key decisions. Competing visions for rebuilding Germany in the late 1940s marked some of the earliest clashes in what became a global ideological conflict between the two growing superpowers.

## Content Summary 6.5

### A GLOBAL COLD WAR

#### **6.5.A: The Cold War in the developed world**

Despite being allies in World War II, tensions and suspicions grew between Soviet and American leadership after the war. Disagreements between the two countries at postwar conferences became the foundation of a new ideological conflict. In the postwar years both countries actively secured allies, built military industrial complexes, and established military bases around the globe. The U.S. provided financial and political support for democratic states in Western Europe, through the Marshall Plan, as well as for capitalist Asian economies in Japan and South Korea. Similarly, the USSR supported others, including the communist regimes that took control in China and Vietnam and North Korea's invasion of South Korea. The U.S. participated in military alliances such as the North Atlantic Treaty Organization (NATO), while the USSR formed the Warsaw Pact with Eastern European satellite states. After the Soviets detonated an atomic bomb in 1949, the arms race between the U.S. and USSR shifted to focus on the development of large nuclear arsenals. The Cold War kept the world divided. However, the fear of mutually assured destruction prevented direct military conflict between the U.S. and USSR.

#### **6.5.B: The Cold War in the developing world**

Both the USSR and the U.S. supported colonial independence movements in Asia and Africa—the USSR on class-struggle grounds and the U.S. based on issues of personal liberty—and sought to build economic and political alliances with the vulnerable new governments that resulted. Regional conflicts and civil wars in postcolonial settings became proxy wars between the two superpowers in places such as Vietnam, Congo, and Angola. After the Cuban Missile Crisis (1962), Cold War interventions in Latin America (e.g., in Chile and in much of Central America) were mostly anticommunist efforts by the U.S. In an effort to maintain territorial integrity and independence from both the U.S. and the USSR, leaders from Egypt, India, Indonesia, Ghana, and Yugoslavia formed the Non-Aligned Movement (NAM). While most members of the NAM were eventually drawn into the Western or Eastern bloc, it remained a cohesive movement that fostered unity between developing nations.

#### **6.5.C: The end of the Cold War**

From the 1960s through the 1980s, the economic development of the Soviet Union and Eastern Bloc nations fell behind that of the United States, Western Europe, and Japan. Soviet economic deficiencies were most striking in agriculture, electronics, and other consumer goods. Hard currency shortages led to a growth of Western tourism in the Eastern Bloc, and with new communication technologies crossing the Iron Curtain, people in Eastern Europe became increasingly aware of the limits of communist consumer production. In the 1980s, Mikhail Gorbachev's policies of *perestroika* and *glasnost* failed to increase economic productivity, but they did increase the Soviet public's awareness of their economic deficiencies. The USSR was further weakened by American détente with China in the 1970s, increased U.S. military spending in the 1980s, and a failed war with Afghanistan from 1979 to 1989. Between 1989 and 1991, the collapse of the Berlin Wall, the Warsaw Pact, and the Soviet Union brought about the end of the Cold War.

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## Content Summary 6.6

### FOUNDATIONS OF CONTEMPORARY GLOBALIZATION

#### **6.6.A: Neoliberalism and transnational institutions**

The U.S. emerged from World War II with the world's largest industrial economy, financial sector, and military capacity. Post-World War II, the U.S. was more internationally engaged than it had been after the first world war, actively promoting free trade between states and collective security within a capitalist global economy. The U.S. supported the Charter of the United Nations (UN) in promoting international progress around issues, such as human rights, through economic and social cooperation. At the Bretton Woods Conference, the U.S. and Britain supported the liberalization of trade, currency stabilization based on the U.S. dollar, and easier credit for postwar rebuilding and economic development. Organizations such as the International Monetary Fund (IMF) and the World Bank and the General Agreement on Tariffs and Trade (GATT) were established as a result of the conference. The USSR attended Bretton Woods but opted out of what it perceived to be capitalist transnational economic organizations and agreements. The USSR remained, however, an active participant of the UN Security Council, utilizing it to publicly discuss international disputes. In the 1980s, the U.S. and the IMF promoted neoliberal economic policies to further remove barriers to international trade and finance. As the Cold War ended, support for neoliberalism increased, as evidenced by the continental free trade zones created by the European Union in 1991 and the North American Free Trade Agreement (1994). In 1995, the World Trade Organization (WTO) replaced GATT and both former and current communist nations acceded into its membership.

#### **6.6.B: Postindustrialization and the Pacific basin**

The second half of the 20th century saw a massive shift of global manufacturing from the West to Asia, where the lower cost of labor and a lack of environmental regulations attracted investors in the 1960s. By the 1970s, the freer flow of global investment and the standardization of containerized shipping made it easier for companies to relocate their manufacturing operations. Japan, Taiwan, South Korea, and Singapore were increasingly associated with electronics and automotive manufacturing and sophisticated factory management. The sometimes-authoritarian political climate in these countries contributed to their rapid industrial growth. Beginning in the 1980s, the economic reforms of Deng Xiaoping opened China to more foreign investment. Over the next few decades, Chinese manufacturing and shipping grew exponentially. This shift in global manufacturing saw the U.S. and Europe move toward postindustrial knowledge economies largely focused on technological innovation. Recently, knowledge economies have begun to flourish in Asian nations as well, such as India, Japan, and Singapore.

#### **6.6.C: Information, communication, and transportation revolutions**

The information and communication technologies (ICT) revolution of the late 20th century spurred new levels of global connectivity through cellular, internet, and computer communications. These technologies dramatically improved the speed and scope of information transmission, radically changing the nature of commerce and cultural diffusion. Transportation efficiencies in the shipping and airline industries also contributed to globalization: containerization and airline deregulation allowed larger volumes of goods to be transported and made human migration cheaper.

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## Content Summary 6.7

### IMPACT OF CONTEMPORARY GLOBALIZATION

#### **6.7.A: Environmentalism**

The human impact upon the environment accelerated rapidly in the second half of the 20th century. Currently seven billion people inhabit the planet—this number has almost tripled since 1950. While the global birthrate has slowed, rising life expectancy from medical advances, the creation of the World Health Organization, and greater food security in the developing world associated with the Green Revolution continue to fuel population growth. After 1950, mass consumerism on a global scale dramatically expanded industrial manufacturing, especially in the Pacific Rim and Latin America, where environmental regulations were limited. The expansion of industry and automobiles led to a sixfold increase in the global use of fossil fuels. This increase significantly expanded greenhouse gases and various forms of air pollution. Over the same period, the deforestation of tropical forests doubled and the depletion of fresh-water sources tripled. In the West in the 1960s and 1970s, a growing awareness of environmental degradation led to environmental movements and parties that pressured governments to take action to protect the environment. Environmentalism quickly became a global movement, even in the developing world (e.g., the Chipko movement in India). International summits were held, such as the 1972 UN Conference on the Human Environment, and agreements to curb greenhouse gases were enacted, such as the 1992 Kyoto Protocol and the 2016 Paris Agreement.

#### **6.7.B: Income and social inequality**

In the late 20th century, economic globalization associated with neoliberalism, the expansion of industrial manufacturing in the eastern Pacific Rim, and the information, communication, and technology revolution led to unprecedented levels of economic growth. Global GDP expanded from \$10 to over \$80 trillion between 1980 and 2015. However, regional disparity in per capita GDP remained wide throughout this period. In 2015, regional per capita income in Western Europe and the U.S. was \$50,000, while it was only \$15,000 in Asia and \$5,000 in Africa. Income inequality rose sharply in all regions after 1980 as neoliberal economic policies diminished safety nets and progressive tax structures. Economic unions, such as NAFTA and the Eurozone, and the movement of industry into the developing world made labor markets more competitive and drove wages down. While manufacturing output in Western economies grew, automation drastically reduced the amount of labor required. Knowledge economies fueled wealth creation but employed highly paid and educated individuals in relatively small numbers.

**6.7.C: Reactions to globalism**

Economic globalization in the late 20th century fueled the development of a global popular and consumer culture; Western cultural practices and ideals were diffused through films, fashion, consumer products, and music. The expanding use of English in the developing world was both cause and consequence of the global spread of Western culture. The instant transfer of information facilitated by telecommunication, satellite, and internet technologies intensified and diversified global cultural diffusion. Asian and Latin American foods and customs became common throughout the West. Many Eastern cultural forms became as globally popular as Western ones. Some saw cultural globalization as a threat to local culture and identity. Various forms of religious fundamentalism promoted stricter adherence to religious doctrine to combat global influences and pursued policy with that goal in mind, with methods varying from traditional political participation (e.g., Hindu nationalist support for Narendra Modi in the 2014 Indian election) to revolt (e.g., the Iranian Revolution of 1979). Many militant terrorist organizations, such as Al-Qaeda, ISIS, and Neo-Nazis, are associated with extreme fundamentalist or nationalistic views. There has also been political opposition to economic globalization, by both right- and left-wing groups. Left-wing groups have protested the WTO, IMF, World Bank, and G-8. Right-wing groups, which are often populist and nativist, support economic protectionism and limits to immigration.

**UNDERDEVELOPED SENTENCES FOR CONTENT SUMMARIES**

The table below provides a suggested underdeveloped sentence for each content summary paragraph.

<b>EK</b>	<b>Paragraph Title</b>	<b>Underdeveloped Sentence</b>
<b>6.1.A</b>	The global origins of World War I	A philosophy, a competition, and countries teaming up led to a big war.
<b>6.1.B</b>	Global fronts and home fronts	New things caused more death in more places, but the winners won by making more.
<b>6.1.C</b>	The settlement of World War I	It ended the war by splitting up some, making new ones, and expanding others, which caused tensions.
<b>6.2.A</b>	The Mexican Revolution	A series of actions was supported by these people who were against this leader, and it produced these results.
<b>6.2.B</b>	The Russian Revolution and Stalinism	Certain issues created the first part of this revolution, but it went in a different direction once he changed things.
<b>6.2.C</b>	The Chinese Revolution	They won by adapting outside ideas, but his programs didn't complete his goals.
<b>6.3.A</b>	The Depression in global context	Lots of problems got worse, which led to lots of decreases and states getting more involved in different ways.
<b>6.3.B</b>	Fascist states in Europe	Lots of tensions and problems led to two countries getting new ones that supported ideas and policies.
<b>6.3.C</b>	Militarism in Japan	Different powerful groups felt the best way for their country to deal with problems was to create new policies that moved away from recent ideas.
<b>6.4.A</b>	Appeasement and the origins of World War II	When powerful countries had policies, problems, and tensions, they reacted by getting more.
<b>6.4.B</b>	The human tragedies of World War II	It had more than any before because of deadly new ideas, methods, and technologies.
<b>6.4.C</b>	Decolonization after World War II	Afterward, two countries stopped getting along, which led to a new war.

<b>6.5.A</b>	The Cold War in the developed world	The two of them built things, made friends and weapons, and affected the world, all without being direct.
<b>6.5.B</b>	The Cold War in the developing world	They argued to end it, tried to make connections with new countries, and sometimes got directly involved in fights.
<b>6.5.C</b>	The end of the Cold War	Internal problems, invasions gone wrong, changes between countries, and increases by their enemy led to the end.
<b>6.6.A</b>	Neoliberalism and transnational institutions	The actions of new groups and growing support for an idea resulted in removing them in lots of places.
<b>6.6.B</b>	Postindustrialization and the Pacific basin	It moved from one place to another place because the new place had advantages, and new rules combined with his changes made it easier to move.
<b>6.6.C</b>	Information, communication, and transportation revolutions	They changed to become faster and cheaper for more people in more places, which affected many things.
<b>6.7.A</b>	Environmentalism	The increasing and shifting of many things made an impact, and people started a movement in reaction.
<b>6.7.B</b>	Income and social inequality	While it has made more for some, the differences have increased in many ways for lots of people.
<b>6.7.C</b>	Reactions to globalism	While things have helped ideas spread further in many forms, different types of people have responded in many ways.

## Content Exploration Organizer

**Directions:** Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

**Underdeveloped sentence:**

Step	Notes
1: Create initial questions to uncover important missing details.	
2: Record your notes from the content summary paragraph (or other source of new information).	
3: Expand the sentence by incorporating new, specific details.	
4: Create additional questions related to this concept.	

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## Content Exploration Organizer

**Directions:** Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

**Underdeveloped sentence:** It moved from one place to another place because the new place had advantages, and new rules combined with his changes made it easier to move.

Step	Notes
1: Create initial questions to uncover important missing details.	<p><i>What moved? From where to where?</i></p> <p><i>What were the advantages of the new place?</i></p> <p><i>What were the new rules? How did these new rules make it easier to move?</i></p> <p><i>Who made changes that made it easier to move? Where? Why?</i></p>
2: Record your notes from the content summary paragraph (or other source of new information).	<p><i>Manufacturing on the move from the West to the East (Japan, Taiwan, South Korea, Singapore)</i></p> <p><i>Lower Asian labor costs, few environmental regulations = advantages</i></p> <p><i>Countries with stable gov'ts and public and private investment making electronics; Western nations moving to knowledge econ</i></p> <p><i>More manufacturing heading east in 80s as Deng Xiaoping opened China to outside money</i></p>
3: Expand the sentence by incorporating new, specific details.	<p><i>Lower labor costs, strategic investments by Asian governments, and the reforms of Deng Xiaoping all contributed to countries moving many of their manufacturing operations to Asia from Western countries, which increasingly became knowledge economies.</i></p>
4: Create additional questions related to this concept.	<p><i>Why was China closed to foreign investment before Deng Xiaoping?</i></p> <p><i>Why did Chinese manufacturing grow so quickly in the last few decades?</i></p> <p><i>What are the advantages and disadvantages of transitioning to a knowledge economy?</i></p> <p><i>To what degree do knowledge economies still manufacture products?</i></p>

### Content Summary Sample

This is an example of a completed content exploration organizer with exemplary student responses for content summary paragraph 6.6.B: Postindustrialization and the Pacific basin.

### Modeling Inquiry

Students with limited experience creating questions may not know how to start. For beginners, break the task down to finding the *who, what, when, where, why,* and *how* questions the underdeveloped sentence fails to address. Modeling the question creation can help build students' inquiry skills for disciplinary applications beyond this organizer.

### Inquiry Mindset

The historical discipline is built on inquiry. In addition to general note-taking, make sure students are using the questions they generated to guide their exploration of the new content. Encouraging students to pursue the answers to inquiries they have generated promotes student ownership of learning and improves content retention.

## Content Exploration Organizer

**Directions:** Use the following organizer to repair the underdeveloped sentence by following the steps below, including:

- Identifying which key details are missing in the underdeveloped sentence
- Recording relevant details that answer initial questions and increase understanding
- Creating an expanded sentence based on the new information you learned from the content summary paragraph (or other source)

**Underdeveloped sentence:** It worked for a while in a circular system, but it all fell apart once events revealed problems and decisions made it worse.

Step	Notes
1: Create initial questions to uncover important missing details.	<p><i>What worked? For whom? How long is a while?</i></p> <p><i>What system was circular? Why could this system not work long term?</i></p> <p><i>What events revealed what problems?</i></p> <p><i>Who knew about these problems before they were revealed?</i></p> <p><i>What decisions made things worse? Why? Who decided this?</i></p>
2: Record your notes from the content summary paragraph (or other source of new information).	<p><i>Germany relying on loans for \$\$\$ owed to WWI winners (T. of Versailles)</i></p> <p><i>Circular loans: Most U.S. loans → Germany, Ger \$\$ → France, etc.</i></p> <p><i>France, etc. \$\$ → U.S. (to pay back WWI debts)</i></p> <p><i>'29 stock market crash/U.S. bank crisis = seeing U.S. issues (over-lending, financial panic)</i></p> <p><i>U.S. stopped lending, circle collapsed, Germany defaults</i></p>
3: Expand the sentence by incorporating new, specific details.	<p><i>While the circular system of loans maintained German reparations and the repayment of WWI debts, the financial crises of the late 1920s exposed problems in U.S. financial institutions and disrupted the global finance and trade networks.</i></p>
4: Create additional questions related to this concept.	<p><i>Did European leaders think the circular system would work forever?</i></p> <p><i>Did anyone detect the weakness in the system ahead of time?</i></p> <p><i>How different was the impact on each nation?</i></p> <p><i>To what degree were countries not directly connected to the circular loans affected?</i></p> <p><i>How did countries differ in their solutions to the crisis?</i></p>

### Content Summary Sample

This is an example of a completed content exploration organizer after a lesson on the financial causes of the Great Depression that would support the learning objective of the key concept The Global Economy and the State Between the Wars. Students would complete step 2 during the lesson instead of using a content summary.

### Expanding Sentences

Have students use their notes to add specific details that expand the original sentence. Students may need to see this modeled several times before they become proficient, but they can eventually use the expanded sentences to create their own study guides.

### Revision Mindset

Historical inquiry is never finished. Theses are regularly revised to reflect new evidence uncovered by new inquiries. Prompting students to regularly create new questions and refine statements to reflect new evidence will help them learn to think like historians.



## APPENDIX B

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# **Pathway 2 Course Toolkit: Supports for Instructional Design**

## Contents

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## Starter Claims: A Tool for Instruction and Assessment

This section describes the key features and purpose of a starter claim and explains how a starter claim can be used in instruction and assessment.

### STARTER CLAIMS AND KEY QUESTIONS

Many social studies teachers frame short stretches of instruction (approximately 1 to 2 weeks) around a question. They may call this instructional focus a key question (as this course does) or a guiding question, or they may use another term. The starter claims included in each Framing the Instruction section share the same goal as key questions—to structure class time around a disciplinary investigation with students in an active role.

Each instructional frame signals a different expectation for students. Key questions suggest that over the course of instruction students will learn what they need to know to develop a substantive answer to the question. In contrast, starter claims task students with investigating the degree to which available evidence supports or challenges the claim so that they can take a clear position on whether the claim should be supported, modified, or refuted. The starter claim places the responsibility for crafting questions on students, requiring them to set clear goals for what they need to learn to accurately evaluate the claim.

**Note:** In each Framing the Instruction section, the key question(s) or starter claim(s) used in the culminating writing activity are marked with an asterisk.

### PURPOSE OF STARTER CLAIMS

With regular practice evaluating starter claims, students will become more proficient in using evidence to challenge or support claims they encounter in their personal, professional, and civic lives. They can develop habits of mind to determine when to respond to oversimplified claims with skepticism and how to appreciate the nuance and evidence used in defensible claims.

### COMPONENTS OF A STARTER CLAIM

Starter claims are most effective when they (1) directly connect to the learning objective and (2) address the topic in an incomplete or oversimplified manner. For example:

- Starter claims for causation topics would cite only a single development as the cause or effect of another development (e.g., LO 5.1: The Enlightenment caused the Atlantic Revolutions.)
- Starter claims for continuity-and-change-over-time topics would only cite continuity **or** change (e.g., LO 1.6: The ancient period was a period of religious continuity.)
- Starter claims for comparison topics would only cite similarity **or** difference (e.g., LO 4.4: The “Gunpowder Empires” of the early modern period were very similar.)

Students might not see anything wrong with claims like those above in the early weeks of the course. Over time, however, students will increasingly recognize statements that cite only a single cause or effect, only continuity or change, or only similarity or difference as underdeveloped, whether they encounter such statements in the headlines or in their own writing.

## USING STARTER CLAIMS TO INTRODUCE A KEY CONCEPT

### Step 1

At some point relatively early in the study of a key concept (for many key concepts this could be the very first part of the first lesson), expose the students to a “starter claim.”

This example will use the following claim:

The Atlantic Revolutions were caused by political leaders raising taxes. (LO 5.1)

### Step 2

Display or share the following three questions to structure discussion of the initial claim. The questions can be addressed one at a time or all at once, in groups or as a class.

1. What terms or details do you need to learn more about to understand this claim?
2. What questions do you need to answer to evaluate this claim?
3. What sources or evidence would be most useful in answering these questions?

For this LO 5.1 example, students might respond to the above questions as follows:

1. We need to find out the who, what, when, where, and why of “the Atlantic Revolutions.”
2. What political leaders raised taxes? Whose taxes? Why? By how much? How did the taxes lead to the “Atlantic Revolutions”? Besides political policies, were there other factors (economic, social, environmental) that made people want to start a revolution?
3. We could use primary sources from the people who started/led the Atlantic Revolutions to learn their reasons. We should also consult secondary sources by historians stating what they think was the main cause.

### Step 3

Facilitate a discussion of the responses to the Step 2 questions. End the discussion when students reach a consensus on one or more key questions that seem most useful in equipping them to evaluate the claim. The types of sources or evidence that students identify as being ideal for answering the questions could also be used to guide student research or influence your selection of sources to explore in class.

For this LO 5.1 example, the class consensus might produce the following:

- Biggest questions we need answered:
  - ♦ How did the decision by political leaders to raise taxes (who, why, and where?) lead to the Atlantic Revolutions?
  - ♦ To what degree did economic, social, and cultural factors lead to the Atlantic Revolutions?
- Ideal sources or evidence:
  - ♦ Primary sources from one or more revolutionary leaders that provide clear evidence regarding whether the taxes and/or another factor led to their decision for revolution
  - ♦ Secondary sources that put forth arguments that either the increased taxation or some other factor was the most direct cause of the Atlantic Revolutions

### CREATING DIVERSE STARTER-CLAIM ACTIVITIES

The steps above are **not** a rigid structure to be adhered to throughout the year. Before student answers become too formulaic or student focus begins to decline, consider variations like the following to maximize engagement and target areas where students need to grow:

- Vary the types of products or processes requested in the Step 2 questions (e.g., ask students to rank questions with rationales or to create a flowchart or checklist).
- Vary the ways in which students pursue their investigation of the starter claim. For example, you might use elements of debate simulations (e.g., half of the class is the starter claim's "defense team" while the other half is the "prosecution"), independent or collaborative research projects, etc.
- Use elements from Part 1 of the performance task (e.g., scaffolded questions to spur disciplinary reasoning, graphic organizers) to structure investigation and note-taking in a low-stakes class discussion or group project.

### USING STARTER CLAIMS IN CULMINATING WRITING ACTIVITIES

For assessment, students can revisit the position they initially examined. The following assessment types are utilized multiple times in the instructional materials, and you can use the same approach during lesson planning to create additional opportunities for students to evaluate starter claims in instructional settings ranging from low-stakes group discussions to independent writing assignments.

Using the example from the previous page, students could revisit the starter claim below:

*The Atlantic Revolutions were caused by political leaders raising taxes.*

**Assessment Type 1: Outline relevant evidence to produce a revised claim**

Examine the starter claim, and then respond to the following:

- a. Which specific historical evidence could be used to **support** the claim? Explain how.
- b. Which specific historical evidence could be used to **challenge** the claim? Explain how.
- c. Using your thinking from (a) and (b), write a thesis that supports, refutes, or revises the position.

**Assessment Type 2: Organize evidence to prewrite and write multiple paragraphs supporting a revised claim.**

Examine the starter claim, and then follow the directions below.

Prewriting

- a. List specific evidence from the sources you've examined that **supports** the claim.
- b. List specific evidence from the sources you've examined that **challenges** the claim.

Writing

- c. Revise the claim to more accurately reflect the evidence.
- d. Using the information listed in (a) and (b), create body paragraphs that support your revised claim.

## Key Questions, Performance Tasks, and Instruction

In this course, the highly scaffolded performance task includes components that can be used to integrate key questions into instruction. The following pages present examples of performance task sections from the Geography and World Regions, Contemporary Period, and Postclassical Period instructional materials with suggestions for how to adapt the examples for use with other prompts.

Task A of the performance task can be used with all types of questions. The format of Task B differs depending on the type of prompt (causation, comparison, or continuity and change over time) in order to scaffold the steps associated with each skill. The included examples provide a model of Task B for use with each of the three types of prompts.

**Note:** In Part 1, the “contextualize your thesis” portion of Task B and all of Task C require only minor changes to reflect the prompt. Similarly, Part 2 of any performance task can be adapted by simply changing the prompt in the prompt box.

Here are some additional ways to adapt various components of the performance task for instruction:

- Any time a discussion of the key question is used to introduce the key concept, provide students with the Task A prompts as a guide for how to approach the question.
- Whether the instruction is framed around a starter claim or key question, something like the Task B table can be provided to students to help them organize notes across source discussions, readings, and direct-instruction lessons.
- For key concepts for which model lessons are not provided, the performance task format could be used to structure a multiday classroom activity.
- For all key concepts, the writing activity can be set aside in favor of the performance task format by applying the edits specified in the examples that follow.

**Task A Sample for All Skill Types**

*from the Geography and World Regions unit*

The Task A format can be used for all types of questions (causation, comparison, continuity and change over time).

**TASK A: ANALYZE THE PROMPT AND SOURCES**

*To what extent do North Africa and sub-Saharan Africa have different regional characteristics?*

**Analyze the prompt**

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?

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2. What do you know about this topic? List examples of prior knowledge that are relevant to this prompt.

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**Analyze the documents**

3. Use the table on the next page to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.

**Using in Assessment**

Replace this text with another starter claim or key question. Other sections of Task A are general scaffolds that can support all prompt types.

**Using in Instruction**

The "Analyze the prompt" questions can be used to facilitate a discussion about a key question when introducing a new topic and setting instructional goals.



**Task A Sample for All Skill Types, *continued***  
*from the Geography and World Regions unit*

Source	Details relevant to the regional characteristics of North Africa and sub-Saharan Africa	Evidence from the source
1		
2		
3		
4		
5		
6		
7		
Related details from outside the sources		

**Using in Assessment**  
 Replace the middle column head with something more specific to the prompt you have chosen (e.g., "Details relevant to Islamic states during the early modern period").

**Using in Instruction**  
 Students could use a version of this table to organize notes on the sources explored in class (e.g., details from discussions of reflect-and-connect questions).

**Task B Sample for Causation Prompts**

*from the Contemporary Period unit*

This Task B format can be adapted for all causation prompts.

**TASK B: BUILD THE THESIS FROM EVIDENCE**

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Choose the three effects of 20th-century nationalism that seem best supported by the evidence. Write those in at the top of each column in the table below. Then sort the evidence from the sources and relevant information from outside the sources into the appropriate columns, briefly noting why each piece of evidence fits in that category.
2. When you have completed the table, review the quantity and quality of evidence supporting each effect that you have identified. Rank the three effects from 1 to 3, with 1 representing the effect with the strongest evidence and 3 representing the effect with the weakest evidence.

**Effects of nationalism in the 20th century**

One effect of nationalism was _____.	Another effect of nationalism was _____.	Another effect of nationalism was _____.
Rank # _____	Rank # _____	Rank # _____

3. Why did you rank the effects in the order you did? Write a sentence explaining the strength of the evidence for each effect. These sentences will help you form your thesis and the topic sentences for your three body paragraphs.

**Plan your thesis**

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis reflect how and why you ranked the effects?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express how nationalism had multiple effects?

**Using in Assessment**

Adjust the wording of #1, #2, and the column headings as needed to reflect the causes or effects addressed in the prompt you have chosen.

**Using in Instruction**

Facilitate a class debate around the ranking of causes or effects after students have completed the table. Such discussions can help students articulate their reasoning and practice creating specific criteria to define historical significance.

**Task B Sample for Comparison Prompts**  
*from the Geography and World Regions unit*

This Task B format can be adapted for all comparison prompts.

**TASK B: BUILD THE THESIS FROM EVIDENCE**

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Reorganize this information to illustrate the most significant characteristics that are unique to North Africa or sub-Saharan Africa as well as characteristics that are common to both areas.

Regional characteristics of North Africa and sub-Saharan Africa		
Unique characteristics of North Africa	Unique characteristics of sub-Saharan Africa	Characteristics both regions have in common

**Plan your thesis**

Underline the position below that you believe has the strongest evidence to support it.

i. The regional characteristics of North Africa and sub-Saharan Africa are very similar.

ii. The regional characteristics of North Africa and sub-Saharan Africa are very different.

2. Write two strong claims that support your choice above. Include these claims when you write your thesis. They will also serve as topic sentences for your first two body paragraphs.

3. Revisit your notes on the sources. What is the most compelling counterclaim to your position? What will your thesis need to acknowledge regarding this counterclaim? Your answers to these questions will shape your topic sentence for your final body paragraph.

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis go beyond the simple position chosen above to reflect the claims and counterclaim you developed?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express both similarities and differences while maintaining a clear position?

**Using in Assessment**

Adjust wording as needed for #1 (including the table heads) and the two "Plan your thesis" positions to reflect the prompt you have chosen.

**Using in Instruction**

When introducing a key question, present a table like the one here to facilitate discussion. Ask students what column heads would best help them organize their thoughts to effectively answer the question. The two simple positions could be used to structure the exploration of a key concept as an ongoing debate, with each student group assigned to represent one of the two positions.

**Task B Sample for Continuity-and-Change-over-Time Prompts**  
*from the Postclassical Period unit*

This Task B format can be adapted for all continuity-and-change-over-time prompts.

**TASK B: BUILD THE THESIS FROM EVIDENCE**

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Use the table below to reorganize this information to illustrate the most relevant political continuities and changes that developed over the course of the postclassical period.

Political characteristics of Islamic states in the postclassical period		
Relevant political characteristics of Islamic states early in the postclassical period	Relevant political characteristics of Islamic states later in the postclassical period	Explanation of whether characteristic continued or changed

**Plan your thesis**  
 Underline the simple position below that you believe has the strongest evidence to support it.

- The postclassical period was primarily a period of political continuity in Islamic states.
- The postclassical period was primarily a period of political change in Islamic states.

2. Write two strong claims that support your choice above. Include these claims when you write your thesis. They will also serve as topic sentences for your first two body paragraphs.

3. Revisit your notes on the sources. What is the most compelling counterclaim to your position? What will your thesis need to acknowledge regarding this counterclaim? This will shape your topic sentence for your final body paragraph.

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis go beyond the simple position chosen above to reflect the claims and counterclaims you developed?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express both changes and continuities while maintaining a clear position?

**Using in Assessment**  
 Adjust wording as needed to #1 (including the table heads) and the two "Plan your thesis" positions to reflect the prompt you have chosen.

**Using in Instruction**  
 When introducing a key question, present a table like the one here to facilitate discussion. Ask students what column heads would best help them organize their thoughts to effectively answer the question. The two simple positions could be used to structure the exploration of a key concept as an ongoing debate, with each student assigned to represent one of the two positions.

## Differentiating Writing Activities

The structured writing opportunities included with source explorations and performance tasks can be adapted and/or differentiated to provide additional practice for students and to meet the needs of all learners.

If students need more support:	As students gain proficiency:
Limit the prompt to a single concept.	Expand the prompt to address multiple key concepts and/or key concepts from multiple units.
Limit the product to a defensible claim or an outline.	Expand the product to a well-organized paragraph or essay.
Limit the number of stimuli and/or use familiar stimuli.	Increase the number of stimuli and/or use unfamiliar stimuli.
Limit the level of text complexity.	Increase the level of text complexity.
Ensure that visual prompts and data include explicit, easy-to-identify details.	Include visual prompts and data that require analysis and interpretation.
Model the writing task and/or complete it as a whole-class activity.	Assign the writing to be completed in collaborative groups or independently.
Provide sentence frames, stems, and starter claims.	Allow students to approach the task with fewer frames and scaffolds.

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## Explaining Historic and Geographic Relationships: Resources for Instruction and Assessment

The following guidelines may be helpful when creating lessons or assessments aligned to the skills of causation, comparison, and continuity and change over time.

### CHOOSING TOPICS

The table below presents guidelines for choosing topics that will result in clear, effective instructional frames or written prompts for each skill.

For this skill:	Choose topics that:
<b>Causation</b>	<ul style="list-style-type: none"> <li>▪ Focus on clear events, dynamic processes, and/or developments</li> <li>▪ Address short-term and long-term causes and effects</li> </ul>
<b>Comparison</b>	<ul style="list-style-type: none"> <li>▪ Bring together multiple dynamic processes or multiple enduring structures from the same time period</li> <li>▪ Address historical and geographic developments that contain both similar and different elements</li> </ul>
<b>Continuity and Change over Time</b>	<ul style="list-style-type: none"> <li>▪ Overlap geographically but are from different time periods (otherwise comparison may be a more appropriate disciplinary lens)</li> <li>▪ Require students to acknowledge how periods of continuity also include changes of varying degrees</li> <li>▪ Help students to see how various groups, themes, subregions, etc. within a given time period may differ significantly in the continuity or change they experienced</li> </ul>

### SAMPLE PROMPT STRUCTURES

The table below presents examples of appropriate structures for key questions or writing prompts that frame and assess causation, comparison, and continuity and change over time.

<b>Causation</b>	<ul style="list-style-type: none"> <li>▪ Explain the causes and/or effects of one or more processes or developments.</li> <li>▪ To what extent did a dynamic process affect structures in the short and long term?</li> <li>▪ What factors hastened/slowed the rate of geographic, political, economic, and/or social change?</li> <li>▪ Rank the causes/effects of a development or process in order of relative importance.</li> </ul>
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<b>Comparison</b>	<ul style="list-style-type: none"> <li>▪ To what extent are two dynamic processes similar (or different)?</li> <li>▪ To what extent are two enduring structures similar (or different)?</li> <li>▪ In making a comparison between X and Y, explain how political structures developed in similar or different ways.</li> <li>▪ Explain how and why X and Y developed similar or different social/spatial/political/economic structures.</li> </ul>
<b>Continuity and Change over Time</b>	<ul style="list-style-type: none"> <li>▪ To what degree was a specific process or event a political/social/economic* turning point?</li> <li>▪ To what extent was a specified period of time an era of political/social/economic* continuity?</li> </ul> <p>*Prompts can include more than one theme, especially if a turning point in one theme does not disrupt a continuity in another.</p>

### LANGUAGE TO HELP STUDENTS DEMONSTRATE SKILLS

The table below presents examples of sentence stems and specific words and phrases you may wish to share with students to help them create successful claims of causation, comparison, and continuity and change over time.

<b>Causation</b>	<p>Claims of causation that reference only a single cause or effect often oversimplify historical and geographic developments by discounting other relevant factors. Where possible, students should explain multiple causes or effects and/or use phrases that leave open the possibility of other possible causes or effects.</p> <p>Sentence stems to help students explain causes:</p> <ul style="list-style-type: none"> <li>▪ The underlying causes were _____ .</li> <li>▪ A contributing factor was _____ .</li> <li>▪ The problems were exacerbated by _____ .</li> <li>▪ Ultimately, the trigger was _____ .</li> </ul> <p>Sentence stems to help students explain effects:</p> <ul style="list-style-type: none"> <li>▪ An immediate result was _____ .</li> <li>▪ A long-term effect was _____ .</li> <li>▪ An unintended consequence was _____ .</li> <li>▪ Although X had planned for Y, the end result was _____ .</li> </ul>
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## Explaining Historic and Geographic Relationships: Resources for Instruction and Assessment

<b>Comparison</b>	<p>Comparisons are limited when students lean on the repeated use of the words <i>same</i> and <i>different</i>. When writing claims of comparison, students can use other phrases to express more diverse insights with greater depth.</p> <ul style="list-style-type: none"> <li>▪ Words and phrases to express similarities: <i>like, same, both, similar, equally, also, in common, as well as</i></li> <li>▪ Words and phrases to express differences: <i>different, differ, as opposed to, although, while, instead of, on the other hand, however, even though, in contrast, more</i></li> </ul>
<b>Continuity and Change over Time</b>	<p>Students who use simplistic sentences may have trouble communicating the degree of change that has happened over a specific amount of time. Words and phrases like those below can help students clarify the period of time and clearly convey the nature of continuity and change.</p> <ul style="list-style-type: none"> <li>▪ Chronological framing: <i>decade, century</i></li> <li>▪ Describing duration of continuity/change: <i>short term, long term</i></li> <li>▪ Contextualizing changes: <i>previously, before, until that time, evolved</i></li> <li>▪ Describing pace and pattern of change: <i>turning point, abrupt, explosive, gradual, gentle, drawn-out, sluggish</i></li> <li>▪ Describing continuity: <i>persistent, continued, enduring, ongoing, lasting, maintained, sustained</i></li> </ul>

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## Observation and Historical Sourcing

One of the overarching aims of this course is to help students become more proficient in exploring and interpreting disciplinary sources. While the observe-and-analyze questions support this goal by scaffolding many of the disciplinary skills in the course, the strategies below are designed to help students internalize skills related to observation and historical sourcing.

### OBSERVATION BEFORE QUESTIONS

- Designate time that is exclusively focused on reading and annotating sources prior to viewing the observe-and-analyze questions to help students see the reading time as equally important. Instead of reading simply to scan sources for answers, students are more likely to invest the time to notice details and formulate inferences when the questions are initially withheld.
- To communicate that note-taking is expected and to provide students with a focal point, designate a specific space for students to record notes (e.g., a margin of the printed handouts, a box drawn in their notebooks).

### GENERAL OBSERVATION PROTOCOLS

- Students who have limited exposure to sources beyond their history textbook may have difficulty knowing what to do or write during an initial reading period. Explicit observation protocols may help such students acclimate to regular engagement with authentic sources.
- Many institutions offer protocols that prompt a similar progression of students' thinking from initial observations to the creation of questions. The table below provides two well-known protocols with examples of accessible questions and sentence frames that can help students convey this thought process in writing.

**Table 1.1: Comparing Observation Protocols**

	Focused Observations	Creating Inferences	Creating Questions
Harvard University's Project Zero <b>Thinking Routine</b>	See	Think	Wonder
Library of Congress's <b>Source Analysis Tool</b>	Observe	Reflect	Question
Questions to prompt this thinking	What do you notice? What details grab your attention? Why?	What is going on in this source? What does it mean?	What questions come to mind as you consider this source?
Sentence frames that structure observation	I see _____ .	... which makes me think that _____ .	... which makes me wonder _____ .

### TEMPORARY SCAFFOLDS, NOT RIGID FORMULAS

Providing guidance like the suggestions on the previous page can help students begin to develop observation techniques as habits of mind. However, it's important to diversify and steadily minimize these scaffolds over time so that students can take full ownership of these habits.

### CHALLENGES OF PRIMARY SOURCES AND HISTORICAL SOURCING

- The observation protocols on the previous page can be applied to virtually any source, including an initial reading of a primary source. However, additional strategies are required to fully investigate primary sources due to the unique challenges that historical documents pose.
- Unlike newspaper articles, works of literature, and other writing typically intended for a wide audience, many primary sources, such as personal letters or diplomatic correspondence, were tailored for a very specific audience and use contemporary references with few contextual clues. In order to assess the usefulness of a historical document for a specific inquiry, historians must move beyond observation protocols by applying relevant historic and geographic contexts to the source. This process is sometimes referred to as "historical sourcing."

### SOURCING RESOURCES AND THEIR LIMITATIONS

- Many schools of education that focus on social studies instruction have created charts and questions to illustrate how to interpret primary sources. Examples include Stanford History Education Group's "**Historical Thinking Chart**" and "**Sourcing Classroom Poster**" and the University of Maryland, Baltimore County's "**History Labs**."
- Resources like the links above and the tables on the pages that follow can be useful for providing teachers with many potential scaffolds for historical sourcing. However, strategically using only the specific elements of these resources that best serve the source and the instructional situation will ensure students are not overwhelmed. Make judicious decisions on how and when sample questions are used to help students focus on developing habits of mind and not on memorizing specific questions.

### EXAMINING THE COMPONENTS OF A PRIMARY SOURCE: TITLE, CONTENTS, CONTEXTS

One simplified way for students to envision sourcing is to apply the type of thinking associated with observation protocol to three components of primary sources: the source title (including all the information within the attribution), the contents of the source, and the historic and geographic contexts surrounding the source. Continually reflecting on each of these components individually as well as considering how they influence each other is the heart of historical sourcing. Tables like Table 1.2 on the next page can help prompt students to jot down observations, inferences, and questions after examining each of these components.

**Table 1.2: Student Organizer for Examining Source Components/Historical Sourcing**

Source Component	Source Attribution	Source Contents	Source Contexts
Conceptual question*	What IS the source?	What is IN the source?	What is happening AROUND the source?
What do you see, think, and wonder† about the time, place, author, purpose, and audience of the source?			

\*The questions in this row can be introduced separately and removed from the table as students become more familiar with the components. For example, some teachers may choose to display all three questions in this row as a visual reminder but include only the bottom row in the student organizer.

†Any observation protocol can be used in place of “see, think, wonder” to serve teacher preference. The wording can also be changed regularly to expose students to different types of conceptual framing.

### TRIANGULATION OF ANALYSES

While tables 1.2 above and 1.3 on the next page may help provide students with accessible entry points, historical sourcing is often messier and less linear than either table would indicate. Instructional experiences like the following will prompt students to move back and forth between analyses of attribution, contents, and contexts and triangulate collective insights.

- Students learn most of the relevant contexts prior to reading the source and must identify what elements of prior lessons provide insights into the source as they read and reread the source.
- Students learn some of the relevant contexts prior to reading the source and some other relevant details after reading it. Then, they debate the degree to which new details change prior observations, inferences, and questions they produced in response to the source.
- Students use the questions they generated while examining the source attribution to guide student-led investigations of historical and geographic context.

### CONCRETE QUESTIONS TO SCAFFOLD HISTORICAL SOURCING

Until students master the skills of seamlessly moving back and forth between components to create and revise sophisticated observations, inferences, and questions, they may need concrete examples of the types of questions they should be pursuing. Table 1.3 illustrates questions that can help students examine a source component (columns) or more deeply examine a specific characteristic of a source (the last five rows).

Notes about using Table 1.3:

- Table 1.3 is a resource for teachers, who are in the best position to limit the questions to those that will best serve the source and the instructional situation.
- Questions may have more resonance if student groups first spend some time discussing their approach to more general questions like those in Table 1.2, with more specific questions being presented when students feel “stuck.”

Observation and Historical Sourcing

- Preparing for questions to be displayed or shared verbally allows teachers to better control the timing of questions and withhold the questions altogether if students experience moments of “productive struggle” during their academic conversations.

**Table 1.3: Sample Questions to Scaffold Historical Sourcing**

Purpose of Question	Source Attribution	Source Contents	Source Contexts
General Observation	What information does the source attribution provide regarding the time, place, author, audience, and/or purpose of the source?	What information do the contents of the source provide regarding the time, place, author, audience, and/or purpose of the source?	What outside historic and geographic information do you see as relevant context for this source?
General Inference and Inquiry	How does this information affect what you think/wonder about the contents you will read?	Considering the information in the attribution, what do you think/wonder about the contents of the source?	How do historic and geographic contexts influence what you think/wonder about the source?
Time Details	What is the date of the source?	What new details about this time can be learned from this source?	What historic events likely impacted the author and/or shaped the source?  To what degree does the source provide evidence of broader historic trends?
Place Details	Where was this source produced or published? What other locations are referenced?	What new details about this place can be learned from this source?	What were the physical and human characteristics of this region of the world?  How might these have shaped the source?
Author Details	Is the author identified as belonging to a nation, religion, organization, social class, etc.?	What was the author’s role or status within their society or government?	When viewing the author’s background in historical context, what can you conclude about the author’s goals, beliefs, and point of view?  How does the author’s background shape the source?

Purpose of Question	Source Attribution	Source Contents	Source Contexts
Audience Details	How was this work published or shared?	Who was the author's intended audience? How does the intended audience shape the source?	Is there anything about the author's audience that could affect the reliability of the description of events or the validity of the author's claims?
Purpose Details	Does anything in the source attribution provide clues regarding the author's purpose?	Why did the author(s) write this source? How does the purpose shape the source?	Is there anything about the author's purpose that could affect the reliability of the description of events or the validity of the author's claims?

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## Using Course Materials in Instruction

### INSTRUCTIONAL COMPONENTS OVERVIEW

The following quick guide gives the locations and purposes of the course resources referenced in the situations on the following three pages.

Component Referenced	Location of Component	Component Purpose
Framing the Instruction	Section at the start of every key concept in the teacher resources	Provides strategies for integrating disciplinary thinking into instructional design
Starter Claim and Key Question	Within the Framing the Instruction section	Provides a specific frame for instruction and assessment (strategies for using each are available on pages B3–B12 of this appendix)
Source Exploration	Included for four key concepts in every unit	Provides students with regular practice engaging with primary and secondary sources and discussion questions that scaffold disciplinary thinking
Meeting Learners' Needs	At the beginning of each source exploration in the teacher resources	Provides suggestions and strategies to adapt or differentiate instruction to address the readiness and/or interest of students
What's Next?	At the end of each source exploration in the teacher resources	Provides ideas for designing instructional activities that follow the source exploration
Content Summaries	In the Expanding Essential Knowledge Resources in the Appendix of this book	Provides essential content to use in instruction or homework to supplement or replace available tertiary sources (e.g., textbooks)
Sample Learning Checkpoint Items	Pre-AP Classroom	Provides students with feedback on their ability to apply disciplinary content to primary and secondary sources
Writing Activities	At the end of each set of source explorations	Provides teachers with information on students' mastery of a learning objective and their proficiency in disciplinary writing
Performance Task	At the end of each unit in the teacher resources	Provides students with feedback on their ability to use and contextualize evidence to create disciplinary arguments (strategies for using this format are available beginning on page B7 of this appendix)

To demonstrate the flexibility of these resources, the tables on the following pages illustrate how they can be used to address lesson-planning challenges.

## USING SOURCE EXPLORATIONS IN INSTRUCTIONAL SITUATIONS

Instructional Situation	Use of Source Exploration in Instruction
Students have difficulty observing or writing about visual sources and data charts.	The teacher utilizes an observation protocol (see pages B19–B23) to structure an extended reading period prior to students seeing the observe-and-analyze questions.
Students seem to find the material easier and become more engaged when they have a lively discussion or class debate.	Instead of following the source exploration with another activity, the teacher turns the third observe-and-analyze question into an extended debate and structures a group writing competition around question 4.
Students have very little background knowledge or exposure to fundamental disciplinary concepts (economics, politics, etc.) that will help them understand the key concept.	The teacher conducts a brief activity (5–10 minutes) prior to each of the first two source explorations to prime students for potential discoveries. Before the first source exploration, the teacher explores a disciplinary concept relevant to the sources that students will explore. Before the second source exploration, the teacher explores a modern-day issue that is related to the source exploration.
A recent writing activity indicated that many students struggled with writing a claim.	The teacher begins class with the source exploration, discussing questions 1–3 after a brief reading period. The teacher then instructs students to individually complete question 4, which asks them to create a claim. While students complete a content exploration organizer using a content summary paragraph, the teacher calls up students individually to share their answers to question 4 and provides them with specific writing feedback.
The key concept is related to a state standard that requires the teaching of many specific details. The teacher wants students to practice academic conversation during the observe-and-analyze questions but still needs enough time to cover some additional content.	After a brief reading period in which students annotate the sources, the teacher asks students to complete questions 1 and 2 independently. After a few minutes, the teacher then instructs students to pair up to share their answers for questions 1 and 2 and then work together to answer question 3. A timer is set on screen to keep students on task. Once the timer goes off, the teacher asks pairs to work with other pairs to share their answers for question 3 and create a claim for question 4 as a group. The teacher sets another timer to keep students on task. When the timer goes off, the teacher informs students that they have two minutes to ask the teacher any questions or discuss any aspects of the sources or questions that they are most uncertain about.

## USING COURSE COMPONENTS TO ADDRESS LESSON-PLANNING SITUATIONS

Scenario 1: Course key concept or learning objective explores the topic in greater depth than state/local standards.		
Lesson Component	Situation for This Key Concept	Planning Decisions
Curriculum Requirements	The current key concept is briefly referenced in state/local standards, while some topics later in the unit are heavily emphasized by state/local standards.	Instruction of the key concept is limited to four or five class periods so that more instructional time is available for other key concepts that state standards emphasize more heavily (see Scenario 2). The key question or starter claim asterisked in the Framing the Instruction section is introduced on the first day using the discussion protocols and revisited on the last day through the writing assignment.
Available Lessons	Few lessons have been previously developed for this key concept.	Many of the Meeting Learners' Needs suggestions are implemented to stretch the source explorations into longer, more engaging lessons.
Primary and Secondary Resources	Teachers in this district/state know few compelling sources linked to this key concept.	Sources from the What's Next? suggestions in the course materials are utilized to flesh out lessons.
Tertiary Resources	Few sections of the class textbook are relevant to the key concept.	For the functions normally served by the textbook (homework, etc.) content summary paragraphs are used instead.
Assessments	No assessments have been developed for this key concept.	The starter-claim writing activity included in the course materials is used as the assessment for the week.

Using Course Materials in Instruction

<p>Scenario 2: State/local standards explore a topic in more detail than the most relevant key concept or learning objective does.</p>		
Lesson Component	Situation for This Key Concept	Planning Decisions
Curriculum Requirements	The state/local standards include many required topics that are not explicitly referenced in the course framework or source explorations.	Instruction of the key concept is expanded to 9 or 10 class periods so that each of the required topics can be integrated into instruction. Instead of the asterisked option, another key question or starter claim in the Framing the Instruction section is chosen to better incorporate content from local standards.
Available Lessons	Many engaging lessons are available that can support course objectives with minimal tweaks.	Lesson planning integrates source explorations and the most effective elements of previously developed lessons. What’s Next? suggestions are reviewed to inspire tweaks of or additions to existing lessons.
Primary and Secondary Resources	A handful of quality primary and secondary sources have been used in previous years.	Lesson planning places source exploration sources in “conversation” with other sources, often during the reflect-and-connect questions. The document organizer from the performance task is also used throughout the two weeks so that students can organize their notes as they learn.
Tertiary Resources	The class textbook devotes a lengthy chapter to the topic in the key concept.	Portions of the textbook chapter are used for some lessons and/or homework. In addition, two of the Expanding Essential Knowledge paragraphs are used to more concisely summarize background information so that there is enough time for source explorations in class.
Assessments	A multiple-choice quiz that assesses some of the topics referenced in the key concept was created the previous year. None of the items are stimulus based.	Two relevant sets of sample items from AP Classroom are printed out with the correct answers already circled. Groups are asked to discuss and write rationales for why the circled answer choices are correct and the distractors are wrong. The previously created quiz is administered the same period. For the second day of assessment, students use some of the scaffolds from the performance task to create a thesis and outline supporting paragraphs that answer the key question.

## Pre-AP World History and Geography Themes

The five course themes (humans and the environment, governance, economic systems, culture, and society) provide regular opportunities for students to make deep, conceptual connections within and between units in their class discussions, lessons, and assessments.

### THEMES, PROCESSES, AND STRUCTURES

It is not uncommon for geography students to examine the processes that change landscapes or the way in which space is structured. Examining the processes and structures central to the political, economic, and social history of the world is no less important.

To help students conceptualize the themes, it may be helpful to discuss how specific topics involve **dynamic processes** (developments, events, or actions that were agents of change) or **enduring structures** (aspects that remained relatively stable over a significant period of time). For example, state creation might be viewed as a dynamic process, while state sponsorship of religion over several decades could be viewed as an enduring structure. While there are inherent overlaps between categories, discussion of these categories can help students examine questions of causation, comparison, and continuity and change over time. Possible discussion questions may include:

- What were the causes and/or effects of one or more dynamic processes?
- What are the conditions that make it possible for a particular structure to endure?
- What are the similarities or differences between two dynamic processes or enduring structures from the same period?
- How did a dynamic process spark the creation or decline of an enduring structure? (For example, the dynamic forces unleashed by Genghis Khan rapidly changed political structures in multiple regions while simultaneously establishing new political structures that would endure for centuries.)

### THEMES IN THE COURSE FRAMEWORK

The following pages illustrate how the five course themes have been interwoven throughout the course framework for Geography and World Regions, Early Modern Period, Modern Period, and Contemporary Period.

#### THEME: HUMANS AND THE ENVIRONMENT

##### Dynamic processes

##### The Columbian Exchange

- 4.1.C: Impact of European disease on Amerindian population
- 4.2.A: Exchange of flora, fauna, and diseases across the Atlantic
- 4.2.B: Plantations and cash crops
- 4.2.C: Decline of Amerindian population from disease

**Environment and industry**

- 5.3.B: Resource extraction, mining and drilling for resources
- 5.4.C: Mass production of food
- 5.7.A: Urbanization and changes in the living environment

**The environmental movement**

- 6.7.A: The rise of the environmental movement

**THEME: GOVERNANCE**

**Dynamic processes**

**State sponsorship of religion and/or religious minorities**

- 4.1.A: The Reconquista
- 4.4.B: Mughal and Ottoman empires and religious tolerance
- 4.4.C: Religious conflict in the Islamic world
- 4.6.B: Christian sectarian violence in Europe
- 5.1.A: The Enlightenment and political legitimacy
- 5.2.B: The French Revolution and the decline of divine right
- 6.7.C: Reactions to political globalization

**Economic policies**

- 4.1.C: Trading-post colonization and colonies in the Americas
- 4.3.A: Rise of English, French, and Dutch sea-based empires
- 4.3.B: Mercantilism and empire
- 5.1.C: Middle class challenges traditional political elites
- 5.3.A: State protection of industrial economies
- 5.5.C: Neocolonialism (economic colonialism)
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.A: Economic intervention by the government

**State creation**

- 4.3.A: Rise of English, French, and Dutch sea-based empires
- 5.1.A: The Enlightenment and political legitimacy
- 5.1.B: Independence movements in the Americas
- 5.1.C: Middle class challenges traditional political elites
- 5.2.A: Success of American independence movements
- 5.2.B: The French Revolution and the decline of divine right
- 5.2.C: Rise of nation-states and democracy
- 5.6.A: Resistance to colonialism in Africa and Asia

- 5.6.B: Self-rule in Australia and Canada
- 6.1.C: Treaty of Versailles and new nation-states
- 6.4.C: Decolonization

**State decline**

- 5.2.B: The French Revolution and the decline of divine right
- 5.5.B: Expansion of Russia and Austria, contraction of Ottoman and Qing empires
- 6.1.C: Treaty of Versailles and new nation-states
- 6.4.C: Decolonization

**War**

- 4.1.A: The Reconquista
- 4.3.A: Rise of English, French, and Dutch sea-based empires
- 4.4.A: Gunpowder, weapons, and military innovations
- 4.4.C: Religious conflict in the Islamic world
- 4.6.B: Christian sectarian violence in Europe
- 5.2.A: Success of American independence movements
- 5.6.A: Resistance to colonialism in Africa and Asia
- 6.1.A: Nationalism and World War I
- 6.1.B: Industrial warfare
- 6.1.C: Treaty of Versailles and new nation-states
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.B: Rise of fascism
- 6.3.C: Militarism in Japan
- 6.4.A: Appeasement and isolationism
- 6.4.B: Total warfare and genocide
- 6.4.C: Decolonization
- 6.5.A: The Cold War and military alliances
- 6.5.B: The Cold War and proxy wars
- 6.5.C: End of the Cold War

**Political leaders' use/control of religion**

- 4.1.A: The Reconquista
- 4.4.B: Mughal and Ottoman empires and religious tolerance
- 4.4.C: Religious conflict in the Islamic world
- 4.5.A: Qing Dynasty's continued emphasis on Confucian principles
- 4.6.B: Christian sectarian violence in Europe

Pre-AP World History and Geography Themes

- 5.1.C: Middle class challenges traditional political elites
- 5.2.B: The French Revolution and the decline of divine right
- 6.2.A: The decline of traditional religious authority during the Mexican Revolution
- 6.2.B: The decline of traditional religious authority during the Russian Revolution
- 6.2.C: The decline of traditional religious authority during the Chinese Revolution

**Enduring structures**

**Levels of centralization/bureaucratic control**

- 4.5.A: Expansion of the Ming through military and bureaucracy
- 5.1.A: The Enlightenment and political legitimacy
- 5.1.C: Middle class challenges traditional political elites
- 5.2.C: Rise of nation-states and democracy
- 5.3.A: State protection of industrial economies
- 5.6.C: Modernization of the military and the state in the Ottoman and Qing empires
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.A: Economic intervention by the government
- 6.3.B: Rise of fascism
- 6.3.C: Militarism in Japan
- 6.6.A: International organizations
- 6.7.C: Reactions to political globalization

**Role of codifying/creating laws**

- 4.1.A: The Reconquista
- 4.4.B: Mughal and Ottoman empires and religious tolerance
- 4.4.C: Religious conflict in the Islamic world
- 4.6.B: Christian sectarian violence in Europe
- 5.1.A: The Enlightenment and political legitimacy
- 5.2.B: The French Revolution and the decline of divine right
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.B: Rise of fascism
- 6.3.C: Militarism in Japan
- 6.6.A: International organizations

**Diffusion/influence of political ideas**

- 5.1.A: The Enlightenment and political legitimacy
- 5.1.B: Independence movements in the Americas



- 5.1.C: Middle class challenges traditional political elites
- 5.2.A: Success of American independence movements
- 5.2.B: The French Revolution and the decline of divine right
- 5.2.C: Rise of nation-states and democracy
- 5.7.B: Marxist challenge to the nation-state
- 6.2.A: The Mexican Revolution and political reform
- 6.2.B: The Russian Revolution and the rise of authoritarianism
- 6.2.C: The Chinese Revolution
- 6.3.B: Rise of fascism
- 6.3.C: Militarism in Japan
- 6.6.A: International organizations
- 6.7.C: Reactions to political globalization

## **THEME: ECONOMIC SYSTEMS**

### **Dynamic processes**

#### **Global trade**

- 4.1.A: European desire for Asian and African goods
- 4.1.C: Portuguese trading-post empire
- 4.3.A: European trading settlements in North America, Asia, and Africa
- 4.3.C: Silver and the global economy
- 5.4.B: Global spread of the Industrial Revolution
- 5.4.C: Technology and the global economy
- 5.5.A: Economic motivation for imperialism
- 5.5.C: Neocolonialism
- 5.7.C: Migration for economic opportunity
- 6.5.A: Cold War military build-up as economic engine
- 6.5.B: Cold War economic development as tool of diplomacy
- 6.6.A: International organizations and neoliberalism to promote free trade
- 6.6.B: Expansion of manufacturing in Asia, postindustrial economy in Europe and U.S.
- 6.7.B: Expansion of global economy and income gaps

#### **Modes of production**

- 4.2.B: Creation of the plantation system
- 5.2.B: Bourgeoisie and the nation-state
- 5.3.A: Origins of industrialization
- 5.3.B: Mass production and consumerism
- 5.3.C: Expansion of the Industrial Revolution
- 5.4.A: The second industrial revolution
- 5.4.B: Global spread of the Industrial Revolution

Pre-AP World History and Geography Themes

- 5.6.C: Modernization of economies in Asia
- 6.6.B: Expansion of manufacturing in Asia, postindustrial economy in Europe and U.S.

**Labor systems**

- 4.2.C: Slavery in the Americas
- 5.7.C: Migration for economic opportunity

**Enduring structures**

**Economic policies**

- 4.1.C: Portuguese trading-post empire
- 4.3.A: European trading settlements in North America, Asia, and Africa
- 4.3.B: Mercantilism and joint-stock companies
- 5.5.A: Economic motivation for imperialism
- 5.5.C: Neocolonialism
- 6.2.A: State-run economy in Mexico
- 6.2.B: Communism and planned economy in USSR
- 6.2.C: China and Marxism for an agrarian economy
- 6.3.A: The Great Depression and state intervention
- 6.3.C: Japan, military build-up as economic policy
- 6.5.A: Cold War military build-up as economic engine
- 6.5.B: Cold War economic development as tool of diplomacy
- 6.6.A: International organizations and neoliberalism to promote free trade
- 6.6.B: Expansion of manufacturing in Asia, postindustrial economy in Europe and U.S.

**Impact of economic systems**

- 4.7.C: Rise of new economic elites
- 5.1.C: Rise of the middle class
- 5.2.B: Bourgeoisie and the nation-state
- 5.6.C: Modernization of economies in Asia
- 5.7.A: Social implications of industrialization
- 5.7.B: Responses to industrialization, Marxism
- 6.7.A: Consumerism
- 6.7.B: Expansion of global economy and income gaps
- 6.7.C: Reactions to the global economy

**Industrial Revolution**

- 5.3.A: Origins of industrialization
- 5.3.B: Mass production and consumerism
- 5.3.C: Expansion of the Industrial Revolution

- 5.4.A: The second industrial revolution
- 5.4.B: Global spread of the Industrial Revolution
- 5.5.A: Economic motivation for imperialism
- 5.5.B: Economic contraction in Asia

## **THEME: CULTURE**

### **Dynamic processes**

#### **Religion and the state**

- 4.4.B: Mughal and Ottoman religious tolerance
- 4.4.C: Sectarian conflict in the Islamic world
- 4.5.A: Confucianism and the state
- 4.6.B: Sectarian conflict in Christendom
- 5.1.A: The Enlightenment and the rise of secularism

#### **Syncretism and sectarianism**

- 4.4.B: Mughal and Ottoman religious tolerance
- 4.4.C: Sectarian conflict in the Islamic world
- 4.6.A: Sikh syncretism and spread of Theravada Buddhism
- 4.6.B: Sectarian conflict in Christendom
- 4.6.C: Religious syncretism in the Americas

#### **Cultural change and diffusion**

- 4.6.A: Sikh syncretism and spread of Theravada Buddhism
- 4.6.C: Religious syncretism in the Americas
- 4.7.A: Muslim and Greco-Roman learning in the Renaissance
- 5.1.A: The Enlightenment and the rise of secularism
- 5.7.B: Marxist philosophy
- 6.6.C: Global popular culture

#### **Social and political philosophy**

- 4.7.A: Muslim and Greco-Roman learning in the Renaissance
- 5.1.A: The Enlightenment and the rise of secularism
- 5.5.A: Social Darwinism
- 5.7.B: Marxist philosophy

#### **Globalization of culture**

- 6.6.C: Global popular culture
- 6.7.C: Cultural protests of globalism

## **THEME: SOCIETY**

### **Dynamic processes**

#### **Demographic changes**

- 4.2.C: Demographic decline of the Amerindian population
- 5.7.C: Demographic change through migration
- 6.4.B: Genocide and ethnic cleansing
- 6.6.C: Intensification of migration and demographic change

#### **Reinforcement of hierarchies**

- 4.7.B: Land ownership promotes social status
- 4.7.C: New economic and racial hierarchies
- 5.5.A: Social Darwinism as justification for hierarchies
- 6.3.B: Fascism and racism
- 6.4.B: Genocide and ethnic cleansing
- 6.7.B: Expanding economic and social inequality in the global economy

#### **Enlightenment-based challenges**

- 5.1.A: Enlightenment questions traditional hierarchies
- 5.1.C: Origins of the middle class
- 5.2.B: French Revolution bourgeoisie compete with clerical and landed elites
- 5.2.C: Reform and expansion of rights
- 5.7.B: Marxist and socialist resistance to industrial class structures

#### **Challenges to Hierarchical Systems**

- 5.1.A: Enlightenment questions traditional hierarchies
- 5.1.C: Origins of the middle class
- 5.2.B: French Revolution bourgeoisie compete with clerical and landed elites
- 5.2.C: Reform and expansion of rights
- 5.5.A: Social Darwinism as justification for hierarchies
- 5.6.B: Colonial resistance to imperial hierarchies
- 5.7.A: Emergence of new class identities in the Industrial Age
- 5.7.B: Marxist and socialist resistance to industrial class structures
- 6.2.A: Mexican Revolution challenges social hierarchies
- 6.2.B: Russian Revolution attempt at social equality
- 6.2.C: Chinese Revolution agrarian struggle against hierarchy
- 6.6.C: Intensification of migration and demographic change

**Social change through conflict**

- 5.2.B: French Revolution bourgeoisie compete with clerical and landed elites
- 5.7.B: Marxist and socialist resistance to industrial class structures
- 6.2.A: Mexican Revolution challenges social hierarchies
- 6.2.B: Russian Revolution attempt at social equality
- 6.2.C: Chinese Revolution agrarian struggle against hierarchy

**Industrial society**

- 5.1.C: Origins of the middle class
- 5.5.A: Social Darwinism as justification for hierarchies
- 5.6.B: Colonial resistance to imperial hierarchies
- 5.7.A: Emergence of new class identities in the Industrial Age
- 5.7.B: Marxist and socialist resistance to industrial class structures