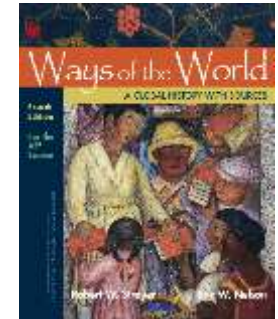


Unit-Based Pacing Guide for the 2019 AP[®] Course Framework Strayer/Nelson, *Ways of the World for the AP[®] Course*, 4th Edition



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: 10-12 Periods

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

Day	Pages Assigned	AP [®] Topic	AP [®] Theme	Suggested Assignments	Coverage Notes
Chapter 4					
1	Read pages 141–148 to “Cultural Traditions of Classical India”	1.1	CDI	Chapter 4 Essential Activity: Annotated Map Eric’s Activity 4: Comparing Wisdom Traditions Discussing Political Changes (in China) on page 147	For classes following the new curriculum framework, Chapter 4 can be used as a starting point for the course. Students are required to learn about the different religions and ideologies from throughout world history to help contextualize and better understand later developments. The College Board expects them to have this background knowledge as a part of Unit 1.
2	Read pages 148–155 from “Cultural Traditions of Classical India” to “Toward Monotheism: The Search for God in the Middle East”	1.1 1.3	CDI	Chapter 4 Essential Activity: Annotated Map Eric’s Activity 4: Comparing Wisdom Traditions AP [®] Working with Evidence:	See above.

Representations of the Buddha

3	Read pages 155–159 from “Toward Monotheism: The Search for God in the Middle East” through “The Cultural Tradition of Classical Greece: The Search for a Rational Order”	1.2	CDI	Chapter 4 Essential Activity: Annotated Map Eric’s Activity 4: Comparing Wisdom Traditions AP® Exam Practice: Short-Answer Question #3	See above.
4	Read pages 159–164 from “The Cultural Tradition of Classical Greece: The Search for a Rational Order” to “The Birth of Christianity . . . with Buddhist Comparisons”		CDI	Chapter 4 Essential Activity: Annotated Map Eric’s Activity 4: Comparing Wisdom Traditions	The origins of the Greek philosophies are not required in the new curriculum framework, but students will need to have a basic understanding of them for later units. This can be a good place to set that foundation, but you can also skip this section if you are short on time.
5	Read pages 164–174 from “The Birth of Christianity... with Buddhist Comparisons” to “Reflections”	1.1 1.2 1.3	CDI	Chapter 4 Essential Activity: Annotated Map Eric’s Activity 4: Comparing Wisdom Traditions Apply the Tip on page 164 Building AP® Skills on writing an LEQ, on page 173	Students can practice their Comparison skills in this section, by looking at the comparisons made between Christianity and Buddhism.
Chapter 6					
6	Read pages 227–235 to “Along the Niger River: Cities without States”	1.5	GOV	Chapter 6 Essential Activity Building AP® Skills: Causation on page 228 AP® Working with Sources: Axum and the World	Even though the course officially begins in ca. 1200 c.E., part of Unit 1 focuses on states in Africa that have roots in the classical era. This will give students a good foundation to help them prepare for future lessons on African states and civilizations, especially with Axum.
7	Read pages 235–239 from “Along the Niger	1.4 1.5	GOV	Chapter 6 Essential Activity Building AP® Skills: Argumentation on	Even though the course officially begins in ca. 1200 c.E., part of Unit 1 focuses

	River: Cities without States” to “Civilizations of Mesoamerica” through “The Maya: Writing and Warfare”			page 256 AP® Exam Practice: Multiple-Choice Questions	on states in Africa and the Americas that have roots in the classical era. This will give students a good foundation to help them prepare for future lessons on states and civilizations in these regions. There are a few American societies in the chapter that need to be covered (i.e. Maya, Chaco, Mesa Verde, Cahokia).
8	Read pages 240–246	1.4	GOV	Chapter 6 Essential Activity	See above.
9	Read pages 247–258	1.4 1.5	GOV	Chapter 6 Essential Activity Eric’s Activity 6 AP® Exam Practice: Short-Answer Question 2	See above. Also, while it’s important for students to have a broad understanding of world history, Oceania is no longer a required topic for the AP® exam. If you are pressed for time, we would recommend cutting the section on Oceania.
Chapter 8					
10	Read pages 317–324 to “Women in the Song Dynasty”	1.1 1.7	CDI GOV ECN	Chapter 8 Essential Activity Eric’s Activity 8 AP® Skills Workshop: Evidence	The students will need to know more about the Song dynasty than the Sui and Tang dynasties. However, they will need the Sui and Tang to contextualize the Song. Briefly go over these two earlier dynasties before spending a majority of your time focusing on the Song.
11	Read pages 324–329 from “Women in the Song Dynasty” through “The Tribute System in Practice”	1.1 1.7	CDI GOV ECN	Chapter 8 Essential Activity Eric’s Activity 8 Building AP® Skills: Making Connections on page 329	See above.
12	Read pages 330–335 from “Cultural Influence across an Ecological Frontier” to “Japan and China”	1.1 1.7	CDI GOV	Building AP® Skills: Continuity and Change on page 332 Building AP® Skills: Comparison on page 335	It’s more important to focus on the impact China had on nomadic groups, Japan, Korea, and Vietnam, than on the specifics of these societies. It may be helpful to incorporate the impact China

					had on these groups into your lesson on their characteristics.
13	Read pages 335–341 from “Japan and China” to “China and Buddhism”	1.1 1.7	CDI GOV ECN	Building AP® Skills: Comparison on page 338 AP® Exam Practice: Short-Answer Question 2	See above. This section also focuses on China’s role in interregional trade and the innovations happening in China, which are all important concepts for students to learn about this era of Chinese history.
14	Read pages 341–346 from “China and Buddhism” through “Reflections”	1.1	CDI	Building AP® Skills: Analyzing Evidence on page 342 Building AP® Skills: Causation on page 345 AP® Exam Practice: Short-Answer Question 1	While the last section on Buddhism in China is short, it is an important topic for students to learn about. You can also use this section to teach the Continuity and Change skill with belief systems in China.
Chapter 9					
15	Read pages 357–363 to “The Transformation of Arabia”	1.2	CDI GOV	Chapter 9 Essential Activity Teaching Idea: Analyzing Art & Images on page 361 Teaching Idea: Working with Themes on pages 362 and 376	The beginning of this chapter has an excellent overview of the rise of Islam and the first Islamic civilizations, along with how the religion spread. Use this section as an introduction to Islam before going more in-depth on the Islamic Empires and the impact of Islam on Afro-Eurasia.
16	Read pages 363–369 from “The Transformation of Arabia” to “Divisions and Controversies”	1.2 1.7	CDI GOV TEC	Chapter 9 Essential Activity Exploring AP® Themes: Humans and the Environment on page 366 AP® Historians’ Voices: Assessing the Prophet Muhammad	This section of the chapter dives into the Islamic empires across Afro-Eurasia. You will need to go in-depth into the Abbasid Empire and Islam’s impact on the areas it spreads into.
17	Read pages 369–376 from “Divisions and Controversies” to “Islam and Cultural Encounter: A Four-Way Comparison”	1.2 1.7	CDI GOV TEC	Chapter 9 Essential Activity Building AP® Skills: Source Claims and Evidence on page 374 Teaching Idea: Working with Themes on pages 362 and 376	See above.

18	Read pages 376–383 from “Islam and Cultural Encounter: A Four-Way Comparison” to “The World of Islam as a New Civilization”	1.2	CDI	Four-Way Comparison Chart of the Muslim Empire (Handout 9.6) AP® Skills Workshop: Comparison AP® Exam Practice: Short-Answer Question 3	This is a great section to practice the Comparison skill by looking at the impact of the spread of Islam on India, Anatolia, West Africa, and Spain.
		1.7	GOV		
		2.5	TEC		
19	Read pages 383–389 from “The World of Islam as a New Civilization” through “Reflections”	1.2	CDI	Eric’s Activity 9 Building AP® Skills: Analyzing Evidence on page 384 AP® Exam Practice: Multiple-Choice Questions 4-5	Islam’s impact on trade, intellectual ideas and culture are an important concept in the course framework. This last part of the chapter gives students information on all of these topics.
		1.7	TEC		
		2.5			
Chapter 10					
20	Read pages 403–408	1.6	CDI	Apply the Tip on page 404 Building AP® Skills: Making Connections on page 405 AP® Skills Workshop: Contextualization	The first part of this section of Chapter 10 looks at the spread of Christianity throughout Afro-Eurasia following 600 C.E. If you are looking to give students more context about Christianity in world history, give a brief overview on this section.
21	Read pages 409–415 to “Western Christendom: Rebuilding in the Wake of Roman Collapse”	1.6	CDI	Eric’s Activity 10 Building AP® Skills: Comparison on page 412 Teaching Idea: Interactions between Societies on page 414 AP® Skills Workshop: Contextualization	While the Byzantine Empire and Kievan Rus are not mentioned in the curriculum framework, they’re still important for giving context to the development of the Christian world and Europe in this time period. Try to at least give a brief overview of them to students for contextualization.
		1.7	GOV		
22	Read pages 415–424 from “Western Christendom: Rebuilding in the Wake of Roman Collapse” to “Europe Outward Bound: The Crusading Tradition”	1.6	CDI	Eric’s Activity 10 Exploring AP® Themes: Humans and the Environment on page 415 AP® Working with Evidence: The Remaking of Western Europe on pages 438–446	If you are running short on time, focus only on the development of feudalism, manorialism, and decentralization on Europe, instead of looking at the other Christian societies and states of this era. You will want to spend more time on the European sections of Chapter 10, since it will start setting Europe up for the
		1.7	GOV		
			SIO		

					political, cultural, and economic developments the region experiences in the post-1450 eras.
23	Read pages 424–431 from “Europe Outward Bound: The Crusading Tradition” to “Pluralism in Politics”	1.6	CDI	Eric’s Activity 10	See above.
		1.7	GOV SIO	Building AP® Skills: Causation on page 425 AP® Exam Practice: Short-Answer Question 1	
24	Read pages 431–436 from “Pluralism in Politics” through “Reflections”	1.6	CDI	Chapter 10 Essential Activity	See above.
		1.7	GOV	Eric’s Activity 10	
			SIO	Building AP® Skills: Making Connections on page 429 AP® Historians’ Voices: The Legacy of Rome	

AP® Unit 2 Suggested Length: 10-12 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 7					
1	Read pages 275–279 to “Goods in Transit”	2.1	ECN	Chapter 7 Essential Activity Eric’s Activity 7	If you are starting the course at ca. 1200, this chapter will be the true starting point of the course for you.
		2.7			
2	Read pages 279–285 from “Goods in Transit” to “Sea Roads: Exchange across the Indian Ocean”	2.3	ENV	Chapter 7 Essential Activity	After having the students read about the Silk Roads, you can work on building Comparison and Continuity and Change skills with the students using the Silk Roads and the Indian Ocean Trade network.
		2.5	CDI	Eric’s Activity 7	
		2.6	ECN	Teaching Idea: Understanding Interactions between Societies on page 280	
		2.7			
3	Read pages 285–289 from “Sea Roads: Exchange across the Indian Ocean” to “Sea Roads as a Catalyst for Change: Southeast Asia”	1.3	ENV	Chapter 7 Essential Activity	See above. A few good comparison areas to focus on with students are technologies, cultural diffusion, and economic impact.
		2.3	CDI	Eric’s Activity 7	
		2.5	GOV	Building AP® Skills: Causation on page 287	
		2.6	ECN	AP® Working with Evidence: Source 7.1 and 7.2	
		2.7			

4	Read pages 289–295 from “Sea Roads as a Catalyst for Change: Southeast Asia” to “Sand Roads: Exchange across the Sahara”	1.3	ENV	Chapter 7 Essential Activity Eric’s Activity 7 Building AP® Skills: Comparison on page 294 AP® Historians’ Voices: On Travel Writers	See above.
		2.3	CDI		
		2.5	GOV		
		2.6	ECN		
5	Read pages 295–300 from “Sand Roads: Exchange across the Sahara” to “An American Network: Commerce and Connection in the Western Hemisphere”	2.4	ENV	Chapter 7 Essential Activity Eric’s Activity 7 Teaching Idea: Incorporating Primary Sources on page 297	This might be the first time students are introduced to African history in this course. Give students some background information on pre-1200 Africa before starting on the Sand Roads. This is also another good area for comparison in this chapter.
		2.5	CDI		
		2.6	GOV		
		2.7	ECN TEC		
6	Read pages 300–303 from “An American Network: Commerce and Connection in the Western Hemisphere” through “Reflections”	2.6	ENV	Chapter 7 Essential Activity Eric’s Activity 7 Building AP® Skills: Causation on page 303 AP® Skills Workshop: Claims	The American trade networks are not required in the curriculum framework, but would be helpful for students to know. However, if you are short on time, skip the section on the Americas.
		2.7	ECN		
Chapter 11					
7	Read pages 449–457 to “Breakout: The Mongol Empire”		ENV CDI GOV ECN SIO TEC	Exploring AP® Themes: Humans and the Environment on page 452	Having students learn about other pastoralist societies in world history is important for contextualizing the Mongols, but is not covered by the new framework. If you are running short on time, consider only briefly covering this section or skipping it.
8	Read pages 457–461 from “Breakout: The Mongol Empire” to “Explaining the Mongol Moment”	2.2	CDI GOV ECN	Chapter 11 Essential Activity Controversies: Debating Empire on pages 474–475	This may be the better place to start your study of Chapter 11. Have students examine how the Mongols built their empire compared to other empires they have learned about.
9	Read pages 461–466 from “Explaining the Mongol Moment” to	2.2	CDI GOV ECN	Building AP® Skills: Contextualization on page 463 Building AP® Skills: Comparison on page	This section has a great comparison of Mongol rule in different regions of Eurasia. It would be a good place to have students practice their comparison

	“Persia and the Mongols”			470 AP® Exam Practice: Multiple- Choice Questions 1–3	skills while studying the impact of the Mongols on different regions.
10	Read pages 466–470 from “Persia and the Mongols” to “The Mongol Empire as a Eurasian Network”	2.2	CDI GOV ECN	Building AP® Skills: Comparison on page 470 AP® Skills Workshop: Causation AP® Exam Practice: Short-Answer Question 1	See above.
11	Read pages 470–479 from “The Mongol Empire as a Eurasian Network” through “Reflections”	2.2	CDI ECN	Chapter 11 Essential Activity Eric’s Activity 11 Apply the Tip on page 471 Building AP® Skills: Causation on page 477 AP® Historians’ Voices: Assessing the Mongol Impact	Mongol involvement in Afro-Eurasian trade is an important concept, especially in Unit 2. It may be helpful to link this section of Chapter 11 to Chapter 7 to help students contextualize the Mongol’s role in global trade.

AP® Unit 3 Suggested Length: 8-10 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 12					
1	Read pages 499–502 from “Civilizations of the Fifteenth Century: Comparing China and Europe” to “European Comparisons: State Building and Cultural Renewal”	2.3 3.2 4.1 4.4	CDI GOV TEC	Chapter 12 Essential Activity Teaching Idea: Big Picture Geography on page 501 Handout 12.5: Political Control in Various Forms of Government	The Ming dynasty in China is important to study to see how it reestablished China and Chinese practices after Mongol rule. You should also make sure students understand China’s move towards isolationism during this dynasty.
2	Read pages 502–508 from “European Comparisons: State Building and Cultural Renewal” to “Civilizations of the	2.3 3.2 3.3 4.1 4.2	CDI GOV ECN TEC	Chapter 12 Essential Activity Building AP® Skills: Analyzing Evidence on page 493 Building AP® Skills: Comparison on page 504 Exploring AP® Themes: Technology and	This section of the chapter looks at Europe as the region is coming out of the medieval period and entering the era of exploration, which will help students understand the rise of European powers in future units. It also

	Fifteenth Century: The Islamic World”	4.4		Innovation on page 506	includes a great comparison section between European and Chinese exploration in the fifteenth century, which is good practice for students.
3	Read pages 508–512 from “Civilizations of the Fifteenth Century: The Islamic World” to “On the Frontiers of Islam: The Songhay and Mughal Empires”	3.1 3.2 3.3	CDI GOV	Chapter 12 Essential Activity Apply the Tip on page 509 AP® Historians’ Voices: Christian/Muslim Relations during the Renaissance	Chapter 13 goes more in-depth on the Ottoman and Mughal Empires, so focus more on the Safavid and the Songhai in this section.
4	Read pages 512–514 from “On the Frontiers of Islam: The Songhay and Mughal Empires” to “Civilizations of the Fifteenth Century: The Americas”	3.1 3.2 3.3	CDI GOV	Chapter 12 Essential Activity Teaching Idea: Class Discussion on page 512 AP® Practice Exam: Short-Answer Question 1	See above.
5	Read pages 514–518 from “Civilizations of the Fifteenth Century: The Americas” to “The Inca Empire”	1.4 3.2	GOV	Chapter 12 Essential Activity Building AP® Skills: Comparison on page 514 Building AP® Skills: Comparison on page 517 AP® Practice Exam: Short-Answer Question 2	Students need to understand the states and empires that existed in the Americas prior to the arrival of Europeans, so try to spend at least two days studying the Inca and Mexica (Aztec).
6	Read pages 518–525 from “The Inca Empire” through “Reflections”	1.4 3.2	GOV	Chapter 12 Essential Activity Eric’s Activity 12.1 Apply the Tip on page 520 AP® Skills Workshop: Continuity and Change	See above.
Chapter 13					
7	Read pages 545–553 to “The Columbian Exchange”	3.1 3.4 4.4 4.6	CDI GOV	AP® Working with Evidence: State Building in the Early Modern Era: Source 13.3 Eric’s Activity 13 on page 546	European maritime empires are divided between two days on this guide. It may be helpful to teach these two sections back-to-back, while using the Columbian Exchange as an introduction. You may

				Teaching Idea: Big Picture Geography on page 547	want to refer back to this section when students read more about maritime empires in Chapter 14.
8	Read pages 565–569 from “The Steppes and Siberia: The Making of a Russian Empire” to “Asian Empires”	3.1	CDI	Teaching Idea: Differing Views of Expansion on page 565 Exploring AP® Themes: Cultural Developments and Interactions on page 567 Building AP® Skills: Comparison on page 568	See above.
		3.2	GOV		
		3.4	SIO		
		4.6			
		4.7			
9	Read pages 569–572 from “Asian Empires” to “Muslims and Hindus in the Mughal Empire”	3.1	CDI	AP® Working with Evidence: State Building in the Early Modern Era: Source 13.5 Teaching Idea: Analyzing Art and Images on page 571	See above.
		3.2	GOV		
		3.4	SIO		
		4.6			
		4.7			
10	Read pages 572–574 from “Muslims and Hindus in the Mughal Empire” to “Muslims and Christians in the Ottoman Empire”	3.1	CDI	AP® Historians’ Voices: Early Modern Rulers Building AP® Skills: Analyzing Evidence on page 573	See above.
		3.2	GOV		
		3.4	SIO		
		4.6			
		4.7			
11	Read pages 574–579 from “Muslims and Christians in the Ottoman Empire” through “Reflections”	3.1	CDI	AP® Skills Workshop: Short-Answer Questions Building AP® Skills: Comparison on page 575 Building AP® Skills: Analyzing Evidence on page 577	See above.
		3.2	GOV		
		3.4	SIO		
		4.6			
		4.7			

AP® Unit 4 Suggested Length: 22-24 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 13					
1	Read pages 553–559 from “The Columbian Exchange” to “Colonies of Sugar”	4.3 4.7	ENV SIO	AP® Skills Workshop: Short-Answer Questions Apply the Tip on page 553 Building AP® Skills: Contextualization on page 557 Building AP® Skills: Continuity and Change on page 558	The Columbian Exchange is a major concept in the AP® World History course, especially its effects on the globe. While the demographic effects are easy for students to see, they may need some guidance on the environmental effects.
2	Read pages 559–565 from “Colonies of Sugar” to “The Steppes and Siberia: The Making of a Russian Empire”	3.4 4.4 4.7 4.8	CDI GOV ECN SIO	Building AP® Skills: Analyzing Evidence on page 561 Building AP® Skills: Comparison on page 563 Building AP® Skills: Comparison on page 564	Chapter 13 lends itself well to comparing maritime and land-based empires and can be a good place to practice that skill with students.
Chapter 14					
3	Read pages 593–600 to “The East India Companies”	4.4 4.5 4.8	GOV ECN SIO	AP® Skills Workshop: Analyzing Primary Sources: Sourcing Building AP® Skills: Contextualization on page 595 Apply the Tip on page 598	The beginning of Chapter 14 examines European involvement in already existing trade networks, such as the Indian Ocean network. It also looks at the development of European maritime empires in Afro-Eurasia, which would be good to link back to the discussion on maritime empires in the Americas in Chapter 13.
4	Read pages 600–604 from “The East India Companies” to “Silver and Global Commerce”	4.3 4.4 4.5 4.8	ENV GOV ECN SIO	AP® Working with Evidence: Exchange and Status in the Early Modern World: Sources 14.1 and 14.2 Teaching Idea: Understanding Historical Vocabulary on page 600 Teaching Idea: Discussing Changes on page 602	See above. This section also looks at the role joint stock companies play in European involvement in global trade. You can make a comparison of the East India Companies to the economic tactics used by Portugal and Spain in this chapter.

5	Read pages 604–607 from “Silver and Global Commerce” to “The World Hunt’: Fur in Global Commerce”	4.4	GOV	Building AP® Skills: Comparison on page 606 Building AP® Skills: Analyzing Evidence on page 607	The global silver trade has major economic and political effects during the 1450–1750 era. Make sure to go over those with students.
		4.5	ECN		
		4.8	SIO		
6	Read pages 607–612 from “The World Hunt’: Fur in Global Commerce” to “Commerce in People: The Transatlantic Slave System”	4.5	GOV	AP® Skills Workshop: Analyzing Primary Sources: Sourcing AP® Exam Practice: Multiple-Choice Questions 1–3 Building AP® Skills: Causation on page 608	Students can compare the impact of the fur trade on North America and Siberia using this section.
		4.7	ECN		
		4.8	SIO		
7	Read pages 612–617 from “Commerce in People: The Transatlantic Slave System” to “The Slave Trade in Practice”	4.3	ENV	Controversies: Debating the Atlantic World on pages 614–615 Exploring AP® Themes: Economic Systems on page 612	You should start off teaching about the transatlantic slave system by reviewing the features of slavery in earlier periods of world history and use that to show the changes that happen with the introduction of the transatlantic slave trade.
		4.4	GOV		
		4.5	ECN		
		4.6	SIO		
8	Read pages 617–621 from “The Slave Trade in Practice” to “Consequences: The Impact of the Slave Trade in Africa”	4.3	ENV	AP® Exam Practice: Short-Answer Question 2 Teaching Idea: Understanding Historical Events on page 619 Apply the Tip on page 620	See above.
		4.4	GOV		
		4.5	ECN		
		4.6	SIO		
8	Read pages 621–625 from “Consequences: The Impact of the Slave Trade in Africa” through “Reflections”	4.3	ENV	AP® Exam Practice: Multiple-Choice Questions 4–6 Exploring AP® Themes: Social Interactions and Organization on page 622 Eric’s Activity 14 on page 623	See above. A good culminating activity to bring together what students have learned about the slave trade during 1450–1750 would be to have them compare the features and effects of the slave trade between the Old World and New World.
		4.4	GOV		
		4.5	ECN		
		4.6	SIO		
Chapter 15					
10	Read pages 639–646	3.3	CDI	Chapter 15 Essential Activity AP® Skills Workshop: Analyzing Primary Sources: Content	It may be helpful to break this chapter up into two parts: Days 1–3 to wrap up Units 3 and 4 and Days 4–5 to
		4.5			

				AP® Working with Evidence: Christianity: Becoming a Global Religion	introduce Unit 5. This section on the Globalization of Christianity is a good place to practice the Causation skill with students, especially with focusing on the causes and effects of the Protestant Reformation.
11	Read pages 647–653 to “Persistence and Change in Afro Asian Cultural Traditions”	4.5	CDI SIO	Chapter 15 Essential Activity AP® Skills Workshop: Analyzing Primary Sources: Content AP® Historians’ Voices: Missions in Mesoamerica and China	See above. Students also get a good explanation of cultural synthesis with Christianity in the Americas.
12	Read pages 653–658 from “Persistence and Change in Afro Asian Cultural Traditions” to “A New Way of Thinking: The Birth of Modern Science”	3.3 4.5	CDI	Chapter 15 Essential Activity AP® Skills Workshop: Analyzing Primary Sources: Content AP® Exam Practice: Multiple-Choice Questions 1–3	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.

AP® Unit 5 Suggested Length: 20-22 Periods

Chapter 15

1	Read pages 658–664 from “A New Way of Thinking: The Birth of Modern Science” to “Science and Enlightenment”	5.1	CDI	Apply The Tip on page 658 Teaching Idea: Connecting Historical Figures to Their Achievements on page 662 AP® Exam Practice: Short-Answer Question 2	While the new framework does not reference the Scientific Revolution, it is still important for students to know because of how it contributes to the Age of Reason and the Enlightenment. Move quickly through this if you are short on time.
2	Read pages 664–668 from “Science and Enlightenment” to “European Science beyond the West”	5.1	CDI SIO	Building AP® Skills: Analyzing Evidence on page 665 Building AP® Skills: Analyzing Evidence on page 667	The Enlightenment helps “set the stage” for the Revolutions unit. Make sure students understand the ideals of the movement and how it leads to the eighteenth and nineteenth century revolutions.

3	Read pages 668–671 from “European Science beyond the West” through “Reflections”	5.1	CDI	Building AP® Skills: Making Connections page 669 Eric’s Activity 15 on page 670	See above.
Chapter 16					
4	Read pages 691–695 to “Comparing Atlantic Revolutions”	5.2	GOV	Chapter 16 Essential Activity Teaching Idea: Incorporating Political Cartoons on page 691 Eric’s Activity 16 on page 693	The first half of Chapter 17 lends itself well to practicing the Causation skill by looking at the causes and outcomes of the Atlantic Revolutions. It’s also a great section to practice comparing the different revolutions.
5	Read pages 695–698 from “Comparing Atlantic Revolutions” to “The French Revolution, 1789–1815”	5.2	GOV	Teaching Idea: Debating Ideologies on page 695 Building AP® Skills: Comparison on page 696	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.
6	Read pages 698–703 from “The French Revolution, 1789–1815” to “The Haitian Revolution, 1791–1804”	5.2	GOV	Building AP® Skills: Comparison on page 699 AP® Exam Practice: Multiple-Choice Questions 1–3 AP® Historians’ Voices: How the French Revolution Went Wrong	Students will need to know how the French Revolution and the French Declaration of the Rights of Man relate to the Haitian Revolution.
7	Read pages 703–705 from “The Haitian Revolution, 1791–1804” to “Latin American Revolutions, 1808–1825”	5.2	GOV	AP® Exam Practice: Short-Answer Question 3 Apply the Tip on page 703 Teaching Idea: Incorporating Art and Images on page 705	See above (Day 1).
8	Read pages 705–709 from “Latin American Revolutions, 1808–1825” to “Echoes of Revolution”	5.2	GOV	Building AP® Skills: Comparison on page 706 Building AP® Skills: Argumentation on page 707 Building AP® Skills: Causation on page 708	See above.

9	Read pages 709–712 from “Echoes of Revolution” to “Nations and Nationalism”	5.1	SIO	Exploring AP® Themes: Economic Systems on page 710 Building AP® Skills: Comparison on page 712	Like the American Revolution, students are familiar with the abolition movement from U.S. history. Make sure they understand the global context of the movement and how it took place outside of the United States.
10	Read pages 712–716 from “Nations and Nationalism” to “Feminist Beginnings”	5.1 5.2	GOV SIO	Teaching Idea: Reading Comprehension on page 712 Teaching Idea: Analyzing Art and Images on page 713 Teaching Idea: Discussing Political Changes on page 714	Nationalism helps give rise to many of the major topics and issues in world history in the nineteenth and twentieth centuries. Students will need to have a firm grasp of this concept to help them understand these future topics in the course.
11	Read pages 716–722 from “Feminist Beginnings” through “Reflections”	5.1	SIO	AP® Exam Practice: Short-Answer Question 2 AP® Exam Practice: Multiple-Choice Questions 4–6 Apply the Tip on page 716	It may be helpful to study the women’s suffrage movement in the context of the different Atlantic Revolutions and nationalist movements. Consider having students weave this topic into their overall study of revolutions.
Chapter 17					
12	Read pages 735–740 to “The First Industrial Society”	5.3 5.5 5.10	ENV ECN TEC	AP® Exam Practice: Multiple-Choice Questions 1–3 Exploring AP® Themes: Economic Systems on page 735 Exploring AP® Themes: Technology and Innovation on page 737	The “Controversies: Debating ‘Why Europe?’” is helpful to introduce students to the Industrial Revolution, its significance, and why the Revolution started in Europe. It also gives context to students before they begin studying the changes that came about because of the Industrial Revolution.
13	Read pages 740–744 from “The First Industrial Society” to “The Laboring Classes”	5.3 5.4 5.5 5.7 5.9 5.10	ENV ECN SIO TEC	Building AP® Skills: Causation on page 740 Exploring AP® Themes: Social Interactions and Organization on page 743 Building AP® Skills: Comparison on page 744	While the early phase of the Industrial Revolution in Chapter 17 focuses on Great Britain, it’s a good model for students to understand the changes brought about because of industrialization. This is also a good section to start a comparison practice on industrialization and its results on different regions in the world. Students

					can also work on comparing how industrialization affected different social classes.
14	Read pages 744–750 from “The Laboring Classes” to “Europeans in Motion”	5.7	ECN	Chapter 17 Essential Activity	See above.
		5.8	SIO	Building AP® Skills: Comparison on page 746	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.
		5.9			
		5.10		Eric’s Activity 17 on page 767	
15	Read pages 750–752 from “Europeans in Motion” to “Variations on a Theme: Industrialization in the United States and Russia”	5.5	ENV	AP® Exam Practice: Multiple-Choice Questions 1–3	While this is a short section in Chapter 17, migration in the nineteenth century is a major concept for the course. You may want to combine this section with the migrations discussed in Chapter 18.
		5.10	ECN		
		6.6	EVN	Teaching Idea: Connecting Eras of History on page 750	
			TEC		
16	Read pages 752–756 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 75	If you want to have students work on their comparison skills, consider having them compare the Industrial Revolution in Great Britain to those in the United States and Russia. There are several activities in this chapter to help.
		5.5	SIO		
		5.7	TEC	Building AP® Skills: Comparison on page 754	
		5.8			
		5.9		Building AP® Skills: Comparison on page 755	
		5.10			
17	Read pages 756–759 from “Russia: Industrialization and Revolution” to “The Industrial Revolution and Latin America in the Nineteenth Century”	5.5	ECN	Building AP® Skills: Comparison on page 756	See above.
		5.7	SIO		
		5.8	TEC	AP® Working with Evidence: The Socialist Vision	
		5.9			
		5.10		AP® Historians’ Voices: The Legacy of Karl Marx in the Twenty-First Century	
18	Read pages 759–763 from “The Industrial Revolution and Latin America in the	5.9	ENV	Building AP® Skills: Comparison on page 760	The beginning of this section of Chapter 17 is a continuation of the Latin American revolutions discussed in Chapter 16. Spend some time reviewing
		5.10	GOV		
		6.4	ECN	Exploring AP® Themes: Economic Systems on page 762	

	Nineteenth Century” to “Becoming like Europe?”	7.1	SIO	AP® Exam Practice: Short-Answer Question 3	those revolutions before looking at what occurs after them in this chapter. This section also has a good discussion on how the Industrial Revolution impacted non- industrialized states in the changing global economy.
19	Read pages 763–767 from “Becoming like Europe?” through “Reflections”	5.10 6.4	ENV ECN	Teaching Idea: Analyzing Art and Images on page 765 Building AP® Skills: Contextualization on page 766 AP® Exam Practice: Multiple-Choice Questions 4–6	See above.

AP® Unit 6 Suggested Length: 12-14 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 18					
1	Read pages 781–786 to “A Second Wave of European Conquests”	6.1 6.4 6.8	ENV CDI GOV	Chapter 18 Essential Activity Teaching Idea: Incorporating Political Cartoons on page 784 Eric’s Activity 18 on page 813	The opening to Chapter 18 is a good transition from the Industrial Revolution to European imperialism in the nineteenth century. This can help give context to this second “wave” of European expansion. It also gives a good overview of motivations for imperialism in the nineteenth century.
2	Read pages 786–791 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 AP® Historians’ Voices: The Invasion of Africa Building AP® Skills: Continuity and Change on page 787	European imperialism went through two “waves” in world history from 1450 c.e. to the present. To help students understand the differences between these “waves” of European imperialism, briefly review and compare what they learned in Chapters 13 and 14 to this section of this chapter. Make sure to note the different forms of imperialism in this time period and the new imperial states that arose.

3	Read pages 791–795 from “Under European Rule” to “Ways of Working: Comparing Colonial Economies”	6.3	GOV	Building AP® Skills on page 791 Building AP® Skills: Continuity and Change on page 793	Students may not understand that people in conquered countries reacted in a variety of ways to European imperialism. Have them work on their comparison skills by looking at the different reactions discussed in this chapter. If students need DBQ practice, consider incorporating the documents from the AP® World History 2009 DBQ into their study of this section.
4	Read pages 795–798 from “Ways of Working: Comparing Colonial Economies” through “Economies of Cash-Crop Agriculture: The Pull of the Market”	6.5 6.8	GOV ECN	Exploring AP® Themes: Economic Systems on page 795 Building AP® Skills: Comparison on page 796 Building AP® Skills: Causation on page 797	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.
5	Read pages 799–805 from “Economies of Wage Labor: Migration for Work” to “Believing and Belonging: Identity and Cultural Change”	6.6 6.7 6.8	ENV GOV ECN SIO	AP® Exam Practice: Multiple-Choice Questions 4–6 Exploring AP® Themes: Social Interactions and Organization on page 802 Building AP® Skills: Argumentation on page 803	See above. This section also discusses migration in the nineteenth century, which you may want to combine with the section on migration in Chapter 17.
6	Read pages 805–814 from “Believing and Belonging: Identity and Cultural Change” through “Reflections”	6.1	CDI	Teaching Idea: Analyzing Pictures and Images on page 807 Teaching Idea: Class Discussion on page 811	Along with bringing about major economic changes, nineteenth century imperialism caused cultural changes in conquered societies. Make sure students know those changes and the differing reactions conquered/subject peoples had to them.
Chapter 19					
7	Read pages 827–832 to “Western Pressures”	5.8 6.2	GOV SIO	Chapter 19 Essential Activity AP® Exam Practice: Multiple-Choice Questions 4–6	Like the beginning of Chapter 18, the opening of Chapter 19 helps connect the Industrial Revolution and nineteenth-century imperialism to non-

				Building AP® Skills: Causation on page 829	European empires. This will help give context to students as they begin to study the reactions of the Ottomans, Qing dynasty, and Japan to increasing European power and influence in this era.
8	Read pages 832–838 from “Western Pressures” to “The Ottoman Empire and the West in the Nineteenth Century”	6.2 6.5	GOV ECN SIO	AP® Working with Evidence: China: On the Brink of Change AP® Exam Practice: Multiple-Choice Questions 1–3 AP® Exam Practice: Short-Answer Question 2	This entire chapter lends itself well to practicing the Comparison skill by looking at the different reactions of older states and empires to industrialization and imperialism, as well as the effects of those reactions. You can also bring in Russia’s reactions to industrialization in Chapter 17 to add in another society to this comparison.
9	Read pages 838–840 from “The Ottoman Empire and the West in the Nineteenth Century” to “Reform and Its Opponents”	6.2 6.5	GOV ECN SIO	Apply the Tip on page 838 Teaching Idea: Big Picture Geography on page 839	See above.
10	Read pages 840–844 from “Reform and Its Opponents” to “The Japanese Difference: The Rise of a New East Asian Power”	6.2 6.5	GOV ECN SIO	AP® Exam Practice: Short-Answer Question 1 Apply the Tip on page 842 Teaching Idea: Comparing Political Groups on page 843	See above.
11	Read pages 844–848 from “The Japanese Difference: The Rise of a New East Asian Power” to “Modernization Japanese-Style”	6.2 6.5 6.8	GOV ECN SIO	Apply the Tip on page 844 Building AP® Skills: Analyzing Evidence page 847 AP® Historians’ Voices: The Sino-Japanese War of 1894–1895	If you have your students comparing the reactions of the Ottoman Empire, the Qing dynasty, and Japan to industrialization and imperialism, make sure to emphasize how Japan differed from the other groups. Students also need to know that Japan’s reactions through the Meiji reforms allowed the state to become a major power in the second half of the nineteenth century.

12	Read pages 848–855 from “Modernization Japanese-Style” through “Reflections”	6.2	GOV	Eric’s Activity 19	See above.
		6.5	ECN	AP® Exam Practice: Short-Answer Question 3	
		6.8	SIO	Teaching Idea: Analyzing Art and Images on page 851	

AP® Unit 7 Suggested Length: 9-11 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 20					
1	Read pages 873–879 to “Outcomes: Legacies of the Great War”	7.1	GOV	Eric’s Activity 20	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 to the events of this era.
		7.2	TEC	Teaching Idea: Big Picture Geography on page 875	
		7.3		Teaching Idea: Analyzing Political Cartoons on page 878	
		7.9			
2	Read pages 879–883 from “Outcomes: Legacies of the Great War” to “The Russian Revolution and Soviet Communism”	7.1	GOV	AP® Exam Practice: Short-Answer Question 2	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.
		7.5	SIO	AP® Exam Practice: Multiple-Choice Questions 4–6	
		7.8		Building AP® Skills: Making Connections on page 882	
3	Read pages 883–886 from “The Russian Revolution and Soviet Communism” to “Capitalism Unraveling: The Great Depression”	7.1	GOV	AP® Exam Practice: Short-Answer Question 1	This section of Chapter 20 on the Russian Revolution also links into the cold war discussed in Chapter 21. You may want to refer back to it when beginning to teach about the Cold War.
		7.4	ECN	Building AP® Skills: Analyzing Evidence on page 883 Teaching Idea: Analyzing Propaganda on page 884	
4	Read pages 886–888 from “Capitalism Unraveling: The Great	7.4	ECN	AP® Exam Practice: Multiple-Choice Questions 1–3	The Great Depression and the Interwar period is a good place to practice Causation and Comparison skills with

	Depression” to “Democracy Denied: The Authoritarian Alternative”			Apply the Tip on page 886	students. Have them examine the causes of the Great Depression, along with comparing how different nations reacted to the challenges of the Depression.
5	Read pages 888–893 from “Democracy Denied: The Authoritarian Alternative” to “Japanese Authoritarianism”	7.5 7.6	GOV	Building AP® Skills: Making Connections on page 889 Teaching Idea: Analyzing Propaganda on page 893 Teaching Idea: Analyzing Photographs on page 891	This is another good section to practice Comparison with students by looking at the rise of Authoritarianism in Italy, Germany, and Japan during the Interwar Period.
6	Read pages 893–896 from “Japanese Authoritarianism” to “A Second World War, 1937–1945”	7.5 7.6	GOV	Building AP® Skills: Making Connections on page 895 Building AP® Skills: Comparison on page 895	See above.
7	Read pages 896–900 from “A Second World War, 1937–1945” through “The Road to War in Europe”	7.7 7.9	GOV	AP® Exam Practice: Short-Answer Question 3 AP® Working with Evidence: Ideologies of the Axis Powers on page 911 Building AP® Skills: Argumentation on page 897	The previous sections can be helpful with Contextualization and Causation by explaining the causes of World War II. Students can also practice Comparison by comparing World War II to World War I in how the wars were conducted and what their results were. Because of how fast the course goes, make sure to not spend too much time on World War II.
8	Read pages 901–904 to “Chinese Consolidation and Expansion: The Chinese Revolution”	7.7 7.8	GOV SIO	Eric’s Activity 20 AP® Historians’ Voices: Anti-Semitism on page 919 Teaching Idea: Connecting the Past with the Future on page 904	See above. Also, this section discusses the atrocities of World War II, such as the Holocaust. This may be a good place to also discuss other genocides from the early twentieth century, like the Armenian Genocide and the Holodomor.
9	904–908 from “Chinese Consolidation and Expansion: The Chinese Revolution” through “Reflections”	7.1 8.4	GOV ECN	Teaching Idea: Discussing Political Changes on page 906 Building AP® Skills: Comparison on page 907	This section of Chapter 20 on the Chinese Revolution also links to the development of Communist China throughout the twentieth century discussed in Chapter 21. You may want

Teaching Idea: Exit Slip on page 908

to call back to this when beginning to teach about Communist China in the second half of the twentieth century.

AP® Unit 8 Suggested Length: 14-16 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 21					
1	Read pages 921–925 to “Communism Chinese-Style”	8.1 8.7	CDI GOV	Chapter 21 Essential Activity Apply the Tip on page 922 Building AP® Skills: Causation page 923	This opening section provides a good transition between the end of World War II and the major events of the second half of the twentieth century, such as the cold war and decolonization.
2	Read pages 925–929 from “Communism Chinese-Style” to “East versus West: A Global Divide and a Cold War”	8.4 8.7 8.9	CDI ECN	AP® Working with Evidence: Mao’s China on page 958 AP® Historians’ Voices: Assessing Mao on page 968 AP® Exam Practice: Multiple-Choice Questions 1–3	Review the Chinese Communist Revolution from Chapter 20 with students as they start this section. If you want students to work on their Comparison skills, have them compare the development of Chinese communism discussed here with the development of Russian communism from Chapter 20.
3	Read pages 929–932 from “East versus West: A Global Divide and a Cold War” to “Nuclear Standoff and Third-World Rivalry”	8.2 8.3 8.7 8.9	CDI GOV ECN	AP® Exam Practice: Multiple-Choice Questions 4–6 Teaching Idea: Using Maps to “See” the Big Picture on page 930 Teaching Idea: Big Picture Geography on page 931	While the Cold War dominated the second half of the twentieth century, students need to know that the conflict impacted more than just the United States and the Soviet Union. This chapter will help them gain a more global view of the conflict, while also seeing how decolonization was affected by it.
4	Read pages 932–937 from “Nuclear Standoff and Third-World Rivalry” to “Toward Freedom:	8.2 8.3 8.7	CDI GOV ECN	Building AP® Skills: Analyzing Evidence on page 932 Building AP® Skills: Making Connections on page 934	See above.

	Struggles for Independence”	8.9			Teaching Idea: Challenging Misconceptions on page 936	
5	Read pages 937 from “Toward Freedom: Struggles for Independence” to 942	7.5	GOV	AP® Exam Practice: Multiple-Choice Questions 7–9 Teaching Idea: Big Picture Geography and Periodization on page 937 Building AP® Skills: Argumentation on page 939	Decolonization in the twentieth century is a vast topic. Students need to know that not all of the decolonization movements were the same and former colonies experienced a wide variety of outcomes once they gained independence. If you have time, this would be a good topic to spend an extra day or two on.	
		8.4	ECN			
		8.5	SIO			
		8.9				
6	Read pages 942–945 to “After Freedom”	7.5	GOV	Building AP® Skills: Comparison on page 943 Teaching Idea: Incorporating Eyewitness Accounts on page 944 AP® Exam Practice: Short-Answer Question 2	See above.	
		8.4	ECN			
		8.5	SIO			
		8.9				
7	Read pages 945–947 “After Freedom”	8.4	GOV	AP® Exam Practice: Short-Answer Question 3 Building AP® Skills: Comparison on page 946	See above.	
		8.5	ECN			
		8.6	SIO			
8	Read pages 948–952 through “The Collapse of the Soviet Union”	8.8	GOV	Teaching Idea: Incorporating Videos on page 949 Building AP® Skills: Argumentation on page 950 Building AP® Skills: Analyzing Evidence on page 951	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.	
		8.9	ECN			
9	Read pages 953–956 through “Reflections”	8.8	GOV	Eric’s Activity 21 Building AP® Skills: Argumentation on page 953 Teaching Idea: Analyzing Different Sources of Conflict on page 954	The final section of Chapter 21 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.	
		8.9	ECN			

AP® Unit 9 Suggested Length: 8-10 Periods

Day	Pages Assigned	AP® Topic	AP® Theme	Suggested Assignments	Coverage Notes
Chapter 22					
1	Read pages 971–978 to “The Global Economy: The acceleration of Entanglement”	9.9	TEC	Chapter 22 Essential Activity Teaching Idea: Big Picture Geography on page 973 AP® Exam Practice: Short-Answer Question 2	Chapter 22 is set up more thematically than chronologically, like many other chapters of this textbook are. This is going to be helpful with students understanding these larger topics related to globalization in the twentieth century. This chapter focuses on how new technologies bring the world and the global economy closer together, along with the effects and reactions to those events.
2	Read pages 978–984 from “The Global Economy: The acceleration of Entanglement” to “Growth, Instability, and Inequality”	9.4 9.9	ECN	AP® Exam Practice: Multiple-Choice Questions 1–3 Building AP® Skills: Continuity and change on page 979 Eric’s activity: Debating Globalization on page 980	See above.
3	Read pages 984–990 from “Growth, Instability, and Inequality” to “The Changing lives of Industrial Workers”	9.5 9.7	CDI SIO	AP® Exam Practice: Short-Answer Question 1 Exploring AP® Themes: Economic Structures on page 984 Building AP® Skills: Making Connections on page 986	See above.
4	Read pages 990–997 from “The Changing Lives of Industrial Workers” to “The State and Personal Life”	9.5	SIO	AP® Exam Practice: Multiple-Choice Questions 4–6 Teaching Idea: Identifying Evidence in Arguments on page 991 AP® Exam Practice: Short-Answer Question 3	See above.

5	Read pages 997–1004 from “The State and Personal life” through “Reflections”	9.5 9.8	GOV SIO	Exploring AP® Themes: Social Interactions and Organization on page 999 AP® Working with Evidence: Global Feminism on page 1006 AP® Historians’ Voices: Feminism: Tensions and Resistance on page 1016	See above.
Chapter 23					
6	Read pages 1019–1024 to “Moving Abroad: Long-Distance Migration”	9.1 9.9	TEC	AP® Exam Practice: Multiple-Choice Questions 1–3 AP® Exam Practice: Short-Answer Question 1 Building AP® Skills: Making Connections on page 1021	Like Chapter 22, Chapter 23 is set up more thematically than chronologically. This is going to be helpful with students understanding these larger topics related to globalization in the twentieth century. This chapter focuses on the increase in global migration in the twentieth century, along with cultural diffusion and identity in an increasingly globalized world.
7	Read pages 1024–1031 from “Moving Abroad: Long-Distance Migration” to “Cultural Identity in an Entangled World”	9.1 9.2 9.9	ENV TEC	Building AP® Skills: Continuity and Change on page 1027 Building AP® Skills: Analyzing Evidence on page 1029 Exploring AP® Themes: Technology and Innovation on page 1030	See above.
8	Read pages 1031–1035 from “Cultural Identity in an Entangled World” to “Religion and Global Modernity”	9.5 9.6	CDI SIO	Teaching Idea: Understanding Historical Vocabulary on page 1033 Exploring AP® Themes: Cultural Developments and Interactions on page 1033 Apply the Tip on page 1034	See above.
9	Read pages 1035–1042 from “Religion and Global Modernity” to “Humankind and the Environment: Entering the Anthropocene Era”	9.6	CDI	AP® Working With Evidence: Contending For Islam on page 1054 AP® Historians’ Voices: Perspectives on the Iranian Revolution on page 1065 Eric’s Activity 23.1	See above.

10	Read pages 1042–1047 from “Humankind and the Environment: Entering the Anthropocene Era” to “Protecting the Planet: The Rise of Environmental-ism”	9.3 9.9	ENV TEC	Eric’s Activity 23.2 Teaching Idea: Understanding Historical Vocabulary on page 1042 Teaching Idea: Incorporating Video Clips on page 1045	This final section of Chapter 23 focuses heavily on the first theme of this course, Humans and the Environment, through looking at the environment has changed due to modern human behavior and the growth of the environmental movement.
11	Read pages 1047–1052 from “Protecting the Planet: The Rise of Environmental-ism” through “Reflections”	9.3 9.5	ENV SIO	Chapter 23 Essential Activity Teaching Idea: Understanding Government Reactions on page 1048 Exploring AP® Themes: Humans and the Environment on page 1050	See above.
