Master Calendar - AP World History  
  
WEEK STARTING:  
  
(\*Subject to change)  
  
September   
  
 6  
AP Summer Assignments   
How to Write an Essay PowerPoints  
  
13   
Lecture (Japan- PERSIA style notes)  
  
20   
Discussion: Jared Diamond's Worst Mistake in the History of Man (Refer to AP World History/Notes and Lectures/Special Readings and Assignments)  
Chapter Study Guides (Spodek) work period.  
  
27   
MC Test Spodek (Refer to Test Calendar/AP World History tab) 1-3  
  
October  
  
4  
Lecture Polish Democracy- A Love Affair  
  
11   
  
How to Write Thesis Statements / Work on SOCACA Thesis  
Chapter Study Guides work period (PERSIA style)  
   
18   
Essay Writing Week : Timed Essays in class (refer to AP World History/Notes and Lectures/Special Readings and Assignments)  
  
25   
MC test Spodek (Refer to Test Calendar/AP World History tab) 4-6  
  
November  
  
1  
Lecture: Latin America: A Pirate, A Pig Farmer, and a Dude from Tennessee  
   
8   
20 Documents work periods / Hot Seat work period/ Chapter Summaries work period  
  
15   
Hot Seat   
  
22   
Hot Seat / Thesis Writing / Finding Examples  
  
29 /December  
MC Test Spodek (Refer to Test Calendar/AP World History tab) 7-9  
  
December  
  
Lecture: Death of God (The Taiping Rebellion and Other Apocolypses)  
Moviemaker productions: Revolutions in history  
  
 6   
Special Readings (Latin America)  
Background Histories  
Question Creation  
Comparative Charts  
Guest Speaker: Latin America (ODU history department)  
Movie Maker Productions: Revolutions in History  
  
13   
MC Test Spodek (Refer to Test Calendar/AP World History tab) 10-12  
Test Corrections 1-12  
  
20   
  
VideoConference (West Point Military Academy)  
   
  
January  
  
 3  
Lecture: Diasporas Role in History (and Other Benefits of Racism)  
pre-chosen topic for exam  
  
10   
Photostory 3 productions on Travelers in History / labtime  
DBQ essay  
Quizlet Study Guides:   
50 People, 50 Events, 50 Dates, 50 Concepts, 50 Places (Spodek Chapters 1-15)  
  
17   
"Moviefest" of Student Created Movies  
DBQ essay  
Review  
  
24  
MC Test Spodek 13-15 (Refer to Test Calendar/AP World History tab)  
  
 31  
  
Exam: Oral Exam on pre-Chosen topic; Multiple Choice test from previous AP exam.  
   
  
February  
  
7  
India's Road to Nationhood (and the Empires that Prevented It)  
Quizlet 50 People (Spodek Chapter 16-24)  
Wood Quiz: Chapters 20-22  
  
14  
Prezis workshop: Big Names in history  
Wood Quiz: Chapters 17-19  
  
21  
Spodek Study "Worksheets" groups (Chapters 1-24)  
Wood Quiz: 15-16  
MOCK EXAM  
  
28  
MC Test Spodek 16-18 (Refer to Test Calendar/AP World History tab)  
Wood Quiz: 13-14  
  
March  
  
6   
Lecture: Commodities that Ruled the World  
Quizlet 50 Events (Spodek Chapter 16-24)  
Wood Quiz: 11-12  
  
13   
Prezis workshop: Big Events in history  
Wood Quiz: 9-10  
  
20   
Wood Quiz: 7-8  
MOCK EXAM  
Exam Analysis  
  
  
27   
Wood Quiz: 5-6  
MC Test Spodek 19-21 (Refer to Test Calendar/AP World History tab)  
  
April  
  
4  
Lecture: Art as a Reflection (Stories behind the Canvases)  
Quizlet 50 Concepts (Spodek Chapter 16-24)  
Wood Quiz: 3-4  
  
11   
  
Test Corrections 13-21  
Prezi workshop: Big Concepts in history   
Wood Quiz: 1-2  
MOCK EXAM  
  
18 SpringBreak  
  
  
25   
MC Test Spodek 22-24(Refer to Test Calendar/AP World History tab)  
Wood Quiz: Random  
  
  
May  
  
2   
Review  
Quizlet 50 Places (Spodek Chapter 16-24)  
MOCK EXAM  
  
9   
Review  
MAY 13 EXAM DAY  
  
16  
Project Work-AP World History Lesson Development   
  
23   
Project Work-AP US History  
  
30   
Project Work-Point of View  
June  
  
6   
Project Work-Point of View  
  
13   
Project Work- Model UN

## September

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## Special Assignment: History of Africa

Summarize the assigned chapter from the History of Africa books (Students will be given different chapters to work on). Submit work on the wikispace: [**http://historyofafrica.wikispaces.com/**](http://historyofafrica.wikispaces.com/)   Begin discussions on the selected sections.   Remember to use courtesy while posting.

## Special Readings: The Worst Mistake in the History of the Human Race (Class) Mongolians and the Silk Road (Individual)

As a class, read the Jared Diamond piece below (using one of the documents that is able to be uploaded) and answer the questions.  
Individually, read the Mongolian and the Silk Road Readings and follow the instructions listed.

## Reading: The Worst Mistake in the Human Race: Jared Diamond

**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/4a_jared_diamond_notes.docx)**

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| **4a\_jared\_diamond\_notes.docx** | |
| File Size: | 14 kb |
| File Type: | docx |

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**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/the_worst_mistake_in_the_history_of_the_human_race_by_jared_diamond.docx)**

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**[http://www.weebly.com/weebly/images/file_icons/pdf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/mistake_jared_diamond.pdf)**

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## Questions: The Worst Mistake in the History of the Human Race: Jared Diamond

After reading the notes to the article in the file below, answer the following questions:  
1. What is the worst mistake in the history of the Human Race (in your opinion)?  
2. What are the pros and cons of being a hunter-gatherer?  
3. Is Diamond's argumentation solid? Why or why not?  
4. What are three examples that support Diamond's view?  
5. Is civilization itself an example of progression or regression? Explain your answer.

## Mongolians and the Silk Road

Write 10 questions per reading and provide answers for them. Switch with a friend.

**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/mongols_and_the_silk_road_reading.docx)**

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| **mongols\_and\_the\_silk\_road\_reading.docx** | |
| File Size: | 46 kb |
| File Type: | docx |

[**Download File**](http://demott.weebly.com/uploads/5/1/2/7/5127112/mongols_and_the_silk_road_reading.docx)

## Sample

Essays and essay fragments  
Identify the thesis statements in each essay/essay fragment.  What are the strengths/weaknesses of each thesis statement? What are the strengths/weaknesses of each essay? How would you improve them?

**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/3samples.docx)**

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| **3samples.docx** | |
| File Size: | 16 kb |
| File Type: | docx |

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## Spodek Work

Submit Chapter 1-3 Study Guides for your group.  This should be in the form of notes from your group.

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Writing the AP World essay** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: AP World History Essay Tips** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: To familiarize students with the AP World History requirements regarding essay writing as established by College Board | |
| Essential Understandings:  Students must consider the points on the rubric while writing the APWH essay.  Students must understand the difference between Basic Core and Expanded Core in APWH essay.  Students who follow basic grammar and stylistic rules have a greater chance of success on the APWH essay. | Essential Questions: Where can students find the essay rubrics?  What is the “7 locks” concept?  Why is passive voice less desirable than active voice?  What is World Historical Context?  What makes a good thesis statement? |
| Students will know…  Where to find the basic information regarding APWH essay information.  How to master the seven basic core traits. | Students will be able to …  Access information regarding the APWH essays.  “Correct” passive sentences into active ones  Provide World Historical Context examples |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will correct passive voice sentences.  Students will correct “thing” endings sentences.  Students will come up with a list of essay writing rules.  Students will create thesis statements regarding summer assignments. | Other Evidence:  Students will discuss/ answer questions related to topic. |
| **Stage 3- Learning Plan** | |
| 1. Present PowerPoint from APWH class (see: [http://www.weebly.com/weebly/main.php essay 2](http://www.weebly.com/weebly/main.php%20essay%202))   Present slides 40-57 (the end of the presentation), extracting information from students as to what of the rubric items might mean.   1. Present PowerPoint on essay writing (see: <http://www.weebly.com/weebly/main.php> essay\_writing)   Quickly go through slides 1-10; extract definitions from students on slides 13-14 before revealing them; explain slides 15-16,18; have students work in pairs on slides 17,19; quickly explain remainder of slides.   1. In groups, students will create a list of essay writing rules to use in writing APWH essays. 2. Students will create a thesis statement for work done over the summer. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: AP Summer Assignment Socratic Seminar** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: AP Summer Assignments** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: Establish the Rules of Socratic Seminar/Fishbowl for the class using previously read material from the summer readings. | |
| Essential Understandings:  Discussions and debates have rules to follow.  The 5 W questions have different functions and levels of depth. | Essential Questions:  What are the rules to holding a Socratic seminar discussion.  How do you ask questions that are meaningful? |
| Students will know…  How to distinguish between gathering background information and in depth detail.  How to establish World Historical Context. | Students will be able to …  Conduct a discussion using Socratic Seminar rules and procedures. (see <http://careerswitcherssocial.wikispaces.com/Socratic+Seminar> General Set up for Socratic Seminars)  Provide place and time for world events. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Full participation in a Socratic seminar led by students who have read particular summer reading books (see summer assignment)  Students will create a thesis statement based on discussions. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students will be broken up into groups based upon the summer reading that they’ve done. 2. Students will create question prompts/ categories to talk about regarding the readings. 3. Students will select a student in their group to be the “background” person, i.e. the person to provide background information on the book to the rest of the class who did not read the book. They will also select a “leader” to lead the whole class discussion. 4. The class meets as a whole, and the first book is selected, a summary is given, and a discussion based on the question prompt ensues using the rules and procedures of Socratic Seminar. 5. The discussion continues until the question prompts are completed; the next book follows the pattern as listed above, until all the summer reading books have been discussed. 6. Students will create a thesis statement based on the discussions. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Lecture: Japan (PERSIA style)** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Japanese history across the ages** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to lecture on the history of Japan and provide an example on the PERSIA format of notetaking. | |
| Essential Understandings:  Japan has a tradition of borrowing heavily from the Chinese.  Japan has had periods of openness and periods of isolation.  Japan has a consensus driven society.  Matthew Perry has had a profound impact on all elements of PERSIA in Japanese history. | Essential Questions:  How has China maintained a hegemony over East Asia, including Japan?  What caused Japan to move from one extreme to the next in terms of trade?  Why is Japan’s decision making so slow in comparison to other cultures?  Who was Matthew Perry? |
| Students will know…  Details of Japanese history using the PERSIA format of notetaking.  Periods of Japanese history  The significance of the Tokugawa Shogunate and Matthew Perry | Students will be able to …  Take lecture notes  Study lecture notes  Write an essay |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will take notes.  Students will extract “big picture” thesis statements from the lectures.  Students will write essay based on lecture notes. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Lecture will be given on Japanese history. Students will take notes. 2. At the end of the lecture, students will write 3 optional questions for an in class essay (using certain elements of PERSIA in the question), discuss the design of the question, choose one, and answer the question in essay format. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: September Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Civilization and the Mongolians** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: Hold a classroom discussion while questioning the reading’s point of view. Consider the traditional definition of “civilization” | |
| Essential Understandings:  Agriculture was mankind’s worst mistake in history. | Essential Questions:  Why was agriculture mankind’s worst mistake in history? |
| Students will know…  Alternate definitions of civilization.  Jared Diamond’s process of argumentation. | Students will be able to …  Argue for/against Jared Diamond’s argumentation regarding Agriculture. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Discussion.  Reaction paper. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Class will read and discuss (stop/start format) the article on <http://demott.weebly.com/readings-and-special-assignments.html> (scroll down to September) 2. After each paragraph, students will pair and share their reactions to each paragraph. 3. Teacher will lead discussion concerning content and argumentation style of Jared Diamond. 4. Students will produce small (1 page) iceberg reaction paper to Diamond’s arguments. 5. Students will read the other document (on the Mongolians) and:   a. hold a small group discussion on the content  b. identify the argumentation used in the writing  c. Write a small (1 page) iceberg reaction to the reading. (see <http://careerswitcherssocial.wikispaces.com/Iceberg+Model> for brief description). | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Chapter Study Guides** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Spodek 1-3** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: Students will create their own study guides for the Spodek tests. | |
| Essential Understandings:  Dividing work.  Follow through to their partners.  Extracting essential information. | Essential Questions:  How important is it to work as a group while preparing for the APWH exam?  What happens when one person does not complete a promised portion of the work?  How does a student determine what is/what is not important in a reading? |
| Students will know…  Elements of PERSIA in notetaking  The difference between base knowledge and illustrative.  Dates and places that are “Anchors” in history. | Students will be able to …  Successfully take two column notes.  Extract base knowledge in bulleted notes.  Extract important anchors from the text. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Notes regarding illustrative vs. base knowledge.  PERSIA labeling in notes/book  Creation of a preset number of pages of study guide. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Teacher will discuss the elements of PERSIA and take examples from the text to highlight one of the elements. 2. Teacher will extract opinions from the students on what information is base knowledge and what is illustrative. With the base knowledge information, the teacher will encourage students to grasp WHC surrounding the event/etc. With the illustrative, teacher will ask what the detail is illustrating (i.e. what point is being made) and encourage students to “interact” with the text by jotting commentary notes on the side of the book. 3. Students will be assigned a set number of pages to complete in creating a study guide for the upcoming Spodek test. 4. Students will create bulleted notes on those predetermined pages and submit it to weebly. 5. Students are expected to study from the study guides on their own. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Multiple Choice Test Taking** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Test Taking Skills** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: Test students on textbook, using test taking skills. | |
| Essential Understandings:  You can only do well on a test if you read the required readings. | Essential Questions:  What do you need to do to pass a test solely based on reading? |
| Students will know…  The value of studying the book. | Students will be able to …  Pace themselves in their studying.  Avoid skipping or skimping on the reading. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Multiple Choice test from the book’s test generator.  Test “Cover Sheet” | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students will spend the month reading the text, studying the contents, making use of the plethora of resources available on the weebly (i.e. student created study guides, resources- both under the AP World History tab (note all test dates are announced at the beginning of the year at: <http://demott.weebly.com/ap-world-history.html> as well as <http://demott.weebly.com/master-calendars.html> and posted permanently on the chalkboard with actual dates.) 2. Students will take the Multiple Choice test in class. 3. Students will record their study habits on the test cover sheet which will be kept and logged throughout the year. | |

## October

## Special Assignment: Timed Essays

Please do the following for the end of October.  The more essay practice you have, the stronger your argumentation will be in May.  
  
Answer the following to be submitted by the end of the month (one from each category…more for extra credit)  
  
1.       Compare/Contrast  
  
a.       Compare the political structures of Rome with that of Han China. How do these systems relate to another governmental type discussed in class lectures (i.e. Japanese/European feudalism, Polish Democracy in the Early Modern Period)?  
b.      How has geography played its part in the rise of early river civilizations? How does this geographic explanation to rises and falls in civilizations explain the sustainability of Japanese power or Polish power?  
c.       Compare the military growth in early empires with that in the early modern/modern world. What universal themes run through both military eras?  
d.      To what extent does social pressure determine the strength of a nation. Consider the social movements prevelant in Rome as well as the growth of the merchant class and enfranchisement of the Szchlata (Polish nobility) in your answer.  
  
2.       Change and Continuity Over Time  
  
a.       To what extent has the ancient world lived on? Why do these ideas remain important, whereas others simply are allowed to die out?  
b.      To what extent are enlightenment ideas replicas of ancient philosophies?  
c.       To what extent does religion continue to play a role in historical events? Why is this so?  
d.      What are the economic reasons for the rise and fall of civilizations? Are there any patterns that can form a universal truth about power economics?  
  
3.       Document Based Question:  
  
a.       Use the document library to analyze the Points of View of the authors/creators of the following documents/images? How does this make history a biased topic of study? (you may for extra credit answer the essay question provided on the link)                                                               
  
  i.      2.5 Menius: the counterattack on Legalism**http://wps.prenhall.com/hss\_craig\_wrldhisdoc\_1/0,,545727-,00.utf8.html**  
  
                                                             
  ii.      4.6 The First Philipic: Warning against Macedonian Imperialism**http://wps.prenhall.com/hss\_craig\_wrldhisdoc\_1/0,,545756-,00.utf8.html**  
  
                                                           
   iii.      5.2 The War with Cattiline**http://wps.prenhall.com/hss\_craig\_wrldhisdoc\_1/0,,545766-,00.utf8.html**

## Special Readings: Early India

Read the readings below and provide 10 questions and 10 answersper article.  
  
Harrappan Culture  
  
[**http://www.archaeologyonline.net/artifacts/harappa-mohenjodaro.html**](http://www.archaeologyonline.net/artifacts/harappa-mohenjodaro.html)  
  
Aryan Invasion Debate  
  
[**http://www.vedanet.com/index.php?option=com\_content&task=view&id=56&Itemid=2**](http://www.vedanet.com/index.php?option=com_content&task=view&id=56&Itemid=2)  
  
Language on Tamil Culture  
  
[**http://micheldanino.voiceofdharma.com/tamilculture.html**](http://micheldanino.voiceofdharma.com/tamilculture.html)

## Sample

Chuck Norris your essays: it is ok to disagree with the general consensus.  Often essays that go "above and beyond" and take a "knowledgable risk" (rather than a risk for risks sake alone) are the ones that succeed.    
  
I have split a short letter in half concerning Burning at the Stake.  Consider the author's point of view (items listed below) after reading PART I.  Then go on to read PART II and re-examine your answers.  
    
Answer the following items concerning POINT OF VIEW   
Bias - personal perspective  
Validity - evidence of truth  
Motivation - the why someone is saying/presenting/representing something  
Societal Position - your role in society  
World Historical Context - when, where  
  
NOTE the questions above deal specifically with Author of the reading.

**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/burning_at_the_stake.docx)**

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| **burning\_at\_the\_stake.docx** | |
| File Size: | 16 kb |
| File Type: | docx |

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## Spodek Work

Submit Chapter 4-6 Study Guides for your group.  This should include 1/2 a chapter (as assigned) and be in the form of notes from your group.

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Lecture: Polish Democracy: A Love Story** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Battle of Vienna and the Death of Democracy in Poland** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to lecture on the history of Polish democracy and provide an example of change and continuity in history | |
| Essential Understandings:  Poland was unique in developing modern democracy.  The Age of Empires was a ruthless age run on Machiavellian ideals.  Powerful neighbors and broken promises mar Poland’s history.  Military victory is sometimes the start of the overall defeat. | Essential Questions:  How did Poland develop a modern democracy without any significant bloodshed?  How did the three surrounding empires disassemble Poland?  How was Poniatowski a pawn?  How did the Battle of Vienna mark the end of Polish democracy. |
| Students will know…  Details of the Battle of Vienna  Jan Sobieski as a tragic figure  The Saxon kings of Poland  The role of Poniatowski and Catherine the Great | Students will be able to …  Take notes  Assess the implications of actions taken in Polish history  Write an essay |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will take notes.  Students will extract “big picture” thesis statements from the lectures.  Students will write essay based on lecture notes. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Lecture will be given on Polish democratic history. Students will take notes. 2. Students will compare Polish governmental types with others they’ve already studied / know from other classes in a bulleted list. 3. Students will create big picture thesis statements from the lecture. 4. This will curtail into questions found on the timed essay lessons. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: SOCACA Thesis** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Writing Workshop** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to recognize the components of a solid “SOCACA thesis” statement | |
| Essential Understandings:  Thesis statements need support, opinion, clarity, analysis, comprehensiveness, and argumentation to cover the needs of the APWH exam | Essential Questions:  How does one provide support for a thesis statement?  How does one ensure that a thesis statement is opinoinated?  How can students check for clarity in a thesis statement?  What words can signal analysis in a thesis statement?  What role does WHC have in creating comprehesiveness?  How can students do an argumentation check on the thesis statement? |
| Students will know…  How to identify: evidence, “because statements”, cause and effect, and World Historical Context (WHC) | Students will be able to …  Produce SOCACA thesis statements. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Using the Timed Essay Questions, students will create thesis statements for each of the questions. | Other Evidence:  Outline of proposed paper. |
| **Stage 3- Learning Plan** | |
| 1. As a class the timed essays (Compare/Contrast and CCOT) questions will be read for understanding. 2. Students will be divided into eight groups 3. Students will share and pair evidence needed to answer the question. (i.e. Supportable) 4. Students will offer their opinions to the answer to the question and choose the best one in the group (i.e. Opinionated) 5. Students will extract any extra wording and phrasing that obstructs the understanding of the thesis statement (i.e. Clarity) 6. Students will add a “because” statement to the thesis (i.e. Analysis) 7. Students will be sure that background information is provided in the opening paragraph (i.e. Comprehensiveness/ WHC) 8. Student will conduct an argumentative test to the thesis by asking “would there be an expert out there that would disagree with this statement” If the answer is YES, then the statement passes the test. 9. Time permitting, students will share their answers with the neighboring group and do a SOCACA analysis on the thesis statement. Students will create an outline of a proposed paper once completed. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Chapter Study Guides (PERSIA style)** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Clash of Ideas /**  **Spodek 4-6** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to compare two idea systems with one another using PowerPoint | |
| Essential Understandings:  Ideas shape action.  Unaccepted/unorthodox action promotes new ideas, as does new discoveries.  Certain eras (e.g. the Renaissance) are more likely to have the birth of new ideas because of more unaccepted/unorthodox action and/or new discoveries. | Essential Questions:  How do ideas dictate the actions of a certain time period?  How are new ideas born?  What eras are prone to new ideas? Why? |
| Students will know…  Scientific Revolution  Renaissance  Enlightenment  Eastern Thought  Dar-al-Islam  Christian Thought  Westernization/Southernization  5 Ws | Students will be able to …  Produce a comparative PowerPoint presentation regarding assigned two concepts and present the findings to class. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  PowerPoint presentation | Other Evidence:  Quiz |
| **Stage 3- Learning Plan** | |
| 1. Students will answer essential questions as listed above in a warm up activity. 2. Students will be given a short lessons on the definitions of the items listed in “Students will know” above 3. Students will create a PowerPoint on the background of their assigned areas (the 5 Ws: Who, What, When, Where, Why and How), Compare the two, and provide a quiz at the end of the PowerPoint. 4. Students will present their PowerPoint to class and have students verbally take their quiz. 5. Students are expected to study from the study guides on their own. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: October Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Early India** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to read additional material on Early India and learn note-taking through the fishbowl. | |
| Essential Understandings:  There are historical debates regarding Harappan culture, the Aryan invasion and the linguistic roots of the Tamils.  Forming questions and providing answers is a keen way to develop understanding readings. | Essential Questions:  What are the historical debates regarding Harappan culture, the Aryan invasion and the linguistic roots of the Tamils.  Why is considering what you read/ questioning what you read a good skill in reading comprehension? |
| Students will know…  The details of each of the readings, including the Harappa Culture through archeology, the arguments related to the Aryan invasion, and the methods of understanding history through the lens of a linguist. | Students will be able to …  Develop questions.  Hold meaningful discussions.  Be able to take notes of the main points of another discussion. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Full participation in the Fishbowl activity | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. All students will read the three sites found at <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll to October) 2. Students will be assigned one of the readings to create a student led Socratic Seminar (Fishbowl Style). Each group member should create 10 questions with 10 answers based on the assigned reading. Each group has a Socratic Seminar moderator. 3. The discussants form an inner circle, the non-discussants are listeners and note-takers. 4. The fishbowls continue until all three groups have discussed the questions of the group member as chosen by the moderator. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Timed Essays** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Age of Empires / Classic Period** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to provide an exam like atmosphere in administering the Timed Essays and to practice already established essay writing practices. | |
| Essential Understandings:  Timing and adherence to the principles of writing essays is essential in finding success on the APWH exam. | Essential Questions:  What is the best way to pace yourself in writing essays. |
| Students will know…  SOCACA thesis statements  PERSIA elements of grouping  Passive Voice  The Essay Writing Rubrics discussed earlier in class | Students will be able to …  Put into practice: SOCACA thesis statemetns, supporting evidence and argumentation. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will write a 45 minute essay on a pre-determined question found at <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to October) | Other Evidence:  Revised essay at the end of the essay writing unit. |
| **Stage 3- Learning Plan** | |
| 1. Students will start by writing the pre-determined essay for 45 minutes each day until the 8 Compare/Contrast and CCOT are complete. 2. The remainder of the class will be dedicated to another task 3. At the end of the unit (after essays are returned), students will compile an essay writing rules list based on comments made to their papers. 4. At the end of the unit, students may rewrite one essay for a grade, following those rules. | |

## November

## Special Assignment: Hot Seat Questions

HOT SEAT QUESTIONS  
  
Be able to answer in a full twenty minute discussion these questions.  We are aiming at depth to the answers.    
So for every question below, students are to have:  
  
a. 5 subquestions per main question (i.e. 50 questions total)  
  
b. 3 historical examples per question (i.e. 150 examples total)   
  
c. 1 thesis statement per main question (i.e. 10 thesis statements total)  
  
d. there should be a mix of specific and general in your answer  
  
e. Students should note, No WHC = No Points awarded  
  
f. This should feel like a discussion; remember NO Question in an AP class is a short answer question.  
  
  
The Main Questions:  
  
1. How does trade influence migration?  
  
2. How does new economic systems affect social class?  
  
3. How does a politcal system influence social status? How does social status influence political systems?  
  
4. What is the relationship between social status and economics?  
  
5. Contemplate why (ostensibly) there is only a few significant female figures in world history... non-white figures... impoverished figures.  
  
6. What is meant by the sentiment that no man ever finds America alone.  
  
7 How does racism advance the world?  
  
8.To what extent does religion get in the way of imperial ambition?  
  
9. What is the role of rights and privilege in history?  
  
10. Was Napoleon Bonaparte correct?  
[**http://www.pbs.org/empires/napoleon/flash/fl\_home.html**](http://www.pbs.org/empires/napoleon/flash/fl_home.html)  
[**http://www.pbs.org/empires/napoleon/n\_war/campaign/page\_12.html**](http://www.pbs.org/empires/napoleon/n_war/campaign/page_12.html)

## Special Readings: The Story of India (PBS)

There are six lessons presented by PBS.  After the teacher assigns you an individual chapter in Indian history, click on to the appropriate lesson and be sure to follow the instructions on the site.  Your group will be asked to present your findings to the rest of the class. [**http://www.pbs.org/thestoryofindia/teachers/lessons/**](http://www.pbs.org/thestoryofindia/teachers/lessons/)

## Sample

5 Subquestions per Question above.  Answer the following in your notes and continue working on the answers to b-f above.

**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/5_subquestions.docx)**

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## Spodek Work

Submit Chapter 7-9 Study Guides for your group.  This should include a full chapter (as assigned), and may take a variety of forms.

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Lecture: Latin America: A Pirate, A Pig Farmer, and a Dude from Tennessee** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Continuous Conquest of Latin America** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to lecture students on Latin America and provide examples of comparisons in Latin American history. | |
| Essential Understandings:  Latin America has a long history of Empires, pre-dating Columbus.  Decentralized governments often fall victims to centralized ones  Latin America was conquered through luck, blind faith, and smallpox.  The New World was attractive because there was not the social glass ceiling in the Old World | Essential Questions:  Why was it so easy for the Iberian Peninsula kingdoms to set up empires in Latin America?  What types of governments existed at the time of the Iberian Conquest of Latin America?  How ready were the Conquistadores at conquering the New World?  What was the attraction of the Peninsulares to go to the New World? |
| Students will know…  The contributions of the Huari and the Tiwanaku, as well as other pre-Columbian natives of Central and South America.  The eras of pre-Colombian America.  The Social implications of conquering Latin America.  Features of the Imperial Age and the attitude towards Latin America after the U.S./Mexican War. | Students will be able to …  Distinguish between the periods of Latin America.  Make comparisons/Find similarities among the ages of empire in Latin America.  Discuss the Social features of Colonial South and Central America. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Make Graphic Organizers (e.g. Venn Diagrams) of the different eras in Latin American history. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Lecture will be given on Latin America. Students will take notes. 2. Students will be asked to label their notes with the elements of PERSIA. 3. Students will be asked to create Graphic Organizers (such as the Venn Diagram) when comparing different eras in Latin American history. 4. Students will be asked to present/ lead a discussion on the different Social features of Colonial South and Central America. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: 20 Documents** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Primary Sources** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to introduce students to primary sources and increase the student understanding/ analysis of these documents (in preparation for later work on the DBQ) | |
| Essential Understandings:  Every author is biased.  Every piece of evidence has a degree of validity attached to it.  Every author has a motivation for writing a particular piece.  Societal position often creates your point of view.  World Historical Context must always be considered when analyzing documents. | Essential Questions:  What determines bias?  What determines validity?  Why is it important to consider motivation of a piece?  Why is it important to consider one’s societal position when analyzing a document?  What role does WHC have in document analysis? |
| Students will know…  Bias  Validity  Motivation  Societal Position  World Historical Context | Students will be able to …  Identify bias, validity, motivation, societal position, and WHC in individual documents. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Read and answer questions in the document readers.  Provide a “Character Sketch” of the authors using BVMSW as a guide. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students will be asked to provide an alternative list to terms listed on <http://demott.weebly.com/point-of-view-2.html> 2. Students will explain the concept of point of view, trying the break it into categories on a brainstorming sheet. 3. Teacher will give the terms Bias, Validity, Motivation, Societal Position, World Historical Context and ask each student to define it on their brainstorming sheet. 4. Class will discuss definitions 5. Students will be given three documents from <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll to November) to provide “Character Sketches” for using BVMSW as their guide. 6. Students will be asked to complete readings and questions to 20 documents from the primary sources as discussed in <http://demott.weebly.com/readings-and-special-assignments.html> (November) to be finished by the end of the month. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Hot Seat** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Extreme Q and A** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students prepare for and be able to explain multiple aspects of a set of questions and take a class oral exam on these questions, including all of the elements of an essay (except in oral form). To develop an argumentation style for future essays and in preparation of the semester exam. | |
| Essential Understandings:  Sub-questions are a good technique to anticipate questions that may be asked in a hot seat.  World Historical Context allows for students to provide valid evidence that a broad statement is true.  Combining elements of PERSIA allows for a deeper discussion and shows the interrelationship between the elements.  Self study allows for choice of answers. | Essential Questions:  What sub-questions should be asked to prepare for an open question hot seat?  How do details validate a thesis statements? What should be the criteria for those details?  Why should combined elements of PERSIA be used in discussions? |
| Students will know…  Information pertaining to the questions in <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll to November) | Students will be able to …  Students should be able to anticipate the questions that may be asked by preparing their own questions and answers.  Students should be able to answer questions using specific detailed historical examples to qualify (validate) their broad answers. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will prepare for and lead a “hot seat” question and answer period.  In writing, students will do the following:  Students will create sub-questions  Students will provide written examples  Students will provide thesis statements | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. In preparation for the lesson, students should create the following based on the main questions listed on <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll to November) Students should be able to answer in a full twenty minute discussion on any one of these questions. In the preparation stage students may research, take notes, and share there answers. In the delivery stage, they may use notes, but not the advice of fellow students. For every question below students should have: a. 5 subquestions per main question (i.e. 50 questions total) b. 3 historical examples per question (i.e. 150 examples total)  c. 1 thesis statement per main question (i.e. 10 thesis statements total) d. there should be a mix of specific and general in your answer e. Students should note, No WHC = No Points awarded f. This should feel like a discussion; remember NO Question in an AP class is a short answer question. 2. During the delivery stage, students are randomly selected and one question is randomly selected for the student to answer during the twenty minute period. The student is watched for items a-f and when faltering, the teacher is to guide/ suggest a direction to take that adheres to the above mentioned design. 3. Once the presenter is finished, students are exchanged until the questions are exhausted. The class then is asked to provide SOCACA thesis statements for the questions, based in part on the discussions that took place. 4. Students will get into groups based upon the students who did not present, who will spread around the room to stations. 5. As a follow up, hot seat students who did not present are to asked to (individually) provide examples for the thesis statements of the other students as well as a bulleted list of what to include in the essay. 6. Students who already presented will move around the room at 10 minute intervals until all the groups have seen 3-5 hot seat students (dependant upon time). | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: November Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Story of India (PBS)** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: Hold a classroom discussion while considering the different eras in Indian history. | |
| Essential Understandings:  India is a culture rich in the growth of religions.  Asoka’s Great Rock Edicts had a profound effect on Indian society as a whole.  India had a strong trading tradition due to the Silk Road to the North and the Indian Ocean Trade along the coasts.  India’s contribution to math and science is unparalleled in ancient history.  Akbar’s contribution to religion was one of a unifying force.  The British attitudes towards India was one steeped in British imperialistic attitudes. | Essential Questions:  Why was religious growth so prevelant in the Indian subcontinent?  What effect did Asoka have on India’s religious policies? Why?  To what extent was India the heart of the trading world during the ancient empires?  What contributions to math and science were made by the ancient Indians?  Why was Akbar able to unify religions during his rule?  Where did British attitudes towards India come from? |
| Students will know…  Different eras in Indian history  Features of those eras  Major contributions / changes made during those eras | Students will be able to …  Distinguish different features from different eras in Indian history. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Reading and presenting.  Research  Performance task varies upon the group (as directed by:  <http://www.pbs.org/thestoryofindia/teachers/lessons/> | Other Evidence: |
| **Stage 3- Learning Plan** | |
| Students will be broken down into six groups and follow the plan as directed by <http://www.pbs.org/thestoryofindia/teachers/lessons/> (See below for grouping).  1. Students will share their projects with the rest of the class while including the essential questions/essential understandings as described above.  [Lesson 1: Tracking Early Hinduism](http://www.pbs.org/thestoryofindia/teachers/lessons/1/) In this lesson students explore the early history of Hinduism and create a scrapbook that highlights important gods, holy sites, and ancient texts. [Lesson 2: An Edict on Ashoka](http://www.pbs.org/thestoryofindia/teachers/lessons/2/) To honor the great achievements of Ashoka, students mimic the style of the Great Rock Edicts and write an edict memorializing one of Ashoka’s accomplishments. To follow up, students develop additional edicts that reflect the beliefs of Ashoka but apply to issues faced today. [Lesson 3: The Winds of Trade](http://www.pbs.org/thestoryofindia/teachers/lessons/3/) This two-part lesson starts by putting students in the shoes of a Roman merchant in the state of Kerala trying to convince a business partner to join him in India. The second portion of the lesson has students evaluate the importance of trade in Indian history through the eyes of a contemporary historian examining the letter written in part one. [Lesson 4: Monument to the Stars](http://www.pbs.org/thestoryofindia/teachers/lessons/4/) To commemorate the achievements of the great mathematician and scientist, Aryabhatta, students create a monument for display at a fictional university. [Lesson 5: Akbar's Debate](http://www.pbs.org/thestoryofindia/teachers/lessons/5/) Students explore Akbar's interest in the many religions of India by constructing a conversation between multiple religious leaders, moderated by Akbar himself, who attempt to find common ground among the faiths. [Lesson 6: British Attitudes Towards India](http://www.pbs.org/thestoryofindia/teachers/lessons/6/) The British perception of Indian culture was reflected in their policies and attitudes toward the people of India. This activity has students consider the British attitude and then respond to it from the perspective of an Indian living under British rule. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Chapter Summaries (Full)** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Spodek 7-9** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to increase the student responsibility to the members of their class by having them provide full chapter study guides in the form of paragraphed summaries to the outside Spodek readings | |
| Essential Understandings:  Extracting basic information (as opposed to illustrative examples) is a key element in notetaking. | Essential Questions:  How does one identify basic information versus illustrative examples?  What is the purpose of illustrative examples in history texts? |
| Students will know…  The contents of the assigned chapter | Students will be able to …  Provide notes on background information for members of their class |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Summary of the assigned chapter, extracting all illustrative examples. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Teacher will review with students what information is base knowledge and what is illustrative. 2. Students will be assigned a set chapter to complete in creating a study guide for the upcoming Spodek test and submit the summary for the weebly page. 3. Students are expected to study from the study guides on their own. | |

## December

## Special Assignments:Revolutions in History: Moviemaker

## Moviemaker Topics

After reviewing Brinton's Theory of Revolutions, pick 2 Revolutions and Compare/Contrast them, making reference to Brinton in your movie.

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Colour Revolutions  
Chechen Rebellions  
Intifadas (Palestine)  
Western Sahara Wars  
Rhodesian Bush War  
Iraqi Revolution  
Cuban Revolution  
August Revolution (Vietnam)  
Warsaw Uprising  
Forest Brothers Rebellion (Baltic States)  
Promoter's Revolution (Siam)  
Irish Civil War  
Battle of Blair Mountain  
Red River Rebellion  
Porfirio Diaz rebellion against Benito Juarez  
Meiji Restoration  
January Uprising (Poland)

Sioux Uprising (Minnesota)  
Sepoy Mutiny  
Revolutions of 1848 (Europe)  
War of Tatters  
Belgian Revolution  
Janissary Revolt (Ottoman Empire)  
Greek War of Independence  
Mexican War of Independence  
Latin American Revolutions (Bolivar)  
White Lotus Rebellion  
Polish Revolt (1794)  
Haitian Revolution  
French Revolution  
Pugachev's Rebellion  
Pontiac's Rebellion  
Scientific Revolution and the Enlightenment as Precursors to Revolutions  
Camisard Rebellion

Karposh's Rebellion (Ottoman Empire)  
Glorious Revolution (England)  
Pueblo Revolt  
Pasthun Rebellion  
Jat Uprising  
Sikhs in the Anandpur against the Mughals  
Li Zicheng Rebellion  
Shimabara Rebellion  
Nine Years War (Tyrone's Rebellion in Ulster)  
Revolta de les Germanies in Valencia  
Skenderbeg's Rebellion  
Vietanmese Rebellion against Chinese (1418-1427)  
The Great Rising of 1381  
Zhu Yuanzhang (Han Chinese) Rebellion against Mongol Yuan Dynasty (1368)

First Prussian Uprising against the Teutonic Knights (Northern Crusades)  
Great Revolt of Abu Yazid  
Umar ibn Hafsun  
Huang Chao against Tang  
Jang Bogo against Silla  
Saxon Wars (782-785)  
Abbasid Revolt  
The Great Berber Revolt (Meghreb)  
Yellow Turban Rebellion  
Great Jewish Revolt (Rome)  
Boudica's Revolt against the Romans  
Red Eyebrow Rebellion  
Julius Caesar's march on Rome  
Roman Slave Rebellion (Spartacus)  
Rebellion of the Seven States  
Helot Serfs against Spartans  
Ionian Revolt against the Persians  
Babylonians against Assyrians

## Special Readings: Race in Latin America

Pardos Readings:   
1. Read the Required Readings   
2. Create a PERSIA WHC chart dealing with the time and place considered in the readings.  
3. Develop 10 questions per reading.  Each question should be a why and / or how question.  
4. When Videoconferencing, ask your questions.  
5. Repeat steps 1-4 above for Optional Readings for Extra Credit.

## Required Readings

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## Optional Readings

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| **smuggling.pdf** | |
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| **race\_wars.pdf** | |
| File Size: | 178 kb |
| File Type: | pdf |

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## Sample

Test Corrections 1-12  
Take the December Test "as a class" being able to explain your answers as well as your reasons for NOT answering a certain way. Then as a class explain the answers to the previous tests taken in this class.

**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/test_corrections.docx)**

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| **test\_corrections.docx** | |
| File Size: | 16 kb |
| File Type: | docx |

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## Spodek Work

Creating 33 questions with answers for assigned chapter (10-12) based on group work for submission.

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Lecture: Death of God (The Taiping Rebellion and Other Apocalypses)** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Religion as a tool and as a Destructive Force** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to lecture students on the changing image of God and provide students with examples of Points of View. | |
| Essential Understandings:  The concept of God(s) has shifted over time to the point in which secularism and human concerns have replaced religious conviction.  Sumeria provides a religious template for the Abrahamic religions to follow.  The Taiping Rebellion was among the most destructive “God related” uprisings in history.  Christianity destroyed Rome. | Essential Questions:  How has God lost His place in history?  How were the Sumerian’s and the early Abrahamic religions related?  To what extent can religion be blamed for the twenty million dead in the Taiping Rebellion?  What was the destructive role of Christianity in Rome and elsewhere? |
| Students will know…  Sumerian religious belief  The rise of monotheism  The features of the Taiping Rebellion  The role of Christianity in the fall of Rome. | Students will be able to …  Take notes and summarize the main themes of the lecture in a cause and effects chart. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Note-taking  Cause and Effects Chart | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Lecture will be given on Taiping Rebellion. Students will take notes. 2. Students will be asked to label their notes with Cause and Effect. 3. Students will be asked to create a Cause and Effect Chart at the end of the lecture. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Moviemaker Productions (Revolutions in History)** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Revolutions in History** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students develop a movie comparing two revolutions using Brinton’s theory of revolutions as their guide. | |
| Essential Understandings:  Briton’s steps to Revolutions are universal in all revolutions.  Some revolutions are aborted before coming into fruition.  As long as there is inequality, revolutions will occur, and there will always be inequality. | Essential Questions:  What are the steps of revolution?  Why are some revolutions shorter than others?  What’s the difference between a revolution and a coup d’etat?  What is similar in all revolutions when considering PERSIA? |
| Students will know…  The steps described in Brinton’s Theory on Revolutions.  The events related to the selected revolutions from the list found on <http://demott.weebly.com/readings-and-special-assignments.html> (scroll to December) | Students will be able to …  Compare and Contrast revolutions using Brinton’s Theory of Revolutions as a guide. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will utilize Movie Maker to showcase their comparisons of the two revolutions. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students will select two revolutions from the list found on <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll to December) and get approval from the teacher. 2. Students will research the events of the revolutions and take relevant notes that fit into Brinton’s Theory of Revolutions. 3. Students will create a script, collect pictures, and create a movie using Movie Maker. There is no time limit to the movies, but each should satisfy the following criteria: 1. Cover background histories of two revolutions, 2. Follow the steps described in Brinton’s Theory of Revolutions (as far as they events will take the student), 3. Be comparative in nature and offer commentary on both the similarities and differences of the two revolutions. 4. Students should submit the movies to weebly. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: December Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Latin American Social Structure** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students prepare a “reading packet” in preparation for the videoconference with West Point Military Academy. | |
| Essential Understandings:  Racial equality means loss of social status for those in the privileged class.  Race provides an identifiable demarcation for stereotyping.  South America inherited a long line of rigid social class, which allows for more fervent racism.  Haiti has world history’s only successful slave revolt and has been in decline ever since. | Essential Questions:  Why is equality not desirable for everyone?  Why is race so easily attached to social inequality?  What was the result of the Spanish Conquest of Latin America in terms of social hierarchy?  What were the short term/long term results of Haiti’s Slave Revolt? Why? |
| Students will know…  The social and racial attitudes of the Creoles of South America prior to the Bolivarian Revolutions  The events of the Haitian Revolution | Students will be able to …  Create questions and provide speculated answers to questions emerging from the required readings as found on <http://demott.weebly.com/readings-and-special-assignments.html> (scroll to December) |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Creation of 10 in depth questions per reading. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students will read the Required Readings as found on: <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to December) 2. Students will write ten questions each from the required readings in preparation for the West Point Military Academy Videoconference. The questions will be why and how questions and be approved by the teacher. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Background Histories** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: PERSIA WHC chart** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students provide background histories through a PERSIA WHC chart on the readings in preparation for the West Point Videoconference. | |
| Essential Understandings:  Each reading has elements of PERSIA represented. | Essential Questions:  What is the best method to segregate the elements of PERSIA in note-taking? |
| Students will know…  The contents of the required readings found at <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll to December) | Students will be able to …  Effectively label the readings with the elements of PERSIA |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Create a PERSIA WHC Chart | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students will read the Required Readings as found on: <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to December) 2. Students will create a chart which has a column for each of the elements of PERSIA and when reading place bulleted information from the text into the appropriate column. 3. Students, upon completion of the reading, will write a summary sentence regarding the Political, Economic, Religious, Social, Intellectual, and artistic realities presented in the readings. They should write only six sentences (one per PERSIA element) and not expand on the concept. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Question Creation** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Spodek 10-12** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students distinguish among question types while preparing for the Spodek test. | |
| Essential Understandings:  Asking questions to the text is like communicating with a historian. | Essential Questions:  How can writing and answering your own questions assist in studying for a test? |
| Students will know…  The contents of the Spodek book (chapters 10-12) | Students will be able to …  Create questions and provide answers for the questions. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Worksheet creation with 33 questions | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students are expected to study from the study guides on their own. 2. Students will be paired off and assigned individual chapters and provide 33 questions and answer keys on the chapter. The questions should be of a mixed variety with some dealing with identification, others definition, and others explanation. 3. Students will submit both questions and answers in one document, but have the answers on the last sheet of the document (i.e. not next to the questions) | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Comparative Charts** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Social Class around the Globe** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: To create comparative charts on Social Classes around the globe. | |
| Essential Understandings:  Social structure is not solely dependent upon economic wealth.  Birthright and tradition often mean lack of social mobility. | Essential Questions:  What are the social hierarchy structures in Latin America, India, China, feudal Japan, feudal Europe, pre Civil War United States, and what is the basis for their models? |
| Students will know…  The hierarchy charts of Latin America, India, China, feudal Japan, feudal Europe, pre Civil War United States. | Students will be able to …  Discuss the difference between each chart. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Creating comparison charts and class discussion. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students are grouped into three groups. 2. Students will be given charts with blanks included in each one. Students are asked to find the missing items and fill them into the chart. 3. In the pre-assigned groups, students are asked to explain each chart and provide one historical example per chart on how the social hierarchy came to be. 4. Each group is asked to report out on two of the charts and see if there is a general class consensus on their findings. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Guest Speaker** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Latin American Revolutions** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to take notes and participate in the discussion led by ODU profession of Latin American history. | |
| Essential Understandings:  TBD by presentation. | Essential Questions:  TBD by presentation. |
| Students will know…  The events of the Latin American Revolutions. | Students will be able to …  Discuss the events of the Latin American Revolutions. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Listen, take notes, discuss | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. ODU professor of Latin American history will present on Latin American Revolutions. 2. Students are expected to listen, take notes and discuss the contents of the presentation as facilitated by the ODU professor. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Test Corrections** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Test Taking Skills** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to fine tune their test taking skills through analysis of the tests thus far taken in class and discussing the right/wrong answers with members of their class. | |
| Essential Understandings:  Multiple Choice is in exercise in logical thinking.  The process of elimination takes the guess work out of Multiple Choice.  Reading the material before the test and having a regular schedule of study improves test scores dramatically. | Essential Questions:  What is the best way to handle tough multiple choice questions? |
| Students will know…  The content of the previous tests. | Students will be able to …  Roundtable the multiple choice questions and use strategies discussed in class on how to reduce the chance of getting questions wrong. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Re-taking Multiple Choice test as a class, with discussions of why a certain answer is chosen. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Teacher will lead a short discussion on test taking skills 2. Students will receive their previous tests back. 3. Students will be grouped into groups of 3-4 students based in part on test scores. The group will receive a blank scantron. 4. Students will spend the period discussing the possible answers and as a group answer the questions. For ½ the period, they may not use their books, for the second half they may use their books for this activity. The important thing is that students are utilizing strategies discussed in class. 5. When all groups are finished, they should submit one scantron for one of the prior test for the group grade. The remaining tests should be done as homework and submitted individually, although students may use books and friends for a regrade. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Videoconference** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Pardos in Venezuela/ Haitian Revolution** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to Videoconference with West Point Military Academy on the prepared for readings, using the created “reading packets” as their guide. | |
| Essential Understandings:  Based on questions created by students. | Essential Questions:  Based on questions created by students. |
| Students will know…  Contents of the required (and optional) readings | Students will be able to …  Participate in the videoconference through asking their prepared questions as well as follow up questions as they emerge through the course of the videoconference. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Participation in the Videoconference. Two Column notes. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students will have prepared questions, PERSIA WHC charts, and studied Social Structure charts, and taken notes from the ODU guest speaker before entering the videoconference. 2. Students will ask the prepared questions and take Two Column notes on the responses. They may organize these in any way that is comfortable for them, however suggested ways include question/answer. PERSIA/Notes, Comments/Notes, Comparative/Notes, and CCOT/ Notes. 3. Students will adhere to proper Videoconference behavior and are expected to represent Tallwood with honor and dignity. | |

## January

## Special Assignment: Travelers in History: Photostory 3 3 sources/ 3 minutes

Required Readings  
Traditions and Encounters (Bengley and Ziegler) Chapter 22: Reaching Out: Cross Cultural Interaction  
[**http://highered.mcgraw-hill.com/sites/dl/free/0073406937/540529/Chapter22.pdf**](http://highered.mcgraw-hill.com/sites/dl/free/0073406937/540529/Chapter22.pdf)  
  
SPODEK concerning your assigned Traveler  
  
One Additional Source regarding your assigned Traveler.

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## Topics List

Create movie on ONE of the following as TRAVELERS:

Martin Guerre  
Ibn Battutu  
Marco Polo  
Zheng He  
John of Montecorvino  
Matteo Ricci

Rabban Sauma  
Bartolomeu Dias  
Vasco da Gama  
Peter the Great  
Vladimir Lenin  
Mahatma Ghandi

## Special Reading

Absolute Monarchs: Review the PowerPoints made by the class of 2009-2010 [**http://demott.weebly.com/political-systems.html**](http://demott.weebly.com/political-systems.html)  
Create a 25 item matching quiz regarding the PowerPoints  
Read these Primary Sources on Peter the Great, Create a Summary of other's views of him; [**http://www.fordham.edu/halsall/mod/petergreat.html**](http://www.fordham.edu/halsall/mod/petergreat.html)  
  
Then read the document below and discuss the contents on the wikispace [**http://russianhistorydiscussions.wikispaces.com/**](http://russianhistorydiscussions.wikispaces.com/).  Remember to use courtesy when posting on wikispaces.

**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/russia_int_he_age_of_peter_the_great.docx)**

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## Sample

Posting Discussions on Wikispaces

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## Spodek Work

Quizlet Study Guides Chapters 1-15 (50 Events, 50 People, 50 Concepts, 50 Dates, 50 Places)

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Lecture: Diasporas Role in History (and Other Benefits of Racism)** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: The Four Slave Trades of Africa** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to lecture students on the diasporas (with emphasis on slavery) and provide examples of PERSIA negatives and positives (i.e. when one element of PERSIA is negative, another may be positive), as well as the concept of “cold historian”. To create a series of brainstorming sheets for the class to add to throughout the remainder of the year. | |
| Essential Understandings:  Africa had four major slave trades.  The Islamic slave trade was a social status symbol, whereas the Atlantic slave trade was an economic necessity.  Diasporas spread culture globally more effectively than trade networks. | Essential Questions:  What were the four major slave trades of Africa?  Why Africa?  What were the differences and similarities of the Islamic and Atlantic slave trades?  What are the impacts of diasporas? |
| Students will know…  Terms related to the different slave trades.  The growth of Islamic wealth due to military conquest.  The details of the origins of the Atlantic Slave trade.  Why diasporas occur. | Students will be able to …  Answer the question why certain negative practices are perpetual. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Create a list of perpetually “bad” practices and brainstorm why they will persist in the world.  Create a brainstorming sheet with examples. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Lecture will be given on Slavery. Students will take notes. 2. After the lecture, students will come up with a list of perpetually “bad practices” on a sheet of paper. 3. Individually, students will create a list of why these items persist in the world and provide examples of where/how they persist. 4. An assigned student will write these ideas down on the big sheet of paper. 5. As the semester progresses, students will be asked to add examples to the paper from new points/lectures/lessons. 6. Similar work can be done for thesis statements (from lectures and prior essays) made earlier in class. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Photostory 3 Production: Travelers in History** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Era of Interaction** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to create Photostory 3 productions on a select list of travelers, using three sources as their guide. | |
| Essential Understandings:  Times of increased trade and new discovery are often times of competition and conflict.  Travelers help to disperse and spread myths about foreign cultures. | Essential Questions:  Why was the Renaissance such an important time economically speaking?  What was the result of increased interaction among cultures?  What role did the travelers have on the perception of foreign cultures? |
| Students will know…  Martin Guerre Ibn Battutu Marco Polo Zheng He John of Montecorvino Matteo Ricci  Rabban Sauma Bartolomeu Dias Vasco da Gama Peter the Great Vladimir Lenin Mahatma Gandhi | Students will be able to …  Produce a three minute movie on the exploits of the travelers in history using Photostory 3  Integrate the three readings into a comprehensive summative text |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Create Photostory 3 Movie including text and images. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Students will be assigned a traveler to study. 2. Teacher will run through the technology of Photostory 3 in minipresentation. 3. Students will read three text regarding travelers.   (Traditions and Encounters (Bengley and Ziegler) Chapter 22: Reaching Out: Cross Cultural Interaction [**http://highered.mcgraw-hill.com/sites/dl/free/0073406937/540529/Chapter22.pdf**](http://highered.mcgraw-hill.com/sites/dl/free/0073406937/540529/Chapter22.pdf) SPODEK concerning your assigned Traveler One Additional Source regarding your assigned Traveler.)   1. Students will create a text to read that answers the essential questions and provides background information on their traveler, and produce a 3 minute Photostory 3 movie on the topic. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: DBQ Essay** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Point of View in Essay Writing** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to review the Point of View criteria previously discussed and put the character sketches, etc. into practice in a DBQ essay. | |
| Essential Understandings:  Point of View of a writing is filled with BVMSW | Essential Questions:  How does a student exemplify an understanding of BVMSW? |
| Students will know…  Bias  Validity  Motivation  Societal Position  World Historical Context | Students will be able to …  Analyze a primary source for BVMSW |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Essay writing and document analysis | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Present PowerPoint from APWH class (see: [http://www.weebly.com/weebly/main.php essay 2](http://www.weebly.com/weebly/main.php%20essay%202))   Present slides 40-57 (the end of the presentation), extracting information from students as to what of the rubric items might mean.   1. As a class, one DBQ is looked at from all of the sources, being sure to have all of the POV elements represented. 2. Students will practice a sample paragraph on the class DBQ. 3. Students will be given an individual DBQ to practice on their own, using the skills practiced in class. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Quizlet Study Guide** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Chapters 1-15** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to create study guides on vocabulary relevant in Spodek chapters 1-15. | |
| Essential Understandings:  Quizlets offer a fun way to develop study guides | Essential Questions:  How do you use quizlets? |
| Students will know…  How to use quizlets.  The contents of their assigned chapter. | Students will be able to …  Create vocabulary quizlets. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Quizlet | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Teacher will present sample quizlet to the class to show the features and assign each student a separate chapter on the chapters thus far studied. 2. Students will create quizlet using 25-50 terms relevant to the chapter and submit to weebly. 3. Students are expected to study from the study guides on their own. | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: January Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Absolute Monarchs/ Peter the Great** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students read through PowerPoints of other classes regarding Absolute Monarchs, read the special reading on Peter the Great and make comments on the discussion link on wikispaces. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
| <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to January) | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Pre-Chosen Topic for Exam** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Preparation of Oral Exam** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students choose and prepare for the oral portion of their exam. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: “Movie-fest”** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Revolutions and Travelers** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students watch and analyze the movies created by their peers on Revolutions and Travelers. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Review** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: World History Part I** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to review material thus far covered in class. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Exam** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Mock AP Exam** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to simulate an actual APWH exam, and to check understanding through a one-to-one oral exam. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
|  | |

## February

## Special Assignments: Big Name: Trading Cards

Big Names in World History (10 "Trading Cards" from each region)  
Regions:   
(Europe) Ireland, Italy, Ukraine, Hungary, Austria, Spain, France, Germany, Greece, Russia  
(Middle East) Kuwait, Lebanon, Israel, Saudi Arabia, Iran, Iraq, Afghanistan, Syria, Jordan, Yemen, Oman  
(Asia) China, Japan, Korea, Mongolia, Vietnam, Thailand, India, Pakistan, Malaysia, Nepal  
(Africa) South Africa, Nigeria, Sudan, Kenya, Rhodesia, Egypt, Ethiopia, Senegal, Congo, Angola  
(North and Central America) USA, Canada, Mexico, Jamaica, El Salvador, Haiti, Panama, Cuba, Nicaragua, Bermuda  
(South America) Venezuela, Argentina, Bolivia, Peru, Chile, Ecuador, Brazil, Colombia, Trinidad and Tobago, French Guiana

## Special Reading

Wood Quizzes/ See: [**http://demott.weebly.com/master-calendars.html**](http://demott.weebly.com/master-calendars.html)  
Migrations

## Sample

Comparison Cards: Akbar and Elizabeth I

**[http://www.weebly.com/weebly/images/file_icons/rtf.png](http://demott.weebly.com/uploads/5/1/2/7/5127112/akbar.docx)**

|  |  |
| --- | --- |
| **akbar.docx** | |
| File Size: | 17 kb |
| File Type: | docx |

[**Download File**](http://demott.weebly.com/uploads/5/1/2/7/5127112/akbar.docx)

## Spodek Work

Create three worksheets for your assigned Chapter in Spodek.  The worksheets should be worth 25 points. Be sure to provide an answer key

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Lecture: India’s Road to Nationhood**  **(and the Empires that Prevented It)** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Akbar, the Raj and the Role of Gandhi** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to lecture students on the Road to Nationhood and provide examples of eras in South Asia. | |
| Essential Understandings:  Akbar transformed India into an expansive culture in terms of religion and conquest.  Akbar’s religious policy differed greatly from that of Elizabeth I.  The British attempted to maintain control through a policy of befriending the minorities.  Ahimsa is a dangerous philosophy.  Conflict can be non-violent. | Essential Questions:  Why was Akbar considered Great?  What were the main similarities/differences between Akbar and Elizabeth I of England?  How did the British use diplomacy and politics to reign the Raj?  What philosophy did Gandhi embrace and was it successful?  How can non-violent conflict gain desired results? |
| Students will know…  The features of individual Mughal rulers.  The events that lead to the British loss of India to Nationhood and Britain’s attempts to stop it from happening. | Students will be able to …  Provide examples of similar situations in world history to loss of empire. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will create Comparison charts based on the lecture.  Museum Curation. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Lecture will be given on India’s Road to Nationhood. Students will take notes. 2. Upon completion of the lecture, students will create comparison charts on the following: Akbar vs. Elizabeth I; Mughal Rule vs. British rule vs. Indian self rule; End of the Mughal Empire vs. End of the British Empire; 3 more comparison charts related to student designed comparisons on Sectarianism with Aurangzeb vs. \_\_\_\_\_\_\_\_\_\_\_\_\_, Sengelese/Tamil conflict vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and Gandhi vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 3. Students will share their charts in a Museum display around the room, where ½ of the class will be visitors, the other half will be curators at their stations. After 20 minutes, the two groups will exchange roles.   . | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Quizlet 50s** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Study Skills** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to fine-tune the skills of Quizlet making while providing study material for the APWH exam. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Wood Quizzes** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Vocabulary Identification** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to check for understanding of terminology relevant to the APWH exam. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: February Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Migrations** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to review major migrations in world history and complete worksheets on them. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
| <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to February) | |

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Prezi Workshop: Big Names in History** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Study Skills: Extracting the Essential** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to introduce Prezi to the students and have them create them based on major figures by making trading cards. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
|  | |

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Study Worksheet Creation** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Spodek 16-18** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students create worksheets on the Spodek readings in preparation for the upcoming test. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
|  | |

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Mock Exams** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Real Feel of Exams** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to provide an authentic feel of the exam by simulating the timing and question type of the exam situation. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
|  | |

## March

## Special Assignment: Big Events Magazine Editor

Do Big Events 1 or 2 as assigned and be ready to present your findings

Big Events1:   
  
You are the publisher of a magazine and must come up with the World's Most Important Events.  Because of budget constraints, you can only chose three items to do indepth reports on for the upcoming magazine. Chose and be ready to defend your decisions.  Write a one page Position Paper on each of the chosen items.  Be sure to do some preliminary research on all of the items as you will be expected to also defend why not to include certain items.  Once chosen, you are asked to make a rough draft outline of the background information regarding the history behind the marker event, and the effects of the chosen item on three different time periods.  
  
  
The list is as follows:  
The Invention of Fire (Wood 29), The Mandate of Heaven (Wood 59), The Phoenician's Alphabet (Wood 75), The Examination System in China (Wood 98), The Development of Monotheism(Wood 116), The Development of Arabic Numerals (Wood 152), Russian Acceptance of Byzantine Culture (Wood 176), Construction of the Grand Canal (Wood 195), The Mercator Map Projection (Wood 269), Peter the Great and the Sextant (Wood 321), Korean "Turtle Boats" (Wood 333), Hygiene on the Battlefield (Wood 405), World War I (Wood 479), The Atomic Bomb Controversy (Wood 495), The Chinese Communist Revolution and Women's Rights (Wood 509)

Big Events 2 (Triggers)   
You are an investigative reporter who needs to find the following information to the following triggers a. background conditions, b. Short term results, c. long term results, d. major figures, e. brief discription of what happened.  
  
The Triggers are as follows:  
Washington at Fort Necessary, Gavrilo Princip and the assasination, Sharon and the Intifada, Sepoy Mutiny and the British reaction, Edward the Confessor and the Battle of Hastings, Battle of the Ditch and Jewish-Muslim relations, Constantines Conversion and the Byzantine Empire, Justinian's Code and Russian Orthodoxy, D-Day and the American Era, the Daytona Accords and the Birth of Modern Terrorism, the Battle of Tours and Charlemagne, The Battle of Thermopoly and the Delian League, the Hykos Invasion and the Isolation of Egypt, King Leopold's Kongo and the Rwanda Genocide, Fall of Byzantium and the Ottoman Empire, Chamberlain and the Battle of Little Round Top, Battle of Actium and Death of Cleopatra, Rise of Safavids and Islamic Sectarian violence, Battle of the Deccan Plateau and Buddhism, Battle of Waterloo and Congress of Vienna, Soweto Massacre and the end of Apartheid, Armenian Genocide and the Darfur Genocide, Peace of Augsburg and the Rise of Calvinism, Munich Conference and the Phony War, Start of the Han Dynasty and the End of the Han Dynasty, Battle of Vienna and Partitioning of Poland, Pizzaro's assault on Incans and Latin American Social Hierarchy, Taiping Rebellion and Annexation of Manchuria, Nat Turner's Rebellion and Racism in America, Brisith massacre in India and Indian Independence.

## Special Reading

Wood Quizzes/ See: [**http://demott.weebly.com/master-calendars.html**](http://demott.weebly.com/master-calendars.html)  
Nationalism, Imperialism and Resistance

## Sample

Paragraph.

## Spodek Work

Paragraph.

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Lecture: Commodities that Ruled the World** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Coffee, Salt, Bananas and other trade items** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to lecture students on the role of Commodities in history and provide examples of the interconnectivity of economics in world history. | |
| Essential Understandings:  Commodities often determine the outcome of how powerful a nation/empire is.  By controlling the commodity/resource, often a group of people can negotiate for social class privileges.  Protection of commodities, infrastructures related to the commodities and the business interests of those in control of the commodities can easily affect the other elements of PERSIA. | Essential Questions:  How does one gain control of a commodity?  What role does the control of commodities have on social class?  What infrastructures are necessary to control commodities? How does one protect those interests? |
| Students will know…  The history of coffee, salt, bananas, cod, oil, and fresh water (as well as a few others) | Students will be able to …  Extract evidence that shows the interconnectivity of economics in world history. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will create glogsters that visually represent the notes taken on the lecture. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Lecture will be given on Commodities that ruled the World. Students will take notes. 2. Students will create glogsters based upon commodities and notes contained in the lecture. They may access glogsters at: <http://www.glogster.com> . They will submit the glogsters to the weebly. | |

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Prezi Workshop: Big Events in History** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Study Skills: Extracting the Essential** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to introduce Prezi to the students and have them create them based on major events by acting as a magazine editor deciding what events to include in the magazine. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Exam Analysis** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Review of all elements of the AP Exam** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to review exam answers from students and discuss the positives and negatives of the answers. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: March Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Nationalism, Imperialism, and Resistance** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to create one thesis statement regarding and have the class chose the best one through a series of presented defenses. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
| <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to March) | |

## April

## Special Assignments: Big Concept Position Papers

Big Concepts Part 1:  
Go to Point of View and Point of View 2 under the Skills Tab.  Follow the instructions there.  
  
Big Conepts Part 2  
Do you agree or disagree with the following?  Defend your answers with 1/2 page position statements.  The other 1/2 should include historical examples of how these ideas were used.

## Big Concepts

Communist Manifesto  
[**http://www.sparknotes.com/philosophy/communist/summary.html**](http://www.sparknotes.com/philosophy/communist/summary.html)  
Bertrand Russell  
[**http://www.sparknotes.com/philosophy/russell**](http://www.sparknotes.com/philosophy/russell)  
The Prince  
[**http://www.sparknotes.com/philosophy/prince/**](http://www.sparknotes.com/philosophy/prince/)

## Big Concepts

Saint Augustine  
[**http://www.sparknotes.com/philosophy/augustine**](http://www.sparknotes.com/philosophy/augustine)  
Plato  
[**http://www.sparknotes.com/philosophy/plato**](http://www.sparknotes.com/philosophy/plato)  
3 others from   
[**http://www.sparknotes.com/philosophy/**](http://www.sparknotes.com/philosophy/)

## Special Readings

Wood Quizzes/ See: [**http://demott.weebly.com/master-calendars.html**](http://demott.weebly.com/master-calendars.html)  
Cold War Readings  
[**http://www.shmoop.com/causes-of-cold-war/botw/primary-sources.html?d=http://www.yale.edu/lawweb/avalon/coldwar.htm**](http://www.shmoop.com/causes-of-cold-war/botw/primary-sources.html?d=http://www.yale.edu/lawweb/avalon/coldwar.htm)  
[**http://www.shmoop.com/causes-of-cold-war/botw/primary-sources.html?d=http://www.mtholyoke.edu/acad/intrel/coldwar.htm**](http://www.shmoop.com/causes-of-cold-war/botw/primary-sources.html?d=http://www.mtholyoke.edu/acad/intrel/coldwar.htm)  
[**http://www.shmoop.com/causes-of-cold-war/botw/primary-sources.html?d=http://www.mtholyoke.edu/acad/intrel/coldwar.htm**](http://www.shmoop.com/causes-of-cold-war/botw/primary-sources.html?d=http://www.mtholyoke.edu/acad/intrel/coldwar.htm)

## Sample

Click here to edit.

## Spodek Work

Paragraph.

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Lecture: Art as a Reflection (Stories behind the Canvases)** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Art History** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to lecture students on the role of art in history and provide visual examples of how artist reflect the times as well as create the times. | |
| Essential Understandings:  Art can be both a reflection of societal attitudes and a creator of societal attitudes.  Art speaks to its present audience and artists are embedded into their own time. | Essential Questions:  What is the purpose of art?  How does art reflect societal attitudes?  How does art create societal attitudes? |
| Students will know…  The work of famous artist, as well as the time they created the art | Students will be able to …  Analyze visual representations of artwork around the world and discuss the societies that created these pieces. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:  Students will create “Artists Statements” for each of the pieces discussed in the lecture. | Other Evidence: |
| **Stage 3- Learning Plan** | |
| 1. Lecture will be given on Art as a Reflection. Students will take notes. 2. Upon the completion of the lecture, students will create artist statements (50 word maximum) for each of the pieces discussed in the lecture, including the 5 Ws (WHC) and commentary on the history behind the pieces. | |

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Prezi Workshop: Big Concepts in History** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Study Skills: Extracting the Essential** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to introduce Prezi to the students and have them create them based on major concepts by create position papers on the philosophy/idea. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: April Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Cold War** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students read and chose 5 articles from the Cold War readings and create POV documents on each one. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
| <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to April) | |

## May

## Special Assignment: Review Charts

 Review all items under the Study Guides.

## Special Reading

China  
Africa

## Sample

Paragraph.

## Spodek Work

Paragraph.

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Project Work: AP World History Lesson Development** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Weebly Expansion** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students create three useful lessons for the next APWH class and present them to class (i.e. discuss the contents, not teach them to the class). | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
|  | |

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: Project Work: Future AP US History work** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Prep Work for AP US History / Academy US History** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students write a research paper on a preselected topic for their upcoming AP US History / Academy US History class. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
|  | |

UbD Lesson Plans

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title: May Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: China and Africa** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to have students read and summarize readings on China and Africa and make contributions the provided wikispaces. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
| <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to May) | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Project Work: Point of View in the Movies** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Cinema** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to introduce students to the world of international cinema. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Project Work- Model United Nations** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Parliamentary Procedure** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to introduce students to the workings of the United Nations through use of Parliamentary Procedure as used in the Model UN. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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## June

## Readings and Special Assignments

## Special Assignment

Project Work

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: June Special Readings** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: French Cinema and Bollywood** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: to supplement the viewing of international films and create discussion on how messages are delivered through cinema. | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
| <http://demott.weebly.com/readings-and-special-assignments.html> (Scroll down to June) | |

UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Emergency Lesson Plan** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: DBQ Crusades** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
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UbD Lesson Plans

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| |  |  | | --- | --- | | **Title: Emergency Lesson Plan** | **Subject/Course: AP World History** |  |  |  |  | | --- | --- | --- | | **Topic: Dinner Party** | **Grade: 10** | **Designer(s): E. DeMott** | | |
|  | |
| **Stage 1- Desired Results** | |
| Established Goals: | |
| Essential Understandings: | Essential Questions: |
| Students will know… | Students will be able to … |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks: | Other Evidence: |
| **Stage 3- Learning Plan** | |
|  | |