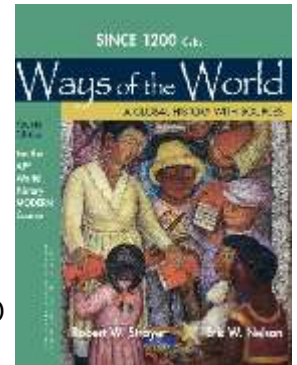


Unit-Based Pacing Guide for the 2019 AP[®] Course Framework Strayer/Nelson, *Ways of the World* for the AP[®] World History Modern Course, 4th Edition



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

AP[®] Unit 1 Suggested Length: 10-13 Periods

NOTE: While the College Board[®] suggests this period should be only 10-13 periods long, we recommend spending longer on it in order to set the stage for students' understanding of developments in the period 1200-1450. If you'd like to go faster, skip Chapter 1.

Day	Pages Assigned	AP [®] Topic	AP [®] Theme	Suggested Assignments	Coverage Notes
Chapter 1					
1	Read pages 7-20 to "Civilizations and Cultural Traditions"		ENV GOV SIO TEC	Teaching Idea: Big Picture Geography on page 9 Building AP [®] Skills: Analyzing Evidence on page 10 Eric's Activity 1	The beginning of Ch.1 can be a short introduction to world history prior to 1200 C.E. Students will need contextualization for what they will be learning in this course and these pages can help quickly set the stage for them before they dive into world history in 1200 C.E.
2	Read pages 21-26 from "Civilizations and Cultural Traditions" to "Chinese Cultural Traditions: Confucianism"		CDI	Chapter 1 Essential Activity Building AP [®] Skills: Analyzing Evidence on page 22 AP [®] Historians' Voices: Assessing	While learning about the origins of global belief systems are not explicitly mentioned in the new curriculum framework, the College Board expects students to have this background knowledge as they begin Unit 1. Students need to learn about the

				China's Scholar-Officials on page 49	different religions and ideologies from throughout world history to help with contextualization and understanding of later historical topics.
3	Read pages 26-30 from "Chinese Cultural Traditions: Confucianism" to "Middle Eastern Cultural Traditions: Judaism and Christianity"		CDI	Chapter 1 Essential Activity Exploring AP® Themes: Social Interactions & Organization on page 27 AP® Skills Workshop: Claims on page 41-a	See above.
4	Read pages 30-40 from "Middle Eastern Cultural Traditions: Judaism and Christianity" through "Reflections"		CDI	Chapter 1 Essential Activity Building AP® Skills: Continuity & Change on page 32 Building AP® Skills: Argument Development on page 34	See above.
Chapter 2					
5	Read pages 51-55 to the third paragraph about China's economic revolution	1.1	CDI GOV	Chapter 2 Essential Activity Eric's Activity 2 Building AP® Skills: Interpretation on page 54	While the first two days of this chapter focus on the Song Dynasty, students will need to know a little bit about the Sui and Tang Dynasties to contextualize the Song and to show continuity and change in government practices. Consider giving students a short homework assignment over those dynasties to help them with this.
6	Read pages 55-58 from the third paragraph about China's economic revolution to "Interacting with China: Korea, Vietnam, and Japan"	1.1	CDI GOV ECN	Chapter 2 Essential Activity Exploring AP® Themes: Economic Systems on page 55 AP® Skills Workshop: Evidence on page 94-a Teaching Idea: Impact of Social Expectations on page 57	This part of the chapter focuses heavily on Song China's economic developments, role in trade, and the innovations happening in China. These are all important concepts to teach about Song China.

7	Read pages 58-63 from “Interacting with China: Korea, Vietnam, and Japan” to “The Worlds of Islam: Fragmented and Expanding”	1.1	CDI GOV ECN	Chapter 2 Essential Activity Building AP® Skills: Continuity & Change on page 59 Building AP® Skills: Comparison on page 61	It’s more important to focus on the impact China had on Korea, Vietnam, and Japan, than on the specifics of these societies. It may be helpful to incorporate the impact China had on these groups into your lesson on their characteristics.
8	Read pages 63-66 from “The Worlds of Islam: Fragmented and Expanding” to “Cultural Encounters in India and Spain”	1.2	CDI GOV	Chapter 2 Essential Activity Teaching Idea: Analyzing Maps on page 64 Apply The Tip on page 65	This section of the chapter discusses the Abbasid and Ottoman Empires – you will need to go more in-depth into the Abbasid Empire at this time. You may also want to revisit the rise of Islam as a new state from Ch. 1 and briefly discuss the Umayyad Empire to help contextualize the Abbasids.
9	Read pages 66-69 from “Cultural Encounters in India and Spain” to “The Worlds of Christendom”	1.2	CDI GOV TEC	Chapter 2 Essential Activity AP® Working With Evidence on page 95 Building AP® Skills: Causation on page 68	The expansion of Islamic rule and cultural transfers are important topics to study for Dar al-Islam – this is a good overview of these topics and could be a good way to jump into a larger discussion of the expansion of Islam.
10	Read pages 86-89 from “Civilizations of the Americas” to “The Emergence of the Incas in the Andes”	1.4	GOV	Chapter 2 Essential Activity Exploring AP® Themes: Humans & the Environment on page 87 AP® Exam Practice: Question 4 on page 105-b	Students need to understand the states and empires that existed in the Americas prior to the arrival of Europeans, so try to spend at least one day studying the groups of North America and one day studying the groups of South America.
11	Read pages 89-93 from “The Emergence of the Incas in the Andes” through “Reflections”	1.4 1.7	GOV	Chapter 2 Essential Activity Building AP® Skills: Comparison on page 92 Building AP® Skills: Analyzing Evidence on page 93	See above.
12	Read pages 69-77 from “The Worlds of Christendom” to “An	1.6	CDI GOV SIO	Chapter 2 Essential Activity Exploring AP® Themes: Humans & the Environment on page 70	The beginning of this section looks at the Byzantine Empire and Kievan Rus, which is technically not a part of the new curriculum framework. However,

	Evolving European Society and Economy”			Exploring AP® Themes: Cultural Developments & Interactions on page 72	the students need the background of these states to help contextualize the rest of Europe in this time period, so we would still recommend teaching these topics.
					If you are running short on time, it may be helpful to predominantly focus on the development of feudalism, manorialism, and decentralization in Europe.
13	Read pages 77-85 from “An Evolving European Society and Economy” to “Civilizations of the Americas”	1.6	CDI GOV SIO	Chapter 2 Essential Activity Exploring AP® Themes: Humans & the Environment on page 78 Building AP® Skills: Making Connections on page 79	This section looks at the development of Europe leading up to c. 1450 C.E. and is important for setting Europe up politically, economically, and culturally for the post-1450 eras.
Chapter 3					
14	Read pages 116-120 from “Commerce, State Building, and Religion in Southeast Asia” to “Commerce, State Building, and Religion in East Africa”	1.3 2.3	CDI GOV ECN	Chapter 3 Essential Activity Exploring AP® Themes: Humans and the Environment on page 116 Teaching Idea: Big Picture Geography on page 119	This section is relevant to Topic 1.3 from Unit 1 and Topic 2.3 in Unit 2. You can put it with either Unit.
15	Read pages 120-122 from “Commerce, State Building, and Religion in East Africa” to “Chinese Maritime Voyages in the Indian Ocean World”	1.5	GOV	Chapter 3 Essential Activity AP® Skills Workshop: Contextualization on page 138-a Building AP® Skills: Comparison on page 122	While a part of Chapter 3, this section goes better with Topic 1.5, State Building in Africa.

AP® Unit 2 Suggested Length: 10-13 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 3					
1	Read pages 107-111 to “Religion and the Silk Roads”	2.1 2.7	ECN	Chapter 3 Essential Activity Apply the Tip on page 108 Eric’s Activity 3	Trade routes in world history provide an excellent area to help students practice and build their Comparison and Continuity and Change skills. A few good areas between trade routes to focus on are technologies, innovations, cultural diffusion, and economic impact.
2	Read pages 111-114 from “Religion and the Silk Roads” to “Connections across the Indian Ocean: The Sea Roads”	2.1 2.5 2.7	ECN CDI	Chapter 3 Essential Activity Exploring AP® Themes: Cultural Developments and Interactions on page 112 Building AP® Skills: Continuity & Change on page 114	See above.
3	Read pages 114-116 from “Connections across the Indian Ocean: The Sea Roads” to “Commerce, State Building, and Religion in Southeast Asia”	2.3	ENV ECN	Chapter 3 Essential Activity Teaching Idea: Incorporating Videos on page 114 Building AP® Skills: Causation on page 116	See above.
4	Read pages 122-124 from “Chinese Maritime Voyages in the Indian Ocean World” to “Connections across the Sahara: The Sand Roads”	2.3	CDI ECN	Chapter 3 Essential Activity Teaching Idea: Connecting the Dots on page 123 Building AP® Skills: Source Claims & Evidence on page 123	Zheng He’s voyages are a good way to close out the Indian Ocean trade network for the c. 1200 to c. 1450 time period, especially because it helps set the stage for the changes that will occur in Units 3 and 4.
5	Read pages 124-125 from “Connections across the Sahara: The Sand Roads” to	2.4	TEC	Chapter 3 Essential Activity Building AP® Skills: Comparison on page 124	Remind students of what they have already learned about African history before starting on the Sand Roads.

	“Commerce and State Building in West Africa”; 128-129 “Islam in West Africa”			Teaching Idea: Incorporating Primary Sources on page 125	
6	Read pages 125-128 from “Commerce and State Building in West Africa” to “Islam in West Africa”	2.4	GOV	Chapter 3 Essential Activity Teaching Idea: Incorporating Videos on page 126 Building AP® Skills: Comparison on page 127	The kingdoms of West Africa are an excellent place to practice the Causation skill with students by having them look at how the Trans-Saharan trade helped lead to the rise of these kingdoms.
7	Read pages 129-137 from “Connections across the Islamic World” through “Reflections”	2.5 2.6	ENV CDI	Chapter 3 Essential Activity AP® Working With Evidence: Travelers' Tales and Observations on page 139 AP® Historians' Voices: On Travel Writers on page 151	While cultural diffusion along trade routes is woven throughout the chapter, this section offers a more specific case study with the Islamic world. This is a good place to really dive into cultural diffusion with students and ties back to Dar al-Islam from Unit 1. The American trade networks are not required in the curriculum framework, but would be helpful to students to know. However, if you are short on time, skip the section on the Americas.
Chapter 4					
8	Read pages 153-161 to “Encountering the Mongols”	2.2	GOV CDI	Chapter 4 Essential Activity Teaching Idea: Tracing the Expansion of Empire on page 155 AP® Skills Workshop: Causation on page 180-a	The Mongols are unique in their empire building tactics. Have students examine how the Mongols built their empire and compare that process to other empires they have learned about.
9	Read pages 161-170 from “Encountering the Mongols” to “The Mongol Empire as a Eurasian Network”	2.2	GOV ECN CDI	Teaching Idea: Working with Historical Themes on page 162 AP® Working With Evidence: Perspectives on Mongol Society on page 181	This section includes a great comparison of Mongol rule on different regions of Eurasia. It would be a good place to have students practice their comparison skills while studying the impact of the Mongols on different regions.

				Building AP® Skills: Comparison on page 170	
10	Read pages 170-179 from “The Mongol Empire as a Eurasian Network” through “Reflections”	2.2 2.6	ENV CDI ECN	Apply the Tip on page 174 AP® Historians’ Voices: Assessing the Mongol Impact on page 191 Eric’s Activity 4	Mongol involvement in Afro-Eurasian trade and the impact of that involvement are important concepts, especially in Unit 2. It may be helpful to link this section to Chapter 3 to help students contextualize the Mongol’s role in global trade.

AP® Unit 3 Suggested Length: 8-11 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 5					
1	Read pages 219-223 from “The Steppes and Siberia: The Making of a Russian Empire” to “Asian Empires”	3.1 3.2 3.4 4.5	GOV	Teaching Idea: Differing Views of Expansion on page 219 Teaching Idea: Big Picture Geography on page 220 Building AP® Skills: Comparison on page 222	Chapter 5 lends itself well to comparing maritime and land-based empires and can be a good place to practice that skill with students, while helping students connect their knowledge from Unit 3 to Unit 4.
2	Read pages 223-225 from “Asian Empires” through the first paragraph about Qing expansion	3.1 3.2 3.4 4.7	GOV SIO	Apply the Tip on page 223 Building AP® Skills: Making Connections on page 224 Apply the Tip on page 225	See above. You will need to give some contextualization for the rise of the Qing Dynasty by helping students learn about the transition in China’s history from the Mongols (Yuan dynasty) to the Ming dynasty.
3	Read pages 225-226 from the last paragraph about the Qing’s conquest to “Muslims and Hindus in the Mughal Empire”	3.1 3.2 3.4 4.7	GOV SIO	Teaching Idea: Analyzing Art & Images on page 225 Exploring AP® Themes: Cultural Developments & Interactions on page 226	See above.

4	Read pages 226-228 from “Muslims and Hindus in the Mughal Empire” to “Muslims and Christians in the Ottoman Empire”	3.1 3.2 3.4 4.7	GOV SIO	Teaching Idea: Incorporating Videos on page 226 Building AP® Skills: Analyzing Evidence on page 227 AP® Historians’ Voices: Early Modern Rulers on page 245	See above.
5	Read pages 228-230 from “Muslims and Christians in the Ottoman Empire” through the second paragraph about Turkish women	3.1 3.2 3.4 4.7	GOV SIO	Building AP® Skills: Comparison on page 228 Building AP® Skills: Comparison on page 229 Exploring AP® Themes: Social Interactions and Organization on page 230	The Ottoman Empire was one of the most powerful empires of the 1450-1750 time period (if not the most powerful empire). Make sure students understand the significance of this empire, especially compared to the other land-based and maritime empires of this era.
6	Read pages 230-233 from the third paragraph about Islam in the Ottoman Empire through “Reflections”	3.1 3.2 3.4 4.7	GOV SIO	Apply the Tip on page 230 Building AP® Skills: Analyzing Evidence on page 231 Apply the Tip on page 232	See above.
Chapter 7					
7	Read pages 293–300 to “Christianity Outward Bound”	3.3	CDI	Chapter 7 Essential Activity AP® Skills Workshop: Short-Answer Questions on page 326-a Exploring AP® Themes: Cultural Developments and Interactions on page 297 Eric’s Activity 7 on page 324	This section on the globalization of Christianity is a good place to practice the Causation skill with students, especially with focusing on the causes and effects of the Protestant Reformation.
8	Read pages 307–312 from “Persistence and Change in Afro-Asian Cultural Traditions” to “A New Way of Thinking:	3.3 4.5	CDI	Teaching Idea: Understanding the Appeal of Belief Systems on page 308 Building AP® Skills: Continuity and Change on page 310	Students need to understand that religious changes were not just exclusive to Europe in this time period. This section gives a good overview of the changes in the Islamic world, China, and the emergence of Sikhism.

The Birth of Modern Science”

Building AP® Skills: Causation on page 311

AP® Unit 4 Suggested Length: 22-25 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 5					
1	Read pages 199-203 to the second paragraph about Cortés	4.1 4.2 4.8	ECN TEC	Teaching Idea: Big Picture Geography on page 201 Teaching Idea: Showing Connections between the “Old World” and the “New World” on page 202 AP® Skills Workshop: Continuity and Change on page 234-a	European maritime empires are divided between Chapters 5 and 6. It may be helpful to teach these two sections back-to-back, while using the Columbian Exchange as an introduction. Chapter 5 examines the European colonies of the Americas, while Chapter 6 looks at the European colonies in Africa and Asia.
2	Read pages 203-204 from the second paragraph about Cortés to “The Great Dying and the Little Ice Age”	4.1 4.8	TEC	Apply the Tip on page 203 Teaching Idea: Analyzing Art & Images on page 203 Building AP® Skills: Continuity & Change on page 204	See above.
3	Read pages 204-207 from “The Great Dying and the Little Ice Age” to “The Columbian Exchange”	4.1 4.8	TEC	Apply the Tip on page 205 Exploring AP® Themes: Humans and the Environment on page 206 Teaching Idea: Incorporating Videos on page 206	See above.
4	Read pages 209-210 from “Comparing Colonial Societies in the Americas” to “In the Lands of the Aztecs and the Incas”	4.2 4.4	GOV ECN	Apply the Tip on page 209 Teaching Idea: Understanding Historical Vocabulary on page 209 Apply the Tip on page 210	Chapter 5 lends itself well to comparing maritime and land-based empires and can be a good place to practice comparison skills with students, while helping them connect their knowledge from Unit 3 to Unit 4.

					The following four days also focus on comparison: between the different practices of European colonies in the Americas.
5	Read pages 210-213 from "In the Lands of the Aztecs and the Incas" to "Colonies of Sugar"	4.2 4.4 4.7 4.8	GOV ECN SIO	Apply the Tip on page 210 Exploring AP® Themes: Cultural Developments & Interactions on page 211	See above.
				Apply the Tip on page 213	
6	Read pages 213-216 from "Colonies of Sugar" to "Settler Colonies in North America"	4.2 4.4 4.7 4.8	GOV ECN SIO	Apply the Tip on page 215 Building AP® Skills: Analyzing Evidence on page 215	See above.
				Apply the Tip on page 216	
7	Read pages 216-218 from "Settler Colonies in North America" to "The Steppes and Siberia: The Making of a Russian Empire"	4.2	GOV ECN	Building AP® Skills: Comparison on page 217 AP® Working With Evidence: State Building in the Early Modern Era on page 235	See above.
				Building AP® Skills: Comparison on page 218	
8	Read page 207: the first paragraph of "The Columbian Exchange"	4.3	ENV	Eric's Activity 5 on page 200 Teaching Idea: Pre-Testing Student Knowledge on page 207 Apply the Tip on page 207	The Columbian Exchange is a major concept in the AP® World History Course, especially its effects on the globe. While the demographic effects are easy for students to see, they may need some guidance on the environmental effects.
9	Read pages 208-209 from the first paragraph about American food crops to "Comparing Colonial Societies in the Americas"	4.3	ENV	Apply the Tip on page 208 Teaching Idea: Incorporating Videos on page 208 Apply the Tip on page 209	See above.

Chapter 6

10	Read pages 247-250 to “A Portuguese Empire of Commerce”	4.1	GOV	Teaching Idea: Connecting the Dots on page 248	The beginning of Chapter 6 examines European involvement in already existing trade networks, such as the Indian Ocean network. It also looks at the development of European maritime empires in Afro-Eurasia, which would be good to link back to the discussion on maritime empires in the Americas in Chapter 5.
		4.2	ECN		
		4.4	TEC		
		4.5			
		4.8		Teaching Idea: Challenging Misconceptions on page 249	
				Building AP® Skills: Contextualization on page 249	
11	Read pages 250-253 from “A Portuguese Empire of Commerce” to “Spain and the Philippines”	4.2	GOV	Teaching Idea: Big Picture Geography on page 251	See above.
		4.4	ECN		
		4.5			
		4.8			
				Teaching Idea: Analyzing Art & Images on page 252	
				Apply the Tip on page 252	
12	Read pages 253-254 from “Spain and the Philippines” to “The East India Companies”	4.2	GOV	Exploring AP® Themes: Cultural Developments and Interactions on page 253	See above.
		4.4	ECN		
		4.5			
		4.8			
				Apply the Tip on page 253	
				Teaching Idea: Reading Comprehension on page 253	
13	Read pages 266-271 from “Commerce in People: The Transatlantic Slave System” to “The Slave Trade in Practice”	4.1	ECN	Exploring AP® Themes: Economic Systems on page 266	You should start off teaching about the transatlantic slave system by reviewing the features of slavery in earlier periods of world history and show the changes that happened with the introduction of the transatlantic slave trade.
		4.8	SIO		
				Apply the Tip on page 267	
				Teaching Idea: Understanding Controversies in Global History on page 268	
14	Read pages 271-273 from “The Slave Trade in Practice” through the second paragraph about the Middle Passage	4.4	GOV	Exploring AP® Themes: Economic Systems on page 271	See above.
		4.5	ECN		
		4.8	SIO		
				Teaching Idea: Incorporating Videos on page 272	
				Teaching Idea: Incorporating Art &	

Images on page 273

15	Read pages 273-275 from the last paragraph about African resistance to “Consequences: The Impact of the Slave Trade in Africa”	4.4	ECN SIO	Teaching Idea: Understanding Historical Events on page 273	See above.
		4.5 4.8			
Exploring AP® Themes: Cultural Developments and Interactions on page 273					
Apply the Tip on page 274					
16	Read pages 275-279 from “Consequences: The Impact of the Slave Trade in Africa” through “Reflections”	4.4	GOV ECN SIO	Building AP® Skills: Contextualization on page 275	See above.
		4.5 4.6 4.8			
Exploring AP® Themes: Social Interactions and Organization on page 276					
Eric’s Activity 6 on page 277					
17	Read pages 254-256 from “The East India Companies” to “Asians and Asian Commerce”	4.4	GOV ECN	Teaching Idea: Understanding Historical Vocabulary on page 254	This section looks at the role joint stock companies play in European involvement in global trade. You can make a comparison of the East India Companies to the economic tactics used by Portugal and Spain in this unit.
		4.5			
AP® Skills Workshop: Comparison on page 280-a					
Teaching Idea: Analyzing Art & Images on page 255					
18	Read pages 256-257 from “Asians and Asian Commerce” to “Silver and Global Commerce”	4.4	ECN	Teaching Idea: Discussing Changes on page 256	While it’s easy to focus on the actions of European states in Eurasian trade in this time period, it’s important to also examine the role Asian states played in this trade. It may be helpful to have students examine how Asian states’ role in trade stayed the same and changed as Europeans became more involved in it.
		4.8			
Apply the Tip on page 256					
Teaching Idea: Connections between Cultures on page 603					
19	Read pages 258-260 from “Silver and Global Commerce” through the second paragraph about	4.5	ECN	Chapter 6 Essential Activity	The global silver trade has major economic and political effects during the 1450-1750 era. Make sure to go over those with students.
Teaching Idea: Incorporating Videos on page 260					

	the role of silver in Spain			Building AP® Skills: Analyzing Evidence on page 260	
20	Read pages 260-261 from the last paragraph about the role of silver in Japan to “‘The World Hunt’: Fur in Global Commerce”	4.5	ECN	Building AP® Skills: Comparison on page 260 Building AP® Skills: Analyzing Evidence on page 261	See above.
21	Read pages 261-266 from “‘The World Hunt’: Fur in Global Commerce” to “Commerce in People: The Transatlantic Slave System”	4.5	ECN	Building AP® Skills: Causation on page 262 AP® Historian’s Voices: Coffee & Coffeeshops on page 291 AP® Exam Practice: Multiple-Choice Questions 1–3 on page 291-a	Students can use this section to compare the impact of the fur trade on North America and Siberia.
Chapter 7					
22	Read pages 301–307 from “Christianity Outward Bound” to “Persistence and Change in Afro-Asian Cultural Traditions”	4.5	CDI	Building AP® Skills: Comparison on page 302 (either one) Apply the Tip on page 304 Teaching Idea: Interactions between Cultures on page 306	Students need to understand that religious changes were not just exclusive to Europe in this time period. This section gives a good explanation of cultural synthesis with Christianity in the Americas.

AP® Unit 5 Suggested Length: 20-23 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 7					
1	Read pages 312–318 from “A New Way of Thinking: The Birth of Modern Science” to “Science and Enlightenment”; 322–325 from “European Science beyond the West” through “Reflections”	5.1	CDI	Apply the Tip on page 312 Teaching Idea: Connecting Historical Figures to their Achievements on page 316 Building AP® Skills: Making Connections on page 317	While the new framework does not reference the Scientific Revolution, it is still important for students to know because of how it contributes to the Age of Reason and the Enlightenment. The Scientific Revolution can also help show the intellectual shift from China and the Islamic world towards the West. Move quickly through this section if you are short on time.
2	Read pages 318–322 from “Science and Enlightenment” to “European Science beyond the West”	5.1 5.10	CDI SIO	Apply the Tip on page 319 Exploring AP® Themes: Social Interactions and Organization on page 320 Building AP® Skills: Analyzing Evidence on page 321	The Enlightenment helps set the stage for the Revolutions unit. Make sure students understand the ideals of the movement and how it leads to the 18th and 19th century revolutions.
Chapter 8					
3	Read pages 363–366 from “Echoes of Revolution” to “Nations and Nationalism”	5.1	SIO	Exploring AP® Themes: Economic Systems on page 364 Building AP® Skills: Comparison on page 366	Like the American Revolution, students are familiar with the abolition movement from U.S. history. Make sure they understand the global context of the movement and how it took place outside of the United States.
4	Read pages 366–370 from “Nations and Nationalism” to “Feminist Beginnings”	5.1 5.2	CDI GOV	Teaching Idea: Reading Comprehension on page 366 Teaching Idea: Analyzing Art and Images on page 367 Teaching Idea: Discussing Political Changes on page 368	Nationalism helps give context for many of the major topics and issues in world history in the 19th and 20th centuries. Students will need to have a firm grasp of this concept to help them understand these future topics in the course.

5	Read pages 370–376 from “Feminist Beginnings” through “Reflections”	5.1	CDI SIO	AP® Exam Practice: Short-Answer Question 2 on page 387-d AP® Exam Practice: Multiple-Choice Questions 4–6 on pages 387-b and 387-c. Apply the Tip on page 370	It may be helpful to study the women’s suffrage movement in the context of the different Atlantic Revolutions and nationalist movements. Consider having students weave this topic into their overall study of revolutions.
6	Read pages 345–349 to “Comparing Atlantic Revolutions”	5.2	GOV	Chapter 8 Essential Activity Teaching Idea: Incorporating Political Cartoons on page 345 Eric’s Activity 8 on page 347	The first half of Chapter 8 lends itself well to practicing the causation skill by looking at the causes and outcomes of the Atlantic Revolutions. It’s also a great section to practice comparing the different revolutions.
7	Read pages 349–352 from “Comparing Atlantic Revolutions” to “The French Revolution, 1789-1815”	5.2	GOV	Teaching Idea: Debating Ideologies on page 349 Building AP® Skills: Comparison on page 350 AP® Skills Workshop: Analyzing Primary Sources: Sourcing on page 377-a	Students will be familiar with the American Revolution from earlier classes on U.S. history, but they will need help understanding it from a global perspective.
8	Read pages 352–357 from “The French Revolution, 1789–1815” to “The Haitian Revolution, 1791–1804”	5.2	GOV	Building AP® Skills: Comparison on page 353 AP® Exam Practice: Multiple-Choice Questions 1–3 on pages 387-a-b AP® Historians’ Voices: How the French Revolution Went Wrong on pages 386-387	While the French Revolution is not listed in the new framework, the French Declaration of the Rights of Man and Citizen is and students will need to know the revolution to give context to that document and the Haitian Revolution.
9	Read pages 357–363 from “The Haitian Revolution, 1791-1804” to “Echoes of Revolution”	5.2	GOV	AP® Exam Practice: Short-Answer Question 3 on page 387-d Teaching Idea: Incorporating Art and Images on page 359 Building AP® Skills: Causation on page 362	See above (Day 6).

Chapter 9

10	Read pages 389–394 to “The First Industrial Society”	5.3	ENV	Exploring AP® Themes: Economic Systems on page 389	The “Controversies: Debating ‘Why Europe?’” is helpful to introduce the Industrial Revolution, its significance, and why the Revolution started in Europe. It also gives context to students before they begin studying the changes that came about because of the Industrial Revolution.
		5.5	TEC		
		5.10		Exploring AP® Themes: Technology and Innovation on page 391	
11	Read pages 394–396 from “The First Industrial Society” to “The British Aristocracy”	5.3	ENV	Building AP® Skills: Causation on page 394	While the early phase of the Industrial Revolution in Chapter 9 focuses on Great Britain, it’s a good model for students to understand the changes brought about because of industrialization. This is also a good section to start a comparison practice on industrialization and its results on different regions in the world.
		5.4	TEC		
		5.5		Exploring AP® Themes: Humans and the Environment on page 395	
		5.10		Teaching Idea: Incorporating Videos on page 396	
12	Read pages 406–410 from “Variations on a Theme: Industrialization in the United States and Russia” to “Russia: Industrialization and Revolution”	5.4	ECN	Teaching Idea: Comparing Government Support for Industrialization on page 407	If you are having students work on their comparison skills, consider having them compare the Industrial Revolution in Great Britain to the ones that take place in the United States and Russia. There are several activities in this chapter to help with this.
		5.5	SIO		
		5.7	TEC		
		5.8		Building AP® Skills: Comparison on page 408	
		5.9			
5.10		Building AP® Skills: Comparison on page 409			
13	Read pages 410–413 from “Russia: Industrialization and Revolution” to “The Industrial Revolution and Latin America in the Nineteenth Century”	5.4	GOV	Building AP® Skills: Comparison on page 410	See above.
		5.6	ECN		
		5.7	SIO		
		5.8	TEC	AP® Working with Evidence: The Socialist Vision on page 423	
		5.9		AP® Historians’ Voices: The Legacy of Karl Marx in the Twenty-First Century on page 433	
14	Read pages 413–421 from “The Industrial Revolution and Latin America in the	5.4	ECN	Exploring AP® Themes: Economic Systems on page 416	The beginning of this section is a continuation of the Latin American revolutions discussed in Chapter 8. Spend some time reviewing those revolutions before looking at what
		5.7	SIO		
		5.8	TEC		
		5.9		AP® Exam Practice: Short-Answer Question 3 on page 433-d	

	Nineteenth Century” through “Reflections”			Building AP® Skills: Contextualization on page 420	occurs after them in this chapter. This section also has a good discussion on how the Industrial Revolution impacted non-industrialized states in the changing global economy.
15	Read pages 401–404 from “Social Protest” to “Europeans in Motion”	5.7 5.8	ECN SIO	Apply the Tip on page 401 Teaching Idea: Incorporating Videos on page 402 AP® Skills Workshop: Analyzing Primary Sources: Content on page 422-a	Students will need some guidance on how socialism and communism are reactions to industrialization. They may not always have a working understanding of the theories, so you may need to spend some time defining these new ideologies before having students study them.
16	Read pages 396–400 from “The British Aristocracy” to “Social Protest”	5.8 5.9	SIO	Chapter 9 Essential Activity Building AP® Skills: Comparison on page 398 Eric's Activity 9 on page 421	If you are having students work on building their comparison skills, this section provides a good foundation on how industrialization affected different social classes in Great Britain.
Chapter 11					
17	Read pages 481–486 to “Western Pressures”	5.4 6.5	ECN TEC	Chapter 11 Essential Activity AP® Exam Practice: Multiple-Choice Questions 4–6 on pages 519-b and 519-c Building AP® Skills: Causation on page 483	The opening of Chapter 11 helps connect the Industrial Revolution and nineteenth-century imperialism to non-European empires. This will help give context to students as they begin to study the reactions of Japan, the Ottomans, and the Qing dynasty to increasing European power and influence in this era.
18	Read pages 486–492 from “Western Pressures” to “The Ottoman Empire and the West in the Nineteenth Century”	5.6 5.8 6.3 6.5	GOV ECN SIO	AP® Working with Evidence: China: On the Brink of Change on page 511 AP® Exam Practice: Multiple-Choice Questions 1–3 on page 519-a AP® Exam Practice: Short-Answer Question 2 on page 519-c	This entire chapter lends itself well to practicing the comparison skill by looking at the different reactions of older states and empires to industrialization and imperialism, as well as the effects of those reactions. You can also bring in Russia’s reactions to industrialization in Chapter 9 to add another society to this comparison.

19	Read pages 492–494 from “The Ottoman Empire and the West in the Nineteenth Century” to “Reform and Its Opponents”	5.4 6.3 6.5	GOV ECN TEC	AP® Skills Workshop: Argument Development on page 510-a Exploring AP® Themes: Cultural Developments and Interactions on page 492 Teaching Idea: Big Picture Geography on page 493	See above.
20	Read pages 494–498 from “Reform and Its Opponents” to “The Japanese Difference: The Rise of a New East Asian Power”	5.6 5.8 6.3 6.4 6.5	ENV GOV ECN SIO	AP® Exam Practice: Short-Answer Question 1 on page 519-c Apply the Tip on page 496 Teaching Idea: Comparing Political Groups on page 497	See above.
21	Read pages 498–502 from “The Japanese Difference: The Rise of a New East Asian Power” to “Modernization Japanese-Style”	5.4 5.6 5.8	GOV SIO TEC	Apply the Tip on page 498 Building AP® Skills: Analyzing Evidence on page 501 AP® Historians’ Voices: The Sino-Japanese War of 1894–1895 on page 519	If you have your students comparing the reactions of Japan, the Ottoman Empire, and the Qing dynasty to industrialization and imperialism, make sure to emphasize how Japan differed from the other groups. Students also need to know that Japan’s reactions through the Meiji reforms allowed the state to become a major power in the second half of the nineteenth century.
22	Read pages 502–509 from “Modernization Japanese-Style” through “Reflections”	5.8 6.2 6.5	GOV ECN SIO	Eric’s Activity 11 AP® Exam Practice: Short-Answer Question 3 on page 519-d Teaching Idea: Analyzing Art and Images on page 505	See above.

AP® Unit 6 Suggested Length: 12-15 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 9					
1	Read pages 404–406 from “Europeans in Motion” to “Variations on a Theme: Industrialization in the United States and Russia”	6.6 6.7 6.8	ENV SIO	AP® Exam Practice: Multiple-Choice Questions 1–3 on page 433-a Teaching Idea: Connecting Eras of History on page 404	While this is a short section in Chapter 9, migration in the nineteenth century is a major concept for the course. You may combine this section with the migrations discussed in Chapter 10.
2	Read pages 404–406 from “Europeans in Motion” to “Variations on a Theme: Industrialization in the United States and Russia”	6.6 6.7 6.8	ENV SIO	Exploring AP® Themes: Humans and the Environment on page 405 Building AP® Skills: Argumentation on page 406	See above.
3	Read pages 435–440 to “A Second Wave of European Conquests”	6.1	CDI	Chapter 10 Essential Activity Teaching Idea: Incorporating Political Cartoons on page 438 AP® Skills Workshop: Analyzing Secondary Sources on page 469-a Eric’s Activity 10 on page 467	The opening to Chapter 10 is a good transition from the Industrial Revolution to European imperialism in the nineteenth century. This can help give students contextualization to this second “wave” of European expansion. It also gives a good overview of motivations for imperialism in the nineteenth century.
4	Read pages 440–445 from “A Second Wave of European Conquests” to “Under European Rule”	6.2 6.8	GOV	AP® Working with Evidence: Colonial Conquest: The Scramble for Africa on page 470 Building AP® Skills: Continuity and Change on page 441 Apply the Tip on page 443	European imperialism goes through two “waves” in world history from 1450 C.E. to the present. To help students understand the differences between these “waves” of European imperialism, briefly review and compare what they learned in Chapters 5 and 6 to this section of this chapter. Make sure to note the different forms of imperialism in this time period and the new imperial states that arose.

5	Read pages 440–445 from “A Second Wave of European Conquests” to “Under European Rule”	6.2 6.8	GOV	AP® Historians’ Voices: The Invasion of Africa on page 479 Teaching Idea: Big Picture Geography on page 444 Teaching Idea: Class Discussion on page 445	See above.
6	Read pages 445–449 from “Under European Rule” to “Ways of Working: Comparing Colonial Economies”	6.2 6.3 6.8	GOV	Teaching Idea: Understanding Different POVs on page 446 Building AP® Skills: Continuity and Change on page 447 Teaching Idea: Understanding Interactions between Societies on page 448	Students may not understand that people in conquered countries reacted in a variety of ways to European imperialism. Have them work on their comparison skills by looking at the different reactions discussed in this chapter. If students need DBQ practice, consider incorporating the documents from the AP® World History 2009 DBQ into their study of this section.
7	Read pages 459–461 from “Believing and Belonging: Identity and Cultural Change” to “Religion”	6.3	GOV	Teaching Idea: Incorporating Videos on page 459 Exploring AP® Themes: Cultural Developments and Interaction on page 460 Teaching Idea: Analyzing Pictures and Images on page 461	Along with bringing about major economic changes, nineteenth-century imperialism caused cultural changes in conquered societies. Make sure students know those changes and the differing reactions conquered peoples had to them.
8	Read pages 461–464 from “Religion” to “‘Race’ and ‘Tribe’”	6.3	GOV	Building AP® Skills: Contextualization on page 462 Teaching Idea: Incorporating Photographs on page 463 Exploring AP® Themes: Cultural Developments and Interaction on page 464	See above.
9	Read pages 464–468 from “‘Race’ and ‘Tribe’” through “Reflections”	6.3	GOV	Teaching Idea: Class Discussion on page 465 Teaching Idea: Reading Comprehension on page 467	See above.

Building AP® Skills: Making Connections on page 468					
10	Read pages 449–452 from “Ways of Working: Comparing Colonial Economies” through “Economies of Cash-Crop Agriculture: The Pull of the Market”	6.4 6.5	ENV ECN	Exploring AP® Themes: Economic Systems on page 449 Building AP® Skills: Comparison on page 450 Apply the Tip on page 450	Imperialism and industrialization caused major changes to the global economy, local economies, and labor systems in the nineteenth century. Students can work on their Continuity and Change skills by looking at how these three topics change from the 1450–1750 era to the nineteenth century.
11	Read pages 453–456 from “Economies of Wage Labor: Migration for Work” to “Women and the Colonial Economy: Examples from Africa”	6.4 6.5 6.6	ENV ECN	AP® Exam Practice: Multiple-Choice Questions 4–6 on page 479-c Apply the Tip on page 453 Teaching Idea: Incorporating Videos on page 455	See above. This section also discusses migration in nineteenth century, which you may want to combine with the section on migration in Chapter 9.
12	Read pages 456–459 from “Women and the Colonial Economy: Examples from Africa” to “Believing and Belonging: Identity and Cultural Change”	6.4 6.5 6.6	ENV ECN	Exploring AP® Themes: Social Interactions and Organization on page 456 Building AP® Skills: Argumentation on page 457 Apply the Tip on page 458	See above.

AP® Unit 7 Suggested Length: 9-12 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 12					
1	Read pages 527–531 through the last paragraph	7.1 7.2 7.9	GOV	Eric’s Activity 12 Teaching Idea: Big Picture Geography on page 529 AP® Skills Workshop: Causation Arguments on page 564-a	While it may be tempting to jump right into teaching about World War I, spend some time “setting the stage” for the first great war of the twentieth century. Giving context to World War I will help students make the connection between what they learned about the nineteenth century and the events of this era.
2	Read pages 532–534 to the second paragraph about social and cultural changes	7.2 7.3	GOV TEC	Teaching Idea: Analyzing Political Cartoons on page 532 Teaching Idea: Big Picture Geography on page 532 AP® Exam Practice: Short-Answer Question 2 on page 573-c	While the beginning of Chapter 12 does an excellent job of setting the stage for World War I, you will need to give more guidance to students on how the war was fought (especially with the concept of total war).
3	Read pages 534–540 from the second paragraph about social and cultural changes to “Capitalism Unraveling: The Great Depression”	7.3 7.5 7.8	GOV SIO TEC	AP® Exam Practice: Multiple-Choice Questions 4–6 on page 573-b Teaching Idea: Big Picture Geography on page 535 Building AP® Skills: Making Connections on page 536 Teaching Idea: Analyzing Propaganda on page 538	The curriculum framework emphasizes the outcomes of World War I, especially how these outcomes led to later conflicts in the twentieth century. Help students understand how the way World War I ended contributed to these future conflicts.
4	Read pages 540–544 from “Capitalism Unraveling: The Great Depression” to “Hitler and the Nazis”	7.4 7.5 7.6	GOV ECN	AP® Exam Practice: Multiple-Choice Questions 1–3 on page 573-a Apply the Tip on page 540 Building AP® Skills: Making Connections on page 543	The Great Depression and the interwar period is a good place to practice causation and comparison skills with students. Have them examine the causes of the Great Depression, along with comparing how different nations

				Exploring AP® Themes: Governance on page 544	reacted to the challenges of the Depression. This section also begins the discussion on the rise of authoritarian states in the years leading to World War II. Students could practice their comparison skills here by looking at the rise of authoritarianism in Italy, Germany, and Japan during the interwar period.
5	Read pages 544–547 from “Hitler and the Nazis” to “Japanese Authoritarianism”	7.5 7.6	GOV	Teaching Idea: Analyzing Photographs on page 545 Teaching Idea: Analyzing Propaganda on page 547 Building AP® Skills: Sourcing and Situation on page 547	See above.
6	Read pages 547–550 from “Japanese Authoritarianism” to “A Second World War, 1937–1945”	7.5 7.6	GOV	Building AP® Skills: Making Connections on page 549 Building AP® Skills: Comparison on page 549 Exploring AP® Themes: Governance on page 550	See above.
7	Read pages 550–553 from “A Second World War, 1937–1945” to “The Road to War in Europe”	7.6 7.7	GOV	AP® Exam Practice: Short-Answer Question 3 on page 573-d AP® Working with Evidence: Ideologies of the Axis Powers on page 565 Building AP® Skills: Argumentation on page 551	The previous sections can be helpful with contextualization and causation by explaining the causes of World War II. Students can also practice comparison by comparing World War II to World War I with respect to how the wars were conducted and what their results were. Because of how fast the course goes, make sure to not spend too much time on World War II.
8	Read pages 553–555 from “The Road to War in Europe” through the	7.6 7.7	GOV	Teaching Idea: Understanding New Technology on page 553 Building AP® Skills: Making Connections on page 554	See above.

	last paragraph about women's roles				
9	Read pages 556–562 from the first paragraph about the Holocaust through “Reflections”	7.7 7.8	GOV SIO	AP® Historians’ Voices: Anti-Semitism on page 573 Teaching Idea: Connecting the Past with the Future on page 558 Building AP® Skills: Comparison on page 561	See above. Genocides throughout the twentieth century are a major topic in the course framework. Use this section’s discussion on the Holocaust as a way to lead the students into a broader study of twentieth-century genocides.

AP® Unit 8 Suggested Length: 14-17 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 13					
1	Read pages 575–579 to “Communism Chinese-Style”	8.1 8.9	GOV	Chapter 13 Essential Activity AP® Skills Workshop: Secondary Sources: Analyzing Quantitative Data on page 611-a Exploring AP® Themes: Economic Systems on page 576	This opening section is a good transition between the end of World War II and the major events of the second half of the twentieth century, such as the cold war and decolonization.
2	Read pages 575–579 to “Communism Chinese-Style”	8.1 8.9	GOV	Chapter 13 Essential Activity Building AP® Skills: Causation page 577 Teaching Idea: Understanding Different POVs on page 578	See above.
3	Read pages 583–586 from “East vs West: A Global Divide and a Cold War” to “Nuclear Standoff and Third-World Rivalry”	8.2 8.3 8.9	CDI GOV	AP® Exam Practice: Multiple-Choice Questions 4–6 on page 623-c Teaching Idea: Using Maps to “See” the Big Picture on page 584	While the cold war dominated the second half of the twentieth century, students need to know that the conflict impacted more than just the United States and the Soviet Union. This chapter will help them gain a more

				Teaching Idea: Big Picture Geography on page 585	global view of the conflict and see how decolonization was affected by it.
4	Read pages 586–588 from “Nuclear Standoff and Third-World Rivalry” to “The Cold War and the Superpowers”	8.2	CDI	Building AP® Skills: Analyzing Evidence on page 586	See above.
		8.3	GOV		
		8.4	SIO	Teaching Idea: Analyzing Pictures and Images on page 587	
		8.9			
				Building AP® Skills: Making Connections on page 588	
5	Read pages 589–591 from “The Cold War and the Superpowers” to “Toward Freedom: Struggles for Independence”	8.2	CDI	Teaching Idea: Analyzing Art and Images on page 589	See above.
		8.3	GOV		
		8.9		Teaching Idea: Challenging Misconceptions on page 590	
				Apply the Tip on page 591	
6	Read pages 602–606 from “The End of the Communist Era” to “After Communism”	8.3	GOV	Teaching Idea: Incorporating Videos on page 603	This section is helpful with teaching students the different responses Soviet and Chinese leaders had to the challenges faced by their states in the 1970s and 1980s, along with explaining how Chinese communism survived while Russian communism did not.
		8.8		Building AP® Skills: Argumentation on page 604	
				Building AP® Skills: Analyzing Evidence on page 605	
7	Read pages 607–610 from “After Communism” through “Reflections”	8.3	GOV	Eric’s Activity 13	The final section of Chapter 13 helps students connect how the end of the cold war and what happened afterward affects global events in the twenty-first century. This could be a good place to have students practice contextualization and causation.
				Building AP® Skills: Argumentation on page 607	
				Teaching Idea: Analyzing Different Sources of Conflict on page 608	
8	Read pages 579–583 from “Communism Chinese-Style” to “East versus West: A Global Divide and a Cold War”	8.4	ECN	AP® Historians’ Voices: Assessing Mao on page 622	Review the Chinese communist revolution from Chapter 12 with students as they start this section. If you want students to work on their comparison skills, have them compare the development of Chinese communism discussed here with the
				AP® Exam Practice: Multiple-Choice Questions 1–3 on pages 623-a to 623-b	
				Building AP® Skills: Comparison on page 580	

					development of Russian communism from Chapter 12.
9	Read pages 579–583 from “Communism Chinese-Style” to “East versus West: A Global Divide and a Cold War”	8.4	ECN	AP® Working with Evidence: Mao’s China on page 612 Building AP® Skills: Comparison on page 581 Building AP® Skills: Analyzing Evidence on page 583	See above.
10	Read pages 591–592 from “Toward Freedom: Struggles for Independence” to “Toward Independence in Asia and Africa”	8.5 8.7	CDI GOV	AP® Exam Practice: Multiple-Choice Questions 7–9 on page 623-d Teaching Idea: Big Picture Geography and Periodization on page 591 Building AP® Skills: Continuity and Change on page 592	The collapse of empires in world history is not a new topic for students -- however, the influence of nationalism, World War I, and World War II on twentieth-century decolonization does create differences in the collapse of contemporary empires compared with earlier empires. Use this section to help students contextualize the collapse of empires in the twentieth century.
11	Read pages 592–597 from “Toward Independence in Asia and Africa” to the second paragraph about religious divide	8.5 8.7	CDI GOV	Building AP® Skills: Argumentation on page 593 Teaching Idea: Analyzing Maps on page 594 Apply the Tip on page 596	Decolonization in the twentieth century is a vast topic. Students need to know that not all decolonization movements were the same and that former colonies experienced a wide variety of outcomes once they gained independence. If you have time, this would be a good topic to spend an extra day or two on.
12	Read pages 597–598 from the second paragraph about religious divide to the second paragraph about tactics	8.5 8.6 8.7	CDI GOV	Building AP® Skills: Comparison on page 597 Teaching Idea: Incorporating Eyewitness Accounts on page 598 Teaching Idea: Analyzing Photos and Images on page 598	See above.
13	Read pages 598–599 from the second paragraph about tactics to “After Freedom”	8.5 8.7	CDI GOV	AP® Exam Practice: Short-Answer Question 2 on page 623-f Teaching Idea: Class Discussion on page	See above.

14	Read pages 599–601 from “After Freedom” to “The End of the Communist Era”	8.6	CDI	AP® Exam Practice: Short- Answer Question 3 on page 623-f	See above.
		8.7	GOV	Building AP® Skills: Comparison on page 600	
			ECN	Building AP® Skills: Argumentation on page 601	

AP® Unit 9 Suggested Length: 8-11 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 14					
1	Read pages 625–632 to “The Global Economy: The Acceleration of Entanglement”	9.1	TEC	Chapter 14 Essential Activity	Chapter 14 is set up more thematically than chronologically. This is going to help students understand these larger topics related to globalization in the twentieth century.
		9.9		AP® Skills Workshop: Continuity and Change Arguments on page 659-a AP® Exam Practice: Short-Answer Question 2 on page 671-d	
2	Read pages 649–658 from “Getting Personal: Transformations of Private Life” through “Reflections”	9.1	SIO	Exploring AP® Themes: Social Interactions and Organization on page 653	See above.
		9.5	TEC		
		9.8	GOV	AP® Working with Evidence: Global Feminism on page 660	
		9.9		AP® Historians’ Voices: Feminism: Tensions and Resistance on page 670	

3	Read pages 632–642 from “The Global Economy: The Acceleration of Entanglement” to “Producing and Consuming: The Shapes of Modern Societies”	9.4	CDI	AP® Exam Practice: Multiple-Choice Questions 1–3 on page 671-a	See above.
		9.7	ECN	Eric’s Activity 14 Building AP® Skills: Making Connections on page 640	
4	Read pages 642–649 from “Producing and Consuming: The Shapes of Modern Societies” to “Getting Personal: Transformations of Private Life”	9.4	ECN	AP® Exam Practice: Multiple-Choice Questions 4–6 on pages 671-b and 671-c	See above.
				Teaching Idea: Identifying Evidence in Arguments on page 645	
				AP® Exam Practice: Short-Answer Question 3 on page 671-d	
Chapter 15					
5	Read pages 673–685 to “Cultural Identity in an Entangled World”	9.1	ENV	AP® Exam Practice: Multiple-Choice Questions 1–3 on page 720	Like Chapter 14, Chapter 15 is set up more thematically than chronologically. This is going to help students understand these larger topics related to globalization in the twentieth century. This chapter focuses on the increase in global migration in the twentieth century, along with cultural diffusion and identity in an increasingly globalized world.
		9.2	TEC	AP® Exam Practice: Short-Answer Question 1 on page 720-b	
		9.9		Building AP® Skills: Analyzing Evidence on page 683	
				Exploring AP® Themes: Technology and Innovation on page 684	
6	Read pages 685–696 from “Cultural Identity in an Entangled World” to “Humankind and the Environment: Entering the Anthropocene Era”	9.5	CDI	AP® Working With Evidence: Contending for Islam on page 708	See above.
		9.6	SIO		
		9.7		AP® Historians’ Voices: Perspectives on the Iranian Revolution on page 719	
		9.9		Eric’s Activity 15.1	
7	Read pages 696–701 from “Humankind and the Environment:	9.1	ENV	Eric’s Activity 15.2	This final section of Chapter 15 focuses heavily on the first theme of this course, Humans and the Environment, through
		9.3	TEC		
		9.9		Teaching Idea: Understanding Historical	

	Entering the Anthropocene Era” to “Protecting the Planet: The Rise of Environmentalism”			Vocabulary on page 696 AP® Skills Workshop: Comparative Arguments on page 707-a	looking at how the environment has changed due to modern human behavior and the growth of the environmental movement.
8	Read pages 701–706 from “Protecting the Planet: The Rise of Environmentalism” through “Reflections”	9.3 9.5	ENV SIO	Chapter 15 Essential Activity Teaching Idea: Understanding Government Reactions on page 702 Exploring AP® Themes: Humans and the Environment on page 704	See above.