

ADVANCED PLACEMENT WORLD HISTORY

COURSE SYLLABUS

COURSE DESCRIPTION:

The Advanced Placement World History course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. The course covers all periods of world history with emphasis on political, economic, cultural, and social history from the time of the first civilizations through the modern era. Students will read and write extensively and develop individual and group projects throughout the course. Students learn to assess history materials, their relevance to a given interpretive problem, their reliability, and their importance and weigh the evidence and interpretations presented in historical scholarship.

The AP World History course is an academic, yearlong course with an emphasis on non-Western history. The course relies heavily on college-level texts, primary sources, and outside readings. Students will be required to participate in class discussions, as well as in-group and individual projects. A special emphasis will be given to historical writing through essay and document-based questions (DBQ). In addition, objective exams, simulations, and integrated computer-technology assignments will be incorporated into the curriculum.

Students learn to assess history materials, their relevance to a given interpretive problem, their reliability, and their importance and weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement World History course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in an essay format. Students have the option of taking the College Board Advanced Placement Exam in World History. Success on this exam may result in college credit.

COURSE OBJECTIVES:

The six AP World History Themes will be used throughout the course to identify the broad patterns and processes that explain change and continuity over time.

The Six AP World History Themes:

There are five overarching themes which guide this course and exam and should guide your learning and exam preparation. The themes also provide a way to categorize comparisons and analyze continuity and change over time.

Social-Development and transformation of social structures

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

Political-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

Interaction between humans and the environment

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

Cultural—Development and interaction of cultures

- Religions
- Beliefs systems, philosophies and ideologies
- The arts and architecture

Economic—Creation, expansion, and the interaction of economic systems

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

Thematic Questions:

- What is big history? What is global history? What is world history?
- What is civilization? What is globalization? What is global civilization?
- What is periodization? How do historians divide time into periods?
- What is change? What is continuity? How are change and continuity related?
- How do different societies and regions react? What patterns emerge?
- How do technology and economics affect human populations?
- How do humans interact with and change the environment?
- How do societies organize social structure and gender?
- How do the experiences of different classes and genders vary?
- How do societies organize governments?
- How do societies organize religion? What happens when religions interact?
- How do humans respond to different forms of government?
- How have cultural and intellectual developments shaped human experience?

Habits of the Mind and Skills:

In AP World History students will learn skills which will empower them to act how historians

- use evidence to construct and evaluate arguments
- use point of view, context, and frame of reference to analyze documents
- understand and interpret information
- assess change and continuity over time
- identify global patterns of time
- understand the relationship between local and global developments
- make comparisons within and among societies
- understand diverse ideas, beliefs, and values in historical context

Students should also:

- see 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
- consider human commonalities and differences
- explore claims of universal standards in relation to culturally diverse ideas
- explore the persistent relevance of world history to contemporary developments

The AP World History course uses periodization to divide historical periods between 8000 BCE and the Present.

CLASS TEXT:

Bentley, Jerry H & Ziegler, Herbert F.	<i>Traditions & Encounters: A Global Perspective on the Past.</i> (2008) 4 th Edition
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SOURCES WRITTEN BY HISTORIANS OR SCHOLARS INTERPRETING THE PAST;

Reilly, Kevin.	<i>Worlds of History: A Comparative Reader,</i> 3 rd Edition, Vols 1-2.
Andrea and Overfield	The Human Record 5 th Edition Vols. 1 and 2
Weisner, Wheeler, Doeringer, Curtis	<i>Discovering the Human Record,</i> Vols 1-2.
Wolf, Ken	<i>Personalities and Problems,</i> 3 rd Edition, Vols 1-2.
Sherman, Dennis	<i>World Civilizations,</i> 4 th Edition, Vols 1-2.
*Strayer, Robert	"Ways of the World"
*Wiesner, Merry	"Discovering the Global Past"
Christian, David	The Silk Roads in World History
Thornton, John	Africa and the Africans in the Making of the Atlantic World, Chapters 2 and 3
Bridging World History	(http://www.learner.org/courses/worldhistory/)

Additional material on reserve and on-line.

CLASSROOM EXPECTATIONS:

1. We will respect and closely follow the building rules regarding attire, food, drink, and attendance.
2. This is a fast paced, intense course for young adults. I expect mature, responsible behavior that is expected from students of your caliber.
3. Students are allowed only one passes per month. As a result, they should be used only for emergency purposes. In addition, passes will only be issued to students with planners.
4. Students are allowed to sit in the chairs in the rear of the room, as long as they receive prior permission.
5. Current students may purchase candy from the machine prior to and after class has begun. Candy in the jars by my desk is off limits except to past students who are encouraged to stop by to visit.

ASSIGNMENTS AND ASSESSMENTS:

Throughout this course, you will be assigned a variety of assignments and assessments.

Assignments:

- Weekly Readings of at least 2-3 chapters in our designated text.
- Weekly Outline Notes of reading from Text
- Weekly Identifications (similar to "Vocabulary Words") from each chapter (see Compete list at the end of Syllabus)
- Additional readings corresponding to current theme and topic
- Change over time charts

Assessments:

- Bi-monthly unit tests (approx.) on current topics and themes
- Bi-monthly Identification tests (again, similar to "Vocabulary tests"
- Monthly Document Based Questions (DBQs) based on major unit themes
- Monthly Essays covering the major unit these
- Quarterly cumulative Projects

All of these methods will be used to evaluate student progress.

GRADING CRITERIA:

All grades in Advanced Placement World History are decided based on point basis. Obviously, those assignment that I feel are greater important and evaluation will receive high numerical values. The points, generally, fall as follows.

Unit/Chapter Tests	100 Points each
Outlines and Identifications from Textbook	20-40 Points each
Identifications Quizzes	25-80 Points each
Chapter Quizzes	20-50 Points
CC & CCOT Essays and Document Based Ques.	Approx 50-100 Points each
Unit Projects	Approximately 100 points each
Change Over Time Charts	Approximately 30 points each
Additional Assignments per Teacher Discretion	Varied

I am required to follow the district-wide grading scale. It is as follows:

94-100	A	67-69	D+
90- 93	A-	63-67	D
87-89	B+	60-63	D-
83-87	B	59 & below	F
80-83	B-		
77-89	C+		
73-77	C		
70-73	C-		

EXAMS:

All students will be required to take the semester final exams. The first exam will be given prior to the December Holiday Break and will be a semester cumulative. The second semester exam will be given just prior to the AP Exam in May. It will include all the topics covered throughout the entire year.

CHEATING:

Unfortunately, I often have more cheating and cutting corners in my Advanced Placement classes than in my general education groups. Whatever the cause, (ie stress, overwork, desperation, etc) cheating is still against school policy. In most colleges, the immediate consequence is expulsion from the University and permanent notation on your transcript.

In addition, cheating is a personal pet peeve; something I aim to fight at every corner. It is the ultimate disrespect to the teacher as well as your peers who work hard and manage to do well legitimately. Cheating includes overt acts like cheat sheets, writing on hands, looking on someone else's paper, as well as acts of misrepresentation. These acts include handing in someone else's work as your own, "padding" outlines, etc. When in doubt, do not do it. If you are caught in an overt act of cheating or misrepresenting your own work, you will not only receive a zero on that assignment, but you will also be docked an equal number of points from your overall grade. Cheating should not be considered a "calculated risk." It is against school and classroom policy and so expect consequences.

In addition, I reserve the right in overt acts of cheating to seek additional consequences from administration such as suspension, removal from sports teams, etc.

In short, DON'T CHEAT! DON'T CUT CORNERS!

REQUIRED MATERIALS:

Every student is required to have three organizational tools-be that five-subject notebooks or binders. Daily notes should be recorded in one notebook; Ids in another, and outlines in the last. I also encourage you to have a 3-ring binder to organize handouts, returned tests, readings, essays, etc. Organization in AP World History is a must. If you start the year organized you will thank yourself come April/May when you must sort through copious amounts of information. It should go without saying that in addition to your notebook and binder, you must bring your textbooks and writing utensil to class everyday.

SUMMER READING:

At this point, you should have finished this previously assigned obligation. However, to review, on the second day of school the following assignment is due.

1. Please read Chapters 1 – 6 and key terms/geography locations handout
2. In addition, Princeton Review - pgs. 90 – 130 Ancient Stuff - 8000B.C.E – 600 C.E.

YEAR SCHEDULE:

Course Outline

The course will be broken into the following units listed below and the time period studied will span from 8000 BCE to the present. I have listed approximately how much time we will spend on each unit in Parenthesis:

- Foundations: Technological & Environ. Transformation (Chapters 1 – 6)
8000 BCE to 500 BCE (2 wks) (5%)
- Classical: Organ. and Reorganization of Human Societies (Chapters 7 – 12)
500 BCE– 600 CE (4 wks) (15%)
- Post Classical: Regional and Trans-regional Interaction (Chapters 13 – 22)
500 CE to 1450 (6 weeks) (20%)
- Interactions : Global Interactions (Chapters 23- 28) 1450 CE–1750 CE (6 weeks) (20%)
- Industrialization: Industrialization and Global Integration (Chapters 29 – 33) 1750 CE-1914 CE (6 weeks) (20%)
- Global realignment: Global Fragmentations and Realalignments (Chapters 34 – 40) 1914 CE – Present (6 weeks) (20%)

Key Concepts

In addition to the Historical Thinking Skills, the following key concepts explain the required depth of the knowledge of AP World History.

Period I: Technological and Environmental Transformations to c. 8000 - 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

Period 2: Organization and Reorganization of Human Services
c. 600 B.C.E to c. 600 C.E

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 Trans-regional Networks of Communication and Exchange

Period 3: Regional and Trans Regional Interactions, c. 600 C.E

Key Concept 3.1- Expansion and Intensification Communication and Exchange of 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

Period 4: Global Interactions c. 1450 to 1750

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

Period 5: Industrial and Capitalism
Global Integration, c. 1750 to 1900

Key Concept 5.1- Industrialization and Global
Key Concept: 5.2- Imperialism and Nation-State Formation
Key Concept 5.3- Nationalism, Revolution and reform

Period 6: Accelerating Global Change and Realignment, c. 1900 to the Present

Key Concept 6.1- Science and the Environment
Key Concept 6.2- Global Conflicts and their interactions
Key Concept 6.3- New Conceptualizations of Global Economy, Society and Culture

** Historical Thinking Activities*

- Students will learn particular historical thinking skill
- Areas of framework are listed below along with the secondary source.

Activities

Creating historical arguments from historical evidence – Historical argumentation

Use of historical evidence in an appropriate fashion POV/Fish Bowl activity

Why events change over time or stay the same-

Historical causation – Identifying patterns of Continuity and Change CCOT Practice Essay Activity

Interpretation of historical evidence -

Interpreting historical evidence using sound Reasoning - Synthesis

Writing Prompt – What factors must be Considered when assessing reliability of document

Sources:

Selections from:

- <http://uhpjournals.wordpress.com/journals/journal-of-world-history-favorite-early-articles/>
Self described "Classics" of Journal of World History, cited in University of Hawai'i Journal blog.
- AP World History Teacher – Bill Strickland website
- Achebe, Chinua – Things fall apart

Unit 1: Rise of Human Society 8000 BCE to 600 BCE (About 2 weeks)

This introductory unit will concentrate on the themes of migrations, religions, empires, and trade. The habits of mind emphasized will be using evidence to make an argument, evaluating primary sources, making comparisons, assessing issues of continuity and change, looking for global patterns over time and space.

Main Text Reading: Traditions and Encounters Ch 1-6 pages 1-155

AP World History Key Concepts:

1.1: Big Geography and the Peopling of the Earth

1.2: The Neolithic Revolution and the Early Agricultural Societies

1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Topics in this unit include:

1. How did Homo sapiens evolve?
2. What was the economy and society of hunter gathering peoples like and how did they evolve into agricultural societies?
3. How do we characterize early societies in Southwest Asia and the Indo-European migrations?
4. What characterized the early African societies and Bantu migrations?
5. What Common characteristics and distinctions were possessed by early societies in South Asia, East Asia, the Americas, and Oceania?
6. How do different ancient regions of the world solve common economic problems?
7. How do different ancient regions of the world establish order?
8. What role does geography play in solving economic problems and establishing political order?

The following primary sources will be used as the above topics are explored:

- *Hammurabi's Laws on Family Relationships*
- *Israelites' Relations with Neighboring Peoples*
- *The Great Hymn to Aten*
- *The Rigveda on the Origin of the Castes*
- *Family Solidarity in Ancient China*
- *The Voyage of Ru*
- ***Visuals:*** *Venus of Willendorf, Stonehenge, Great Ziggurat of Uruk and tomb Painting, Olmec Head and Head of Akkadian Ruler*
- ***Charts, Tables and Graphs:*** *Wonderful World of Maps and Hieroglyphics and the Phoenician alphabet*

Assignments:

- Students will create graphical study guide for early civilizations (Mesopotamia, Egypt, Indus Valley, Shang or Huang He valley, Mesoamerica and Andean South America)
- Students will read, discuss and write brief essay on the different cultural constructions of map making.
Reading will come from excerpts of Karen Weigen's The Myth of Continents - A Critique of Metagoegraphy, Berkley: California Press, pp. 130 - 132 and 134 - 135

- Students will create a graphical study guide for each one of the major belief systems

Polytheisms

Hinduism

Judaism

Confucianism

Daoism

Buddhism

Christianity

Please include founder, approximate date, # of Gods, Name of Gods, Important People and Leaders, Scriptures, Important holy places, gender roles, etc

- Students will create a graphical study guide outlining the reasons for the collapse of empire and state at the end of the period. Include all relevant information.
- Students will read and then write a short compare and contrast essay analyzing Jared Diamonds (worst mistake in the history of the human race) - www.ditext.com/diamond/mistake and portions of William McNeil's Human Web - Birds Eye View of Human History
- Students will examine art and architecture images in Strayer's Docutext and using Optic
- Students will create an illustrated timeline showing important events from the time period - this activity will be the same for every unit and continue throughout the course (time and periodization)
- Students will discuss findings of anthropologists and linguists on tracing the migration of Bantu and Polynesian speakers. The class will use maps charting the movement of the Bantu language in Africa

Assessments:

- Chapter Quizzes
- Unit Exam

DBQs, CCs, or CCOTs:

- Compare and contrast factors that explain the successes of the migrations of two of the following groups and their impacts on their respective regions.
 - Bantus - Austronesians - Indo-Europeans
- Analyze the traditions from Paleolithic to Neolithic societies. Describe the technological changes that accompanied this transition.

Unit 2: Organization and Reorganization of Human Society 600 BCE to 600 CE
(About 4 weeks)

Main Text Reading: Traditions and Encounters Ch 8-12 pages 159-312

AP World History Key Concepts:

2.1: The Development and Codification of Religious and Cultural Traditions

2.2: The Development of States and Empires

2.3: Emergence of Trans-regional Networks of Communication and Exchange

Content topics in the unit will include:

1. How did religion in classical society differ from ancient kingdoms?
2. What roles did the Han and Chin dynasties play in the unification of China?
3. How did religion and government combine to unite Classical India?
4. What criteria were used in the different classical civilizations to create social distinctions?
5. What role does Alexander the Great play in combining civilizations?
6. What role does classical trade play in syncretism?
7. What contributions do the Aryans, the Greeks, and the Romans make to the evolution of government?
8. What similarities can you find in the teachings of Buddha, Ahira Mazda, Abraham, Jesus?
9. What comparisons can you make in Hammurabi's Code and Roman law?
10. What moved along the Silk Road besides trade goods?
11. What comparisons can you see between the Han Empire in China and the Roman Empire in the Mediterranean world?
12. Why did the fall of the Roman Empire have a more dramatic impact on the western world than the decline of the Han Empire had on the eastern world?

The following primary sources will be used as the above topics are explored:

- Zarathustra on Good and Evil
- Confucius on Good Government
- Caste Duties according to the Bhagavad Gita
- Socrates' View of Death
- Tacitus on Corruption in the Early Roman Empire
- **Visuals**: The Great Wall of China, Persopolis and Darius, Pantheon, Portait of Marcus, Aurelius, Portait of Caracalla, the Four Tetrachs, Aerial view of Teotihuacan, Shield Jaguar/Lady Xoc, El Castillo, Portait bust of Flavian woman and Yakshi

Assignments:

- Students will fill in appropriate maps from class Atlas
- Students will complete SPRITE Chart (Social, Political, Religions, Intellectual, Tech, Education)
- Students will complete study guides that: (graphical in some cases)
 1. Compare role and function of cities in at least 5 major societies. Give examples of multiple cities in each society.
 2. Analyze* gender systems and changes to those systems (ie. Effects of Islam)
 3. Analyze* interactions between Jewish, Christian and Muslim Worlds

*Remember
what
"Analyze"
means!*

4. Compare and Contrast political and social developments in Eastern v. Western Europe
 5. Compare and Contrast European and Japanese Feudalism
 6. Compare and contrast contacts between Europe, sub-Saharan Africa and the Islamic World
 7. Analyze the Chinese Civil Service Exam system with rise of Meritocracy.
 8. Students will create an illustrated timeline showing important events from the time period – this activity will be the same for every unit and continue throughout the course (time and periodization)
- Students will evaluate cause and consequences of the decline of the Han, Roman and Gupta Empires by writing essay and class discussion

Assessments:

- Chapter Quizzes
- Unit Exam

DBQs, CCs, or CCOTs:

- Compare and contrast the philosophies and cultural legacies of Confucius and Socrates in their respective societies

**Unit 3: Developing Regional and Trans-Regional Interaction 600 CE to 1450
(About 6 weeks)**

Main Text Reading: Traditions and Encounters: Ch 13-22 Pages 317-592

3.1 Expansion and Intensification of Communication and Exchange Networks

3.2 Continuity and Innovation of State forms and their interactions

3.3 Increased Economic Productive Capacity and Its Consequences

Content topics in the unit will include

1. In what ways did the Eastern Roman Empire carry on the classical heritage at Constantinople?
2. What tensions existed between eastern and western Christians?
3. How did Byzantium influence Eastern Europe?
4. How was Islam so immediately successful?
5. How did Islam change the values of the Middle East?
6. What role did the Sui and Tang dynasties play in the resurrection of rule in East Asia?
7. How does the Middle East advance knowledge and contain the wisdom of the ancient world?
8. What role does trade play in the spreading of religion?
9. What role does religion play in the re-establishment of order in Europe?
10. What role was played by Turkish Migrations and Imperial expansion?
11. How did East African migrations during this time period impact population growth and political organization?
12. How did the spread of Islam impact the two major parts of Africa?
13. How successful were Christianity and Islam as they competed for converts?

14. How were “New World” civilizations able to accomplish so much with the relative absence of wheels and written languages?
15. How does the theocracy of the Aztecs and Incas compare with the theocracy of Islam?
16. What patterns can we detect in diplomatic, military and economic travel during this time period?
17. Why did initial European exploration result in increased curiosity while east Asian exploration at about the same time resulted in apathy about the outside world?
18. What role did the spread of disease play in the continued belief in religion, the movements of peoples, urbanization, depopulation and population recovery, and the coming of the modern world?
19. *Polynesian migrations – students will map Polynesian migration in the Pacific/Oceania

The following primary source topics will be explored:

- *Anna Comnena on the Suppression of Bogomil Heretics*
- *The Quran on Allah and His Expectations of Humankind*
- *Benjamin of Tudela on the Caliph's Court at Baghdad*
- *Cosmas Indicopleustes on Trade in Southern India*
- *Life on an early Medieval Manor*
- *Gregory of Tours on the Conversion of Clovis*
- *The Mongols and Eurasian Integration*
- *Nomadic Conquerors and their Contemporary Appeal*
- *Ibn Battuta on Muslim Society at Mogadishu*
- *Sundiata and the Reconstruction of Niani*
- *Francesco Balducci Pegolotti on Trade Between Europe and China*
- *Thomas of Celano on St. Francis of Assisi*
- *Mexican Expectations of Boys and Girls*
- **Visuals:** *The Ka'aba Dome of the rock, prayer rug, calligraphy, The Great Mosque of Cordoba, Justinian and attendants, The Hagia Sophia, Scenes from Les Tres, Viking Longship, Statue of Carolingian Ruler, The palatine chapel, The Bayeux Tapestry, Cathedral at St. Sernin, Scroll Paintings – China, Caravel vs Ming treasure ship, Botticelli Birth of Venus, Great Zimbabwe, Petroglyphs, Windjana figures, Coatlicue, Coyolzauhqui and Calendar Stone*

Assignments:

- Students will fill in appropriate maps from class Atlas
- Students will complete SPRITE Chart (Social, Political, Religions, Intellectual, Tech, Education)
- Students will evaluate and debate the application of the labels - Medieval and postclassical to the period between 500 and 1450CE in World History - Periodization
- Students will complete study guides that: (graphical in some cases)
 1. Compare colonial administrations
 2. Compare labor systems: slavery, indentured servitude and other forced labor systems
 3. Development of Empires in Asia, Africa, Europe and the Americas

4. Analyze Imperial systems (i.e. Imperialistic empires like those found in Europe vs. isolated empires Asia)
5. Russia's relationship and interaction with other major empires like those in Western/Eastern Europe, Ottoman Empire, etc)
6. Compare Middle American and Andean economic systems
- Students will create an illustrated timeline showing important events from the time period – this activity will be the same for every unit and continue throughout the course (time and periodization)
- Students will read and then write a short analysis essay on the understanding of historiography and western exceptionalism POV
 - Fareed Zakaria – Rise of the Rest
 - Linda Shaffer – Southernization
 - Neil Ferguson – The Rest and the West
 - (<http://www.youtube.com/watch?v=LxpO5SKlmPA>) and portions of book West and Rest
- Students will evaluate cause and consequences of the spread of Islam into Africa by writing essay and class discussion

Assessments:

- Chapter Quizzes
- Unit Exam

DBQs, CCs, or CCOTs:

- Compare and contrast the spread of two of the following three religions. Be sure to cite similarities as well and differences.
 - i. Buddhism
 - ii. Christianity
 - iii. Islam
- Explain how Hinduism evolved and responded to the emergence of Buddhism and the introduction of Islam in South Asia.

Unit 4: Global Interactions 1450 CE to 1750 CE (About 6 weeks)

Main Text Reading: Traditions and Encounters 23-28, pages 597-775

4.1: Globalizing Networks of Communication and Exchange

4.2: New forms of Social Organizing and Modes of Production

4.3: State Consolidation and Imperial Expansion

The following questions will be explored as this unit is investigated:

1. What motivated Europeans to explore?
2. What new technologies aided the exploration process?
3. What did Europeans bring to the New World and what did they bring back with them to the Old World?
4. How was Europe transformed by the Columbian Encounter?
5. What new forms of government evolved in Europe?
6. How did the Price Revolution impact Europe?
7. What new forms of economic devices evolved?
8. How did syncretism express itself in the conquering and colonizing of the "New World?"
9. How does the slave trade change Africa?
10. What motivates the unification of Japan?
11. What economic and social changes occur in China at this time?
12. What are the Gunpowder Empires and why are they unable to maintain their dominance?

The following primary and secondary sources will be explored:

- Christopher Columbus' First Impressions of American Peoples
- Vaccination and the Eradication of Smallpox
- Adam Smith on the Capitalist Market
- The Holy Herb Nicotine
- Captain James Cook on the Hawaiians
- The Globalization of African Music
- **Visuals:** Engravings, conquest of Mexico as seen by Aztecs, Versailles, St. Peters basilica, Image of a mining operation, The blue Mosque, Sultan – Muhammad, Shah Ismail and the Qizilbash, Taj Mahal, Mughal marketplace, Woodblock prints, Forbidden city and images, floorplan, Image of Peter with shears, Medieval view of the universe, The Coperrnician System,
- **Charts, Tables and Graphs:** Sugar production chart, Food production in the eastern hemisphere after 1500, Population production in the eastern hemisphere after 1500

Assignments:

- Appropriate Maps from class Atlas to Complete
- SPRITE (Social, Political, Religions, Intellectual, Tech, Education) Chart for each chapter
- Students will complete study guides that: (graphical in some cases)
 1. Compare the caused and early phases of the Industrial Revolution in Europe and Japan
 2. Compare the Haitian and French Revolutions
 3. Compare reaction to foreign interference in the Ottoman Empire, China, India, SE Asia, and Japan
 4. Compare nationalism in the following pairs: China and Japan, Egypt and Italy, Pan-Africanism, and Indian Congress Movement
 5. Explain forms of Western Intervention in Latin American, Africa, and SE Asia
 6. Compare the roles and conditions of elite women in Latin America with those in western Europe before 1850
- Students will debate and write an essay on the appropriateness of 1450 - 1750 as threshold dates for both western and world history - Periodization
- Students will create an illustrated timeline showing important events from the time period – this activity will be the same for every unit and continue throughout the course (Time and periodization)
- Using Socratic Method - students will read and discuss a historians work that questions periodiztion from a different perspective - "Did Women have a Renaissance?" In Women, History and Theory: The Essays of Joan Kelly (Univ. of Chicago Press) 1984
- Students will evaluate cause and consequences of the "Columbian Exchange" by writing essay and class discussion
- Students will consider how and why historians emphasize the importance of artists' discovery of linear perspective in the Renaissance

Assessments:

- Chapter Quizzes
- Unit Exam

DBQs, CCs, or CCOTs:

- Compare and contrast the structure of the Atlantic Economy and the Indian Ocean economy. Be sure to discuss similarities as well as differences.
- Analyze the social and political influence of the slave trade on African societies. In what ways did some of African societies benefit from the slave trade?

Unit 5: Global Interaction and Industrialization 1750 CE to 1900 CE(About 6 weeks)

Main Text Reading: Traditions and Encounters Ch 23-32, pages 776-906

5.1: Industrialization and Global Capitalism

5.2: Imperialism and Nation-state Formation

5.3: Nationalism, Revolution, and reform

5.4: Global Migrations

The following questions will be explored as this unit is investigated:

1. How does the Enlightenment redefine the relationship between humanity and government?
2. What is the relationship between popular sovereignty and political upheaval?
3. Under what circumstances does revolution occur?
4. Which revolutions had the greater impact upon the western world?
5. What patterns for industrialization exist?
6. What is the relationship between capitalism, imperialism, mercantilism, the price revolution, the agricultural revolution, and the industrial revolution?
7. How does the American Revolution in North America differ from other American revolutions?
8. Why does North America become economically independent while South America becomes economically dependent?
9. How is the Ottoman Empire able to maintain the bluff while deteriorating economically, politically, and militarily?
10. How is the Russian Empire an anachronism?
11. Why (how?) is Japan the only Asian nation to modernize itself at this time?
12. How do the European Imperialistic powers justify their practices?
13. Was European imperialism profitable?
14. How does European imperialism explain syncretism?
15. Even after the political imperialism of the 19th century is completed, what residue remains?
16. * European imperialism in Oceania/Hawaii – How indigenous people are effected by colonialism - comparative with British in India

The following primary and secondary sources will be used in addition to the textbook:

- *The Declaration of the Rights of Man and the Citizen*
- *Thomas Malthus on Population*
- *Marx and Engels on Bourgeoisie and Proletarians*
- **Visuals:** *David, Napoleon, Steam engine, locomotive, ship and early factory, print of slaves attacking white settlers on their plantations, Slave ship, Political cartoons, woodblock prints,*

Assignments:

- Appropriate Maps from class Atlas to Complete
- SPRITE (Social, Political, Religions, Intellectual, Tech, Education) Chart for each chapter
- Students will complete study guides that: (graphical in some cases)
- *Students will create an illustrated timeline showing important events from the time period – this activity will be the same for every unit and continue throughout the course (time and periodization)
- Students will evaluate cause and consequences of the Enlightenment Period on France, America and England by writing an essay and class discussion

Assessments:

- Chapter Quizzes
- Unit Exam

DBQs, CCs, or CCOTs:

- Describe how the structure of world economy was transformed by the industrial revolution. Be sure to discuss both change and continuity.
- Analyze the efforts at economic and political reforms and the causes of their failure in two of the following empires during the 19th century.
 - Mughal
 - Ottoman
 - Qing
 - Russia

Unit 6: Global Fragmentation and Realignment 1900 CE to the Present (About 6 weeks)

Main Text Reading: Traditions and Encounters: Ch 33-40, pages 909-1167

6.1: Science and the Environment

6.2: Global Conflicts and their Consequences

6.3: New Conceptualization of Global Economy, Society, and Culture

Content will include discussion of the following topics:

1. What is the difference between positive and negative nationalism?
2. What new technologies lead powers into new conflagrations?
3. How does nationalism cause global jealousies?
4. To what extent is there a shift in power at the end of WWI?
5. How are the 1920s a worldwide economic and psychological depression?
6. To what extent is the end of WWI the end of the Enlightenment?
7. How is democracy questioned after WWI?
8. How is the 20th century a new Scientific Revolution?
9. How does Africa and Asia break away from their colonial harnesses?
10. To what extent should WWI and WWII be thought of as one war?
11. How was WWII a total war?
12. Why the post-WWII scene is considered bipolar?
13. Is the U.N. a promise or a nemesis?
14. How does the Cold War impact the Third World?
15. How does the fundamentalist world react to the “Five Mikes”

The following primary and secondary sources will be used in this unit:

- *The Influenza Pandemic of 1918*
- *FDR and Nothing to Fear*
- *Genocide*
- *Silent Spring*
- *Global Terrorism*
- *Visuals:* New weapons of war, WWI Propaganda, foot binding advertisements, The Dust bowl, Bread lines, Weapons of War, Atomic Blast, French and British war posters, Images of Auschwitz, images from around the globe, aerial view of rain forest, West Virg. And Joplin Missouri
- *Charts, tables and graphs:* World bank and Dev. Indicators, Climate change chart and cultural diffusion chart

Assignments:

- Appropriate Maps from class Atlas to Complete
- SPRITE (Social, Political, Religions, Intellectual, Tech, Education) Chart for each chapter
- Study Guides preferably graphical
- * Students will create an illustrated timeline showing important events from the time period – this activity will be the same for every unit and continue throughout the course (Time and periodization)

Assessments:

- Chapter Quizzes
- Unit Exam

DBQs, CCs, or CCOTs:

- Analyze the evolution of Indian Nationalism. Explain the roles that Ghandi and Jinnah played in the process, and their main ideas? What made the Indian situation so complicated in regard to forging a sense of national unity and achieving independence?

Compare and contrast post WW2 movements for national independence in 2 of the following regions.

- Sub-Saharan Africa
- North Africa
- South Asia
- East Asia
- SE Asia

Review for AP Test-See Schedule Below

Cumulative Final Exam 8000 BCE-Present