



# **Reseda High School**

## **Law and Public Service Magnet**

Advanced Placement World History  
**Instructor: L. Davis**

The AP World History Exam will be at 8 AM on **May 17, 2017**

Welcome to AP World History and to what I hope will be the beginning of many AP courses in your future high school career. Below you will find course requirements and a brief course of study. As a survey course we will explore the political, economic, spatial, and cultural development of the world we know today.

Honors World History is a yearlong course designed for students who plan on attending college/university after high school. This course will provide opportunities to develop analysis and communication skills expected at the university level.

### **Course Overview:**

The AP World History (WHAP) course is designed to develop your understanding of World History from approximately 8000 B.C.E. to the present. You will investigate the content of World History for significant events, individuals, developments, and processes in **SIX** historical periods, and develop and use the same thinking skills and methods employed by historians. You will be able to identify and analyze primary and secondary sources, make historical comparisons, and complete chronological reasoning and argumentation.

Be aware, there will be more reading, assignments, homework, and projects than a normal class. The objective of this class is not only to prepare for you for the exam in May, but to be able to do more than just read about history. The goal is to have everyone efficient at critical thinking, interpreting written material, and logical argumentation and analysis. All of these skills will be beneficial no matter your future plans.

## ***Textbook***

Class Textbook: Bentley and Ziegler, *Traditions and Encounters*, 4th ed. United States: McGraw-Hill

### Primary sources:

Students will read and analyze selected primary and quantitative sources (documents, images, maps, charts, tables, surveys, and graphs) in

1. Andrea, A. And Overfield, J., *The Human Record: Sources of Global History*, vols. 1 and 2, 4th ed. Boston: Houghton Mifflin College Division, 2001.
2. Bulliet, R., *The Earth and its Peoples (AP edition)*, 3rd ed. Boston: Houghton Mifflin Company, 2005.
3. Reilly, R., *Worlds of History, a comparative reader*, 3rd ed. Boston: Bedford/St. Martin's, 2009
4. From Document Based Questions released by the College Board

### Secondary sources:

1. AP World History Curriculum Module, *Zones of Interaction: Long-Distance Trade and Long-Term Connections Across Afro-Eurasia*, College Board, 2011.
2. AP World History Teaching Unit B2: *The Severing of Eastern and Western Christian Civilizations*
3. AP World History Teaching Unit C1: *Free and Unfree Agrarian Workers: Peasants and Slaves, 1550-1750*
4. AP World History Teaching Unit E2: *Decolonization: Struggle for National Identities, 1900-2001*
5. Mann, Charles C. *1491: New Revelations of the Americas Before Columbus*. New York: Knopf, 2005. Print.
6. Google Art Project. Primary Document Database
7. McNeill, J.R. and McNeill, W. H. *The Human Web*. Norton & Co. 2003
8. Pomeranz, Kenneth *The Great Divergence*. Princeton, 2000
9. Goldstone, Jack *Why Europe? The Rise of the West in World History*. McGraw Hill, 2008

## ***Themes***

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. The **Five Course Themes** are:

- Interaction Between Humans and the **Environment (Env)**
- Development and Interaction of **Cultures (Cul)**
- **State**-Building, Expansion, and Conflict (**SB**)
- Creation, Expansion, and Interaction of **Economic Systems (Econ)**
- Development and Transformation of **Social Structures (Soc)**

## *Historical Thinking Skills*

Throughout this course you are going to develop the skills historians use to analyze, organize and write about the past. Specifically, you will learn about:

- Analyzing Historical Sources and Evidence
  - Analyzing Evidence: Content and Sourcing
  - Interpretation
- Making Historical Connections
  - Comparison
  - Contextualization
  - Synthesis
- Chronological Reasoning
  - Causation
  - Patterns of Continuity and Change over Time
- Creating and Supporting a Historical Argument
  - Argumentation

## **Periods of Study**

<b>Period</b>	<b>Period Title</b>	<b>Date Range</b>	<b>Weight</b>
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
3	Regional and Transregional Interactions	c. 600 C.E. to c. 1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and Realignments	c. 1900 to the Present	20%

This chart shows the course breakdown. The "weight" refers to the percentage of questions on the AP exam.

## **Format of AP Assessment**

**The exam is 3 hours and 15 minutes long and has two sections — multiple choice/short answer and free-response. Each section is divided into two parts.**

**Section I Part A:** Multiple Choice | 55 Questions | 55 minutes | 40% of Exam Score

Questions appear in sets of 2 to 5.

You will analyze historical texts, interpretations, and evidence.

Primary and secondary sources, images, graphs, and maps are included.

**Section I Part B:** Short Answer | 3 Questions | 40 minutes | 20% of Exam Score

Analyze historians' interpretations, historical sources, and propositions about history.

Questions give you an opportunity to explain the historical examples you know best.

Some questions include texts, images, graphs, or maps.

You'll have a choice between two options for the final required short answer question, each one focusing on a different time period.

Question 1 (required): periods 3-6

Question 2 (required): periods 3-6

Choose between Question 3, periods 1-3, and Question 4, periods 4-6

**Section II Part A: Document Based | 1 Question | 60 minutes (includes a 15-minute reading period) | 25% of Exam Score**

Assess written, quantitative, or visual materials as historical evidence.

Develop an argument supported by an analysis of historical evidence.

The document-based question will focus on topics from periods 3-6.

**Section II Part B: Long Essay | 1 Question | 40 minutes | 15% of Exam Score**

Explain and analyze significant issues in world history

Develop an argument supported by your analysis of historical evidence.

You'll select from one of three essay choices, each focusing on the same theme and skill but different time periods:

Option 1: periods 1-2

Option 2: periods 3-4

Option 3: periods 5-6

## Course Outline

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	c. 10,000 B.C.E. to 600 B.C.E.	15	<b>The Ancient Era to c. 600 BCE</b>  In the first unit, I focus on comparison and human-environment interaction. When teaching about the earliest complex societies, I try to get students to see that all early civilizations share many common characteristics, such as the development of complex social and political institutions. Throughout this time period there is the development of complex religion and an increase in the exploitation of the environment. For example, when explaining what I call the "energy revolution," I try to make sure students see that the heart of the development of complex societies is the harnessing of solar energy through the development of agriculture.
2	c. 600 B.C.E. to 600 C.E.	30	<b>The Classical Era to c. 600 BCE</b>  Throughout the second unit I continue to

			<p>develop the skills of comparative analysis. I begin to discuss the development and interactions of cultures and diffusion of Buddhism and Christianity to illustrate how religions change over time, and we focus on the intimate relationship between the diffusion of ideas and the diffusion of trade goods. Students explore some of the common themes faced by all Classical governments in building and maintain empires by comparing the strategies employed by the hand and Roman empires in tackling similar problems, such as water management, integration, staffing bureaucracies, etc.</p>
3	c. 600 C.E.to 1450 C.E.	32	<p><b>The Post-Classical Era c. 600 to 1450</b></p> <p>While continuing to sharpen our comparison skills, when appropriate, I n this unit we begin to focus on continuity and change. For example, we focus on the maintenance of empire sin Afro-Eurasia and the endurance of many Classical political techniques. This allows me to address continuity while exploring the sequential events and civilizations. In this unit I shift my attention to the Indian Ocean to help students recognize the patterns between geography, technology, trade, cultural diffusion, and biological diffusion in seas and oceanic basins. This is a pattern that will reappear in the next unit in our discussion of an Atlantic world.</p>
4	1450 to c. 1750	32	<p><b>The Early Modern Era c.1750 to 1900</b></p> <p>Within the fourth unit I focus on the Spanish empire in order to address continuity and changes in imperial techniques of administration as experienced by overseas empires. Focusing on the Spanish empire also allows me us to revisit the patterns between geography, technology, trade, cultural diffusion, and biological diffusion, among other things in sea and oceanic basins, this time in the Atlantic Ocean. Lastly, focusing on the Spanish maritime empire allows us to look at commodity chains and their global effects. We study American goods like sugar and silver and analyze their effects on both the Western and</p>

			Eastern hemisphere.
5	1750 to c. 1900 C.E.	32	<p><b>The Modern Era c.1750 to 1900</b></p> <p>The Industrial Revolution, AKA the second energy revolution. Focusing on this revolutionary event allows me to address periodization by discussing how many of the themes and patterns discussed up to this point are fundamentally altered by the process of industrialization. We discuss how the world we live in was shaped by the Industrial Revolution.</p>
6	c. 1900 to the Present	32	<p><b>The 20<sup>th</sup> and 21<sup>st</sup> Centuries c. 1900 to Present</b></p> <p>Using cell phones as an example the iphone to illustrate both continuities and changes in global exchange networks. As with the commodity chains discussed in previous units, the iPhone is an example of a commodity that affects various people around the globe. However, its production, trade and consumption is on a truly global scale. This allows us to discuss how economic globalization is both an example of change and continuity in world history. The apps and music available allows people to address cultural globalization and cultural exchange -a pattern that students should already be familiar with.</p>

**The Ancient Era to c. 600 BCE**

**The Classical Era to c. 600 BCE**

**The Post-Classical Era c. 600 to 1450**

**The Early Modern Era c.1750 to 1900**

**The Modern Era c.1750 to 1900**

**The 20<sup>th</sup> and 21<sup>st</sup> Centuries c. 1900 to Present**

### **Themes and AP World History**

Students in this course are challenged to view history thematically and thereby discern patterns in human society across regions and over time. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze change and continuity over time.

Throughout the year, students will have activities or projects in which they explore these themes and relate material in the course to these themes.

**Theme 1: Interaction Between Humans and the Environment (ENV)**

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

Student Activity: Students read “Looking at Brazil” and “From Colony to Democracy: Considering Brazil’s Development” from *The Choices Program* series developed by Brown University. In groups, students analyze photos from Brazil assuming the role of an anthropologist and then share with the whole class. Pictures include large cities, racial diversity, rain forests, and slums. Through discussion of common themes, migration and patterns of settlement will be explored. (SOC-8) [CR4]

Student Activity – Investigation of the Causes of the Fall of the Maya: Students explore the Annenberg Media website “Collapse” and complete the online journal as they explore archeological evidence of environmental factors that contributed to the fall of the Mayan Empire. (ENV-4) [CR4] [CR11]

Student Activity: Students read “Issue 8: Did Environmental Factors Cause the Collapse of the Maya Civilization?” (pp.136-151) in Mitchell and Mitchell’s *Taking Sides: Clashing Views in World History, Volume 1: The Ancient World to the Pre-Modern Era*. Then they choose which historian makes the best arguments and cite their reasons. Their reasons are shared in a Paired Debate. [CR7]

**Theme 2: Development and Interaction of Cultures (CUL)**

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

Student Activity – Changing Images of the Buddha: Students annotate a map of Asia with images of Buddha found in those locations. After comparing these images, students write an essay about the changes and continuities in the image of Buddha as Buddhism spread. (CUL-2) [CR4] [CR13]

Student Activity – Mosque Construction: Students label the parts of a mosque and then choose a contemporary mosque outside the Middle East. In small groups, they share their mosque and point out the parts. Then the whole class discusses the features of mosque architecture that are constant.

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR13] — Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4)

**Theme 3: State Building, Expansion, and Conflict (SB)**

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions

- Regional, interregional, and global structures and organizations

Student Activity – Defining Liberty in the Atlantic Revolutions: Students read several primary source documents from leaders of Atlantic Revolutions who used the word “liberty” in their speeches. These include Patrick Henry, Father Hidalgo, Cahiers of the Third Estate, and Simon Bolivar. All sources are from the site *World History for Us All*, Teaching Unit 7.2, “Atlantic Revolutions as a World Event.” Students discuss the interpretations of the word liberty as it is used in these documents. Then students read excerpts from several constitutions (U.S. 1787, French 1793, Mexico 1824, and the Haitian Declaration of Independence) and create a table of who achieved “liberty” in each revolution. (SB-4) [CR4]

Website: *World History for Us All*. A project of the National Center for History in the Schools at UCLA, in cooperation with San Diego State University.

Student Activity – Peasant Revolutions: Students read about Eric Wolfe’s model of peasant revolutions. Then they complete charts labeling the specific stages of the Vietnam and Mexican revolutions. Later they discuss if the Russian Revolution was more like a peasant revolt or more like the Atlantic revolutions. (SB-7) [CR4] [CR3]

#### **Theme 4: Creation, Expansion, and Interaction of Economic Systems (ECON)**

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

Student Activity – The Urban Game: Students draw an early city in the Industrial Revolution using Great Britain as a case study. As the script is read, students add factories, housing, and other buildings to their “village” discovering how chaotic urban growth was during the Industrial Revolution. (ECON-2) [CR4]

Student Activity – The Indian Ocean Trade Game: Students use inventory and balance sheets to maximize their profits trading on the Indian Ocean. (ECON-12) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

#### **Theme 5: Development and Transformation of Social Structures (SOC)**

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

Student Activity – Women in the Communist Revolutions: Students read three primary source documents from women who were involved in the communist revolution in Russia, China, and Cuba in Sherman’s *World Civilizations: Sources, Images, and Interpretations* (p. 271 Shan-fei). Students create a list of ways these revolutions changed the roles of women in those societies. (SOC-1) [CR4]

Student Activity – Roles of Women in Classical Societies: Students read excerpts from *The Laws of Manu* and Fu Xuan’s poem on women in Sherman’s *World Civilizations: Sources, Images, and Interpretations* (pp. 33, 52) and create a Venn diagram on the roles of women in Confucian and Hindu society. (SOC-1) [CR4]

### **Major Activities**

#### **Reader Response Journals (RRJ)**



Students write journal entries while reading an article or selection from a secondary source. The journal entry begins with their expectations of the reading based on the title, illustrations, headings, or other features. As they read, they are to formulate three to five discussion questions on which they would like to hear their peers' opinions. They are to select their favorite quote from the passage, and at the end, they are to record the thesis of the reading in a single sentence.

Chapters and articles used for Reader Response Journals:

- Chapter 6, "To Farm or not to Farm" in Diamond's *Guns, Germs, and Steel*.
- Chapter 8, "The Coffeehouse Internet" in Standage's *A History of the World in 6 Glasses*.
- Chapter 4, "The Birth of Feudal Society" in Reischauer's *Japan: The Story of a Nation*.
- Karttunen, Frances. "After the Conquest: The Survival of Indigenous Patterns of Life and Belief." *Journal of World History* 3, no. 2 (1992): 239-256.
- Campbell, I. C. "The Lateen Sail in World History." *Journal of World History* 6, no. 1 (1995): 1-23.

### **Socratic Seminars**

Socratic Seminars are activities that last a single period in which students lead a discussion of an issue informed by a collection of primary source documents. The format stresses discussion rather than debate, and students are encouraged to generate questions, pose theories, and accept input in order to deepen their understanding on an issue.

Topics used for Socratic Seminars:

- The Sugar Nexus – Slavery in the Atlantic World: After reading primary sources from Wiesner-Hanks' *Discovering the Global Past*, students debate the role of consumers of sugar in the labor systems on sugar plantations and in the abolition of slavery in the Atlantic world. As an extension, students discuss to what degree we are responsible for working conditions that produce the products we buy (e.g., coffee, diamonds, vanilla, chocolate). What is our ethical responsibility as consumers in the global economy?
- Leadership Roles in the Ancient World: After reading primary source documents on leadership from China and Classical Greece, students debate the values of leaders in these civilizations from Confucius's "superior gentlemen" to Plato's "man who left the cave." What are the advantages and disadvantages to each theory of who ought to lead a society? What theories underlie our choice of leaders?
- Twentieth Century Revolutions: After reading about the Chinese, Mexican, and Russian revolutions, students discuss the causes, outcomes, comparisons, and differences in these revolutions using the following "True or False" statements as discussion starters: 1) Each of these revolutions overthrew an autocratic government but replaced it with an autocratic government; 2) None of these Revolutions were sparked by a desire for democracy among the people; 3) These revolutions were all responses to Western imperialism; 4) Each of these revolutions was beneficial to its society; and 5) Violent revolution was the only practical option for change in these areas. **[CR8]**

### **Document of the Day**

This is a warm up activity at the beginning of most classes in which students practice document analysis skills. Students analyze all primary sources for author's point of view, author's purpose, audience, and historical context. **[CR6]** Document of the Day selections include excerpts from primary sources, charts, maps, and images.

**[CR6]** — Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)

Examples of documents used as Documents of the Day include:

- Hammurabi's Code

- The Classic of History or the Mandate of Heaven
- Map: Canal map from Sumer [CR1b: maps]
- Image: Were-jaguar statues [CR1b: visual]
- Excerpt from Confucius's *The Analects*
- Excerpt from *The Laws of Manu*
- Excerpt from the *Mahabharata*
- The Softening Effects of Dharma: Ashoka, Rock, and Pillar edicts
- *Popol Vuh* (Book of the Community)
- Thucydides, "Pericles' Funeral Oration"
- Image: A Chinese house
- Image: Gateway of Sanchi
- The Mission of Friar William of Rubruck: His Journey to the Court of the Great Khan Mongke, 1253-1255. Translated by Peter Jackson. Indianapolis, IN: Hackett Publishing, 2009.
- Writing by Confucius on spirits
- Map: The spread of Islam in Africa
- Map: Urban decline in the early Middle Ages
- Image: Pope Leo III Lateran Mosaic
- Image: *Portrait of Giovanni Arnolfini and his wife* by Jan van Eyck
- León-Portilla, Miguel. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Translated by Lysander Kemp. Boston, MA: Beacon Press, 2006.
- Pires, Tome. *The Suma Oriental Of Tome Pires, 1512-1515*. Ottawa, ON: Laurier Books Ltd., 1990.
- Afonso I of Kongo's "Letter to the King of Portugal"
- Laws of Burgos
- Map: European exploration and wind patterns and water currents
- Image: Portraits of Ivan the Terrible and Catherine the Great
- Ogier Ghiselin de Busbecq's *The Turkish Letters, 1555-1562*
- Bernier, Francois. *Bernier's Travels in the Mogul Empire*. Haddonfield, NH: Ross & Perry, 2001.
- "How to be Happy Through Poor," translated by Li Yu
- Testimony for the 1833 Factory Act
- "Cahier of the Third Estate of Dourdan" (1789)
- Emiliano Zapata's cry "for land and liberty"
- "Closed Country Edict of 1635" by Tokugawa Ieyasu, Shogun of Japan
- Soldier letters from the Front: The Battle of Verdun (1916)
- "What is to be Done" by Vladimir Lenin (1902)
- "On the export of Revolution" by Fidel Castro (1963)
- "Growing up in Algeria" by Assia Djebar

### Writing Activities

Writing Workshops: During the first semester the focus will be on the development of essay writing skills via time spent on essay writing workshops. Essay writing workshops will include group discussion utilizing example essay, self-evaluation, and peer evaluation.

AP Exam Document-Based Question (DBQ) Posters: Students work in groups with copies of documents from a released AP Exam DBQ question on cut pieces of paper. They "deal out" the documents and tape them to the poster in groups, then create a topic sentence for that group of documents. Then they receive a set of "Additional Documents" (other sources which could be used for this DBQ topic). As a group they have to select an additional document that would support one of the arguments they made in their grouping.

Essays: Throughout the course, students will be required to write essays in class demonstrating their mastery of content as well as their ability to develop coherent written arguments that have a

thesis supported by relevant historical evidence. Throughout the course, students will write 20 essays of different types including AP Exam DBQs and Long-Essay Questions (LEQs) addressing causation, comparison, continuity and change, and periodization.

### **Paired Debate**

In this class activity, students arrange the desks into two rows facing one another. At the beginning of the activity, one student presents the arguments for a particular point of view. The paired student only takes notes. Then they switch roles. The next step is for one row of students to stand, move two desks down, and then sit. Then they begin again, this time switching sides in the debate. The student presents the argument from the notes she/he took while listening the first time. As a break down activity at the end, the class reviews the most salient points made by each side. This activity allows students to see debates among historians in studying history and to practice the skills of creating arguments. This activity also stresses historical argumentation and the use of evidence to support a historical argument.

Examples of Paired Debate Topics:

- Is the term “civilization” a useful way to distinguish societies in the study of history?
- Read excerpts from “On Buildings” and “The Secret History” by Procopius. Which document is most reliable and why?
- Did environmental factors cause the collapse of the Mayan civilization?
- Race and Slavery: Students debate the textbook’s assertion that racism in the modern world was a result of slavery rather than a cause.
- The fall of communism in Eastern Europe had similar causes and outcomes as decolonization in Africa.

### **Choices Series**

Using *The Choices Program* series developed by Brown University, students explore special focus topics and modern implications of developments worldwide. Each unit includes background readings, primary sources, a framework of policy options, and a role-play exercise that encourages students to apply their knowledge. The website includes several video segments of historians on the issues. Students use these resources to formulate a policy to address the issue and must present the pros and cons of their policy.

Website: *The Choices Program*. A non-profit educational program based at Brown University with an online platform.

Examples of *Choices* Units:

- Colonialism in the Congo
- Caught Between Two Worlds: Mexico at the Crossroads
- The Haitian Revolution
- Confronting Genocide: Never Again?
- The Russian Revolution
- Freedom in Our Lifetime: South Africa’s Struggle

### **Overlapping Timelines and Map Shots**

At the end of each period, students will form small groups and use a map of a region (e.g., Africa, South America, Oceania, East Asia, etc.) and label their maps with one overarching theme for that region, two ideologies or religions developed or influencing that region in that time period, three important people, four states, five products traded or produced in that region, and six events. When completed, the maps are reassembled for that time period. On the back of each map, students create a timeline for that region in that period. These maps are then reassembled and the other groups analyze the political, economic, and cultural developments for the regions they did not work on. [CR10]

## **World History AP Pacing Guide**

### **Period: 1**

Dates: 8000 B.C.E. to 600 B.C.E. [CR2]

Days: 12

Unit 1: Early Civilizations

Chapters: 1-6

### **Period: 2**

Dates: 600 B.C.E. to 600 C.E. [CR2]

Days: 19

Unit 2: Classical Societies – China and India [CR5c]

Unit 3: Classical Societies – Mediterranean

Unit 4: The Fall of the Classical World

Chapters: 7-8, 10-11

### **Period: 3**

Dates: 600 C.E. to 1450 C.E. [CR2]

Days: 28

Unit 5: America before Conquest

Unit 6: Islam

Unit 7: Middle Ages – Europe and Japan

Unit 8: Mongols and the Renaissance [CR5c] [CR5e]

Chapters: 9, 12-19

### **Period: 4**

Dates: 1450 C.E. to 1750 C.E. [CR2]

Days: 28

Unit 9: The World Economy

Unit 10: Early Latin America and the Impact of the Atlantic Slave Trade on Africa [CR5a]

Unit 11: Sea-Based Empires – Spain, Portugal, and the Dutch

Unit 12: Gunpowder Empires – Russia, Ottoman, Ming, and Mughal

Unit 13: Societies at a Crossroads [CR5b]

Chapters: 20-29

### **Period: 5**

Dates: 1750 C.E. to 1900 C.E. [CR2]

Days: 24

Unit 14: The Industrial Revolution

Unit 15: Atlantic Revolutions

Unit 16: Imperialism in Africa, Asia, and Oceania [CR5a] [CR5d]

Chapters: 30-32

### **Period: 6**

Dates: 1900 C.E. to present [CR2]

Days: 30

Unit 17: Twentieth Century Conflicts – World War I and World War II, Including the Pacific Theater [CR5d]

Unit 18: Revolutions Second Phase

Unit 19: A Bi-Polar World – Twenty Contemporary World Issues

Chapters: 33-37

**Exam Review: 7 days**

**Total Instructional Days: 148**

## **World History AP Course Plan**

**Period 1: Technological and Environmental Transformations, 8000 B.C.E. to 600 B.C.E.**

### **Key Concepts:**

1.1 Big Geography and the Peopling of the Earth

1.2 The Neolithic Revolution and Early Agricultural Societies

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

### **Key terms:**

- Paleolithic
- Neolithic Revolution
- Patriarchy
- Pastoralism
- Metallurgy
- “Civilization”
- Specialization of labor
- Mesopotamia
- Egypt
- Mohenjo Daro and Harappa
- Shang
- Olmecs
- Chauvin
- Composite bows
- Chariots
- Hittites
- Cuneiform
- *Hammurabi’s Code*
- Vedic

- Hebrews
- Zoroastrianism
- Ziggurats
- Mesopotamian Egyptian trade routes

### **Unit 1: 12 Days**

#### **Readings:**

- Chapters 1-6 in Bentley and Ziegler's *Traditions & Encounters: A Global Perspective on the Past*.
- Chapter 6, "To Farm or Not to Farm" in Diamond's *Guns, Germs, and Steel*.
- "Salt and Iron Debates" (p. 142) in O'Reilly's *World of History, A High School Edition*.
- Brown, Cynthia Stokes. "What is Civilization, Anyway?" *World History Connected* 6, no. 3 (2009).

#### **Special Focus Activities:**

- Paired Debate: Is civilization an appropriate way to organize a study of history? What are the advantages and disadvantages of using this term in history?
- Use the core peripheral model from world systems theory to explain the sequence of three Mesopotamian empires.
- Choose an example of a sedentary, nomadic, and pastoral society. Create a table of their gender roles, military capacity, environmental impact, and political structures.

#### **Essays (Three):**

- Using specific examples, write an essay analyzing the continuities and changes in social hierarchies from 8000 B.C.E. to 2000 B.C.E. The essay should develop a coherent thesis that is supported by historical evidence. [CR13] [CR15] [CR16]
- Describe the causes and effects of the agricultural revolution. [CR12]
- Analyze the similarities and differences between sedentary agriculturalists and pastoralists. [CR8]

## **Period 2: Organization and Reorganization of Human Society, 600 B.C.E. to 600 C.E.**

#### **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 Interregional Networks of Communication and Exchange

#### **Key Terms:**

- Diaspora
- Caste
- Hinduism
- Brahma
- Buddha
- Sutras
- Ashoka
- Confucius
- Daoism
- Hellenistic
- Filial piety
- Monasticism
- Shamanism
- Animism

- Ancestor veneration
- Persian Empires
- Qin and Han empires
- Mauryan and Gupta empires
- Phoenicia
- Greek city-states
- Roman Empire
- Mayan Empire
- Teotihuacan
- Moche
- Chaco and Cahokia
- Sasanian
- Sepoy
- Persepolis
- Xiongnu
- White Huns
- Indian Ocean trade
- Monsoon winds
- Qanat system

#### **Units 2-4: 19 Days**

##### **Readings:**

- Chapters 7-8 and 10-11 in Bentley and Ziegler's *Traditions & Encounters: A Global Perspective on the Past*.
- "Salt and Iron Debates" (p. 142) in O'Reilly's *World of History, A High School Edition*.
- "Issue 8: Did Environmental Factors Cause the Collapse of the Maya Civilization?" (pp. 136-151) in Mitchell and Mitchell's *Taking Sides: Clashing Views in World History*.
- Shaffer, Lynda. "Southernization." *Journal of World History* 5, no. 1 (1994).
- Campbell, I. C. "The Lateen Sail in World History." *Journal of World History* 6, no.1 (1995): 1-23.

##### **Special Focus Activities:**

- Socratic Seminar – Leadership Roles in the Ancient World: Students read primary source documents on leadership from China, Greece, and Mesopotamia and debate the values of leaders in these civilizations.
- Website Exploration: "Maya Rise and Fall" website from Annenberg Media and National Geographic with the interactive map and article from August 2007. Students explore possible explanation for the fall of the Mayan Empire and compare it to other models for the fall of empires such as Conrad Demarest Model.
- Jigsaw Reading: After reading and discussing one of the two articles (below) in a small group, students pair up with a student who read the other article. They then create a chart comparing and contrasting the means of political control in these civilizations. ◇ "Greek and Indian Civilization" in McNeil and McNeil's *The Human Web: A Bird's-Eye View of World History*. ◇ "China and Rome Compared" (p. 112) by S.A.M. Adshead in O'Reilly's *World of History, A High School Edition*.
- Introduction of the Continuities and Changes Over Time Concept: Show a PowerPoint overview of the images of Buddha in different time periods and different regions. Students use maps to trace the changes in Buddha's image and note continuities.

**Essays (Three):** • Analyze the changes and continuities in state structures from one of the river valley civilizations to its classical empire. **[CR13]** • Comparative Essay (2009): Analyze similarities and differences in techniques of imperial administration in two of the following empires: ◇ Han China (206 B.C.E. to 220 C.E.) ◇ Mauryan/Gupta India (320 B.C.E. to 550 C.E.) ◇ Imperial Rome (31 B.C.E. to 476 C.E.) **[CR8]** • Change and Continuity Over Time Essay (2006): Analyze continuities and changes in the cultural and political life of one of the following societies: ◇ Chinese (100 C.E. to 600 C.E.) ◇ Roman (100 C.E. to 600 C.E.) ◇ Indian (300 C.E. to 600 C.E.) **Period 3: Regional and Interregional Interactions, 600 C.E. to 1450 C.E.**  
**Key Concepts:** 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

#### **Key Topics:**

- Melaka
- Tenochtitlan
- Caravanserai
- Astrolabe
- Bills of exchange
- Hanseatic League
- Grand Canal
- Byzantine Empire
- Mongols
- Vikings
- Polynesians
- Bantu
- Islam
- Muhammad
- Ibn Battuta
- Neoconfucianism
- Al-Andalus
- Bubonic plague
- Fast ripening rice
- Caliphate
- Sui, Tang, and Song Dynasties
- Tributary system
- Feudalism
- Abbasids
- Horse collar
- Guilds
- Mit'a
- Foot binding

#### **Unit 5-8: 28 days**

##### **Readings:**

- Chapters 9, 12-19 in Bentley and Ziegler's *Traditions & Encounters: A Global Perspective on the Past*.
- Bullis, Douglas. "The Longest Hajj: The Journey of Ibn Battuta." Illustrated by Norman MacDonald. *Saudi Aramco World* 51, no. 4 (July/August 2000): 2-5.
- "Transformations of Islam" (pp. 127-137) in McNeil and McNeil's *The Human Web: A Bird's Eye View of World History*.
- Morillo, Stephen. "Guns and Government: A Comparative Study of Europe and Japan." *Journal of World History* 6, no. 1 (1995): 75-106.
- May, Timothy. "Mongols in World History." *World History Connected* 5, no. 2 (2008).

##### **Special Focus Activities:**

- Map Exercise: Students use three blank outline maps of Eurasia to trace the Silk Road and trade routes on the Indian Ocean and color in empires in three different time periods. This activity emphasizes how the changing contexts of political empires affected trade and why the Mecca and Camel Caravan routes became much more important as trade shifted from land-based to ocean-based trade. **[CR9]**

- Simulation Role-Play – Indian Ocean Trade: Students work in small groups competing to make the most profits trading different grouping of goods. This activity emphasizes what goods were profitable and why some goods were traded and others not.
- Socratic Seminar – International Religious Communities: Students read a selection of primary source documents from Wiesner-Hanks’ *Discovering the Global Past*. The students discuss the role of religion in maintaining trade and reasons for conversion. This discussion should emphasize the role of universal religions taking the place of classical empires.
- Paired Debate: Students will have a Paired Debate on document reliability using excerpts from “On Buildings” and “The Secret History” by Procopius. Students debate which document is most reliable and why. This activity practices historical argumentation.

**Essays (Three):**

- Compare and Contrast Essay (2005): Compare and contrast the political and economic effects of the Mongol rule on two of the following regions: China, Middle East, and/or Russia.
- Continuity and Change Over Time Essay (CCOT) (2009): Analyze the continuities and changes in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E.
- Document-Based Question (2004): Analyze the responses to the spread of Buddhism in China.

**[CR16]**

**Period 4: Global Interactions, 1450 C.E. to 1750 C.E.**

**Key Concepts:**

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

**Key Topics:**

- Caravel
- Prince Henry
- Columbus
- Royal Charter companies
- Mercantilism
- Joint stock companies
- Columbian exchange
- Potatoes
- Maize
- Vodun
- The Palace of Versailles
- Encomienda
- Hacienda
- Creole
- Daimyo
- Safavid
- Casta paintings
- Gunpowder
- Manchu
- Mughal
- Ottoman
- Thirty Year’s War
- Little Ice Age
- The Reformation

**Unit 9-13: 28 Days**

**Readings:**

- Chapters 20-29 in Bentley and Ziegler's *Traditions & Encounters: A Global Perspective on the Past*.
- Manning, Patrick. "Migrations of Africans to the Americas: The Impact on Africans, Africa, and the New World." *The History Teacher* 26, no. 3 (May 1993): 279-96.
- Flynn, Dennis O. and Arturo Giráldez. "Born with a 'Silver Spoon': The Origin of World Trade in 1571." *Journal of World History* 6, no. 2 (1995): 201-221.

**Special Focus Activities:**

- Socratic Seminar – Views of Slavery: Readings from Wiesner-Hanks' *Discovering the Global Past* on the Sugar Nexus. Students discuss documents that describe plantation slavery from the viewpoint of owners, freed slaves, and abolitionists, and explore the question of how their descriptions can vary so greatly. In addition, students discuss social and cultural institutions that allow individuals to participate in institutions that are inhumane (e.g., wars, poverty, homelessness, genocide).
- Paired Debate – Race and Slavery: Students debate the textbook's assertion that racism in the modern world was a result of slavery rather than a cause.
- Gloggster Posters: Using the program that creates a virtual poster using text, images, video, and music, students create a presentation advocating a position on a question of periodization, such as: "Should this period begin in 1492 or 1450?" **[CR14]**
- Comparative Revolutions – Using the Crane Briton Model: Students compare the process of revolutions in America, France, Haiti, and Brazil. Students use this model and the points where it does not fit to find points of comparison and contrast.

**Essays (Four):**

- CCOT Essay (2005): Analyze the social and economic transformations that occurred in the Atlantic World as a result of the new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.
- CCOT Essay (2010): Describe and explain continuities and changes in religious beliefs and practices from 1450 to the present in one of the following regions: Latin America and the Caribbean or Sub-Saharan Africa.
- Comparative Essay (2007): Within the period from 1450 to 1800, compare the process (e.g., political, social, economic) of empire building in the Spanish Empire with the empire building process in one of the following: Ottoman Empire or Russian Empire.
- Comparative Essay (2009): Compare North American racial ideologies and their effects on society with Latin American and Caribbean racial ideologies and their effects on society.

**[CR14]** — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

**Period 5: Industrialization and Global Integration, 1750 C.E. to 1900 C.E.****Key Concepts:**

- 5.1 Industrialization and Global Capitalism
- 5.2 Imperialism and Nation-State Formation
- 5.3 Nationalism, Revolution, and Reform

**Key Topics:**

- The factory system
- The second Industrial Revolution
- Adam Smith
- John Stuart Mill

- Limited liability corporation
- Marxism
- Utopian socialism
- Tanzimat movement
- Self-strengthening
- Meiji Japan
- State socialism
- Imperialism
- Belgian Congo
- Social Darwinism
- Enlightenment
- Opium wars
- Montesquieu
- Locke
- Taiping's Rebellion
- Haitian Revolution
- Latin American independence movements
- Maroon
- Sepoy Mutiny 1857
- Xhosa Cattle-Killing Movement
- Liberalism
- Socialism
- Communism
- Feminism
- Indentured servitude
- Convict labor
- Chinese exclusion acts

#### **Units 14-16: 24 Days**

##### **Readings:**

- Chapters 30-32 in Bentley and Ziegler's *Traditions & Encounters: A Global Perspective on the Past*.
- Kasaba, Resat. "Treaties and Friendships: British Imperialism, the Ottoman Empire, and China in the Nineteenth Century." *Journal of World History* 4, no. 2 (1993): 215-241.
- Keddie, Nicki R. "The Past and Present of Women in the Muslim World." *Journal of World History* 1, no. 1 (1990): 77-108.

##### **Special Focus Activities:**

- Industrial Revolution: Factors leading to the rise of industrial production. Students explore the *Asia for Educators* website by Columbia University, review the section on "China and Europe, 1500-2000 and Beyond: What is Modern." Students compare industrialization in the Song Dynasty to the conditions in England. The discussion that follows pushes them to identify the factors that pre-existed the Industrial Revolution in England.
- Chinese Responses to European Imperialism: Students in small groups prepare a role-play in which they propose policies to the Empress of China after exploring a web quest on China and the open door policy including primary source documents about the Opium War, Unequal Treaties, Boxer Rebellion, and other events.
- The Use of Enlightenment Ideals in Atlantic Revolutions: Students read a selection of primary source documents from speeches of the leaders of the revolutions (French, Haiti, South America, and America) and the chapter on the role of coffee houses in the development of political theory

in Standage's *A History of the World in 6 Glasses*. They then debate the uses of the term "liberty" in these revolutions and the comparisons between them.

- *The Choices Program* – Colonialism in the Congo: Conquest, Conflict, and Commerce: The readings explore pre-colonial Congo and European imperialism, examine the Congo under Leopold's rule and the international responses to the atrocities there, explain the outcome of the British debate, and trace the twentieth century history of the Congo. Students read primary sources about the Congo. Students play the role of historians and interpret testimonies from people who lived in the Congo Free State, analyzing them for reliability and bias. Students consider the legacy of colonialism and the impact of historical perspective on national identity using selections from two different Independence Day speeches.

### **Essays (Five):**

- AP World History DBQ (2010): Indian and Japanese textile workers. Using 10 documents included in the 2010 AP World History FRQ packet, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry.
- AP World History DBQ (2003): Systems of indentured servitude.
- Compare and Contrast Essay: Compare and contrast the French Revolution to one of the following: Haiti, Mexico, or Brazil.
- CCOT (2004): Analyze the changes and continuities in labor systems between 1750-1914 in one of the following areas: Latin America and the Caribbean, Russia, or Sub-Saharan Africa. In your analysis, be sure to discuss the causes of the changes and the reasons for the continuities.
- Comparative Essay (2013): Analyze the similarities and differences between the role of the state in Japan's economic development and the role of the state in economic development of one of the following during the late nineteenth and early twentieth centuries: China, Ottoman Empire, or Russia.

## **Period 6: Accelerating Global Change and Realignment, 1900 C.E. to the Present**

### **Key Concepts:**

6.1 Science and the Environment

6.2 Global Conflicts and Their Consequences

6.3 New Conceptualization of Global Economy, Society, and Culture

### **Key Terms:**

- Green Revolution
- Polio vaccine
- Cholera
- HIV/AIDS
- Alzheimer's disease
- Air warfare
- Firebombing
- Dresden
- Fall of Ottoman Empire
- Fall of Russian Empire
- Fall of Qing Empire
- Indian Independence
- Algeria
- Vietnam
- Indian National Congress
- Ho Chi Minh

- Muhammad Ali Jinnah
- Pan-Africanism
- Communism
- India/Pakistan Partition
- Armenian genocide
- Total war
- Fascism
- Great Depression
- World War II
- Cold War
- NATO
- Warsaw Pact
- Proxy wars
- Picasso's *Guernica*
- Mohandas Gandhi
- Non-Aligned Movement (NAM)
- Tiananmen Square
- IRA
- The Great Leap Forward
- Fascist corporatist economy
- Nasser
- Deng Xiaoping
- The International Criminal Court
- World Bank
- European Economic Community
- Green belt
- Liberation Theology in Latin America
- Apartheid
- The Olympics

### **Units 17-19: 30 Days**

#### **Readings:**

- Chapters 33-37 in Bentley and Ziegler's *Traditions & Encounters: A Global Perspective on the Past*.
- Stillman, Edmund. "Sarajevo: End of the Innocence." *Horizons Magazine* 6, no. 3 (Summer 1964).
- Weinberg, Gerhard L. *A World at Arms, A Global History of World War II*, 43-44. Cambridge, UK: Cambridge University Press, 1994.
- Selections from Stephen Kinzer's *All the Shah's Men: An American Coup and the Roots of Middle East Terror* (2003).
- Rothwell, Matthew D. "The Chinese Revolution and Latin America: The Impact of Global Communist Networks on Latin American Social Movements and Guerrilla Groups." *World History Connected* (2010).

#### **Special Focus Activities:**

- *World History for Us All* website – Articles on Twentieth Century Peasant Revolutions: Students read summaries of the Mexican and Vietnam Revolutions as well as Eric Wolf's model of peasant revolts. They construct graphic organizers and create a compare and contrast grid of the revolution, as well as discuss where the revolutions do not fit the model.
- *The Choices Program* – "Never Again, Confronting Genocide:" Students explore primary source documents from six genocides in the 20th century and create a definition of genocide and

a description of the process of genocide that covers the many manifestations of genocide. They role-play what U.S. policy should be in the event of a future genocide and debate options groups have proposed. The lesson ends with a showing of Laura Waters' documentary *As We Forgive* about the Rwanda reconciliation process. (Waters, Laura. *As We Forgive*. Owensboro, KY: Team Marketing, 2009.)

- Continuities and Changes in Society's Reaction to Epidemic Disease: Students use primary source documents, including graphs on the spread of diseases, from modern epidemics like HIV and Swine Flu outbreaks to documents from the 1918 influenza pandemic and the Black Death, to answer the questions:

What are the basic continuities in human society's reaction to disease? Has the modern world (germ theory, medical advancements, and technologies) changed the way we react to disease?  
**[CR1b: quantitative]**

**Essays (Three):**

- DBQ (2011): Analyze the causes and consequences of the Green Revolution in the period from 1945 to the present.
- CCOT (2007): Analyze major changes and continuities in the formation of national identities in one of the regions listed below from 1914 to the present. Be sure to include evidence from specific countries in the region selected: Middle East, Southeast Asia, or Sub-Saharan Africa.
- Compare and Contrast Essay (2006): Compare and contrast the goals and outcomes of the revolutionary process in two of the following countries, beginning with the dates specified: Mexico 1910, China 1911, and/or Russia 1917.

***Required Materials:***

- STURDY** 3-4 inch 3-ring binder
- Sheet protectors
- College ruled filler paper
- Notebook Tabs/Dividers to divide Units
- Blue or Black AND Red Pens and Pencils
- YELLOW highlighters
- Colored Pencils or Pens for Maps
- 3x5 Index Cards for Flash Cards (4-100 card packs)
- Post-its (standard size)
- Traditions and Encounters: A Global Perspective of the Past 4<sup>th</sup> Edition*
- Optional: Five Steps to a Five*

***Course Requirements:***

- Prepare to take the AP Exam in May.
- Actively participate in class **and complete all assignments** thoroughly and promptly (**majority of your grade will come** from these discussions and assignments)
- Attend class daily, arriving on time. The course moves **very** quickly. Missing class is very detrimental to your progress.
- Make up work **when absent—contact me and send** assignments due electronically if **possible; make prearrangements** for planned absences; **one day is allotted** by school policy for each day absent **to turn in assignments. If** you miss a quiz or test, you **must set up a time to make it up** outside of class. **Daily missed assignments should be**

checked in the “While You Were Out” binder on the **front** table. Any handouts can be picked up in the same binder. Please be sure to only take out YOUR assignments.

- Keep a well-organized and complete notebook for the entire year; bring to class every day. Use flash cards, worksheets, lecture and reading notes to study for tests. Keep up with the notebook all year!! There will a grade given with each Unit test.
- Form a study group for tests and other large assignments. As the AP Exam date grows closer, we will be forming in class study groups of my choosing.
- Index cards will be used for flash cards for key words, places, and people with each unit. You will responsible for keeping up with cards all year. They will be graded with each Unit test, then an overall grade at the end of the year.
- Ask for help if needed—I am committed to supporting you!!

Assessments:• Quizzes: On readings from each chapter in the text book. Be prepared for pop quizzes to be given at any time.

- Homework: Assigned readings, Essay writing Practice,

Assignments from World History: Preparing for the Exam and World Civilizations: The Global Experience

- Tests: Following the completion of each unit, around four Chapters.
- Flash Cards and Notebook: These will be graded following the completion of each Unit Test
- Essays: Assigned in class and out of class in preparation for the AP Exam. We will write about 10-15 essays this year and writing constitutes 60% of your AP Exam grade, so it is important to work hard to improve this skill.
- Final Exam: Students will take a 2 hour AP Released Exam in preparation for the AP World History Exam in May 2017.
- Mock Exam: Students will take a MOCK AP Exam in April 2017 to better prepare them for the AP World History Exam.

### **Homework:**

You will have homework on the majority of days in this class.

This will never be busy work. It is to prepare you to pass the College Board’s Advanced Placement exam in May. Homework will usually consist of chapter readings and appropriate questions and/or essays. It is vital that you keep up all assigned readings and questions.

### **Plagiarism and Copying:**

Webster’s Dictionary defines plagiarism as the act of using another person’s words or ideas without giving credit to that person. This goes to copying another classmate work as well. You will be required to write papers, essays, and other assignments, and I expect all work to be original and your own. If it is not, I fully expect you to properly site all sources used. If you are caught using someone else’s work, I will consider it a violation of your academic honor and my trust in you. You will be given a zero for the assignment. If it is a paper, you will be asked to rewrite it. The redone work will then be re-evaluated to score your progress, but you will not receive full credit.



## **Grading Policy:**

Your grade will be determined by points received on homework, quizzes, tests, projects and writing assignments. You will have daily homework that will range from reading and note taking to outlining and vocabulary. This is essential to ensure that you keep up with the class and that material is covered in a timely fashion. Quizzes can be administered randomly, testing whether a student has done their homework or whether they have paid attention in class that day. There will be a test given at the end of every unit. Unit exams will carry a higher number of points. There will be 1-2 writing assignments issued every 5 weeks, giving each student time to develop their thesis and master their writing skills. In addition to these individual assignments, there will, on occasion, be a group project. Grades will be given on a percentage scale as follows:

A 100 – 90%

B 89 – 80%

C 79 – 70%

D 69 – 60%

F 59% - and lower

Work Habit grades will be given based on assignments; an E will be given to a student with zero missing assignments in a grading period, an S will be given to a student with one to three missing assignments in a grading period, and a U will be given to any student with more than three missing assignments in a given grading period.

**Late Work: You may only turn in late work for a current grading period. Quizzes and tests must be made up within a week of your absence. You will have to take the missed quiz at nutrition on Wednesday and missed tests on Friday at lunch. Keep in mind that if you miss a test, you will only have a fourth of the time to make it up.**