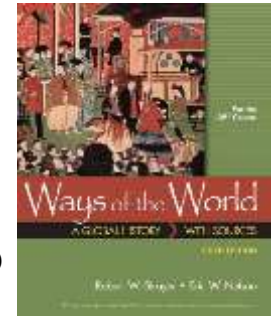


Unit-Based Pacing Guide for the 2019 AP[®] Course Framework Strayer/Nelson, *Ways of the World for the AP[®] Course*, 3rd Edition



Here is a pacing guide for courses beginning in ca. 1200 C.E. and following the AP[®] Units. It is based on a schedule with 120 classes of 50 minutes each before the AP[®] exam. This pacing guide is meant as a place to start. If you have a different number of sessions before the exam, you can modify the pacing to suit your needs.

AP[®] Unit 1 Suggested Length: 10-12 Periods

NOTE: While the College Board[®] suggests this period should be only 10-12 periods long, we recommend spending longer on it in order to set the stage for students' understanding of developments in the period 1200-1450. If you'd like to go faster, skip Chapter 6.

Day	Pages Assigned	AP [®] Topic	AP [®] Theme	Suggested Assignments	Coverage Notes
Chapter 4					
1	Read pages 147-156	1.1	CDI	Chapter 4 Essential Activity Eric's Activity 4: Comparing Wisdom Traditions - TRM Engage: Role-playing exercise on page 155	For classes following the new curriculum framework, Chapter 4 can be used as a starting point for the course. Students are required to learn about the different religions and ideologies from throughout world history to help contextualize and better understand later developments. The College Board expects them to have this background knowledge as a part of Unit 1.
2	Read pages 157-164	1.1 1.3	CDI	Chapter 4 Essential Activity Eric's Activity 4: Comparing Wisdom Traditions - TRM Working with Evidence: Representations of the Buddha on page 183	See above.

3	Read pages 165–168 to “The Cultural Tradition of Classical Greece: The Search for a Rational Order”	1.2	CDI	Chapter 4 Essential Activity Eric’s Activity 4: Comparing Wisdom Traditions - TRM Crash Course World History: Episode 6: “ <i>Buddha and Ashoka</i> ”	See above.
4	Read pages 168-171 from “The Cultural Tradition of Classical Greece: The Search for a Rational Order” to “The Birth of Christianity . . . with Buddhist Comparisons”		CDI	Chapter 4 Essential Activity Eric’s Activity 4: Comparing Wisdom Traditions - TRM	The origins of the Greek philosophies are not required in the new curriculum framework, but students will need to have a basic understanding of them for later units. This can be a good place to set that foundation, but you can also skip this section if you are short on time.
5	Read pages 172–181 from “The Birth of Christianity... with Buddhist Comparisons” through “Reflections”	1.1 1.2 1.3	CDI	Chapter 4 Essential Activity: Eric’s Activity 4: Comparing Wisdom Traditions - TRM AP® Exam Practice Questions: LEQ, on page 271-b	Students can practice their Comparison skills in this section, by looking at the comparisons made between Christianity and Buddhism.
Chapter 6					
6	Read pages 229-239 to “Along the Niger River: Cities without States”	1.5	GOV	Chapter 6 Essential Activity Engage on page 235 Working with Evidence: Axum and the World on page 265	Even though the course officially begins in ca. 1200 c.e., part of Unit 1 focuses on states in Africa that have roots in the classical era. This will give students a good foundation to help them prepare for future lessons on African states and civilizations, especially with Axum.
7	Read pages 239–244 from “Along the Niger River: Cities without States” to “Teotihuacán: The Americas’ Greatest City”	1.4 1.5	GOV	Chapter 6 Essential Activity Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 240 Teach Historical Thinking Skills: Comparison on page 243	Even though the course officially begins in ca. 1200 c.e., part of Unit 1 focuses on states in Africa and the Americas that have roots in the classical era. This will give students a good foundation to help them prepare for future lessons on states and civilizations in these regions. There are a few American societies in

					the chapter that need to be covered (i.e. Maya, Chaco, Mesa Verde, Cahokia).
8	Read pages 244–251 from “Teotihuacán: The Americas’ Greatest City” through “Wari and Tiwanaku: Empires of the Interior”	1.4	GOV	Chapter 6 Essential Activity Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 247 Teach Historical Thinking Skills: Causation on page 249	See above.
9	Read pages 252-263	1.4 1.5	GOV	Chapter 6 Essential Activity Eric’s Activity 6 - TRM Teach Historical Thinking Skills: Causation on page 252	See above. Also, while it’s important for students to have a broad understanding of world history, Oceania is no longer a required topic for the AP® exam. If you are pressed for time, we would recommend cutting the section on Oceania.
Chapter 8					
10	Read pages 323–330	1.1 1.7	CDI GOV ECN	Chapter 8 Essential Activity: Guided Notes on the Golden Age of China – TRM Eric’s Activity 8: Interpreting Visual Sources on page 356 - TRM Teach Historical Thinking Skills: Comparison on page 327	The students will need to know more about the Song dynasty than the Sui and Tang dynasties. However, they will need the Sui and Tang to contextualize the Song. Briefly go over these two earlier dynasties before spending a majority of your time focusing on the Song.
11	Read pages 331–336 to “Cultural Influence across an Ecological Frontier”	1.1 1.7	CDI GOV ECN	Chapter 8 Essential Activity: Guided Notes on the Golden Age of China - TRM Eric’s Activity 8: Interpreting Visual Sources on page 356 - TRM Teach Historical Thinking Skills: Patterns of Continuity and Change over Time on page 334	See above.
12	Read pages 336–341 from “Cultural Influence across an Ecological Frontier” to “Japan and China”	1.1 1.7	CDI GOV	Teach Thematic Learning Objectives: Development and Interaction of Cultures on page 336 Teach Historical Thinking Skills: Comparison on page 337	It’s more important to focus on the impact China had on nomadic groups, Japan, Korea, and Vietnam, than on the specifics of these societies. It may be helpful to incorporate the impact China

					Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 341	had on these groups into your lesson on their characteristics.
13	Read pages 341–349 from “Japan and China” to “China and Buddhism”	1.1 1.7	CDI GOV ECN		Teach Historical Thinking Skills: Interpretation on page 343 Teach Thematic Learning Objectives: Development and Interaction of Cultures on page 347 AP® Exam Practice: Multiple-Choice Questions 1-3 on page 545-a	See above. This section also focuses on China’s role in interregional trade and the innovations happening in China, which are all important concepts for students to learn about this era of Chinese history.
14	Read pages 349–354 from “China and Buddhism” through “Reflections”	1.1	CDI		Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 350 Teach Historical Thinking Skills: Causation on page 351 Teach Historical Thinking Skills: Comparison on page 352	While the last section on Buddhism in China is short, it is an important topic for students to learn about. You can also use this section to teach the Continuity and Change skill with belief systems in China.
Chapter 9						
15	Read pages 363–369 to “The Transformation of Arabia”	1.2	CDI GOV		Chapter 9 Essential Activity Teach Historical Thinking Skills: Periodization on page 364 SPICE Chart of Bedouin Arabia and Early Muslim Culture - TRM	The beginning of this chapter has an excellent overview of the rise of Islam and the first Islamic civilizations, along with how the religion spread. Use this section as an introduction to Islam before going more in-depth on the Islamic Empires and the impact of Islam on Afro-Eurasia.
16	Read pages 369–375 from “The Transformation of Arabia” to “Divisions and Controversies”	1.2 1.7	CDI GOV TEC		Chapter 9 Essential Activity Working with Evidence: The Life of the Prophet on page 399 Teach Thematic Learning Objectives: Interaction between Humans and the Environment on page 372	This section of the chapter dives into the Islamic empires across Afro-Eurasia. You will need to go in-depth into the Abbasid Empire and Islam’s impact on the areas it spreads into.
17	Read pages 375–382 from “Divisions and Controversies” to “Islam	1.2 1.7	CDI GOV		Chapter 9 Essential Activity Teach Historical Thinking Skills:	See above.

	and Cultural Encounter: A Four-Way Comparison”		TEC	Comparison on page 375 Teach Thematic Learning Objectives: Development and Transformation of Social Structure on page 381	
18	Read pages 382–390 from “Islam and Cultural Encounter: A Four-Way Comparison” through “The Case of Spain”	1.2 1.7 2.5	CDI GOV TEC	Teach Historical Thinking Skills: Comparison on page 386 Teach Historical Thinking Skills: Contextualization on page 384 Teach Thematic Learning Objectives: Interaction between Humans and the Environment on page 387	This is a great section to practice the Comparison skill by looking at the impact of the spread of Islam on India, Anatolia, West Africa, and Spain.
19	Read pages 391–397 through “Reflections”	1.2 1.7 2.5	CDI TEC	Apply The Tip: “Zooming In: Mansa Musa, West African Monarch and Muslim Pilgrim” on page 391 Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 393 Teach Thematic Learning Objectives: Development and Interaction of Culture on page 395	Islam’s impact on trade, intellectual ideas and culture are an important concept in the course framework. This last part of the chapter gives students information on all of these topics.
Chapter 10					
20	Read pages 409–415 to “Byzantine Christendom: Building on the Roman Past”	1.6	CDI	Apply the Tip on page 410 Teach Historical Thinking Skills: Interpretation on page 411 Teach Historical Thinking Skills: Comparison on page 414	The first part of this section of Chapter 10 looks at the spread of Christianity throughout Afro-Eurasia following 600 c.E. If you are looking to give students more context about Christianity in world history, give a brief overview on this section.
21	Read pages 415–424 from “Byzantine Christendom: Building on the Roman Past” to “Western Christendom:	1.6 1.7	CDI GOV	Eric’s Activity 10 Teach Thematic Learning Objectives on page 417 Teach Historical Thinking Skills:	While the Byzantine Empire and Kievan Rus are not mentioned in the curriculum framework, they’re still important for giving context to the development of the Christian world and

	Rebuilding in the Wake of Roman Collapse”			Comparison	Europe in this time period. Try to at least give a brief overview of them to students for contextualization.
22	Read pages 424–434 from “Western Christendom: Rebuilding in the Wake of Roman Collapse” to “Europe Outward Bound: The Crusading Tradition”	1.6 1.7	CDI GOV SIO	Eric’s Activity 10 Apply the Tip on page 425 Teach Thematic Learning Objectives: State Building, Expansion, and Conflict on page 429 Working with Evidence: The Making of Christian Europe on page 448	If you are running short on time, focus only on the development of feudalism, manorialism, and decentralization on Europe, instead of looking at the other Christian societies and states of this era. You will want to spend more time on the European sections of Chapter 10, since it will start setting Europe up for the political, cultural, and economic developments the region experiences in the post-1450 eras.
23	Read pages 434–441 from “Europe Outward Bound: The Crusading Tradition” to “Pluralism in Politics”	1.6 1.7	CDI GOV SIO	Eric’s Activity 10 Teach Historical Thinking Skills: Causation on page 435 Teach Historical Thinking Skills: Comparison on page 437	See above.
24	Read pages 441–446 from “Pluralism in Politics” through “Reflections”	1.6 1.7	CDI GOV SIO	Chapter 10 Essential Activity Eric’s Activity 10 Teach Historical Thinking Skills: Comparison on page 444	See above.

AP® Unit 2 Suggested Length: 10-12 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 7					
1	Read pages 281–285 to “Goods in Transit”	2.1 2.7	ECN	Chapter 7 Essential Activity: Annotated Commerce and Culture Map - TRM Eric’s Activity 7: “What Makes Something Valuable?” – TRM	If you are starting the course at ca. 1200, this chapter will be the true starting point of the course for you.

				Teach Thematic Learning Objectives: Interactions Between Humans and the Environment on page 285	
2	Read pages 285–291 from “Goods in Transit” to “Sea Roads: Exchange across the Indian Ocean”	2.3 2.5 2.6 2.7	ENV CDI ECN	Chapter 7 Essential Activity: Annotated Commerce and Culture Map - TRM Eric’s Activity 7: “What Makes Something Valuable?” – TRM Teach Historical Thinking Skills: Patterns of Continuity and Change over Time on page 289	After having the students read about the Silk Roads, you can work on building Comparison and Continuity and Change skills with the students using the Silk Roads and the Indian Ocean Trade network.
3	Read pages 291–295 from “Sea Roads: Exchange across the Indian Ocean” to “Sea Roads as a Catalyst for Change: Southeast Asia”	1.3 2.3 2.5 2.6 2.7	ENV CDI GOV ECN	Chapter 7 Essential Activity: Annotated Commerce and Culture Map - TRM Eric’s Activity 7: “What Makes Something Valuable?” – TRM Teach Historical Thinking Skills: Causation on page 293	See above. A few good comparison areas to focus on with students are technologies, cultural diffusion, and economic impact.
4	Read pages 295–300 from “Sea Roads as a Catalyst for Change: Southeast Asia” through “Sea Roads as a Catalyst for Change: East Africa”	1.3 2.3 2.5 2.6 2.7	ENV CDI GOV ECN	Chapter 7 Essential Activity: Annotated Commerce and Culture Map - TRM Eric’s Activity 7: “What Makes Something Valuable?” – TRM Teach Historical Thinking Skills: Comparison on page 301	See above.
5	Read pages 301–305 to “An American Network: Commerce and Connection in the Western Hemisphere”	2.4 2.5 2.6 2.7	ENV CDI GOV ECN TEC	Chapter 7 Essential Activity: Annotated Commerce and Culture Map - TRM Eric’s Activity 7: “What Makes Something Valuable?” – TRM Working with Evidence: Traveler’s Tales and Observations on page 312	This might be the first time students are introduced to African history in this course. Give students some background information on pre-1200 Africa before starting on the Sand Roads. This is also another good area for comparison in this chapter.
6	Read pages 305–310 from “An American Network: Commerce and Connection in the Western Hemisphere” through “Reflections”	2.6 2.7	ENV ECN	Chapter 7 Essential Activity: Annotated Commerce and Culture Map - TRM Eric’s Activity 7: “What Makes Something Valuable?” – TRM	The American trade networks are not required in the curriculum framework, but would be helpful for students to know. However, if you are short on time, skip the section on the Americas.

Teach Historical Thinking Skills:
Comparison on page 310

Chapter 11

7	Read pages 457–465		ENV CDI GOV ECN SIO TEC	Eric’s Activity 11 Apply the Tip on page 458 Teach Historical Thinking Skills: Contextualization on page 460	Having students learn about other pastoralist societies in world history is important for contextualizing the Mongols, but is not covered by the new framework. If you are running short on time, consider only briefly covering this section or skipping it.
8	Read pages 466–468	2.2	CDI GOV ECN	Chapter 11 Essential Activity Teach Thematic Learning Objectives: State Building, Expansion, and Conflict on page 466 Teach Historical Thinking Skills: Causation on page 467	This may be the better place to start your study of Chapter 11. Have students examine how the Mongols built their empire compared to other empires they have learned about.
9	Read pages 469–475 to “Persia and the Mongols”	2.2	CDI GOV ECN	Teach Historical Thinking Skills: Contextualization on page 471 Teach Thematic Learning Objectives: Development and Interaction of Cultures Teach Historical Thinking Skills: Contextualization on page 475	This section has a great comparison of Mongol rule in different regions of Eurasia. It would be a good place to have students practice their comparison skills while studying the impact of the Mongols on different regions.
10	Read pages 475–480 from “Persia and the Mongols” to “The Mongol Empire as a Eurasian Network”	2.2	CDI GOV ECN	Teach Historical Thinking Skills: Comparison –Teach Thematic Learning Objectives: Development and Interaction of Cultures:	See above.
11	Read pages 480–487 from “The Mongol Empire as a Eurasian Network” through “Reflections”	2.2	CDI ECN	Chapter 11 Essential Activity Teach Historical Thinking Skills: Argumentation on page 483 Working with Evidence: Perspectives on the Mongols on page 488	Mongol involvement in Afro-Eurasian trade is an important concept, especially in Unit 2. It may be helpful to link this section of Chapter 11 to Chapter 7 to help students

contextualize the Mongol's role in global trade.

AP® Unit 3 Suggested Length: 8-10 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 12					
1	Read pages 505 from “Civilizations of the Fifteenth Century: Comparing China and Europe” to 509	2.3 3.2 4.1 4.4	CDI GOV TEC	Chapter 12 Essential Activity Teach Historical Thinking Skills: Periodization Teach Thematic Learning Objectives: Creation, Expansion, and Interaction of Economic Systems on page 505	The Ming dynasty in China is important to study to see how it reestablished China and Chinese practices after Mongol rule. You should also make sure students understand China's move towards isolationism during this dynasty.
2	Read pages 510–515 to “Civilizations of the Fifteenth Century: The Islamic World”	2.3 3.2 3.3 4.1 4.2 4.4	CDI GOV ECN TEC	Chapter 12 Essential Activity Teach Thematic Learning Objectives: State-Building, Expansion and Conflict on page 511 Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 512	This section of the chapter looks at Europe as the region is coming out of the medieval period and entering the era of exploration, which will help students understand the rise of European powers in future units. It also includes a great comparison section between European and Chinese exploration in the fifteenth century, which is good practice for students.
3	Read pages 515–518 from “Civilizations of the Fifteenth Century: The Islamic World” to “On the Frontiers of Islam: The Songhay and Mughal Empires”	3.1 3.2 3.3	CDI GOV	Chapter 12 Essential Activity Working with Evidence: Islam and Renaissance Europe on page 536	Chapter 13 goes more in-depth on the Ottoman and Mughal Empires, so focus more on the Safavid and the Songhai in this section.
4	Read pages 518–522 from “On the Frontiers of Islam: The Songhay and Mughal Empires” to “Civilizations of the	3.1 3.2 3.3	CDI GOV	Chapter 12 Essential Activity Apply the Tip on page 521 Teach Thematic Learning Objectives: Development and Interactions of Cultures	See above.

	Fifteenth Century: The Americas”			on page 522	
5	Read pages 522 from “Civilizations of the Fifteenth Century: The Americas” to 525	1.4 3.2	GOV	Chapter 12 Essential Activity Teach Historical Thinking Skills: Comparison Teach Thematic Learning Objectives: Creation, Expansion, and Interaction of Economic Systems on page 530	Students need to understand the states and empires that existed in the Americas prior to the arrival of Europeans, so try to spend at least two days studying the Inca and Mexica (Aztec).
6	Read pages 526–534	1.4 3.2	GOV	Chapter 12 Essential Activity Eric’s Activity 12.1: Taking Stock: What’s Changes and What Hasn’t? – TRM Eric’s Activity 12.2: History: About the Past, In the Present - TRM	See above.
Chapter 13					
7	Read pages 553–561 to “The Columbian Exchange”	3.1 3.4 4.4 4.6	CDI GOV	Apply the Tip on page 555 Engage on page 555 Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 556	European maritime empires are divided between two days on this guide. It may be helpful to teach these two sections back-to-back, while using the Columbian Exchange as an introduction. You may want to refer back to this section when students read more about maritime empires in Chapter 14.
8	Read pages 572–577 from “The Steppes and Siberia: The Making of a Russian Empire” to “Asian Empires”	3.1 3.2 3.4 4.6 4.7	CDI GOV SIO	Teach Thematic Learning Objectives: Development and Interaction of Cultures on page 574 Teach Historical Thinking Skills: Comparison on page 575 Teach Historical Thinking Skills: Patterns of Continuity and Change over time on page 576	Chapter 13 lends itself well to comparing maritime and land-based empires and can be a good place to practice that skill with students.
9	Read pages 577–580 from “Asian Empires” to “Muslims and Hindus in the Mughal Empire”	3.1 3.2 3.4 4.6 4.7	CDI GOV SIO	Teach Historical Thinking Skills: Comparison on page 577 Teach Thematic Learning Objectives: State Building, expansion and Conflict on page 579 Teach Thematic Learning Objectives:	See above.

				Development and Interaction of Cultures on page 579	
10	Read pages 580–582 from “Muslims and Hindus in the Mughal Empire” to “Muslims and Christians in the Ottoman Empire”	3.1 3.2 3.4 4.6 4.7	CDI GOV SIO	Teach Historical Thinking Skills: Patterns of Continuity and Change over Time on page 581 Crash Course World History: Episode 217: “The Mughal Empire And Historical Reputation” Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 582	See above.
11	Read pages 582–588 from “Muslims and Christians in the Ottoman Empire” through “Reflections”	3.1 3.2 3.4 4.6 4.7	CDI GOV SIO	Working With Evidence: State Building in the Early Modern Era on page 591 Teach Historical Thinking Skills: Contextualization on page 587 Exit Slip on page 588	See above.

AP® Unit 4 Suggested Length: 22-24 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 13					
1	Read pages 561–567 from “The Columbian Exchange” to “Colonies of Sugar”	4.3 4.7	ENV SIO	Eric’s Activity 13: The Columbian Exchange and You – TRM Apply the Tip on page 562 Crash Course World History: Episode 23 “The Columbian Exchange”	The Columbian Exchange is a major concept in the AP® World History course, especially its effects on the globe. While the demographic effects are easy for students to see, they may need some guidance on the environmental effects.
2	Read pages 567–572 from “Colonies of Sugar” to “The Steppes and Siberia: The Making of a Russian Empire”	3.4 4.4 4.7 4.8	CDI GOV ECN SIO	Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 569 Apply the Tip on page 569 Teach Historical Thinking Skills: Comparison	Chapter 13 lends itself well to comparing maritime and land-based empires and can be a good place to practice that skill with students.

Chapter 14

3	Read pages 601–608 to “The East India Companies”	4.4	GOV	Teach Historical Thinking Skills: Comparison on page 604	The beginning of Chapter 14 examines European involvement in already existing trade networks, such as the Indian Ocean network. It also looks at the development of European maritime empires in Afro-Eurasia, which would be good to link back to the discussion on maritime empires in the Americas in Chapter 13.
		4.5	ECN	Apply the Tip in page 604	
		4.8	SIO	Apply the Tip on page 605	
4	Read pages 608–611 from “The East India Companies” to “Silver and Global Commerce”	4.3	ENV	Crash Course World History: Episode 229 – “Capitalism and the Dutch East India Company	See above.
		4.4	GOV	Teach Historical Thinking Skills: Patterns of Continuity and Change over Time on page 609	This section also looks at the role joint stock companies play in European involvement in global trade. You can make a comparison of the East India Companies to the economic tactics used by Portugal and Spain in this chapter.
		4.5	ECN		
		4.8	SIO	Apply the Tip on page 610	
5	Read pages 611 from “Silver and Global Commerce” to 615	4.4	GOV	Chapter 14 Essential Activity	The global silver trade has major economic and political effects during the 1450–1750 era. Make sure to go over those with students.
		4.5	ECN	Crash Course World History: Episode 25, “The Spanish Empire, Silver, & Runaway Inflation”	
		4.8	SIO	Teach Historical Thinking Skills: Comparison on page 613	
6	Read pages 616–620 to “Commerce in People: The Transatlantic Slave System”	4.5	GOV	Teach Historical Thinking Skills: Causation on page 617	Students can compare the impact of the fur trade on North America and Siberia using this section.
		4.7	ECN	Teach Historical Thinking Skills: Interpretation on page 619	
		4.8	SIO	Teach Historical Thinking Skills: Synthesis on page 620	
7	Read pages 620–624 from “Commerce in People: The Transatlantic Slave	4.3	ENV	Engage on page 621	You should start off teaching about the transatlantic slave system by reviewing the features of slavery in earlier periods of world history and use that to show the changes that happen with the
		4.4	GOV	Teach Historical Thinking Skills: Contextualization on page 622	
		4.5	ECN		
		4.6	SIO	Teach Thematic Learning Objectives on page 623	

	System” to “The Slave Trade in Practice”	4.8			introduction of the transatlantic slave trade.
8	Read pages 624–626 from “The Slave Trade in Practice” to “Consequences: The Impact of the Slave Trade in Africa”	4.3 4.4 4.5 4.6 4.8	ENV GOV ECN SIO	Apply the Tip on page 624 Engage on page 625 Crash Course World History: Episode 24, “The Atlantic Slave Trade”	See above.
8	Read pages 626–632 from “Consequences: The Impact of the Slave Trade in Africa” through “Reflections”	4.3 4.4 4.5 4.6 4.8	ENV GOV ECN SIO	Teach Historical Thinking Skills: Interpretation on page 627 Eric’s Activity 14: Commodities Change the World – TRM Working with Evidence: Exchange and Status in the Early Modern World on page 634	See above. A good culminating activity to bring together what students have learned about the slave trade during 1450–1750 would be to have them compare the features and effects of the slave trade between the Old World and New World.
Chapter 15					
10	Read pages 643–650	3.3 4.5	CDI	Chapter 15 Essential Activity Working With Evidence: Global Christianity in the Early Modern Era on page 679 Teach Historical Thinking Skills: Patterns of Continuity and Change over time on page 650	It may be helpful to break this chapter up into two parts: Days 1–3 to wrap up Units 3 and 4 and Days 4–5 to introduce Unit 5. This section on the Globalization of Christianity is a good place to practice the Causation skill with students, especially with focusing on the causes and effects of the Protestant Reformation.
11	Read pages 651–659 to “Persistence and Change in Afro Asian Cultural Traditions”	4.5	CDI SIO	Chapter 15 Essential Activity Teach Historical Thinking Skills: Causation on page 652 Teach Historical Thinking Skills: Interpretation on page 658	See above. Students also get a good explanation of cultural synthesis with Christianity in the Americas.
12	Read pages 659–664 from “Persistence and Change in Afro Asian Cultural Traditions” to “A	3.3 4.5	CDI	Chapter 15 Essential Activity Teach Historical Thinking Skills: Contextualization on page 660 Teach Historical Thinking Skills:	Students need to understand that religious changes were not just exclusive to Europe in this time period. This section gives a good overview of

New Way of Thinking: The Birth of Modern Science”	Contextualization on page 664	the changes in the Islamic world, China, and the emergence of Sikhism.
---	-------------------------------	---

AP® Unit 5 Suggested Length: 20-22 Periods

Chapter 15

1	Read pages 664 from “A New Way of Thinking: The Birth of Modern Science” to 670	5.1	CDI	Teach Historical Thinking Skills: Argumentation on page 664 Engage on page 667 Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 670	While the new framework does not reference the Scientific Revolution, it is still important for students to know because of how it contributes to the Age of Reason and the Enlightenment. Move quickly through this if you are short on time.
2	Read pages 671–675 from “Science and Enlightenment” to “European Science Beyond the West”	5.1	CDI SIO	Apply the Tip on page 671 Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 672 Teach Historical Thinking Skills: Interpretation on page 673	The Enlightenment helps “set the stage” for the Revolutions unit. Make sure students understand the ideals of the movement and how it leads to the eighteenth and nineteenth century revolutions.
3	Read pages 675–677 from “European Science Beyond the West” through “Reflections”	5.1	CDI	Apply the Tip on page 676 Eric’s Activity 15: Christianity Becomes a World Religion – TRM Exit Slip on page 677	See above.

Chapter 16

4	Read pages 697–700 to “Comparing Atlantic Revolutions”	5.2	GOV	Chapter 16 Essential Activity Teach Historical Thinking Skills: Contextualization on page 698 Eric’s Activity 16: “Causation and the Atlantic Revolutions” on page 729	The first half of Chapter 17 lends itself well to practicing the Causation skill by looking at the causes and outcomes of the Atlantic Revolutions. It’s also a great section to practice comparing the different revolutions.
5	Read pages 700–704 from “Comparing Atlantic Revolutions” to	5.2	GOV	Engage on page 702 Teach Historical Thinking Skills: Comparison on page 702	Students will be familiar with the American Revolution from earlier classes on U.S. history, but they will

	“The French Revolution, 1789–1815”			Teach Thematic Learning Objectives: State Building Expansion and Conflict on page 703	need help understanding it from a global perspective.
6	Read pages 704 from “The French Revolution, 1789–1815” to 708	5.2	GOV	Teach Historical Thinking Skills: Comparison on page 704 Engage on page 708 Working With Evidence: Representing the French Revolution on page 732	Students will need to know how the French Revolution and the French Declaration of the Rights of Man relate to the Haitian Revolution.
7	Read pages 709–711 to “Latin American Revolutions, 1808–1825”	5.2	GOV	Teach Historical Thinking Skills: Comparison on page 709 Engage on page 710 Teach Historical Thinking Skills: Causation on page 710	See above (Day 1).
8	Read pages 711–714 from “Latin American Revolutions, 1808–1825” to “Echoes of Revolution”	5.2	GOV	Teach Historical Thinking Skills: Comparison on page 711 Engage on page 712 Teach Historical Thinking Skills: Argumentation on page 713	See above.
9	Read pages 714–719 from “Echoes of Revolution” to “Nations and Nationalism”	5.1	SIO	Teach Historical Thinking Skills: Causation on page 714 Teach Thematic Learning Objectives: Creation, Expansion, and Interaction of Economic Systems on page 715 Engage on page 716	Like the American Revolution, students are familiar with the abolition movement from U.S. history. Make sure they understand the global context of the movement and how it took place outside of the United States.
10	Read pages 719–723 from “Nations and Nationalism” to “Feminist Beginnings”	5.1 5.2	GOV SIO	Engage on page 719 Engage on page 721 Crash Course World History: Episode 34, “Samurai, Daimyo, Matthew Perry, and Nationalism”	Nationalism helps give rise to many of the major topics and issues in world history in the nineteenth and twentieth centuries. Students will need to have a firm grasp of this concept to help them understand these future topics in the course.

11	Read pages 723–728 from “Feminist Beginnings” through “Reflections”	5.1	SIO	Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 723 Teach Historical Thinking Skills: Interpretation on page 728 Exit Slip on page 729	It may be helpful to study the women’s suffrage movement in the context of the different Atlantic Revolutions and nationalist movements. Consider having students weave this topic into their overall study of revolutions.
Chapter 17					
12	Read pages 737–745	5.3 5.5 5.10	ENV ECN TEC	Crash Course World History: Episode 32, “Coal, Steam, and the Industrial Revolution” Teach Thematic Learning Objectives: Creation, Expansion, and Interaction of Economic Systems on page 740 Teach Historical Thinking Skills: Causation on page 742	The “Controversies: Debating ‘Why Europe?’” is helpful to introduce students to the Industrial Revolution, its significance, and why the Revolution started in Europe. It also gives context to students before they begin studying the changes that came about because of the Industrial Revolution.
13	Read pages 746–749 to “The Laboring Classes”	5.3 5.4 5.5 5.7 5.9 5.10	ENV ECN SIO TEC	Chapter 17 Essential Activity Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 748 Engage on page 748	While the early phase of the Industrial Revolution in Chapter 17 focuses on Great Britain, it’s a good model for students to understand the changes brought about because of industrialization. This is also a good section to start a comparison practice on industrialization and its results on different regions in the world. Students can also work on comparing how industrialization affected different social classes.
14	Read pages 749–755 from “The Laboring Classes” to “Europeans in Motion”	5.7 5.8 5.9 5.10	ECN SIO	Eric’s Activity 17: Living the Industrial Revolution – TRM Teach Historical Thinking Skills: Comparison on page 750 Working With Evidence: Voices of European Socialism	See above. Students will need some guidance on how socialism and communism are reactions to industrialization. They may not always have a working understanding of the theories, so you may need to spend some time defining these new ideologies before having students study them.

15	Read pages 755–757 from “Europeans in Motion” to “Variations on a Theme: Industrialization in the United States and Russia”	5.5 5.10 6.6	ENV ECN EVN TEC	Apply the Tip on page 755 Teach Thematic Learning Objectives: Interaction Between Humans and the Environment on page 756 Teach Historical Thinking Skills: Argumentation on page 757	While this is a short section in Chapter 17, migration in the nineteenth century is a major concept for the course. You may want to combine this section with the migrations discussed in Chapter 18.
16	Read pages 757 from “Variations on a Theme: Industrialization in the United States and Russia” to 762	5.4 5.5 5.7 5.8 5.9 5.10	ECN SIO TEC	Teach Historical Thinking Skills: Comparison on page 758 Teach Historical Thinking Skills: Comparison on page 761 Teach Historical Thinking Skills: Comparison on page 752	If you want to have students work on their comparison skills, consider having them compare the Industrial Revolution in Great Britain to those in the United States and Russia. There are several activities in this chapter to help.
17	Read pages 763–766 to “The Industrial Revolution and Latin America in the Nineteenth Century”	5.5 5.7 5.8 5.9 5.10	ECN SIO TEC	Teach Historical Thinking Skills: Comparison on page 763 Apply the Tip on page 764 Teach Historical Thinking Skills: Argumentation on page 765	See above.
18	Read pages 766–770 from “The Industrial Revolution and Latin America in the Nineteenth Century” to “Becoming like Europe?”	5.9 5.10 6.4 7.1	ENV GOV ECN SIO	Teach Historical Thinking Skills: Comparison on page 766 Engage on page 769 Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 770	The beginning of this section of Chapter 17 is a continuation of the Latin American revolutions discussed in Chapter 16. Spend some time reviewing those revolutions before looking at what occurs after them in this chapter. This section also has a good discussion on how the Industrial Revolution impacted non-industrialized states in the changing global economy.
19	Read pages 770–773 from “Becoming like Europe?” through “Reflections”	5.10 6.4	ENV ECN	Engage on page 771 Apply the Tip on page 772 Teach Historical Thinking Skills: Argumentation on page 773	See above.

AP® Unit 6 Suggested Length: 12-14 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 18					
1	Read pages 787–792	6.1 6.4 6.8	ENV CDI GOV	Chapter 18 Essential Activity Engage on page 789 Eric’s Activity 18: Comparing Colonial Systems - TRM	The opening to Chapter 18 is a good transition from the Industrial Revolution to European imperialism in the nineteenth century. This can help give context to this second “wave” of European expansion. It also gives a good overview of motivations for imperialism in the nineteenth century.
2	Read pages 793–798 to “Under European Rule”	6.2 6.8	GOV	Teach Historical Thinking Skills: Patterns of Continuity and Change over Time on page 793 Apply the Tip on page 795 Working With Evidence: The Scramble for Africa on page 825	European imperialism went through two “waves” in world history from 1450 C.E. to the present. To help students understand the differences between these “waves” of European imperialism, briefly review and compare what they learned in Chapters 13 and 14 to this section of this chapter. Make sure to note the different forms of imperialism in this time period and the new imperial states that arose.
3	Read pages 798 from “Under European Rule” to 801	6.3	GOV	Teach Historical Thinking Skills: Contextualization on page 798 Teach Historical Thinking Skills: Comparison on page 800 Engage on page 801	Students may not understand that people in conquered countries reacted in a variety of ways to European imperialism. Have them work on their comparison skills by looking at the different reactions discussed in this chapter. If students need DBQ practice, consider incorporating the documents from the AP® World History 2009 DBQ into their study of this section.
4	Read pages 802–805 to “Economies of Wage Labor: Migration for Work”	6.5 6.8	GOV ECN	Teach Thematic Learning Objectives: Creation, Expansion, and Interaction of Economic Systems on page 802 Teach Historical Thinking Skills:	Imperialism and industrialization caused major changes to the global economy, local economies, and labor systems in the nineteenth century.

				Causation on page 804 Apply the Tip on page 804	Students can work on their continuity and change skills by looking at how these three topics change from the 1450–1750 era to the nineteenth century.
5	Read pages 805–813 from “Economies of Wage Labor: Migration for Work” to “Believing and Belonging: Identity and Cultural Change”	6.6 6.7 6.8	ENV GOV ECN SIO	Engage on page 806 Teach Historical Thinking Skills: Argumentation on page 810 Teach Historical thinking Skills: Argumentation on page 812	See above. This section also discusses migration in the nineteenth century, which you may want to combine with the section on migration in Chapter 17.
6	Read pages 813–823 from “Believing and Belonging: Identity and Cultural Change” through “Reflections”	6.1	CDI	Crash Course World History: Episode 35, “Imperialism” Engage on page 819 Crash Course World History: Episode 213, “Asian Responses to Imperialism”	Along with bringing about major economic changes, nineteenth century imperialism caused cultural changes in conquered societies. Make sure students know those changes and the differing reactions conquered/subject peoples had to them.
Chapter 19					
7	Read pages 833–838 to “Western Pressures”	5.8 6.2	GOV SIO	Chapter 19 Essential Activity Teach Historical Thinking Skills: Patterns of Continuity and Change over time on page 834 Teach Historical Thinking Skills: Causation on page 835	Like the beginning of Chapter 18, the opening of Chapter 19 helps connect the Industrial Revolution and nineteenth-century imperialism to non-European empires. This will help give context to students as they begin to study the reactions of the Ottomans, Qing dynasty, and Japan to increasing European power and influence in this era.
8	Read pages 838–844 from “Western Pressures” to “The Ottoman Empire and the West in the Nineteenth Century”	6.2 6.5	GOV ECN SIO	Teach Thematic Learning Objectives: Creation, Expansion, and Interaction of Economic Systems on page 840 Working With Evidence: Changing China on page 863 Teach Historical Thinking Skills: Patterns of Continuity and Change over time on page 842	This entire chapter lends itself well to practicing the Comparison skill by looking at the different reactions of older states and empires to industrialization and imperialism, as well as the effects of those reactions. You can also bring in Russia’s reactions to industrialization in Chapter 17 to add in another society to this comparison.

9	Read pages 844–846 from “The Ottoman Empire and the West in the Nineteenth Century” to “Reform and Its Opponents”	6.2 6.5	GOV ECN SIO	Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 845 Apply the Tip on page 846	See above.
10	Read pages 846 from “Reform and Its Opponents” to 851	6.2 6.5	GOV ECN SIO	Teach Historical Thinking Skills: Causation on page 847 Teach Historical Thinking Skills: Contextualization on page 848 Teach Historical Thinking Skills: Comparison on page 849	See above.
11	Read pages 852–855 to “Modernization Japanese-Style”	6.2 6.5 6.8	GOV ECN SIO	Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 852 Teach Historical Thinking Skills: Interpretation on page 854 Engage on page 855	If you have your students comparing the reactions of the Ottoman Empire, the Qing dynasty, and Japan to industrialization and imperialism, make sure to emphasize how Japan differed from the other groups. Students also need to know that Japan’s reactions through the Meiji reforms allowed the state to become a major power in the second half of the nineteenth century.
12	Read pages 855–861 from “Modernization Japanese-Style” through “Reflections”	6.2 6.5 6.8	GOV ECN SIO	Engage on page 856 Engage on page 858 Eric’s Activity 19: Comparing Responses to the West - TRM	See above.

AP® Unit 7 Suggested Length: 9-11 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 20					
1	Read pages 881–887 to “Outcomes: Legacies of the Great War”	7.1 7.2	GOV TEC	Eric’s Activity 20: Civil War in the West – TRM	While it may be tempting to jump right into teaching about World War I, spend some time “setting the stage” for the

		7.3 7.9		Crash Course World History: Episode 209, “How World War I Started” Teach Historical Thinking Skills: Comparison on page 887	first great war of the twentieth century. Giving context to World War I will help students make the connection between what they learned about the nineteenth century to the events of this era.
2	Read pages 887–891 from “Outcomes: Legacies of the Great War” to “Capitalism Unraveling: The Great Depression”	7.1 7.5 7.8	GOV SIO	Engage on page 888 Teach Historical Thinking Skills: Interpretation on page 889 Engage on page 891	The curriculum framework emphasizes the outcomes of World War I, especially how these outcomes led to later conflicts in the twentieth century. Help students understand how the way World War I ended contributed to these future conflicts.
Chapter 21					
3	Read pages 933–936 from “Revolutions as a Path to Communism” to “China: A Prolonged Revolutionary Struggle”	7.1 7.4	GOV ECN	Teach Historical Thinking Skill: Comparison on page 933 Teach Historical Thinking Skill: Interpretation on page 934 Engage on page 936	This section of Chapter 21 on the Russian Revolution also links into the cold war discussed in Unit 8. You may want to refer back to it when beginning to teach about the Cold War.
4	Read pages 936–938 from “China: A Prolonged Revolutionary Struggle” to “Building Socialism”	7.1 8.4	GOV ECN	Teach Historical Thinking Skills: Comparison on page 937 Teach Historical Thinking Skills: Analyzing Evidence: Content and Sourcing on page 938	This section of Chapter 21 on the Chinese Revolution also links to the development of Communist China throughout the twentieth century in Unit 8. You may want to call back to this when beginning to teach about Communist China in the second half of the twentieth century.
Chapter 20					
5	Read pages 891–895 from “Capitalism Unraveling: The Great Depression” to “Democracy Denied: The Authoritarian Alternative”	7.4	ECN	Engage on page 892 Teach Historical thinking Skills: Argumentation on page 893 Teach Thematic Learning Objectives: Creation, Expansion, and Interaction of Economic Systems on page 894	The Great Depression and the Interwar period is a good place to practice Causation and Comparison skills with students. Have them examine the causes of the Great Depression, along with comparing how different nations reacted to the challenges of the Depression.

6	Read pages 895–901 from “Democracy Denied: The Authoritarian Alternative” to “Japanese Authoritarianism”	7.5 7.6	GOV	Teach Historical Thinking Skills: Interpretation on page 895 Teach Historical Thinking Skills: Causation on page 896 Teach Historical Thinking Skills: Interpretation on page 900	This is another good section to practice Comparison with students by looking at the rise of Authoritarianism in Italy, Germany, and Japan during the Interwar Period.
7	Read pages 901–906 from “Japanese Authoritarianism” to “A Second World War, 1937–1945”	7.5 7.6	GOV	Teach Historical Thinking Skills: Causation on page 901 Teach Historical Thinking Skills: Interpretation on page 903 Teach Thematic Learning Objectives: State Building Expansion, and Conflict on page 905	See above.
8	Read pages 906–910 from “A Second World War, 1937–1945” to “The Outcomes of Global Conflict”	7.7 7.9	GOV	Working With Evidence: Ideologies of the Axis Powers on page 923 Teach Thematic Learning Objectives: State Building, Expansion, and Conflict on page 907 Teach Historical Thinking Skills: Comparison on page 909	The previous sections can be helpful with Contextualization and Causation by explaining the causes of World War II. Students can also practice Comparison by comparing World War II to World War I in how the wars were conducted and what their results were. Because of how fast the course goes, make sure to not spend too much time on World War II.
9	Read pages 910–920 from “The Outcomes of Global Conflict” through “Reflections”	7.7 7.8	GOV SIO	Teach Historical Thinking Skills: Interpretation on page 911 Teach Historical Thinking Skills: Causation on page 914 Teach Historical Thinking Skills: Interpretation on page 918	See above. Also, this section discusses the atrocities of World War II, such as the Holocaust. This may be a good place to also discuss other genocides from the early twentieth century, like the Armenian Genocide and the Holodomor.

AP® Unit 8 Suggested Length: 14-16 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 21					
1	Read pages 929–933 to “Revolutions as a Path to Communism”	8.1 8.7	CDI GOV	Chapter 21 Essential Activity Teach Thematic Learning Objectives: State Building, Expansion, and Conflict on page 930 Teach Historical Thinking Skills: Causation on page 931	This opening section provides a good transition between the end of World War II and the major events of the second half of the twentieth century, such as the cold war and decolonization.
2	Read pages 938–947 from “Building Socialism” to “East versus West: A Global Divide and a Cold War”	8.4 8.7 8.9	CDI ECN	Teach Historical Thinking Skills: Comparison on page 940 Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 941 Working with Evidence: Poster Art in Mao’s China	Review the Russian Revolution and the Chinese Communist Revolution from Unit 7 with students as they start this section. If you want students to work on their Comparison skills, have them compare the development of Chinese communism discussed here with the development of Russian communism.
3	Read pages 947–952 from “East versus West: A Global Divide and a Cold War” to “Nuclear Standoff and Third-World Rivalry”	8.2 8.3 8.7 8.9	CDI GOV ECN	Teach Thematic Learning Objectives: Development and Transformation of Social Structures on page 948 Engage on page 950 Teach Historical Thinking Skills: Interpretation on page 952	While the Cold War dominated the second half of the twentieth century, students need to know that the conflict impacted more than just the United States and the Soviet Union. This chapter will help them gain a more global view of the conflict.
4	Read pages 952–958 from “Nuclear Standoff and Third-World Rivalry” to “Paths to the End of Communism”	8.2 8.3 8.7 8.9	CDI GOV ECN	Teach Thematic Learning Objectives: State Building, Expansion, and Conflict on page 953 Teach Historical Thinking Skills: Periodization on page 954 Engage on page 957	See above.
5	Read pages 958–965 from “Paths to the End of Communism” through “Reflections”	8.8 8.9	GOV ECN	Apply the Tip on page 958 Engage on page 963 Eric’s Activity 21: Communism in World History - TRM	This section is helpful with teaching students the different responses Soviet and Chinese leaders had to the challenges faced by their states in the 1970s and 1980s, along with

explaining how Chinese Communism survived while Russian Communism did not.

Chapter 22

6	Read pages 975-982 to “Comparing Freedom Struggles”	7.5 8.5 8.9	GOV ECN	Teach Historical Thinking Skills: Causation on page 977 Teach Historical Thinking Skills: Interpretation on page 979 Engage on page 980	Decolonization in the twentieth century is a vast topic. Students need to know that not all of the decolonization movements were the same and former colonies experienced a wide variety of outcomes once they gained independence. If you have time, this would be a good topic to spend an extra day or two on.
7	Read pages 982-987 from “Comparing Freedom Struggles” to “The Case of South Africa: Ending Apartheid”	7.5 8.5 8.6 8.7 8.9	GOV CDI ECN	Teach Historical Thinking Skills: Comparison on page 983 Teach Thematic Learning Objectives: Development and Interaction of Cultures on page 986 Engage on page 987	See above.
8	Read pages 987-993 from “The Case of South Africa: Ending Apartheid” to “Experiments with Freedom”	8.5 8.7	GOV CDI ECN	Teach Historical Thinking Skills: Comparison on page 989 Teach Historical Thinking Skills: Comparison on page 990 Engage on page 992	See above.
9	Read pages 1005-1010 from “Experiments with Culture: the Role of Islam in Turkey and Iran” through “Reflections”	7.5 8.5 8.6 8.7 8.9	GOV CDI ECN	Eric’s Activity 22: Generalizing About Islam – TRM Working with Evidence: Contending for Islam on page 1013 Exit Slip on page 1010	See above.

AP® Unit 9 Suggested Length: 8-10 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 22					
1	Read pages 993–1005 from “Experiments with Freedom” to “Experiments with Culture: The Role of Islam in Turkey and Iran”	8.6	GOV	Teach Historical Thinking Skills: Causation on page 994	This section of Chapter 22 can act as an excellent transition between Units 8 and 9. It focuses on the developments that occur in formerly colonized states in the late 20 th and early 21 st centuries and connects to the larger theme of globalization that is the focus of Unit 9.
		8.7	CDI		
		9.4	ECN	Apply the Tip on page 996	
		9.5	SIO	Teach Historical Thinking Skills: Comparison on page 1004	
		9.9	TEC		
Chapter 23					
2	Read pages 1023–1029 to “Growth, Instability, and Inequality”	9.1	ENV	Apply the Tip on page 1025	Chapter 23 is set up more thematically than chronologically. This is going to be helpful with students understanding these larger topics related to globalization in the twentieth century. This chapter focuses on the changing global economy, feminism in the 20 th century, changes to religion, and environmentalism.
		9.4	TEC	Crash Course World History: Episode 41, “Globalization I: The Upside”	
		9.9		Engage on page 1028	
3	Read pages 1029–1033 from “Growth, Instability, and Inequality” to “Globalization and an American Empire”	9.1	ENV	Teach Thematic Learning Objectives: Creation, Expansion, and Interaction of Economic Systems on page 1030	See above.
		9.4	TEC	Teach Historical Thinking Skills: Causation on page 1031	
		9.9			
4	Read pages 1033–1036 from “Globalization and an American Empire” to “The Globalization of Liberation: Focus on Feminism”	9.1	CDI	Engage on page 1034	See above.
		9.4	ECN	Teach Historical Thinking Skills: Interpretation on page 1035	
		9.6	TEC		
		9.9			
5	Read pages 1036 from “The Globalization of	9.5	SIO	Engage on page 1036 Teach Historical Thinking Skills: Argumentation on page 1039	See above.

	Liberation: Focus on Feminism” to 1041			Engage on page 1040	
6	Read pages 1042–1044 to “Creating Islamic Societies: Resistance and Renewal in the World of Islam”	9.7	CDI	Teach Historical Thinking Skills: Interpretation on page 1042 Engage on page 1042	See above.
7	Read pages 1044–1050 from “Creating Islamic Societies: Resistance and Renewal in the World of Islam”	9.6 9.7	CDI	Teach Historical Thinking Skills: Causation on page 1044 Teach Historical Thinking Skills: Interpretation on page 1046 Teach Historical Thinking Skills: Interpretation on page 1048	See above.
8	Read pages 1051-1052 to “Experiencing the Anthropocene Era: Environment and Environmentalism”	9.5 9.7	CDI SIO	Teach Historical Thinking Skills: Interpretation on page 1051	See above.
9	Read pages 1052-1055 from “Experiencing the Anthropocene Era: Environment and Environmentalism” to “Green and Global”	9.1 9.3 9.5 9.9	ENV SIO TEC	Eric’s Activity 23: Living in the Anthropocene – TRM Teach Historical Thinking Skills: Causation on page 1053 Teach Thematic Learning Objectives: Interaction Between Humans and the Environment on page 1054	This final section of Chapter 23 focuses heavily on the first theme of this course, Humans and the Environment, through looking at the environment has changed due to modern human behavior and the growth of the environmental movement.
10	Read pages 1055-1062 from “Green and Global” through “Reflections”	9.1 9.3 9.5 9.9	ENV SIO TEC	Apply the Tip on page 1055 Teach Thematic Learning Objectives: Interaction between Humans and the Environment on page 1057 Apply the Tip on page 1061	See above.