

Advanced Placement World History Syllabus

I. THE COURSE OVERVIEW

“All AP Courses operate at a college level, but within a high school framework.”

Peter N. Stearns

Advanced Placement World History is a course designed to challenge highly motivated students in understanding the global processes and history that shaped human development for the last 10,000 years.

“The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different type of human societies.” The emphasis is on relevant factual knowledge and historical analyses of changes in international framework and their causes and consequences, and comparison among major societies.

This course provides balanced global coverage while it’s content coverage is shaped by A.P. World History’s six “**themes**” which identify the broad patterns and processes that explain change and continuity over time and the skills developed to understand them are a part of the “**habits of mind**” that are outlined in the Course Description provided by the College Board. These overarching themes and “habits of mind” foster critical thinking and encourage students to develop their own abilities of historical investigation and that of lifelong students of global history.

The course itself is divided into different time periods (**Periodization**) which will be used to analyze global events and interactions from the foundations of history to the present. The course is designed to challenge students to “ownership” of independent ideas by maintaining a student-centered classroom environment.

This course extends beyond an understanding of world history and the possibility for college credit by providing high school students the opportunity to develop the knowledge and skills that will form a strong foundation of success in high school Advanced Placement courses and in college level courses in the university system.

II. COURSE OBJECTIVES:

- to participate in a college level survey course
- to pass the National AP World History Exam
- to understand and articulate the six themes, the organizing principles dealing with issues of change, continuity and comparison throughout the course.
- to develop the skills necessary for a historian through AP’s Habits of Mind.
- to learn the Periodization guidelines used to select relevant course content from 8000 BCE to the present.
- to provide balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30 percent of course time is devoted to European history
- to study the dynamics of change and continuity throughout the spectrum of World history
- to analyze World History by using a mixed chronological and a thematic approach
- to analysis and interpret a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.
- to understand the influence of geography (themes of Geography) upon history
- to understand similarities and differences between and among world civilizations
- to recognize major changes that occur in societies and their turning points in world history
- to analyze evidence and interpretations presented in historical scholarship historical (primary) documents and point of view
- to provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison

- to improve thesis development and writing skills for college curriculums
- to encourage interest and understanding of global lifestyles, views and cultures

III. Program Recommendations: Our High School adheres to the College Boards Equity Policy statement...All students should be encouraged to accept the challenge of a rigorous academic curriculum through enrollment in AP Courses. Schools should make every effort to ensure that AP and other college–level classes reflect the diversity of the student population.

For more information, send an email to apequity@collegeboard.org

IV. Texts

TextBook

Duiker, William J. and Spielvogel, Jackson J. *World History*. 4th ed. Belmont, Ca. Wadsworth 2004

Stearns, Peter N., et al. *World Civilizations: The Global Experience*. 4th ed. AP Version. New York: Pearson Longman, 2005.

Outside Readings and Resources used in the course:

Document Reader: Andrea, Al and Overfield, James. *The Human Record: Sources of Global History*, 4th ed. Vols. 1 & 2. Boston: Houghton Mifflin, 2001. [C6]

World Civilizations, Sources, Images and Interpretations, edited by Sherman, 4th ed. Vols 1 & 2
New York City: McGraw Hill

2002 AP World History Released Exam (College Board)

2003–2006 AP World History Essay Questions, Rubrics and Student Samples (AP Central)

World History; Best Practices College Board

The Timeline of History by Bernard Grun, 4th ed. (Simon & Schuster, New York City, 2004)

Archaeology magazine <http://www.archaeology.org>

Cracking the AP World History Exam: Student Study Guide (Princeton Review, 2004 & 2006-2007)

DBQ Practice: 10 AP-Style DBQs, Williams, ed., (Social Studies School Services, 2004)

Experiencing World History by Adams, et. al. (NYU Press, 2000)

Guns, Germs and Steel by Diamond (Norton, 1999)

Old World Encounters by Bentley (Oxford Press, 1993)

Rand McNally Historical Atlas of the World (2003)

Readings in Ancient History: From Gilgamesh to Diocletian by Bailkey (DC Heath, 1992)

Technology in World Civilizations by Pacy (M.I.T. Press, 1998)

World History Map Activities by Weston (Walch Pub, 1997)

The World That Trade Created by Pomeranz and Topik (A.E. Sharpe, 1999)

V. Essential Information

1. THE COURSE: PERIODIZATION

Chronological Periods of Study:

Unit 1: Foundations (10,000 B.C.E. to 600 C.E.	(5 weeks = 19-20%)
Unit 2: 600 C.E. to 1450 C.E.	(6 weeks = 22%)
Unit 3: 1450 C.E. to 1750 C.E.	(5 weeks = 19-20%)
Unit 4: 1750 C.E. to 1914 C.E.	(6 weeks = 19-20%)
Unit 5: 1914 C.E. to present C.E.	(5 weeks = 19-20%)

2. THE FIVE THEMES OF WORLD HISTORY:

The themes serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The AP World History course requires students to engage with the dynamics of **continuity and change** across the historical periods that are included in the course. Students will be taught to **analyze the processes and causes** involved in these **continuities and changes**. In order to accomplish this task we will focus on the FIVE overarching themes which serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make **comparisons over time and facilitate cross-period questions**.

1. Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

2. Development and interaction of cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

3. State-building, expansion, and conflict

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, trans-regional, and global structures and organizations

4. Creation, expansion, and interaction of economic systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

5. Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

3. HABITS OF MIND: ACADEMIC SKILLS

Guidelines from the College Board suggest the development of what they call "**Habits of Mind**". These skills cover two categories: (1) those addressed by any rigorous history course, and (2) those addressed by a world history course:

- **FOUR HABITS OF MIND in the first category: (skills for all historical analysis)**

- Constructing and evaluating arguments: using evidence to make plausible arguments
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information
- Assessing issues of change and continuity over time and over different world regions including the capacity to deal with change as a process and with questions of causation
- Understanding diversity of interpretations through analysis of context, point of view, and frame of reference

- **FIVE HABITS OF MIND: (skills specific to World History)**

- Seeing global patterns and processes over time and space while connecting local developments to global ones
- Comparing within and among societies, including comparing societies' reactions to global processes
- Considering human commonalities and differences
- Exploring claims of universal standards in relation to culturally diverse ideas
- Exploring the persistent relevance of world history to contemporary developments

VI. GRADING

Grading Policy A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

Method: I use a weighted point system rather than percents for grading purposes. Every piece of work, assignment or activity has a point value. (Exams will be converted from percents to points). Participating in class discussions, completed assignments and projects have different point totals depending on the difficulty of completion. Time as well as the length of the assignment is considered in determining point value.

Students are evaluated in a number of ways on various skills. Listed below (VII) are the various methods of assessment for AP World History

VII. Purpose and Organization of Course Activities

My goal, is that students become accustomed to the pace and expectations of the course and are able to utilize the basic skills of point of view, comparison, document analysis, and higher-level thinking skills to answer questions.

Early on, I focus on the **habits of mind** by introducing the skills related to the **DBQ (Best Practice Activities)** and the comparison essay. I choose documents that relate to the period we are studying at the time to teach these skills.

I often put students in **groups** to process **primary-source documents** or large amounts of content, usually with the goal of generating theses and outlines for sample questions that I have written on the board. The processing is accomplished through various exercises that focus on a selected set of skills. I also use group work to help students create their own charts and documents to study a period or

civilization, dynasty or empire of history (i.e. **PIRATES Chart**: a thematic activity addressing Political, Intellectual, Religion, Arts/Literature, Technology, Economic and Social concepts

Thematic Assignments and Activities exist for each **period of history** (See Periodization V.) that we study and addresses the Themes of AP World History. Students will work on these assignments in groups, as individual assignments, or as projects.

The Curriculum Reading and Assessment Chart (VIII) shows the reading and test schedule for the year. This schedule helps us stay on task and develops a pacing to our class. The first class of each week has a reading quiz from the previous weeks reading assignment. Essays and Unit tests are planned in advanced

Listed below are the activities and assessments that are a part of the curriculum

- **Presentations:** Lecture, Power Point, United Streaming Clips, Document Review, etc
- **Workshop:** Group activities wherein students will work as a team to complete a variety of tasks such as: data analyze, interpreting documents (POV) point of view, or collecting factual information, then interpreting it and presenting their findings to class.
- **Class Support Assignments**
- - Course Readings (See Reading Guide) Due the first class session of the week (Monday or Tuesday)
 - i. Abstracts/ or Cornell Notes from the reading assignment (Weekly)
 - ii. Short Answer questions (Focus Questions) (Weekly)
- **Primary documents analysis:** “interpretation and analysis of Primary documents, works of art, graphic and pictorial material, Political cartoons etc. (Weekly)
- **Demographic and Chart Analysis (statistical tables)** such as those that address: population, trade, gender, economic development, etc. (Weekly)
- **Map Work:** Drawing, reading, interpreting and discussing the affects and influences of geography on global society’s interaction. (Create maps reflective key regions and periods of history.)
- **Frames** (County learning strategy)
- **“PIRATES”** a thematic activity addressing Political, Intellectual, Religion, Arts/Literature, Technology, Economic and Social concepts that make up societies, countries, empires or specific periods or a general overview of a specific time period such as” Foundations”.
- **Vocabulary Identification** of people and terms (First 5 minutes of class)
- **Chapter Assessments and Reading Quizzes** (Notes taken for the Ch. readings may be used)
- **Unit Exams** (Mimi AP Exams) (70 questions with one of three essays)
 1. Comparative
 2. Change over time
 3. DBQ
- **Best Practice Activity’s** for AP World History from AP Central (**Focus -Habits of Mind and APWH Themes**)
- **Outside Readings** (See [Information Below](#))
- **Essays** (See [Information Below](#)) (Separate from Unit Exams) All work will be graded by the AP rubrics for World History.
 - We will learn how to write effective AP essays to pass the National Exam
- **Class Projects** (See [Information Below](#))

Outside Reading

These reading assignments have been carefully selected to enhance your attainment of reaching course objectives

1st Semester: Guns Germ and Steel: The Fates of Human Societies, by Jared Diamond,
2nd Semester: The World that Trade Created by Kenneth Pomeranz and Steven Topik
-Political Cartoons (<http://www.cagle.com>) (1 per week) with NARA analysis sheet.

Essays:

Early in the year the essays are take-home assignments, and the students engage in peer-grading of each other's work to better understand how their essays will be assessed. Later, I provide more practice with in-class essay assignments using questions in the style of the AP World History Exam, as well as the AP Exam free-response questions posted on AP Central.

Remember the goal is to help our students write better essays not only for their AP classes, but for college and beyond.

There are **three types** of essay assignments. Essays length **should be as long as needed** to thoroughly answer the question. For those individuals who need a number, it can be anywhere between 600 and 1600 words. Each essay will be graded on the **AP's 9 point rubric scale**. The nine points scale can be converted to percent as listed below

9 -98% 8 - 93% 7-88% 6 - 83% 5 - 78% 4 - 73% 3 -68% 2 - 63% 1 -58% 0 -50%)

1. **Document Based Question (DBQ)** - A, persuasive thesis demonstrating a student's insightful analysis of source documents with reference to historical context and author point of view. Analyze by comparing and contrasting the documents to form various groupings. Focus on the **Habits of Mind** listed above.
2. **Change-Over-Time Essay (COT)** - Explain how a large global issue has changed over time in one cultural area or several. Provide ample historical evidence to support your clear and comprehensive thesis. Each essay should focus on a separate region.
3. **Comparative Essay (CE)** - Discuss the main similarities and differences between regional societies including chronology, causation, and connections as relevant to the content. Each essay should focus on a different time period and reflect on the **6 themes** listed in the table above.

Projects

1. **Biographies (BIO)** - Select each name from a different time and place as noted on the list of biographies that will be handed out at the beginning of the year. These can be found on the course website as well as the procedures for the biography. This project will be graded by a rubric that all students will receive before beginning the project.
2. **Collaborative Projects**
 1. **Legacy Project** : A project designed for current students to create study aids, power point presentations, jeopardy games, mind maps or any other study devices, to help next year's students pass their AP Exam.
 - a. Students will create this project from start to completion.
 1. They must first create a rubric to grade their project. (Teacher's approval is first required)
 2. Complete their project
 3. Present the project to the class
 4. Evaluate the project using their created rubric.
3. **Thematic Assignments and Activities (listed in the Curriculum pacing guide)**

VIII. CURRICULUM PACING

Course Overview by time periods (Periodization), addressing main ideas (Subject to changes)

Foundations 8000 B.C.E. to 600 C.E. (5 weeks) Unit 1

1. Periodization in early human history

Period Overview: The Foundation Period

Nature and causes of changes associated with the time span

Diverse interpretations

What are the issues involved in using "civilization" as an organizing principle in world history?

What is the most common source of change: connection or diffusion versus independent invention?

2. World Geography/Skills Overview

Physical and environmental conditions.

Demography: a. Major population changes resulting from human and environmental factors

b. Distribution of populations and languages; Charts and Graphs activity:

Patterns of diffusion and independent invention

Geography and climate: Interaction of geography and climate with the development of human society

3. Early Civilizations

Emergence of hominids and of Homo sapiens (**Chart; Development of Mankind**)

Distribution of language groups; Centers of agriculture and animal husbandry

"Complex societies": Mesopotamia, Egypt, Harappa, early China

4. Developing agriculture and technology

Agricultural, pastoral, and foraging societies and their demographic characteristics (Include Africa, the Americas, and Southeast Asia)

Analyze the emergence of agriculture and technological change

Nature of village settlements

Impact of agriculture on the environment

Introduction of key stages of metal use

5. Basic features of early civilizations in different environments: culture, state, and social structure.

Mesopotamia, Egypt, Indus, Shang, Mesoamerica and Andean South America

(Students will compare two of the above based on PIRATES .)

Classical age: Mediterranean world, South and West Asia, East Asia

Global connections in commerce and religion

Chart Continental Migrations.

6. Classical civilizations

Address major political, social and economic developments in China, India, and the Mediterranean

Social and gender structures

Analyze **major trading patterns** within and among Classical civilizations; contacts with adjacent regions

Arts, sciences and technology

7. Religion in the First Millennium. (Create Chart Analysis of Major religions) Polytheism,

Hinduism, Judaism, Confucianism, Daoism, Buddhism, Christianity.

8. Connections in Society and Economy. (PIRATES concept chart)(PIRATES: Political, Intellectual,

Religion, Arts/Literature, Technology, Economics, social)

Commercial techniques (... or "technology and winds"); Indian Ocean commerce

9. Late Classical period (200 C.E. to 600 C.E.)

Collapse of empires (Han China, loss of western portion of the Roman Empire, Gupta)

(CE – Comparative Essay) Roman and Han empires (management of empire and commerce);

Migrations in Europe, Africa, and `Asia. (Conrad Demarest Model of Empires)

Movements of peoples (Huns, Germans)
Interregional networks by 600 C.E.: Trade and religious diffusion

10. Major Comparisons and Essays

1. **Comparisons of the major religious and philosophical systems** including some underlying similarities in cementing a social hierarchy, e.g., Hinduism contrasted with Confucianism
2. **Address the role of women** in different belief systems—Buddhism, Christianity, Confucianism, and Hinduism
3. **Understanding** of how and why **the collapse of empire** was more severe in Western Europe than it was in the eastern Mediterranean or in China
4. **Compare the caste system** to other systems of social inequality devised by early and classical civilizations, including slavery
5. Compare societies and cultures that include cities with pastoral and nomadic societies
6. **Compare the development of traditions and institutions** in major civilizations, e.g., Indian, Chinese, and Greek
7. **Describe interregional trading systems**, e.g., the Indian Ocean trade

Thematic assignments and activities (Best Practices)

- Students **create an advertisement** for a product of the time: silk, stirrups, wheel etc.
- **Using jigsaw cooperative groups**, examine the extent of trade, diplomacy, and intellectual exchanges among Roman, Parthian, Mauryan/Gupta, and Han empires.
- Students **write a diary** of a merchant whose family has been involved in the silk and spice trade for generations. While traveling across the Indian Ocean, they discuss varying hazards encountered by land and sea and why the sea route began to take precedence.
- Students **read legal codes** and cases to explore the universality (or not) of certain crimes over time (i.e., theft, murder, adultery, incest). Examples of legal codes of that time are Hammurabi's Code, the Code of Justinian, and Qur'anic law.
- Assess the impact of disease and changes in the environment on Maya, Axum, Han, and Roman societies and create a **visual depiction** of what happened (e.g., illustration, cartoon, flow chart, etc.).
- In small groups, students **design a city or building** for the purpose of understanding the interrelationship of social structure and urbanization and how that relationship can be visualized through architecture.
- For review, students **design a graphic organizer** on world religions and their spread.
- Students **use visual evidence** to compare monumental architecture and the values it conveys about a society. They could look at images of the city layouts or the ruins of Tikal (the Maya in Guatemala), Cordoba (Islamic Spain), or others.
- Students **create a mental (mind) map** of new empires indicating with arrows international trade connections, the expansion of territory, the direction of intellectual exchanges, and other global connections.

Unit Questions / Extended Response 8000 B.C.E. to 600 C. E. (Two or three of these questions will be used for essay assessment as “Comparative” or “Change over time essays”.)

- 1) Define the word "civilization" and describe the problematic issues involved in this definition.
- 2) Describe agriculture in terms of technological change around the world
- 3) Describe the different **demographic characteristics** of agricultural, pastoral, and foraging societies
- 4) Describe the **impact and timing** of the key stages of metal use?
- 5) **On a map indicate where each belief system is applicable by 600 C.E.:** Polytheism; Hinduism; Judaism; Confucianism; Daoism; Buddhism; Christianity
- 6) Describe the connection between **trade and religious diffusion**

- 7) **Compare the migrations of people: Bantus and Polynesians**
- 8) Describe the development of **political and social** traditions and institutions in India, China, and Greece
- 9) Describe the **political and social structure** of Mesoamerica and Andean South America
- 10) Describe why the collapse of empire was more severe in Western Europe than it was in the eastern Mediterranean or in China.
- 11) Describe the underlying **similarities in cementing a social hierarchy with Hinduism Confucianism.**
- 12) **Compare the role of women** (social) in Buddhism, Christianity, Confucianism, and Hinduism.

600.-1450 C.E. (8 Weeks) Unit 2

1. Periodization

Questions of periodization- why this time period? turning points within?
 Nature and causes of changes in the world history framework leading up to 600 C.E.-1450 as a period
 Emergence of new empires and political systems
 Continuities and breaks within the period (e.g., the effects of the Mongols on international contacts and on specific societies)
 Nature of philosophy and knowledge; Spread of Islam (General topics- Roots of European Renaissance, Muslim, Chinese, Hindu philosophy, Sundiata.
 Questions of interpretation- cultural areas vs. nation-states, nomadic migrations vs. urban growth, feudalism (in Europe and in Japan?),
 Renaissances around the world. A world economic system?

2. The Islamic world

The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
 Islamic political structures, notably the caliphate
 Arts, sciences, and technologies
 Islam's impact on the Sudanese kingdoms and West Africa; the Delhi Sultanate
 Impact of migrations and religious reform movements in expanding Islamic society
 Impact of Islam on the arts and sciences
 The role of women in the Islamic world

3. Interregional networks and contacts throughout this period.

Development and shifts in interregional trade, technology, and cultural exchange
 Trans-Saharan trade
 Indian Ocean trade
 Silk routes and spice routes across Eurasia
 Missionary outreach of major religions
 Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
 Impact of the Mongol empires

4. China's internal and external expansion

The importance of the Tang and Song **economic revolutions and the** initiatives of the early Ming dynasty
 Chinese influence on surrounding areas and its limits
 Arts, sciences, and technologies

5. Developments in Europe

Restructuring of European economic, social, and political institutions, including the growth of central monarchies in the west
 The division of Christendom into eastern and western Christian cultures

6. Social, cultural, economic, and political patterns in the Amerindian world

Maya
Aztec
Inca

7. **Demographic and environmental changes (Readings, Charts and Graphs used for this section)**

Create maps based on Unit 2 handout

Impact of nomadic migrations on Afro-Eurasia and the Americas (e.g., Aztecs, Mongols, Turks, Vikings, and Arabs)

Consequences of plague pandemics in the fourteenth century

Growth and role of cities (e.g., the expansion of urban commercial centers in Song China and in the Aztec Empire)

Demographic and environmental changes

Impact of nomadic migrations on Afro- Eurasia

Migration of agricultural peoples

8. **Technological Achievements** in Isolation: Case Studies of Amerindian Civilizations and Non-Islamic Africa. (Great Zimbabwe, Maya, Toltec, Aztec, Inca)

9. **Diverse interpretations**

What are the issues involved in using cultural areas rather than states as units of analysis?

What are the sources of change: nomadic migrations versus urban growth?

Was there a world economic network in this period?

Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?

10. **Major Comparisons**

Compare and Contrast Japanese and European feudalism

Compare developments in political and social institutions in both eastern and western Europe

Analyze the role and function of cities in major societies

Compare and Contrast Islam and Christianity

Analyze gender systems and changes such as Islam

Compare and Contrast Aztec Empire and Inca Empire

Compare and Contrast European **and** sub-Saharan **African contacts with the** Islamic world

Thematic assignments and activities (Best Practices)

- Students **create a chart** comparing the impact of the Crusading movement with Viking exploration and Mongol expansion, looking specifically at disease, agriculture, technology, religion, and ideas about the "other." (Crosby, *Ecological Imperialism*)
- Students **use images** of religious significance (icons, paintings, sculptures) to show the spread of universal religions and resulting syncretism.
- Students **write resumes** for leaders across time to examine how the requirements for leadership have changed and how people ruled. Specific requirements for the resume could be education, honors, achievements, etc. Possible choices could include Pericles, Mansa Musa, Ashoka, Elizabeth I, Eleanor of Aquitaine, Montezuma, Suleiman, Akbar, Stalin, and Reagan, among others.
- Students **debate** why Song China did not have an industrial revolution given existing technologies and natural resources.
- Students **complete a mental (mind) map** of migration across the Eurasian steppes, indicating reasons for movement as well as results of interaction.
- Students **read primary sources** of Ibn Battuta's travels and write about the global influence of Islam on social and gender structures.
- Students **conduct an analysis of primary and secondary quotes**, looking at the impact of Islamic scholarship on Europe in the era after the Crusades of the twelfth century.
- Students **interpret charts** of urban statistics and population to compare cities such as Samarkand, Timbuktu, Guangzhou, Cairo, and Venice.

Environmental change (land use, agricultural product exchange, urbanization)

Cultural interaction - Social hierarchy/ change

Economic relationships - Mercantilism, Early capitalism- labor systems

Case studies:

Spain, Aztec and Inca. Ottoman Empire and the West; Russia's interaction with Europe;

Tokugawa Japan and Portugal; Mughal, India and the West; The Dutch and SE Asia,

Fur trade in Americas

4. Growth and Stability of Empires

General empire building : political succession, involvement of segments of society, foreign affairs, commerce, relationship between religion and state, military expansion

Case studies: Europe- England and France; China: Ming and Qing; Ottoman; African empires Kongo, Benin, Ono or Songhay)

5. Cultural and intellectual developments.

Scientific Revolution and the Enlightenment (Globally) (advances as well as limits on European knowledge)

Enlightenment -Renaissance, Religion- Reformation, Astronomy, Politics

Comparative global causes and impacts of cultural change

Changes and continuities in Confucianism

Major developments and exchanges in the arts (e.g., Mughal) (Illustrated manuscripts) time

Global causes and impacts of cultural change - Family/ social changes (Europe, China, Japan);

Religion (Indigenous religions in Americas and in Africa, Christianity in China); Foods (dietary changes in China, Europe, sub-Saharan Africa);

Trade- crops, porcelain, technologies

Chinese literature: Dream of the Red Chamber and Journey to the West; Japanese theater (kabuki and bunraku)

6. Diverse interpretations

What are the debates about the timing and extent of European predominance in the world economy?

How does the world economic system of this period compare with the world economic network of the previous period?

7. Major Comparisons and Essays

Analyze Imperial systems: European monarchy compared with a land-based Asian empire

Compare Coercive labor systems: slavery and other coercive labor systems in the Americas

Understand the development of empire (i.e., general empire building in Asia, Africa, and Europe)

Exploration in the Americas (the three G's)

Compare the following (Choose two): (Think Political, Economic, Social, Religion, Intellectual, Art/literature, Technology) (PIRATES)

Spanish interaction with the Aztec and Inca empires.

Ottoman Empire interaction and the West;

Russia's interaction with Europe (The West);

Tokugawa Japan interaction and Portugal;

Mughal India interaction with the West;

The Dutch and SE Asia Fur trade in the Americas

Thematic assignments and activities (Best Practices)

- Students **create a photo essay** using six to ten images from the textbook, Web, or other source on the topic of the Columbian exchange. They write only captions, so that the pictures need to tell the full story.
- Students **create a graphic organizer** (map, Web, chart, Venn diagram, foursquare) that looks at military conquests and expansions in the period, such as the Ottoman conquest of Constantinople, the Siege of Vienna, the conquest of the Inca, and others. This graphic organizer might be used by

students later to write a comparative essay.

- Students **use geography** (maps and interpretation) to demonstrate why certain regions were harder hit by disease at certain times (isolation of Americas, Hawaii, Oceania as compared to Afro-Eurasian world).
- Students **take part in a simulation** that introduces the idea of free and unfree labor, where the latter could be peasant, serf, or slave labor.
- Students **create a commercial or advertisement** for a new type of weapon.
- Students follow the historical movement of an agricultural product, such as corn, potatoes, tomatoes, wheat, sugar, or chocolate, and **develop a graphic organizer** that illustrates this, or develop a **class matrix** showing information about all of them (Smithsonian, *Seeds of Change*).
- Students **create a flow chart** for labor systems, identifying the products, showing the human and material resources, and showing the economics of the labor process.
- Students **write a journal entry** comparing contemporary slavery and the Atlantic slave trade after reading excerpts from the slave narrative by Olaudah Equiano and an article on the modern slave trade.
- Students **write a realistic trial document** from a hearing on witches in either Europe or the American colonies. Was witchcraft a more global phenomenon?
- **Comparative timeline** on the rise of Western dominance and continued Chinese growth.
- Small groups of students each choose one of the following empires to **produce a time capsule**: Aztec, Benin, England, France, Inca, Kongo, Ming, Mongol, Mughal, Ottoman, Portugal, Qing, Russia, Songhay, Spain, or Tokugawa. Students should select five items that represent their empire and be prepared to compare the political, social, economic, and cultural differences.

Unit Questions and Essay's 1450 - 1750 C.E. (Two or three of these questions will be used for Essay Assessment as Comparative or Change over time essays.)

1. Describe the changes coming from **new technology** of guns, shipbuilding, and navigational devices.
2. Describe the major **political, economic and social** dynamics of the Ottoman Empire between 1450 and 1750.
3. Describe the major **political, economic and social** dynamics of the Spanish Empire between 1450 and 1750.
4. Describe the major **political, economic and social** dynamics of the Tokugawa Empire between 1450 and 1750.
5. Describe the major **political, economic and social** dynamics of the Kongo Empire between 1450 and 1750.
6. Describe **gender systems** at the elite level in at least two civilizations between 1450 and 1750.
7. Describe the **demographic and environmental changes** on the Americas and Europe that resulted after the European conquest of the New World.
8. Describe the **changes and continuities** in Confucianism between 1450 and 1750.
9. Describe how the world economic system of 1450 to 1750 compared with the world economic network of 600- 1450? (**Change over time**)
10. Describe the main differences between a European monarchy compared with a land-based Asian empire. Use examples for each.
11. Compare the differences between slavery as practiced in the Caribbean and Latin America and slavery as practiced in Africa. (**Comparative Essay**)
12. Describe the differences in **interactions with the west** between Ming/Qing China and Tokugawa Japan

1750-1914 C.E. (6 weeks) Unit 4

1. Periodization

Overview of 1750 to 1914

Continuities and breaks, causes of changes from the previous period and within this period

2. Changes in global commerce, communications, and technology

Changes in patterns of world trade

Industrial Revolution (transformative effects on and differential timing in different societies; mutual relation of industrial and scientific developments; commonalities)

3. Demographic and environmental changes (migrations, end of the

Atlantic slave trade, new birthrate patterns; food supply)

Population growth (Europe, Americas, East Asia) and decline (Africa)

Declining death rates

Changing family structures

Forests, plains, and cultivable land

4. Industry, trade, and technology.

International commercial competition

Factory production

Global linkages in production and transportation

Emergence of industrial work forces

5. Changes in social and gender structure (Industrial Revolution; commercial and demographic developments; tension between work patterns and ideas about gender)

Emergence of anti-slavery movements

Movements for workers' emancipation

Campaigns for emancipation of serfs in Russia and women in China

Maintenance of African slavery under colonial rule

6. Political revolutions and independence movements; new political ideas

Latin American independence movements

Revolutions (United States, France, Haiti, Mexico, China, South America, Russia (1917))

Rise of nationalism, nation-states, and movements of political reform

Overlaps between nations and empires

Rise of democracy and its limitations: reform; women; racism

7. Rise of Western dominance (economic, political, social, cultural and artistic, patterns of expansion; imperialism and colonialism) and different cultural and political reactions (reform; resistance; rebellion; racism; nationalism)

Impact of changing European ideologies on colonial administrations

Coalescence of nations in Europe and the Americas

Monarchy and republic

Expansion of new empires (The debate of the Ancients and the Moderns)

Development of the idea of The West

8. Diverse interpretations

What are the debates over the utility of modernization theory as a framework for interpreting events in this period and the next?

What are the debates about the causes of serf and slave emancipation in this period and how do these debates fit into broader comparisons of labor systems?

What are the debates over the nature of women's roles in this period and how do these debates apply to industrialized areas and how do they apply in colonial societies?

9. Major Comparisons and Essay's

Compare the causes and early phases of the industrial revolution in western Europe and Japan

Comparative revolutions (compare two of the following: Haitian, American, French, Mexican, and Chinese)

Compare reaction to foreign domination in: the Ottoman Empire, China, India, and Japan

Comparative nationalism

Compare forms of western intervention in Latin America and in Africa

Compare the roles and conditions of women in the upper/middle classes with peasantry/working class in western Europe.

Thematic assignments and activities (Best Practices)

- Students **produce a pamphlet** encouraging migration to a new location (Australia, South America, United States, or Canada, among others).
- Students **use documents** to analyze the change in women's status comparatively (for example, in England, Japan, and Argentina through to the early twentieth century).
- Students **create a photo essay** looking at technological change in the nineteenth and twentieth centuries. Students should define technology and write limited captions for no more than 10 images.
- Students watch the video *World Population* (Zero Population Growth: www.zpg.org) and look at world history population graphs (human geography textbooks have good examples). Then they **engage in a Socratic discussion** about population growth and Malthusian theory.
- Students will **write a letter to the editor** of a local paper from the point of view of a colonized individual. This could be part of a larger newspaper project.
- Students **read and compare case studies** of two nineteenth-century feminists, one Indian and the other British
- Students **write a rhetorical speech** to be delivered by French or Haitian intellectuals that will emphasize the role French intellectual thought played in the Haitian Revolution.
- Students **create a ten-image photo essay** on nineteenth-century leisure activities, including sports. The first image might look backward, and the last image might speculate on what is to come given changes in work regulations.
- Working in groups, students research one of the revolutions (e.g., in China, France, Haiti, Mexico, or the United States) and **create an audio tour** for tourists highlighting the revolutionary events that took place in the city they are visiting. Students include a large map labeled with important events, a timeline, and the written script they record. Comparative references should be encouraged.
- Students **write a comparative case study** of leaders' resistance to colonialism: Samuel Adams (U.S.), Bolivar (Haiti) L'Ouverture (South America), Gandhi (India and South Africa),

Unit questions and Extended Response 1750-1914 C.E. (Two or three of these questions will be used for essay assessment as “Comparative” or “Change over time essays”.)

1. Describe demographic changes during this period
2. Describe the causes and early phases of the industrial revolution in western Europe and Japan
3. Explain the connections between the Haitian and French Revolutions
4. Describe the reaction to foreign domination in the Ottoman Empire, China, India, and Japan
5. Describe nationalism in China and Japan
6. Describe nationalism in Cuba and the Philippines
7. Describe nationalism in Egypt and Nigeria
8. Describe the forms of western intervention in Latin America and in Africa
9. Describe the roles and conditions of women in the upper/middle classes and peasantry/working class in western Europe
10. Describe the nature of women's roles in this period applying to industrialized areas and colonial societies.
11. Describe the causes of serf and slave emancipation in this period.

1914-PRESENT (5 weeks) Unit 5

1. Periodization

Overview

Continuities and breaks, causes of changes from the previous period and within this period

2. Politics and War.

Revolution- Russia, China, Cuba, Iran - New forces of revolution and political innovations

Dictatorship - Spanish Civil war (Franco), Chile (Allende, Pinochet),

Stalinist Russia, Cultural Revolution in China

Colonial rule and Decolonization- Interwar years (Overview and Case study of India)

Independence Struggles (Ghana (Nkrumah) and Algeria)

Break-up of the Soviet Union

War - World Wars, Causes, Russian role, Japanese actions, Effects of wars outside Europe (in colonies and in Pacific esp.), Cold War, nuclear weaponry, international organizations, and their impact on the global framework (globalization of diplomacy and conflict; global balance of power; Reduction of European influence; the League of Nations, the United Nations, the Non-Aligned Nations, etc.)

Overview and case study of two places Decolonization: (Vietnam & England in Africa)

Case Study: Nuclear proliferation; Ideological vs. Ethnic struggles

(CE) Essay: Compare and contrast the goals and outcomes of the revolutionary process in TWO of the following countries, beaming with the date specified:

Mexico 1910, China 1911, Russia 1917

Reduction of European influence; the League of Nations, the United Nations, the Non-Aligned Nations, etc.)

3. **New patterns of nationalism**, especially outside of the West (the interwar years; decolonization; racism, the Holocaust, genocide; new nationalisms, including the breakup of the Soviet Union)
Political ways of looking at the world (Authoritarian states, Democracy, Fascism, Marxism)

DBQ: Holocaust

4. Impact of **major global economic** developments (the Great Depression; Multi-national corporations)

Urbanization - Migration; Environmental impact; Literacy

Global Economy - Great Depression- international repercussions

Legacies of Colonialism in Africa, Asia and Latin America

Technology/ global industrialization; Pacific Rim; Multinational Corporations/ International Organizations-WTO, ASEAN, EU, OPEC, NAFTA); Environmental implications.

International organizations (Third World, the West, power balance) contrasted with the goals of international organizations; League of Nations; United Nations; Others (OAU, OAS, NATO);

Case study: Population (statistics, medical revolution, urban population density)

(COT) Choose TWO of the areas listed below and analyze how each area's relationship **to global trade patterns** changed from 1750 to the present. Be sure to describe each area's involvement in global patterns around 1750 as your starting point.

Latin America

Sub-Saharan Africa

South and Southeast Asia

East Asia

The Middle East

Eastern Europe

North America

6. **Social reform and social revolution** (Issues of changing gender roles; family structures; rise of feminism; postmodernism; religion; peasant protest; international Marxism)

Gender, Race, Class and Age

Global Culture and Science - Developments in global and regional cultures; MTV, Coca Cola, McDonalds ...

Use of English; Interactions between elite and popular culture and art; Impressionism/ cubism (Picasso); Artistic Modernism; Existentialism, Freudian psychology

Literary movements: post war (Orwell), post independence (Achebe); Global cultural forces and

patterns of resistance; Mass communications; Education; Scientific Developments (Physics, Communications (radio, TV, movies, computers)).

DBQ: Documents: Human Rights - Universal Declaration of Human Rights

The Holocausts (Bosnia, Jewish, Rwanda, Kosovo)

7. **Globalization of science, technology, and culture**

Developments in global cultures and regional reactions, including science and consumer culture

Interactions between elite and popular culture and art

Patterns of resistance including religious responses

8. **Demographic and environmental changes** (migrations; changes in birthrates and death rates; new forms of urbanization; deforestation; green/environmental movements)

9. **Diverse interpretations**

Is cultural convergence or diversity the best model for understanding increased intercultural contact in the twentieth century?

What are the advantages and disadvantages of using units of analysis in the twentieth century such as the nation, the world, the West, and the Third World?

(CE)Essay: Compare two of the three Economic systems (Socialism, Capitalism, Communism)

10. **Major Comparisons and Essay's**

Patterns and results of de-colonization in Africa and India

Pick two revolutions (Russian, Chinese, Cuban, Iranian) and compare effects on the roles of women

Compare the effects of the World Wars on areas outside of Europe

Compare legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and Latin America)

The notion of "the West" and "the East" in the context of Cold War ideology

Compare nationalist ideologies and movements in contrasting European and colonial environments

Compare the different types of independence struggles

Compare the impacts of Western consumer society on two civilizations outside of Europe

Thematic assignments and activities (Best Practices)

- Students **analyze and compare primary and secondary documents** (visual and/or text) to determine what the difference is between Americanization and globalization.
- Students **write a journal entry** connecting a current event on global interaction to the past. For example, World Trade Organization meeting protests can be compared to resistance to trade in China, Japan, or Europe in an earlier period
- Students **debate** the question of progress in human history. Is there such a thing as progress? They might consider the question in such areas as technology, ecology, military, standard of living, health, and education.
- Students **interview** a relative, family friend, or community member about change in their lifetime, focusing on one of more of the themes. This oral history project might culminate in the writing of creative stories based on the interviews by students to be presented to their classmates.
- Students **create a futures timeline** looking at the theme of conflict during this time. They should begin with 1914 and then, at the present date, diverge into two branches: a probable and a preferred timeline.
- Students do independent research on areas of on-going deforestation and **write a proposal** on what should be done, taking into account the diverse interpretations of indigenous people, international organizations, local government, and other interested nations.
- Students **create a timeline** documenting changes in rights worldwide. One may wish to use the Universal Declaration of Human Rights. (The entire text of the Declaration can be found on the United Nations Web site at: <http://www.un.org/0verview/rights.html>.)
- Students **debate** in class on the topic of a global society looking at issues such as toxic waste dumping, consumerism, gambling, and ecotourism
- Students **complete an independent research project** on globalization and the acceptance of or

resistance to its influences in one or more places.

- Students **create an editorial or a political cartoon** on decolonization.
- Students **debate** at what point internal affairs (for example, human rights, the environment, and genocide) become international issues that transcend national boundaries.

Unit Questions (Extended response) 1914 C.E. to the Present (Two or three of these questions will be used for essay assessment as “Comparative” or “Change over time essays”.)

1. Describe the role and impacts of three international organizations in the 20th century.
2. Describe new patterns of nationalism as they developed in the 20th century.
3. Describe the major demographic changes of the 20th century and the reasons.
4. Compare patterns and results of de-colonization in Africa and India
5. Describe the changing roles of women in the 20th century for Iran, China, Russia, and Western Europe
6. Compare legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and Latin America)
7. Analyze the notion of "the West" and "the East" in the context of Cold War ideology
8. Compare high-tech warfare with guerrilla warfare
9. Assess different proposals (or models) for economic growth in the developing world and the social and political consequences

VIII. CURRICULUM READING AND ASSESSMENT CHART

Chapters designated are to be read prior to the assigned week (i.e. Ch 2 and 3 are to be read before week 3 begins.) (Actual dates will be added at the beginning of the school year)

Notations: Ch =Chapter, Qz=Quiz, CE=Comparative Essay, COT=Change over time Essay, DBQ=Document Based Questions, pg = Page Pract.=Practice (open paragraph and thesis statement with factual and analytical information to defend the thesis)

Read by	Ch. coverage	Titles of Chapters	Start.pg	Assessment
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1st Nine Weeks

Part I: Foundations: 8000 BCE-600 CE: The First Civilizations and the Rise of Empires

Week 1	Intro	Intro to AP World History	pg 02	Pre -Test
Week 2	Chapter 1	The First Civilizations: Western Asia and Egypt	pg.36	Reading Qz
Week 3	Chapter 2-3	Ancient India, and China in Antiquity,	pg 60	Reading Qz CE Practice.
Week 4	Chapter 4	The Civilization of the Greeks,	pg 90	Reading Qz
Week 5	Chapter 5	The World of the Romans,	pg120	Unit Exam CE (Essay)

Part II: 600-1450: New Patterns of Civilization

Week 6	Chapter 6	The New World,	pg 156	Reading Qz
Week 7	Chapter 7	The Worlds of Islam and Byzantium,	pg 182	Reading Qz COT Practice.
Week 8	Chapter 8	Early Civilizations in Africa,	pg 210	Reading Qz
Week 9	Chapter 9	The Expansion of Civ. in Southern Asia,	pg 236	Unit Exam COT (Essay)

2nd Nine Weeks

Week 10	Chapter 10	From the Tang to the Mongols	pg 262	Reading Qz DBQ Practice.
Week 11	Chapter 11	The East Asian Rimlands: Early Japan, Korea, & V'nam	pg 290	Reading Qz
Week 12	Chapter 12	The Making of Europe,	pg 314	Reading Qz DBQ Essay

Part III : 1450-1750 The Emergence of New World Patterns, 1400-1800

Week 13	Chapter 13	Renewal, Reform, and State Building in Europe,	pg 352	Reading Qz
Week 14	Chapter 14	New Encounters: The Creation of a World Market,	pg 385	Reading Qz CE practice
Week 15	Chapter 15	The Muslim Empires,	pg 414	Reading Qz COT Practice
Week 16	Chapter 16	The East Asian World,	pg 442	Unit Exam COT and CE

Part IV : 1750-1914: Modern Patterns of World History, 1800-1945

Week 17	Chapter 17	The West on the Eve of a New World Order,	pg 470	Reading Qz
Week 18	Chapter 18	The Beginnings of Modernization: Industrialization and Nationalism, 1800-1870,	pg 510	Ch. Exam 17, 18 DBQ

Second Semester (3rd Nine Weeks)

Week 19	Chapter 19	The Emergence of Mass Society in the Western World,	pg 542	Reading Qz CE
Week 20	Chapter 20	The High Tide of Imperialism,	pg 574	Reading Qz COT
Week 21	Chapter 21	Shadows over the Pacific: East Asia under Challenge	pg 602	Ch. Exam 19,20,21

Unit V: 1914-Present; The Modern World

Week 22	Chapter 22	The Beginning of the Twentieth-Century Crisis: War and Revolution,	pg 628	Reading Qz DBQ
Week 23	Chapter 23	Nationalism, Revolution, and Dictatorship: Africa, Asia, and Latin, America from 1919 to 1939,	pg 658	Reading Qz
Week 24	Chapter 24	The Crisis Deepens: World War II,	pg 684	Ch. Exam DBQ Essay

Unit V Cont: Toward A Global Civilization? The World Since 1945

Week 25	Chapter 25	In the Grip of the Cold War: The Breakdown of the Yalta System,	pg 722	Reading Qz CE
Week 26	Chapter 26	Brave New World: Communism on Trial,	pg 744	Reading Qz COT
Week 27	Chapter 27	Europe and the Western Hemisphere Since 1945,	pg 780	Unit Exam CE and COT

4th Nine Weeks

Week 28	Chapter 28	Europe and the Western Hemisphere Since 1945,	pg 780	Ch Exam
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				DBQ
Week 29	Chapter 29	Toward the Pacific Century,	pg 848	Ch Exam
Week 30	Review	Part 1, Part 2 Review CE and COT Etc		Practice Ex 1
Week 31	Review	Part 3, Part 4 Review DBQ		Practice Ex 2
Week 32	Exam	Review		Post Exam
Week 33	Exam	Review		
Week 34	Projects	Week of the National Exam		
Week 35	Projects	Legacy Projects		
Week 36	Projects	County Exam Week - Final Exam		