

AP World History



OVERVIEW - Course Description

Advance Placement World History is a one-semester program that follows a course of study similar to that of a college introductory course in World History. Throughout the semester, we will be looking for patterns in historical events, many of which revolve around the contacts among different human societies. To understand history, it is important to study not only the events that occur in time, but the methodology of those events. In Advance Placement World History, we will examine not only what happened, but also why it happened. We will look at historical continuity, along with change. Our studies will include the examination of world cultures, human institutions, the effects of new technologies, the environmental impact of human beings and world geography. Strong writing skills and advanced cognitive aptitude are required to succeed on the college level and it is for this reason that these skills will be emphasized in this course. It is understood that everyone taking this class will take the AP World History exam in May.

UNITS OF STUDY

Evaluation General Subject(s)

Unit 1 Test	Prehistoric period up to c. 600 B.C.E. (CH1-3)
Unit 2 Test	World History from c. 600BCE to c. 600CE (CH4-11)
Unit 3 Test	World History from c. 600CE – c. 1450CE (CH8-15)
Unit 4 Test	World History from 1450CE to 1750CE (CH16-22)
Unit 5 Test	World History from 1750CE to 1900CE (CH23-27)
Unit 6A Test	World History from 1900CE to 1945CE (CH28- 30)
Unit 6B Test	World History from 1945CE to the Present (CH30-33)
AP Exam	Advance Placement Test (Given by College Board)

Course Objectives

- Identify the impact of interaction among major world societies in trade, international exchange, war, and diplomacy from the foundations of human history to the present.
- Explore relationships and distinctions in human political, social, economic, and intellectual history.
- Analyze the impact of technology, economics and change on human and non-human populations and the emergence of human social structures from relatively isolated despotic administrations to that of the present day series of globally connected nation states.
- Evaluate the social structure, gender structures and intellectual developments of humans and the interactions among and within the various societies.
- Using the periodization approach, analyze the relationship of change and continuity from 8,000 BCE to the present.
- Appraise changes in the purpose and organization of states and the viewpoint toward states and political characteristics, including the development of nation-states.
- Use and analyze primary sources, including documentary materials, maps statistical tables, and pictorial and graphic evidence, to study historical events.
- Examine the problems faced by people at any given period in history, to relate these problems to the present, to investigate the attempts to find remedies for these problems and to plot humankind's path to the future.

The Five Themes of AP World History

- Theme 1 – Interaction between humans and the environment
- Theme 2 – Development and Interaction of Cultures
- Theme 3 – State-building, expansion and conflict
- Theme 4 – Creation, expansion and interactions of Economic Systems
- Theme 5 – Development and transformation of social structures

GRADES - Grading Format

<i>Type of Evaluation</i>	<i>Percentage % Value</i>
Summative Assessments (This includes mostly Unit Exams, but may also include Research Papers and Research Presentations, includes portfolio)	50%
Formative Assessments (quizzes, essays, worksheets, projects, DBQ's simulations, classwork, group Projects, and group Presentations.)	40%
Homework (Graded on accuracy or quality in relation to established learning outcomes).	10%

Exams

AP World History tests are designed to prepare you for a challenging Advance Placement Exam in May. There will be at least 6 tests that will cover all 33 Chapters in the book. The exams will center on the AP designated unit of study and may include up to 10 chapters at one time. It is critical that you keep up with your reading and your assignments so that you will be adequately prepared for the test. Because there will be an assignment associated with the exam, it is essential that you not miss the exam on the test date. However, if this is unavoidable, you will need to take a make-up exam, different than that administered in class, with-in the designated allotted time.

Essays & DBQ's

One to two times a month, you will be given an essay or a DBQ (Document Based Question) that critiques a subject of discussion. This assignment is to be at **least** five paragraphs length, but no more than ten paragraphs. It should also be hand written. You need to use the writing format for AP that we will study in class. Essays and DBQ's will be graded with a maximum of 9 points scale on each assigned draft.

Quizzes

It can be argued that your greatest tool for success in this course is the textbook. It is for this reason that **you should plan to be quizzed daily after each reading/vocabulary assignment.** Quizzes may be given in any format and can vary in duration. Each reading/vocabulary assignment will be at least one chapter in length. You are encouraged to read the chapter more than once in order to help you understand and retain the large amounts of information in each chapter.

Group Based Projects

Occasionally you will be given an assignment to complete, as homework, during class, in the Media Center, or in one of the Computer Labs. Grades will be given individually, based on the individual contribution of each participant. For grading purposes, each person must have evidence of their participation. It is your responsibility to make sure that you have a current and active school appropriate email. If you do not have an appropriate email now, you need to register for one before or after school with-in three days of the start of class.

Worksheets

For each chapter you will receive a worksheet or a non-essay based homework assignment. These assignments will normally be due the day of the next test. This assignment is an individual obligation. Collaboration with other classmates on the chapter worksheets will not help you learn the material and is considered cheating. Cheating is a serious offence and all parties will receive a "0", without exception and a referral will be written upon repeat offenses.

Class Discussion

It is critical that everyone participate in class discussions and class activities in order to get a variety of viewpoints on the subjects that we will be covering. Class discussions are an integral part of this course and every student is required to respond when questioned and encouraged to give input to class discussions.

Reassessment

The opportunity for reassessment of test will be offered for a maximum of one test each grading period, provided the student has completed all work associated with the chapter being assessed and corrections have been properly completed. Reassessments must be taken within three days receiving of grade of the

original test. The reassessment grade will replace the original grade with no exceptions. Make-ups must be taken after school Monday - Thursday.

Late Work

Please note that late work submitted after the deadline will receive a zero grade. Extenuating circumstances, like a death in the family or a serious illness will be considered on an individual, one-time only basis. This rule will be strictly adhered to, so these circumstances must be exceptional.

Important information if you are Absent

You are responsible for the material discussed in class, this includes days you are absent. Quizzes may be excused, but tests will not. Make-up tests are your responsibility. When you return remind me that you need a make-up test. Make-up tests may be different and may have a different format than the original test. It is your responsibility to pick up your assignments and turn in your work the day after you return from any absence. Being absent from class does not excuse you from doing the assignment. It is your responsibility to collect and complete missed assignments when you are absent. An absent the day or two before a test does not excuse you from a test, as most test are planned.

Seven Simple Rules

- I. Be respectful at all times to me, any sub/staff (that includes the janitorial staff), and most of all to each other.
- II. Be on time each day. When the bell rings, you must be in your seat or well on your way. If you are standing around outside talking, you will be marked tardy.
- III. Be prepared. Bring paper, pen or pencil and your notebook to class each day. You will not be permitted to go to your ___ or to another classroom to get your notebook or assignments once class has started.
- IV. Do not bring food, drink, or gum into the classroom. Let's keep our school clean. It's an issue of pride.
- V. It is your responsibility to make sure that your assignments are completed and turned in on time.
- VI. No one will be allowed to sleep (or put their head down) in class. If you have a health issue, please let me know. Your privacy will be completely respected.
- VII. School rules will be adhered to strictly. You are expected to know them and follow them. Any variation will result in immediate disciplinary action.

Books

The text for the course is:

The Earth and its Peoples A Global History 3rd Ed.-AP Edition*, by Bulliet, Crossley, Headrick, Hirsch, Johnson, Northrup, 2005, published by Houghton Mifflin Company in New York City, NY.

Suggested AP Pep book Purchase:

5 Steps to a 5: AP World History 2012-2013, by Peggy Martin, 2011, published by McGrawHill, in New York, NY

Supplemental books for this course:

The Earth and Its People: Global History-AP Edition 5th Ed., Bulliet, Crossley, Headrick, Hirsch, Johnson, Northrup, 2011, published by Houghton Mifflin Company in New York City, NY

Critical Thinking Using Primary Sources in World History, By Wendy Wilson and Gerald Herman, 2004, published by Walch Publishing, Portland, ME

Fast Track to a 5: Preparing for the AP World History Examination*, by Brun-Ozuna, Healey, Whelan, Adams, Schwartz, Uhler, Williams, 2011, published by Wadsworth, Boston, MA.

Hammond Historical World Atlas , by Hammond World Atlas Corporation, 2003 Edition, Langenscheidt Publishing Group, in Union, NJ

Middle Ages: Primary sources, by Judson Knight and Judy Galens, 2001, published by UXL Publishing, in Detroit, MI

Societies, Networks, and Transitions: A Global History 6th Ed., By Craig A Lockard, 2011, published by Wadsworth, Boston, MA

Sources of World Civilization Volume I – Diversity of Traditions 3rd Ed., by Oliver A Johnson & James L Halverson, 2004, published by Pearson/Prentice Hall, Upper Saddle River, NJ.

The Human Record: Sources of Global History, Volume I & II, 7th Ed, by Andrea Overfield, 2012, published by Wadsworth, Boston, MA

Ways of the World: A Global History with Sources, by Robert W. Strayer, 2011, published by Bedford St. Martin's, Boston, MA

World Civilizations, 9th Ed, Volumes 1&2, by Ralph, Lerner, Meacham, Wood, Hull, & Burns, 1997, published by WW Norton, New York, NY

World History 6th Ed., by William J. Duiker & Jackson J. Spielvogel, 2010, published by Wadsworth, Boston, MA

World War I: Primary sources, by Tom Pendergast, 2001, published by UXL Publishing, in Detroit, MI

World War II: Primary sources, by Christine Slovey, 2000, published by UXL Publishing, in Detroit, MI

Korean War: Almanac and primary sources, by Sonia Benson and Gerda-Ann Raffaele, 2001, published by UXL Publishing, in Detroit, MI.

Vietnam War: Primary Sources, by Kevin Hillstrom, 2001, published by UXL Publishing, in Detroit, MI.

AP Student Review Manual to Accompany Sterns, World Civilizations: The Global Experience, AP Edition*, Stearns, Adas, Schwartz, Gilbert, 2004, published by Persons Education, Inc. in New York, NY.

Teacher's Resource guide to accompany The Earth and its Peoples A Global History 4th Ed.-AP Edition*, by Bulliet, Crossley, Headrick, Hirsch, Johnson, Northrup, 2005, published by Houghton Mifflin Company in New York City, NY.

An Important teacher resource is:

AP World History to accompany World Civilizations: The Global Experience, Fifth Advance Placement Edition, Pamela Marquez, Noah Bopp, Deborah Smith Johnston, Victoria Robins, Ane Lintvedt, 2007, 2004, published by Persons Education, Inc. in New York, NY.

Supplementary Resources

There are a number of primary sources that I use to teach global historical concepts. I subscribe to National Geographic Magazine, [Smithsonian Magazine](#), and the Washington Post and will occasionally use historical articles from these publications as well as other publications that our media center subscribes too. Our media center also has an active membership for "Facts on File," "Proquest," and "SIRS Knowledge Source." These are electronic primary source databases that my students can use to supplement the text.

Electronic Resources

Here is a sampling of websites that we will use in class as primary and secondary sources for historical issues:

Primary Source Materials & Document Based Questions -

<http://www.kn.pacbell.com/wired/fil/pages/listdocumentpa.html>

Downloadable World History Atlas - <http://www.atlasofworldhistory.com/>

Macro History - <http://www.fsmitha.com/>

Library of Congress – <http://www.loc.gov>

History Channel Website - <http://www.historychannel.com/>

Hyper History On-Line - http://www.hyperhistory.com/online_n2/History_n2/a.html

History World Website - <http://www.historyworld.net/>

Info. Please Timelines - <http://www.infoplease.com/ipa/A0001196.html>

World History Archives - <http://www.hartford-hwp.com/archives/>

Fact Monster - <http://www.factmonster.com/ipka/A0001196.html>

Southern Historical Collection - <http://www.lib.unc.edu/mss/shc/>

Historical Timelines - <http://timelines.ws/>

Ancient History Source Book - <http://www.fordham.edu/halsall/ancient/asbook.html>

Modern History Source Book - <http://www.fordham.edu/halsall/mod/modsbook.html>

The Complete History of China - <http://www-chaos.umd.edu/history/toc.html>

The History of Africa - <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index.shtml>

Native American History - <http://www.tolatsga.org/Compacts.html>

Story of India - <http://www.pbs.org/thestoryofindia/>

Art History Site - <http://witcombe.sbc.edu/ARTHLinks.html>

European Monarchs Website - <http://www.royalty.nu/Europe/index.html>

Full History of the British Monarchy - <http://britannia.com/history/h6f.html>

Events in Japanese History - http://www.japan-101.com/history/history_timeline.htm

History of Buddhism - <http://webspaceship.edu/cgboer/buddhahist.html>

History of Judaism - <http://www.crystalinks.com/judaism.html>
History of Islam - <http://www.barkati.net/english/>
History of Mesoamerica - <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab58>
Ancient and Medieval, and Renaissance Documents-
http://avalon.law.yale.edu/subject_menus/medmenu.asp
Petersons Study Guide Info.- <http://www.petersons.com/books/apworldhistory.asp>
McGraw Hill Practice Questions – <http://www.MHPracticePlus.com>

Alternate Readings (such as but not limited to):

The Urban Revolution: Origins of Patriarchy (Gerda Lerner from Reilly)
Neolithic Petroglyph from the Sahara, 4th millennium BCE; Neolithic Stone Figure from David Christian, Maps of Time, Ch. 8, on origins of agriculture.
Jared Diamond, Guns, Germs, and Steel, Ch. 6
The Gospel of Matthew and Saint Paul, epistle to the Romans
Excerpts from The Quran
Excerpts from The Four Noble Truths
Mayan Creation Story, written in Latin during the 16th century, based on Mayan codices
African Kingdoms and Islam
The Mongol Empire Takes Shape
Nzinga Mbemba from Basil Davidson, trans.
Christopher Columbus from Journal of the First Voyage to America Christopher Columbus
Spears: The Aztec Account of the Conquest of Mexico
Martin Luther's 95 Theses
Toussaint L'Ouverture, Letter to the Directory
Olaudah Equiano, The Interesting Narrative
Testimony for the Factory Act 1833
Jamaican Letter by Símon Bolívar
The United States Declaration of Independence
Karl Marx, Communist Manifesto
Woodrow Wilson Fourteen Points
WWI propaganda posters
Vladimir Lenin, Power to the Soviets, September 1917
Mohandas Gandhi, There is no salvation for India, and The Doctrine of the Sword by
Mao Zedong, Problems of China's Revolutionary War by Mao Zedong – 1936
Adolf Hitler, Mein Kampf
Benito Mussolini, The Political and Social Doctrine of Fascism
Yamaoka Michiko The Bombing of Hiroshima--1945
Philippe Legrain, "Cultural Globalization Is Not Americanization"

Course Topic Outline & Writing Assignments

The following is a list of the main topics that will be covered in class discussions, lectures and PowerPoint presentations, reading assignments, DBQ's, continuity and change over time essays, comparison essays, worksheets, homework, group projects, Webquest, research projects, and presentations.

Unit 1: Technological and Environmental Transformations Prehistoric period up to c. 600 B.C.E.

- Key Concept 1.1. Big Geography and the Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

In this unit, students will learn basic historical essay techniques including how to write a proper historical thesis statement. They will also learn how to analyze historical evidence and how to craft historical arguments for the purpose of historical argumentation. Students will write thesis statements comparing pre-historic civilizations with river valley civilizations. We will discuss the interaction between humans and the environment, the beginnings of interactions between cultures, state building and conflict and the creation of economic systems. Value of AP Exam 5%

Topics:

- Prehistoric Humans
 - Pottery
 - Plows
 - Woven Textiles
 - Metallurgy
 - Wheels and wheeled vehicles
- How does the early civilizations interact with its environment
- Early River Valley Civilizations
 - Egypt
 - Hittite Chariots
 - Pyramids
 - Sculpture
 - Hieroglyphs
 - Trade between Egypt and the Nubians
 - Mesopotamia
 - Ziggurats
 - Cuneiform
 - Hebrew monotheism
 - Zoroastrianism
 - The "Epic of Gilgamesh"
 - Code of Hammurabi
 - China/India
 - The Vedic religion
 - Trade between Mesopotamia and the Indus Valley

Sources

- Textbook Chapters 1-3
- Maps in Textbook page 9

Supplemental Readings or Reader (such as but not limited to):

The Epic of Gilgamesh

The Judgments of Hammurabi

Alternate Readings (such as but not limited to):

The Urban Revolution: Origins of Patriarchy (Gerda Lerner from Reilly)

Neolithic Petroglyph from the Sahara, 4th millennium BCE; Neolithic Stone Figure from Aegean Islands, 5th millennium BCE.

Tables on population growth in Maps of Time.

David Christian, *Maps of Time*, Ch. 8, on origins of agriculture.

Jared Diamond, *Guns, Germs, and Steel*, Ch. 6

Selected Activities/Assessments

• Writing Workshop (Thesis statements and essay development)

Theme 1 – Students will develop a chart listing for each of the river valley civilizations: the location, food sources, social roles, political structure and changes humans made to the environment to suit their needs.

Theme 2 – Compare and Contrast the Political and social structures of any two of the following ancient civilizations: Mesopotamia, Egypt, Kush-Meroe, Indus Valley, Shang China, Mesoamerica (Olmec, Mayan) Andean South America

• Students will read the chapters from Christian and Diamond and discuss the historians' interpretations of the origins of agriculture.

Theme 1 – Compare and contrast the two Neolithic representations and describe their possible purpose.

• Activity: using the textbook and the internet, students will explore how the findings of archeologists have contributed to our knowledge of one of the following cultures: Harappan, Shang, or Mesopotamia.

Unit 2: Organization and Reorganization of Human Societies c. 600BCE to c. 600CE

- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

In this unit, students will learn how to analyze historical content for the purpose of writing a good comparison essay. We will continue working on historical argumentation and work on comparison and contextualization. Students will write two comparison essays, one comparing Confucianism and Daoism and one comparing the Roman Empire and Han China. I will introduce students to historical interpretation by looking at different views of history for the fall of the Roman Empire and we will start discussing chronological reasoning. They will also do a series of assignments analyzing conflict and leadership for this period in history. We will continue discussing the interaction between humans and the environment, take a much closer look at the interactions between cultures, discussing state building and conflict and evaluate different economic systems. We will also analyze the transformation of social structures. Value of AP Exam 15%

Topics:

- Classical China
 - Confucius & Beliefs
 - Qin and Han Empire
 - Bureaucracies and Administrative Institutions
 - Fortifications & Defensive Walls
 - The Silk Road
 - Yokes
 - Horses & Animal Domestication
 - Changes in Farming and Irrigation Systems
- Classical India
 - Nomadic Incursions
 - Maurya Empire
 - Gupta Empire
 - Indian Ocean Sea Lanes
 - Dhow Ships

- Classical Greece
 - Phoenician Colonies
 - Greek Colonies
 - Athens & Sparta
 - Democracy
 - Greek Plays
 - Greek City States
 - Distinctive Architectural Styles
 - Persian Empire
 - Hellenistic Influences
 - Legal System
 - Slavery
- Classical Rome
 - Distinctive Architectural Styles
 - Early Republic
 - Centralized government
 - Imperial government
 - Diplomacy
 - Supply Lines
 - Roads
 - Military organization
 - Constantinople
 - Soil Erosion & Desertification
 - Mediterranean Sea Lanes
- Decline of the Great Classical Period
 - Rome and Incursions from the North & East
 - Effects of Disease on the population
 - Spread of Religion
 - Buddhism
 - Gender Roles in Buddhism
 - Christianity
 - Gender Roles in Christianity
 - Hinduism
 - Influence of Daoism
 - Medical theories and practices
- Early Africa & America's
 - Trans Saharan Caravan Routes
 - Ancestor Veneration
 - Mesoamerica
 - Teotihuacán
 - Mayan City States
 - Andean
 - Moche
- **Sources**
- • Textbook Chapters 4-11
- • Maps p. 103, 126, 177, 220
- **Supplemental Readings or Reader** (such as but not limited to):
- *The Gospel of Matthew and Saint Paul, epistle to the Romans*
- *Excerpts from The Quran*
- *Excerpts from The Four Noble Truths*
- **Additional Readings:**
- *Demos and Polis*
- *The Challenge to the Urban Order*
- *The Imperial Capital – Rome 50BC-AD100: The Tradition of Public Works” from Cities in*
- *Civilization by Sir Peter Hall*
- *Greek and Indian Civilization: by William H. McNeill (Reilly)*

- *China and Rome Compared* by S.A.M. Adshead (Reilly)
- *Women in the Classical Era* by Sarah Shaver Hughes and Brady Hughes (Reilly)
- *Lessons for Women* by Ban Zhao (Reilly)
- *Fayum Portraits* (Reilly)
- **Selected Activities/Assessments**
- • Short Essay: Ancient Rome and Han China: How Great Were the Differences?
- • Map Answer: refer to the map on p. 220 in your text and show the major regions, cities, and trading centers of the Roman Empire. Include the various peoples incorporated into the empire.
- • Short Answer: What was the condition of Indian women during the Gupta Empire? What important factors affected women's lives?
- • Short Answer: Analyze the Fayum portraits to consider their purpose and social context.
- • Essay: Compare and Contrast the development and beliefs of any two religions
- • Short Answer: Discuss the effects of polytheism and the lack of unification in India prior to Ashoka.

Unit 3: Regional and Transregional Interactions c. 600CE – c. 1450CE

- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

In the first half of this unit, students will learn how to write a proper continuity and change-over-time essay. Students will work on historical interpretation, synthesis and chronological reasoning in two patterns of continuity and change-over-time essays; one on changes of political institutions in Western Europe from the fall of the Roman Empire to the end of the Middle Ages and another on the position of woman in the Muslim world from Muhammad through the fall of the Abbasids. Classroom activities during this period will include work on periodization and historical argumentation. In the second half of this unit, students will learn how to write a good Document Based Question. Students will write their first DBQ on views held by men on the economic and social roles of women between the 13th and 16th century. Students will do a series of assignments analyzing continuity and change-over-time, conflict, leadership, and civilizations for this period in history. Students will also do a series of assignments analyzing historical documents, including graphs and maps. We will continue discussing the interaction between humans and the environment, cultural interactions, state building, the development and transformation of social structures, and expansion and conflict. Value of AP Exam 20%

Topics:

- The Rise and Spread of Islam
 - The Arabian World
 - Life of Muhammad
 - The Umayyad Empire
- Abbasid Empire
 - Abbasid Decline
 - Spread of Islam to South and Southeast Asia
 - Indian Ocean Basins Trade Routes
 - Muslim merchant communities in the Indian Ocean region
 - Literary, Cultural, and Artistic Diffusion of Islam in Southeast Asia
 - Ibn Battuta
- African Civilizations
 - Before Islam
 - After Islam
 - Timbuktu
 - Trans-Saharan Trade Routes
 - Caravanserai
 - Bantu transmission of iron and agricultural techniques
 - Spread of Bantu languages like Swahili
 - Literary, Cultural, and Artistic Diffusion of Islam in Sub-Saharan Africa

- Nomadic pastoralism
- Civilization in Eastern Europe
 - The Byzantines
 - Eastern Europe
- Medieval Europe
 - Mediterranean Sea Routes
 - Hanseatic League
 - Env. Knowledge & Tech Adaptation - Vikings use of longships for open sea & inland travel
 - Technological and cultural transfers of the Crusades
 - Coerced and unfree labor
 - Decline of Urban Areas – Little Ice Age
 - Craft production and guild organization
- The Early Americans & Oceania
 - Early Mesoamerica
 - Teotihuacán
 - Mayan City States
 - The Aztecs
 - The chinampa field systems
 - Safe and Reliable Urban Transport
 - Aztec practice of human sacrifice
 - The Incas
 - Improved Terracing techniques
 - Maritime migrations of the Polynesian peoples
- Reunification of China
 - The Sui, Tang, & Song Dynasties
 - The Silk Road
 - Silk and Cotton Textiles
 - Paper Money
 - diffusion of scientific and technological traditions -spread of printing & gunpowder to Islamic Empires and Europe
 - Religion as a traditional source of power and legitimacy
 - Tributary systems
 - Tang and Abbasid technological and cultural transfer
 - Decline of Agricultural Productivity
 - Disease and Invasions
 - End of Invasions
 - Gender Relations
 - Free peasant revolts
- The Spread of Chinese Ideas
 - Early Japan
 - Chinese traditions that influenced states in Japan
 - Neoconfucianism and Buddhism in East Asia
 - Coerced and unfree labor
 - Early Korea & Vietnam
 - New Foods and Agricultural Techniques - New Rice Varieties in East Asia
- The Mongol Empire
 - Technological and cultural transfers throughout the empire
- The Rise of the West
 - Banking Houses
 - Italian City-States
 - Rise of Commerce and Warmer Temperatures between 800-1300
 - Increased agricultural productivity and rising population
 - Availability of labor and urban growth
 - Free Peasant agriculture
 - Government-imposed labor taxes
 - Military obligations

Sources

- Textbook Chapters 8-15
- Maps (in text)

Supplemental Readings or Reader (such as but not limited to):

Suetonius

The Popul Vuh

Mayan Creation Story, written in Latin during the 16th century, based on Mayan codices

The Lives of Caesar

Daniel Defoe, A Journal of the Plague Year

USA Today, “Experts predict next plague will come from animals” and “Plague emerges in Grand Canyon”

African Kingdoms and Islam

The Mongol Empire Takes Shape

Aristotle on the world is round

Philostratos, Life of Apolloios of Tyana

The Concordat of Worms

Gregory Guzman, “Were the Barbarians a Negative or a Positive Factor in Ancient and Medieval History?” in Reilly.

Images of mosque architecture in Cordoba, and Timbuktu.

Selected Activities/Assessments

- Debate: The Mongols: How Barbaric Were the “Barbarians?” Discuss in relation to the Guzman reading.
- Short Answer: What were some of the technological advances that the Silk Road was responsible for?
- Short Answer: What does the chapter reveal about the status of Muslim women? Compare their status with the status of women in other parts of the world at that time.
- Discuss the images of mosques in Spain and Africa, considering the impact of geographical and cultural contexts on religion.
- Essay: Compare and Contrast Japanese and Western European feudalism; or Compare and Contrast the Trans-Saharan trade, Indian Ocean trade and Silk Routes (any two).
- Essay: What were the causes and consequences of the Crusades?
- Essay (Theme 4): Trace the changes and continuities in world trade from 500 BCE to 1000 CE in any one of the following regions: the Mediterranean, the Silk Road (Central Asia, East Asia, and Southwest Asia), the Indian Ocean, Sub-Saharan Africa.

Unit 4: Global Interactions c. 1450CE – c. 1750CE

- Key Concept 4.1. Globalizing Networks of Communication and Exchange
- Key Concept 4.2. New Forms of Social Organization and Modes of Production
- Key Concept 4.3. State Consolidation and Imperial Expansion

In this unit, students will use techniques learned in the previous units to improve their historical thinking and writing skills. Students will write two DBQ’s, one analyzing the differences and similarities of the Hanseatic and Swahili trading alliances and one analyzing the slave system of the Atlantic and the Muslim slave trade. Students will also continue to work on comparison and contextualization and write an essay comparing the rise of the Russian Empire with Western European maritime empires like Spain, Portugal, and The Netherlands. Students will do more assignments analyzing chronological reasoning, periodization, and historical interpretation for continuity and change-over-time and conflict, leadership of civilizations for this period in history. Students will also do assignments analyzing historical documents, including graphs and maps. Students will analyze a number of historical documents, some with maps and graphs on the effects of European colonialism on subject peoples. We will take a much closer look at the interaction between humans and the environment, cultural interactions, state building, the development and transformation of social structures, and expansion and conflict. Value of AP Exam 20%

Topics:

- Western Expansion
 - The World Economy
 - Voyages of Zheng He
 - Astrolabe
 - Innovations in ship design
 - Colonial Expansion
 - Dutch maritime empires
 - French maritime empires
 - British maritime empires
 - Dutch & British East India Companies
 - Mercantilism
 - Piracy in the Caribbean (competition over trade routes)
- Europe in a time of Change
 - Renaissance
 - Renaissance art in Europe
 - Cervantes
 - Reformation
- The Rise of Russia
 - Russian land empire
- Early Latin America
 - Re-conquest to Conquest
 - New forms of religion - The cults of saints in Latin America
 - Columbian Exchange
 - To Eurasia
 - Food Crops - Potatoes
 - Food Crops - Maize
 - Cash Crops – Sugar
 - To the America's
 - Slaves
 - Christianity
 - Horses
 - Cattle
 - Rice
 - Disease
 - Destruction of Native Societies
 - Multiracial Societies
 - New ethnic and racial classifications
 - Gender and family restructuring
 - Colonial Spanish America & Colonial Brazil
 - Portuguese maritime empire (Including Azores)
 - Spanish maritime empire (Including Philippines)
 - Encomienda and hacienda systems
 - Creole elites in Spanish America
 - Arts as displays of political power - Urban design
- Africa in the time of the Slave Trade
 - Coerced labor migration
- Later Muslim Empires
 - The Ottoman Empire
 - Ottoman land empire
 - Ottoman treatment of non-Muslim subjects
 - Ottoman devshirme
 - The Safavid Empire
 - Safavid use of Shiism
 - Ottoman/Safavid conflict

- The Mughal Empire
 - Mughal land empire
 - Cotton textile production in India
- Asian Transition
 - Ming China
 - Silk textile production in China
 - Chinese examination system
 - Manchu China (Qing Dynasty)
 - Qing land empire
 - Feudal Japan
 - The daimyo in Japan
 - Samurai revolts

Sources

- Textbook Chapters 16-22
- Maps (in text)

Supplemental Readings or Reader (such as but not limited to):

Nzinga Mbemba from Basil Davidson, trans.

The African Past

Christopher Columbus from Journal of the First Voyage to America Christopher Columbus

Native American Account of Cortés's Conquest from Miguel Leon-Portilla in The Broken

Spears: The Aztec Account of the Conquest of Mexico

Amerigo Vespucci from The Letters of Amerigo Vespucci trans. by Clements R. Markham

Martin Luther's 95 Theses

Selected Activities/Assessments

- Short Answer: The later Middle Ages was a period of great intellectual and artistic achievement marked by what is often called the renaissance. What was the renaissance, and what were some of its most important and lasting cultural and artistic achievements?
- Discussion: Does the label “Renaissance” apply to members of the lower classes in late medieval Europe? Are there other “Renaissances” in other parts of the world? If so, how might this change our understanding of this term as a marker of a particular period in time?
- Debate: Who was Christopher Columbus – hero or villain? Students will use primary sources listed (see Supplemental Readings) to develop arguments for their case.
- Essay (Theme 4): Compare and Contrast any two coercive systems of labor: Caribbean Slavery, Slavery in the English North American colonies, and Slavery in Brazil, Spanish Mita system in South America, West African slavery, and Muslim slavery in South West Asia, India Hindu castes, or East European serfdom.
- Essay (Theme 3): Compare the process of empire-building of one European and one Afro-Asiatic empire (gun-powder empire): France, Portugal, Spain, England, Holland, Russia, Austria or Prussia, Ottoman Empire, Safavid Empire, Mughal Empire, Ming (Chinese) Empire, West African Forest State, West African Sahel State, Japan Shogunate
- Essay (Theme 4): Analyze the changes and continuities in commerce in the Indian Ocean region from 650 CE to 1750 CE
- Essay (Theme 2): Trace the intellectual and artistic transformation from 600 to 1750 in any one region: East Asia; South Asia; Southwest Asia, Western Europe; Eastern Europe
- Class Discussion (Theme 5): Describe the disparities among the various social classes in European urban society between the sixteenth and eighteenth centuries. Who were the bourgeoisie? What conditions did the poorer classes endure?

Unit 5: Industrialization and Global Integration c. 1750CE- c. 1900CE

- Key Concept 5.1. Industrialization and Global Capitalism
- Key Concept 5.2. Imperialism and Nation—State Formation
- Key Concept 5.3. Nationalism, Revolution and Reform
- Key Concept 5.4. Global Migration

In this unit, students will use techniques learned in the previous units to continue improving their writing skills. We will continue taking a close look at the interaction between humans and the environment, cultural interactions, state building, the development and transformation of social structures, and expansion and conflict. Students will write a continuity and change-over-time essay on the rise and fall of the Qing Dynasty in China, evaluating historical causation, chronological reasoning and periodization. Students will continue to work on comparison and contextualization by writing two comparison essays, one comparing the incursion of Europeans into the Islamic heartland and China versus their entry into Africa, and one essay comparing Latin American economic dependence on the West with European colonialism in Africa. Students will also do a DBQ analyzing issues the Muslim leaders confronted in South Asia and North Africa. Students will continue to do more classroom and homework assignments analyzing continuity and change-over-time, conflict, leadership, and civilizations for this period in history. Students will also do more assignments analyzing historical documents, including graphs and maps. Value of AP Exam 20%

Topics:

- Industrialization
 - Europe's location on the Atlantic Ocean
 - The geographical distribution of coal, iron and timber
 - European demographic changes
 - Urbanization
 - Improved agricultural productivity
 - Enclosure & Legal protections for private property
 - Steam Engines & Railroads
 - Factory System
 - Use of rivers & Canals for transportation
 - Development of Steamships
 - Access to foreign resources
 - Accumulation of capital
 - Spread of Industrialization outside of Europe
 - Second Industrial Revolution
 - Telegraph systems
 - Marxism
 - Expansion of suffrage in Britain
 - Development of Middle Class & Working Class
 - Change in Gender Roles
 - Parasitic Cities and the Response
 - Human Migration to Cities for Manual Labor
- The Enlightenment
 - Voltaire & Rousseau
 - The Salons of Paris
 - John Locke
 - American Declaration of Independence
 - The American Revolution
 - Expanded Rights
 - Abolition of Slavery
- The French Revolution
 - The Rights of Man and Citizen
 - Olympe de Gouges's "Declaration of the Rights of Woman and Female Citizen"
- Imperialism, Economics and European Domination
 - Industrial Rivalries
 - The British Empire
 - British Settler Colonies in South Africa, Australia, & New Zealand
 - British in India & Dutch Indonesia
 - Decline of textile production in India

- Gold and diamond mines in South Africa
- Adam Smith and John Stuart Mill
- Dutch and British Stock Markets
- Gold Standard
- HSBC – Hong Kong/Shanghai Banking Corp.
- The Belgian Congo
- The Zulu Kingdom
- Social Darwinism
- Indian indentured servitude
- Convict Labor
- White Australia Policy (regulations against immigrants)
- Consolidation of Latin America
 - From Colonies to Nations
 - The Haitian Revolution
 - Simon Bolivar’s Jamaica Letter
 - Latin American Independence Movement
 - Economics in the new nations
 - Export of Guano
 - Slave Resistance movement in Brazil
 - Italian temporary and seasonal migrants in Argentina
 - Japanese migrants to Brazil & Peru and ethnic enclaves
 - Neo-Imperialism
 - U.S. and Britain and Neo-imperialism in Latin America
 - New States of Germany & Italy
 - German Nationalism
 - Muslim and Chinese Decline
 - Subjects Challenge of Imperialist Government
 - Ottoman Retreat
 - Resistance of Economic Change
 - Sick Man of Europe – Establishment of Independent states in the Balkans
 - The Tanzimat Reform Movement
 - Rise and Fall of Qing China
 - Resistance of Economic Change
 - British and French attempts to open the Chinese market
 - The Opium Wars
 - The Boxer Rebellion
 - The Taiping Rebellion
 - Chinese indentured servitude
 - Russia and Japan Industrialize
 - Russian Reforms and Industrialization
 - Industrialization in Russia

- Development of Railroads and Factories in Tsarist Russia
- Japan's Transformation
 - Economic reforms of Meiji Japan
 - Industrialization in Japan

Sources

- Textbook Chapters 23-27
- Maps (in text)

Supplemental Readings or Reader (such as but not limited to):

The United States Bill of Rights

The English Bill of Rights

Toussaint L'Ouverture, Letter to the Directory

A call to expel the British: The Azamgarh Proclamation

Olaudah Equiano, The Interesting Narrative

Testimony for the Factory Act 1833

Jamaican Letter by Simón Bolívar

The United States Declaration of Independence

Karl Marx, Communist Manifesto

Chinese Footbinding, ed. Dr. Richard Cruz, et. al.

Selected Activities/Assessments

- Discussion: How did the spread of Social Darwinism in the 19th century influence justifications for European imperialism?
- Essay: Trace the demographic shift from 1450 to 1914 in any one region: Latin America, Western Europe, North America, Sub-Saharan Africa, or East Asia; or, Trace the changes and continuities in world trade from 1450 to 1914 CE in any one of the following regions: Latin America, North America, Western Europe, Eastern Europe, Southwest Asia, Sub-Saharan Africa, South Asia, East and Southeast Asia.
- Essay: Analyze how the intended audience and purpose of Equiano's "Interesting Narrative" may have affected the tone of his story.

Unit 6: Accelerating Global Change and Realignments c. 1900CE- to present

- Key Concept 6.1. Science and the Environment
- Key Concept 6.2. Global Conflicts and Their Consequences
- Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture

In this unit, students will use techniques learned in the previous units to continue improving their writing skills. In this unit we will evaluate modern issues that affect humans such as the interaction between humans and the environment, modern cultural issues, issues related to modern state building, the transformation of social structures, and expansion and conflict that plague modern society. Students will write a continuity and change-over-time essay on Gandhi's approach to the removal of the British from India. Students will write two comparison essays, one on post-colonial Egypt and post-colonial India and one on trends in political organizations and economic development in the 20th Century. Students will write two DBQ's, one analyzing documents on Joseph Stalin's rule of the Soviet Union and one analyzing documents on Decolonization in the 20th Century. Students will continue to do more assignments with analyzing historical causation, chronological reasoning, historical interpretation, and periodization, patterns of continuity and change over time, comparison and contextualization and historical argumentation for this period in history. Students will also do more assignments analyzing historical documents, including graphs and maps. Value of AP Exam 20%

Topics:

- Scientific Paradigms, Medical Innovations, & Energy Technologies
 - Psychology
 - Antibiotics
 - Oil as an Energy Source
- World War I
 - Power rivalries between Britain and Germany
 - Military conscription
 - Improved Military Technology
 - Trench Warfare
 - The Dada movement
- The World Changes
 - From Russia to the Soviet Union
 - Collapse of Imperial Russia due Political & Social Discontent
 - Soviet Communism & Vladimir Lenin
 - Stalin's Five Year Plans
 - Disarray of Western Europe
 - Nationalist Ideas & New States
 - Picasso and his Guernica
 - The League of Nations
- The Great Depression and the Response
 - The New Deal and Keynesian Economics
- World War II
 - Imperialist Expansion by European powers and Japan
 - Competition for resources
 - The Holocaust
 - The Rape of Nanjing
 - Formation of the United Nations
- The Cold War & Other Responses
 - US and USSR as rival superpowers
 - NATO and the Warsaw Pact
 - Formation of the European Union
- Latin America
 - Revolutions
 - Proxy Wars of the Cold War
 - Military Dictatorships in Latin America that further intensified conflict
 - Reactions
- Africa, The Middle East, Asia, and Oceania
 - Collapse of Empires
 - Collapse of The Ottoman Empire
 - Collapse of Qing China
 - Independence Movements
 - Mohandas Gandhi & the nonviolence movement
 - Negotiated Independence of British India
 - Muhammad Ali Jinnah and Pakistan (Religious Movements)
 - The India/Pakistan Partition & Population Resettlements
 - Kwame Nkrumah and Ghana's Independence
 - Challenges of Independence
 - Population Growth
 - Ethnic conflict
 - Proxy Wars of the Cold War
 - The Green Revolution
 - Rwandan Genocide and Xenophobia

- Paths to Economic Growth and Social Justice
 - Pan African Movement
 - Migration of Educated Africans to Europe
 - Displacement of the Palestinians
- Rebirth and Revolution
 - East Asia
 - Communism and Mao Zedong
 - Deng Xiaoping and Free Market Policies
 - China's new export-oriented economy
 - New Cultural Identities in China and the one child policy
 - Japan after WWII
 - Japan's export-oriented economy
 - Korea
 - South Korea's export-oriented economy
 - Vietnam
 - Independence from the French Empire
- Globalization and Resistance
 - The End of the Cold War & Dissolution of the Soviet Union
 - Global Warming
 - Birth Control
 - Violent movements like Al-Qaeda
 - Fundamentalist Movements
 - The World Bank
 - Multinational Corporations
 - Greenpeace and the protest movement
 - The continuation of the Woman's Rights movement
 - New Age Religions
 - World Cup Soccer
 - Hollywood and American diffusion of music and film worldwide
- Population Growth
 - Exploitation of finite resources
 - Pollution
 - Extinction of Plant, Insect, Aquatic and Animal Species
- Diseases & World Poverty
 - Malaria in Impoverished regions
 - AIDS/HIV
 - The World Health Organization
 - Diabetes as a major threat in the future

Sources

- Textbook Chapters 28-33
- Maps (in text)

Supplemental Readings or Reader (such as but not limited to):

Woodrow Wilson *Fourteen Points*

WWI propaganda posters in Reilly

Vladimir Lenin, *Power to the Soviets*, September 1917

Mohandas Gandhi, *There is no salvation for India, and The Doctrine of the Sword* by

Mohandas K. Gandhi – 1920

Mao Zedong, *Problems of China's Revolutionary War by Mao Zedong – 1936*

Adolf Hitler, *Mein Kampf*

Benito Mussolini, *The Political and Social Doctrine of Fascism*

The Decision to Drop the Atom Bomb

Yamaoka Michiko *The Bombing of Hiroshima--1945*

Sherif Hetata, *"Dollarization" (Reilly)*

Philippe Legrain, "*Cultural Globalization Is Not Americanization*" (Reilly)

Tables showing variety of income and life expectancies around the world in 2000 (p.450 Maps of Time)

Selected Activities/Assessments

- What do the WWI posters have in common, even though they are from different countries? Analyze the images for their point of view and purpose.
- Essay: Compare and Contrast the impact and consequences of World War I on any two regions: East Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa; or Compare and Contrast the impact and consequences of World War II on the following regions: Middle East, Oceania, Africa
- Discuss the different views on globalization in the articles by Hetata and Legrain.
- Compare the tables on income and life expectancies in 2000 and discuss possible conclusions that might be drawn.
- Essay: Trace the transformation of warfare from 1750 to 2000 CE in any one region: Western Europe, Eastern Europe, Sub-Saharan Africa, East Asia, and Southeast Asia.

AP Exam Review

Beginning the week after Spring Break five weeks (Tue. & Thur. 3:10 – 4:30)

Prehistoric period - to present

During this review time period students will complete two or three (time permitting) full practice AP Exams with 70 multiple choice questions, a DBQ, a Continuity and Change-over-time Essay, and a Comparison Essay. We will review the course's five themes of Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, and Development and Transformation of Social Structure and their importance on the AP Exam. We will also look at the four historical thinking skills of crafting historical arguments from historical evidence chronological reasoning, comparison and contextualization and historical interpretation and synthesis and how it fit with everything we studied this year. We will promote peer review via grading and discussion of AP Review Exams and Prep books.