

Grade 10 AP World History Term Three



Term Three Introduction:

In Period 4, the interconnection of the Eastern and Western hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped to make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased transregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets, and populations around the planet.

In Period 5, industrialization fundamentally altered the production of goods around the world. It not only changed how goods were produced and consumed, as well as what was considered a “good,” but it also had far-reaching effects on the global economy, social relations, and culture. Although it is common to speak of an “Industrial Revolution,” the process of industrialization was a gradual one that unfolded over the course of the eighteenth and nineteenth centuries, eventually becoming global.

(AP World History: Collegeboard, 2011)

Topic(s) Overview:

1. The World Economy
2. The Transformation of the West, 1450 – 1750
3. The Rise of Russia
4. Early Latin America
5. Africa and the Africans in the Age of Atlantic Slave Trade
6. The Muslim Empires
7. Asian Transitions in the Age of Global Change
8. The Emergence of Industrial Society in the West, 1750 – 1914
9. Industrialization and Imperialism: The Making of the European Global Order
10. The Consolidation of Latin America, 1830 – 1920
11. Civilizations in Crisis: The Ottoman Empire, the Islamic Heartlands, and Qing China
12. Russia and Japan: Industrialization Outside the West

Essential Questions

1. How did the intensification of all existing regional trade networks benefit regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia?
2. What European technological developments improved the understanding of global wind and currents patterns- all of which made transoceanic travel and trade possible?
3. Describe the transoceanic maritime reconnaissance during 1450-1750
4. Explain the role that royal chartered European monopoly companies played in the new global circulation of goods.
5. Discuss the Columbian Exchange
6. How did the spread of religions affect these new regions?
7. How were the arts expanded during this period?
8. Explain the how agriculture changed during 1450-1750.
9. Describe how the social hierarchies were restructured during this period.
10. What methods did rulers use to legitimize and consolidate their power?
11. What new technologies helped Imperial expansion?
12. Discuss in detail the factors that lead to “industrialization.”
13. What new patterns in global trade and production developed from 1750-1914?

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14. Discuss the new financial institutions created to handle this newly developed world trade.
15. What were the major developments in transportation and communication?
16. What were the effects of the spread of global capitalism?
17. How were people now organized in these industrialized states?
18. Discuss in detail how the industrializing powers established transoceanic empires.
19. What were the effects and or consequences of Imperialism?
20. Describe how Social Darwinism was used to justify imperialism.
21. Explain how the Enlightenment thought questioned established traditions in all areas of life.
22. How did people challenge the centralized imperial governments around the world?
23. Discuss how the many changes during this period affect migration of people.

Skills List:

RH.10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending such features as the date and origin of the information.

RH.10.2. Determine the central ideas or information of a primary or secondary source, provide an accurate summary of how key events or ideas develop over the course of the text.

RH.10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

WH.10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WH.10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WH.10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibly and dynamically.

WH.10.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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SL.10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source

SL.10.4. Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

HT.10.1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

HT.10.2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

HT.10.3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

HT.10.4 Students relate current events to the physical and human characteristics of places and regions.

HT.10.6 Students identify bias and prejudice in historical interpretations.

HT.10.9 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

HT.10.10 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Skills Chart:

Students when you feel confident in your skills/abilities, please take a moment to explain how you reached these goals.

Skill: _____
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Reference Materials:

Course Textbook:

- Stearns, Peter N. *World Civilizations: The Global Experience*. 6th Edition. Upper Saddle River, NJ: Longman, 2011

Primary Sources:

- Textual: Alfred, Andrea. *The Human Record: Sources of Global History, Vol. I & II*. Boston, MA: Wadsworth, 2012th Edition. Upper Saddle River, NJ: Longman, 2011
- Visual: Hollingsworth, M. *Art in World History Volume I & II*. M.E. Sharpe, 2005. The majority of images for analysis will stem from the textbook, primary sources, and the internet.
- Quantitative: Tables and graphs in Christian, D. *Maps of Time: An Introduction to Big History*. University of California Press, 2011

Lesson Overview:

1. Introduction to Grade 10 AP World History, Term 2

Goal: To go over the expectations for Gr.10 AP World History Class Topics: Class routines, Term One Outline, Student Responsibilities Materials: Notebooks, pens & pencils, Textbook, and a smile ☺

1450 CE – 1750 CE:

2. Chapter 21: The World Economy

Goal: Explore the Causation and the Expansion toward a world economy in the West
Topics: The Wests' first outreach, Maritime Power
Materials: videos, maps, timeline, internet, primary and secondary sources

3. Chapter 22: The Transformation of the West

Goal: To examine the elites and masses, the West by 1750
Topics: Culture and Commerce 1450 – 1750, the Commercial & Scientific Revolution
Materials: videos, maps, timeline, Internet, primary and secondary sources

4. Chapter 23: The Rise of Russia

Goal: To explore Russia and multinational empires
Topics: Russian Expansionist Politics Under the Tsars & First Westernization 1690 - 1790
Materials: videos, maps, timeline, Internet, primary and secondary sources

5. Chapter 24: Early Latin America

Goal: To analyze the changes to early Latin American societies as they are colonized
Topics: Atlantic History, the conquests of Latin American peoples
Materials: maps (internet), world atlas, primary and secondary sources.

6. Chapter 25: Africa & The Africans in the Age of the Atlantic Slave Trade

Goal: Explore the creation of the Atlantic System and the Slave trade
Topics: The Atlantic World, slavery, Africa's role in slave trade
Materials: maps, timelines, primary sources, PBS videos, Internet

7. Chapter 26: The Muslim Empires

Goal: Analyze rise and fall of the Ottoman Empire and transitions to societies

Topics: Ottoman Empire, religious rifts, gender roles

Materials: maps, videos, Internet, primary and secondary resources.

8. Chapter 27: Asian Transitions in an Age of Global Change

Goal: Understand the role of global trade and the impact in Asian society

Topics: European impact in the region, Japan isolation

Materials: videos, maps, Internet, primary and secondary sources

1750 CE – 1914 CE:

9. Chapter 28: The Emergence of Industrial Society in the West, 1750 - 1914

Goal: Analyze the rise of industry and its relationship to revolutions

Topics: Age of Revolution, industrialization and expansion

Materials: maps, timeline, Internet, primary and secondary resources, videos

10. Chapter 29: Industrialization & Imperialism: Making of the European Global Order

Goal: Examine the new global order and the role of European imperialism

Topics: British colonies, social dominance, capitalism and colonialism

Materials: maps, timeline, Internet, primary and secondary resources videos

11. Chapter 30: The Consolidation of Latin America

Goal: Investigate the consolidation of colonies and the push towards independence

Topics: Political change takes shape, new colonization, and Industrial boom

Materials: videos, maps, timeline, Internet, primary and secondary sources

12. Chapter 31: Civilizations in Crisis: The Ottoman Empire, the Islamic Heartlands, and Qing China

Goal: Analyze the growth of Capitalism, rise of the West and downfall of Empires

Topics: Empires begin to falter, western interference, social upheaval

Materials: videos, maps, timeline, Internet, primary and secondary sources

13. Chapter 32: Russian and Japan: Industrialization Outside the West

Goal: Evaluate Russian & Japanese industrialization and why revolution was a result in one country and not the other

Topics: Russian reform & revolution, Japanese isolationism

Materials: videos, maps, timeline, Internet, primary and secondary sources

Assessment & Projects:

Grading Summary:

Assessment	Value
Lab	10%
Historical Portfolio	10%
Homework/Cornell Notes	10%
Essays	15%
Primary Source Analysis	15%
Knowledge Assessments	40%

Lab:

Students individually, or as a small group will be expected to attend (3) mandatory lab sessions to discuss issues of concern regarding their work for the term and studying habits. As the AP Exam approaches it is imperative that students find ways to improve and hone their study routines.

Students will arrange a time with the teacher and come with ready-made questions of inquiry that will assist in their understanding of the course material.

Primary Source Analysis:

Students will be required to read, analyze and synthesize assigned primary sources from Andrea's textbook, and various other sources. Students will show their work using the Historical Document Guide.

Knowledge Assessments:

There will be 4-5 end of lesson assessments that will be combination of content from the current term and also content from the previous terms. The format will be similar to that of AP exam, multiple choice questions along with a number of short answer questions.

Historical Portfolio:

The historical portfolio is designed to assess individual growth and improvement in historical thinking and writing throughout this course. You will be responsible for all course readings and filling in all worksheets associated with the readings. The portfolio is a living document, which you will be adding all finished work to as you progress through this course. Details about the portfolio and how it will be assessed will be discussed in class.

Homework:

Homework will include, GRAPES, primary source documents, video questions and Cornell notes, but, much of the homework will involve reading the assigned text, and supplementary material, and being prepared to discuss the material in class. Keeping up with reading assignments is vital. Unless students diligently read the text, they will have difficulty succeeding in the class and on the AP Exam.

Essays:

Students will be given the opportunity to continue practicing their writing skills by completing DBQ, CCOT, and Compare/Contrast essays for the AP exam in May.

Expansion Pack:

For those who like reading more or would like to learn more about other views on the world's history...

World History, 7th Edition by Duiker & Spielvogel

Ways of the World: A Global History by Strayer

A History of the World in 12 Maps by Jerry Brotton 2013

Worlds of History, Volume One: to 1550: A Comparative Reader by Kevin Reilly

Worlds of History, Volume Two: Since 1400: A Comparative Reader by Kevin Reilly

Documents in World History Vol. I, 1850, Pearson Prentice Hall 2005

Documents in World History Vol. II, Since 1500, Pearson Prentice Hall 2005

The Decline and Fall of the Roman Empire, Edward Gibbon, Wordsworth Edition Ltd., 1998

The Lives of the Noble Grecians and Romans, Plutarch, Wordsworth Edition Ltd., 1998

Histories, Herodotus, Wordsworth Edition Ltd., 1996

War & Peace, Leo Tolstoy, Wordsworth Edition Ltd., 1993

The Iliad, Homer, Wordsworth Edition Ltd., 2003

The Odyssey, Homer, Wordsworth Edition Ltd., 2002

The Aeneid, Virgil, Wordsworth Edition Ltd., 1997

The Sorrows of Empire, Chalmers Johnson, Henry Holt & CO., 2005

The Chinese Century, O. Shenkar, Wharton School Publishing, 2005

The Broken Spears: The Aztec Account of the Conquest of Mexico, Leon-Portilla, Miguel

Buddha: A Story of Enlightenment, Chopra, Deepak

Cod: A Biography of Fish that Changed the World, Kurlansky, Mark

Collapse: How Societies Choose to Fail or Succeed, Diamond, Jared

Cortes and Montezuma, Collis, Maurice

Cows, Pigs, Wars, and Witches: The Riddles of Culture, Harris, Marvin

The Death of Woman Wang, Spence, Jonathan D.

Genghis Khan and the Making of the Modern World, Weatherford, Jack

Gilgamesh: A Verse Narrative, Mason, Herbert

Guns, Germs, and Steel: The Fates of Human Societies, Diamond, Jared

Gunpowder: Alchemy, Bombards, and Pyrotechnics, Kelly, Jack

Mapping the Silk Road and Beyond, Nebenzahl, Kenneth

The Murder of King Tut, Patterson, James

The Ottoman Centuries, Lord Kinross

Salt: A World History, Kurlansky, Mark

Siddhartha, Hesse, Hermann

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AP World History Historical Portfolio Rubric

Your **AP World History portfolio** should demonstrate that you have mastered the standards and concepts studied during the Term Assignment. It should show that you can connect the specific details of an era to the larger fabric of history and thus see patterns in history.

Format: 3 ring binder

Points: 100 points/10% of your Term Grade

Contents:

1. *Illustrated cover*
 - Name, Term, Class (AP World History)
 - Title: title should refer to the thread, theme or major concept of history covered throughout the term.
 - Visual illustration/metaphor for that thread, theme or concept studied during the term
2. *Introduction and table of contents*
 - Paragraph introducing portfolio: explain cover art and how you have grown as a critical thinker.
 - On that same page include a table of contents (must include page numbers and all of your work)
3. *Completed Skills/Standards Mastery Checklist* (this is located in your Term Assignment, Skills List)
4. *Proof of mastery of the content standards* (this is the your best work that you want to **showcase**)
 - Choose half of the content Skills/Standards from your Skills/Standards Mastery Checklist. Prove that you have mastered these standards by including work you've done. Suggested ways to show mastery:
 - Work samples, class work, student handouts, etc...
 - Create a new document about that standard (visual elements, Venn diagram, quotes, and explanations.)
 - Write a short reflection on each standard explaining why the work samples prove mastery of the standard.
5. *Completed projects from the term or a picture of the project* (Maps, Timelines, Brochure, etc...)
6. *Threads through History* (this is all of your completed classwork and homework from the Term)
 - Make sure to include all evidence from the portfolio contents handout
 - Includes all classwork, homework, handouts, chapter questions, primary sources, etc...

Assessment Criteria

Contents	10 Excellent +	9	8 Adequate ✓	7	6 Below Standard -	5
Cover Intro, table of contents	<input type="checkbox"/> Cover has all identification info. Cover has a visually appealing and original metaphor which makes sense <input type="checkbox"/> Intro paragraph clearly explains metaphor for theme, thread, or concept in history, includes reflection on growth as a critical thinker <input type="checkbox"/> Table of contents is complete & easy to follow		<input type="checkbox"/> Cover has most ID info. Covers' visual metaphor is neat/somewhat appealing but not original <input type="checkbox"/> Intro paragraph shows some understanding of threads, theme, concept in history, but lacks some focus. Explains student growth. <input type="checkbox"/> Table of contents is organized & complete		<input type="checkbox"/> Cover is missing most of the info. Cover's visual metaphor is missing, or unrelated to a thread, theme, concept in history <input type="checkbox"/> Intro paragraph is hard to follow, or is missing. Vaguely explains student growth or is missing <input type="checkbox"/> Table of content is confusing/or missing	
Skills Standards Mastery Checklist	<input type="checkbox"/> Standards Checklist thoroughly completed for Term assignment, work samples are excellent and fit the standard. Clearly demonstrates mastery <input type="checkbox"/> Reflection sentences on each standard clearly explains how work samples show mastery		<input type="checkbox"/> Standards Checklist completed but not detailed, includes work samples for 4-5 standards, samples match standard and show mastery <input type="checkbox"/> Reflections are there but be vague or lack convincing details		<input type="checkbox"/> Standards checklist is incomplete or too sloppy to read, work samples are missing or of poor quality or unrelated to standard selected <input type="checkbox"/> Reflections are vague, only a sentence or two long, incomplete or may be missing	
Proof of Mastery of selected Skills	<input type="checkbox"/> Mastery of skills list is complete, reflection paragraphs are thorough and well written. Work clearly shows mastery. <input type="checkbox"/> Proof (work samples) clearly demonstrates mastery/understanding of skills and content		<input type="checkbox"/> Mastery of skills list is complete (but not thorough) reflection paragraphs are present but not thoughtful. <input type="checkbox"/> Proof shows some mastery		<input type="checkbox"/> Incomplete checklist reflection paragraphs are hasty or missing. <input type="checkbox"/> Little or no proof what proof is there doesn't show that student has the selected skills or is confusing	
Threads through History	<input type="checkbox"/> All threads/homework, classwork are included <input type="checkbox"/> Questions/notes are answered thoroughly & show historical thinking, writing is dynamic and thought provoking		<input type="checkbox"/> Most threads/homework/classwork are included <input type="checkbox"/> Most questions/notes answered & show historical thinking, but may lack in-depth understanding. Examples, well written with few errors		<input type="checkbox"/> Missing most of the threads/homework/classwork <input type="checkbox"/> Questions/notes lack accurate examples of thought or analysis of content, weak writing with many errors	
Aesthetics	<input type="checkbox"/> Portfolio is well organized easy to peruse and visually appealing		<input type="checkbox"/> Organized		<input type="checkbox"/> Disorganized and lacks visual appeal	

Additional Comments:

Due Dates:

Dates:	Gr. 10 AP (M-W-TH)	What is due?
Nov 30 – Dec 4	(3 Classes)	
Dec 7 – 11	(2 Classes)	
Jan 11 – 15	(3 Classes)	
Jan 18 – 22	(3 Classes)	
Jan 25 – 29	(3 Classes)	
Feb 1 – 5	(3 Classes)	
Feb 11 – 12	(1 Class)	
Feb 15 – 19	(3 Classes)	
Feb 22 – 24 End of Term	(2 Classes)	