

AP World History Weekly Lesson Plans

Course: AP World History Modern

Period: 1

**Teachers: Dr. Betsy Hollar
and Mr. Jack Fairbairn**

Why is this course important?

How do we take prior knowledge of the world's history to shape the lens of how we view the world today? In AP World History, students will develop a greater understanding of the evolution of global processes and contact, including interactions over time. The primary intent of the AP World History course is to teach the history of the world from a truly global stance rather than from the dominant perspective of Western civilization. This approach therefore places emphasis on worldwide historical processes and connections among the whole gamut of human societies. Another and equally important intent is for you to take the AP World History Exam in May and be successful!

[Link to Course Syllabus](#)

[Link to Course Standards](#)

Quarter 1		Quarter 2	
Aug. 10-14	Sept. 14-18	Oct. 19-23	Nov. 23-27
Aug. 17-21	Sept. 21-25	Oct. 26-30	Nov. 30-Dec. 4
Aug. 24-28	Sept. 28-Oct. 2	Nov. 2-6	Dec. 7-11
Aug. 31- Sept. 4	Oct. 5-9	Nov. 9-13	Dec. 14-18
Sept. 7-11	Oct. 12-16	Nov. 16-20	

Week: August 10-14

Unit(s): Unit 0: Foundations and Unit 1: The Global Tapestry

	Monday	Tuesday First Day of School!	Wednesday	Thursday	Friday
S t a n d a r d s		Link to Course Standards			
L e a r n i n g T a r g e t		TSWBAT identify and explain how various civilizations interacted with each other and developed during the period of 1200-1450 through the analysis of primary and secondary sources.	TSWBAT identify and explain how various civilizations interacted with each other and developed during the period of 1200-1450 through the analysis of primary and secondary sources.	TSWBAT identify and explain how various civilizations interacted with each other and developed during the period of 1200-1450 through the analysis of primary and secondary sources.	TSWBAT identify and explain how various civilizations interacted with each other and developed during the period of 1200-1450 through the analysis of primary and secondary sources.
A g e n d		Introductions and Dice Breaker About Me Form Syllabus-students should	1st Period: Sophomore Chromebook Distribution Unit 0/World Religions Stations Activity	Start AP World History Bell Ringer & Classroom Closer Notebooks and complete bell ringer #1 AP World History Exam Breakdown	Bell Ringer #2 Weekly Wrap-Up: Wrap-Up Developments in East Asia and World Religions (in place of

a a n d I n s t r u c t i o n a l S t r a t e g i e s		have purchased all required supplies by 8/17 AP World Reading	World Religions Wrap-Up Challenge Google Classroom and Course Codes	Discuss Note Taking Strategies Distribute and discuss primary source packets Notes on Developments in East Asia	quiz) Weekly Writing Workshop: How to Write an SAQ and Practice with 1.1 Content
A s s e s s m e n		Signed Syllabus Form due 8/14 AP World History Exam Format Quiz due 8/14 Required supplies due 8/17	Signed Syllabus Form due 8/14 AP World History Exam Format Quiz due 8/14 Required supplies due 8/17	Signed Syllabus Form due 8/14 AP World History Exam Format Quiz due 8/14 Required supplies due 8/17	Homework: 1.2 reading notes

t i n f o r m a t i o n a n d D u e D a t e s					
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Week: August 17-21			Unit 1: The Global		
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	Link to Course Standards				
Learning Target	TSWBAT identify and explain how various civilizations interacted with each other and developed during the	TSWBAT identify and explain how various civilizations interacted with each other and developed during the period of	TSWBAT identify and explain how various civilizations interacted with each other and developed during the period of 1200-1450 through	TSWBAT identify and explain how various civilizations interacted with each other and developed during the period of 1200-1450	TSWBAT identify and explain how various civilizations interacted with each other and developed during the period of

	period of 1200-1450 through the analysis of primary and secondary sources.	1200-1450 through the analysis of primary and secondary sources.	the analysis of primary and secondary sources.	through the analysis of primary and secondary sources.	1200-1450 through the analysis of primary and secondary sources.
AP World CED Topic	1.2 Developments in Dar al-Islam (1200-1450 CE)	1.3 Developments in Southern and Southeastern Asia (1200-1450 CE)	1.5 Developments in Africa (1200-1450 CE)	1.4 Developments in the Americas (1200-1450 CE)	1.6 Developments in Europe (1200-1450 CE)
Agenda and Instructional Strategies	Units 1-2 Bell Ringer #3 Watch CC World History: Islam, the Quran, and the Five Pillars Notes on Developments in Dar al-Islam Multiple Choice & SAQ Practice with 1.2 content Complete the Classroom Closer	Units 1-2 Bell Ringer #4 Southern and Southeastern Asia Jigsaw Activity Launch Units 1-2 Map (due on test day-Friday, 9/4) Complete the Classroom Closer	Units 1-2 Bell Ringer #5 African State Map and SPICE Activity Work on the Units 1-2 Map (due on test day, Friday, 9/4) Complete the Classroom Closer	Units 1-2 Bell Ringer #6 Americas Stations Activity Complete the Classroom Closer-A <i>History of the World in 100 Objects</i>-Incan Gold Llama	1.2-1.5 Reading Quiz Developments in Europe Notes & <i>Peasants</i> video viewing Weekly Writing Workshop: Graded SAQ
Assessment Information and Due Dates	Homework: 1.3 reading	Homework: 1.5 reading	Homework: 1.4 reading	Homework: make sure notes are finished on 1.2-1.5 readings in preparation for Friday's quiz	Homework: 2.1 reading

Aug. 24-28			Unit 2: Networks of Exchange		
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	Link to Course Standards				
Learning Target	TSWBAT explain the causes and effects of the growth of networks of exchange after 1200.	TSWBAT explain the process of state building and decline in Eurasia over time. TSWBAT explain how the expansion of empires influenced trade and communication over time. TSWBAT explain the significance of the Mongol Empire in larger patterns of continuity and change.	TSWBT explain the causes of the growth of networks of exchange after 1200. TSWBAT explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.	TSWBAT explain the causes and effects of the growth of trans-Saharan trade. TSWBAT explain how the expansion of empires influenced trade and communication over time.^{2*}	TSWBAT explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.
AP World CED Topic	2.1 The Silk Roads	2.2 The Mongol Empire and the Modern World	2.3 Exchange in the Indian Ocean	2.4 Trans-Saharan Trade Routes	2.5 Cultural Consequences of Connectivity
Agenda and Instructional Strategies	Units 1-2 Bell Ringer #7 Complete the Silk Road Road Trip Work on the Units 1-2 Map Classroom Closer	Units 1-2 Bell Ringer #8 -Watch CC World History: The Mongols Complete the Mongols Stations Activity Work on the Units 1-2 Map Classroom Closer	Units 1-2 Bell Ringer #9 2.3 Notes on Monsoon Winds and Trade in the Indian Ocean HIPP Worksheet with Primary Sources 4, 5, or 6 from the Unit 2 Primary Source Packet Work on the Units 1-2 Map	Units #1-#2 Bell Ringer 10 HIPP Worksheet Review with 2.4 Primary Source 2.4 Notes on Trans-Saharan Trade Routes Secondary Source Reading on Trans-Saharan Trade	2.1-2.5 Reading Quiz Weekly Writing Workshop: Introduction of Document-Based Questions (DBQ) & Unit 2 DBQ -Complete the Breaking Down the DBQ Activity

			Classroom Closer	Compare and Contrast Worksheet on Trade Networks in Period 1 (1200-1450 CE) Work on the Units 1-2 Map Classroom Closer	
Assessment Information and Due Dates	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4

Aug. 31-Sept. 4			Unit 2: Networks of Exchange		
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	Link to Course Standards				
Learning Target	TSWBAT show knowledge of how to write a document-based question (DBQ) in preparation for the AP World History exam.	TSWBAT explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450. TSWBAT explain the environmental effects of various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450. TSWBAT explain the similarities and differences among the various economic networks of exchange from c. 1200 to c. 1450. TSWBAT show knowledge of how to answer multiple choice questions in preparation for the AP World History exam.	TSWBAT to show mastery of Units 1-2 through the completion of a study guide in preparation for the unit test.	TSWBAT show knowledge of how to write a long essay question (LEQ) in preparation for the AP World History exam.	TSWBAT to show mastery of Units 1-2 through the completion of a summative assessment.
AP World CED Topic	2.5 Cultural Consequences of Connectivity	2.6 Environmental Impacts of Trade & 2.7 Comparison of Economic Exchange	Topics 1.1-2.7	Long Essay Question	Topics 1.1-2.7
Agenda and Instructional Strategies	Bell Ringer 11 Unit 2 DBQ Wrap-Up -Write a body paragraph using at least TWO documents	Bell Ringer 12-last one! 2.5-2.7 Notes Independent Work Time for the following:	Join AP Classroom Make sure all Units 1-2 bell ringers and closers are completed in your green AP World History	Writing Workshop: Unit 2 DBQ Independent Work Time for the following: -Unit 2 Compare and	Units 1-2 Multiple Choice and Short Answer (SAQ) Test Units 1-2 Map and Bell Ringers and Closers

	from the Unit 2 DBQ given out on Friday, 8/28 Work on completing the Unit 2 Compare and Contrast Worksheet on Trade Networks in Period 1 (1200-1450 CE) Complete the Classroom Closer	-Unit 2 Compare and Contrast Worksheet on Trade Networks in Period 1 (1200-1450 CE) -Units 1-2 Map -Units 1-2 Vocabulary Flash Cards Complete the Classroom Closer-last one!	notebook Work on AP Multiple Choice Questions Independent Work Time for the following: -Unit 2 Compare and Contrast Worksheet on Trade Networks in Period 1 (1200-1450 CE) -Units 1-2 Map -Units 1-2 Vocabulary Flash Cards Units 1-2 Map Units 1-2 Vocabulary Flash Cards	Contrast Worksheet on Trade Networks in Period 1 (1200-1450 CE) -Units 1-2 Map -Units 1-2 Vocabulary Flash Cards	due today Unit 2 Compare and Contrast Worksheet on Trade Networks in Period 1 (1200-1450 CE) due today
Assessment Information and Due Dates	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4	Looking Ahead: Units 1-2 MC and SAQ Test on Friday, 9/4 Units 1-2 Map and Bell Ringers and Closers due on Friday, 9/4	Looking Ahead: 3.1-3.4 Reading Quiz on Friday, 9/11

Sept. 7-11			Unit 3: Land-Based Empires (c.1450-c. 1750 CE)		
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	Link to Course Standards				
Learning Target		TSWBAT explain how and why various land-based empires developed and expanded from 1450-1750.	TSWBAT explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450-1750.	TSWBAT explain how and why various land-based empires developed and expanded from 1450-1750. TSWBAT explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450-1750.	TSWBAT to show knowledge of how to write a long essay question in preparation for the AP World History exam. TSWBAT compare the methods by which various empires increased their influence from 1450-1750.
AP World CED Topic	NO SCHOOL	3.1 Empires Expand	3.2 Empires: Administration	3.1 & 3.2	3.4 Comparison in Land-Based Empire
Agenda and Instructional Strategies	HAPPY LABOR DAY!	Unit 3 Bell Ringer 1 Notes on 3.1-Expansion of Empires Launch the Unit 3 Empires Project Complete the Classroom Closer	Unit 3 Bell Ringer 2 Notes on 3.2-Administration of Empires Day 1 (Gunpowder Empires & Qing Dynasty) Work on the Unit 3 Empires Project Launch the Units 3-4 Map No Classroom Closer	Unit 3 Bell Ringer 3 Notes on 3.2-Administration of Empires (Japan & Russia) Work on the Unit 3 Empires Project Work on the Unit 3 Map No Classroom Closer	3.1-3.4 Reading Quiz Weekly Writing Workshop Work on the Unit 3 Empires Project Work on the Unit 3 Map Complete the Classroom Closer
Assessment		Homework: 3.2 reading	Homework: 3.3 reading	Homework: 3.4 reading	Looking Ahead:

Information and Due Dates		Looking Ahead: Empires Project due 9/16 Unit 3 Test on 9/18 Unit 3 Bell Ringers and Closers due 9/18	Looking Ahead: Empires Project due 9/16 Unit 3 Test on 9/18 Unit 3 portion of the Units 3-4 Map due on 9/18 Unit 3 Bell Ringers and Closers due 9/18	Looking Ahead: Empires Project due 9/16 Unit 3 Test on 9/18 Unit 3 portion of the Units 3-4 Map due on 9/18 Unit 3 Bell Ringers and Closers due 9/18	Empires Project due 9/16 Unit 3 Test on 9/18 Unit 3 portion of the Units 3-4 Map due on 9/18 Unit 3 Bell Ringers and Closers due 9/18
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Sept. 14-18			Unit 3: Land-Based Empires (c.1450-c. 1750 CE)		
	Monday Spirit Week: 1st Period Buy-Out	Tuesday	Wednesday Spirit Week: 1st Period Buy-Out	Thursday	Friday
Standards	Link to Course Standards				
Learning Target	TSWBAT explain how and why various land-based empires developed and expanded from 1450-1750. TSWBAT explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450-1750.	TSWBAT explain continuity and change within various belief systems during the period from 1450-1750.	TSWBAT compare the methods by which various empires increased their influence from 1450-1750.	TSWBAT to show knowledge of how to write a long essay question in preparation for the AP World History exam. TSWBAT compare the methods by which various empires increased their influence from 1450-1750.	TSWBAT show mastery of Unit 3 by completing a summative multiple-choice and short-answer question assessment.
AP World CED Topic	3.1 & 3.2	3.3 Empires: Belief Systems	3.1-3.4	3.1-3.4	3.1-3.4
Agenda and Instructional Strategies	Unit 3 Bell Ringer 4 Notes on	Unit 3 Bell Ringer 5-last one! Notes on 3.3 Empires:	Unit 3 Project due! Unit 3 Empires Project	Weekly Writing Workshop (moved from Friday this week)	Unit 3 Test Unit 3 Map due today

	3.2-Administration of Empires (France & England) Work on the Unit 3 Empires Project Work on the Unit 3 Map Complete the Classroom Closer	Belief Systems Protestant Reformation Activity Work on the Unit 3 Map Complete the Classroom Closer	Gallery Walk Complete the Classroom Closer	Independent Work Time for the following: -Unit 3 Portion of the Units 3-4 Map -Units 3 Vocabulary Flash Cards -Unit 3 Bell Ringers and Classroom Closers	Unit 3 Bell Ringers and Classroom Closers due today
Assessment Information and Due Dates	Looking Ahead: Empires Project due 9/16 Unit 3 Test on 9/16 Unit 3 portion of the Units 3-4 Map due on 9/18 Unit 3 Bell Ringers and Closers due 9/18	Looking Ahead: Empires Project due 9/16 Unit 3 Test on 9/18 Unit 3 portion of the Units 3-4 Map due on 9/18 Unit 3 Bell Ringers and Closers due 9/18	Looking Ahead: Unit 3 Test on 9/18 Unit 3 portion of the Units 3-4 Map due on 9/18 Unit 3 Bell Ringers and Closers due 9/18	Looking Ahead: Unit 3 Test on 9/18 Unit 3 portion of the Units 3-4 Map due on 9/18 Unit 3 Bell Ringers and Closers due 9/18	Homework: 4.1 reading