9TH GRADE WORLD HISTORY

The end of the month finds us in 9th grade looking at evidence from different countries in the Middle East to determine how a certain country should be considered. In doing so, we are having to make conscious choices of what evidence to amplify and what evidence to overlook, and how to organize it all. This skill of sifting, sorting, and organizing evidence will be put into play in the next unit, where students will be tasked with putting forth a proposal for a museum design... in which they lay out their argument for how a civilization or empire in the past should be considered by us in present day.

AP WORLD HISTORY

In AP World History, we are firmly ensconced in the Early Modern Era trying to determine the social, economic, and political impacts of the growing state powers in the time period between 1450 and 1700. We have compared the motives between early Chinese and European explorers, compared the Aztecan and Incan Empires (cont. on page 2)
(cont. from page 1) and took a deep dive in the silver trade and how it created and collapsed empires as it grew. Heading into December, students are going to be participating in a Diplomacy Challenge, in which they need to represent a certain empire in their study group and determine which other empires they would want to build relationships with and how they would go about creating those relationships.

10TH GRADE WORLD HISTORY

Wow, it's December already! Students are diving headfirst into their study of Latin America. We finished off November with a look at pre-colonial empires and civilizations, and are now digging into colonization. Students will be investigating the impacts of colonization, independence movements, and decolonization both in a whole-class setting and individually as they start to work towards a research paper that they will complete in January. Specifically, we will be looking at the question: "Have Latin American countries lived up to their revolutionary ideals?" Students will research a Latin American country of their choice in order to answer this question as we learn historical processes, trends, and patterns together as a whole class.
In US History classes, students have been studying reform movements in the nineteenth century. Students self-selected a historical activist and a contemporary activist fighting for the same cause. After researching both activists, students are putting together a creative piece this week that illustrates the similarities and differences between the two activists and what those similarities and differences mean for human rights in the United States today.

Alt text: Four brown pinecones on a brown wooden surface

While we had an adventurous start, I feel like your APUSH scholars and I have finally started to hit our stride. The work for Unit 2 increases exponentially from Unit 1, and the scholars are reaching out to me more often for help or clarification. The best part, in my opinion, is that we are starting to have inside jokes and laugh more often. We are wrapping up Unit 3 with a debate and scholars will be sent home with Unit 4 work to complete over break. Not to be cheesy, but I dare say that our little APUSH group has gone from surviving, to almost thriving! Be sure to check your email for the updates I send out and reach out to me if you have any questions or concerns.