

Course Overview

In AP World History you will develop a greater understanding of the evolution of global interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The general contours of the course, in terms of content covered and skills developed, are shaped by the following five themes:

1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

Course Text and other Reading:

Main Text: Bulliet, Richard. *The Earth and Its Peoples: A Global History*. 4th ed. Boston, MA.: Houghton Mifflin, 2008.

Primary Sources:

Students will read and analyze selected primary sources (documents, images and maps) in

- Andrea, Alfred J. and Overfield, James H. *The Human Record: Sources of Global History*. Volumes I & II. 6th ed. Boston, MA.: Houghton Mifflin, 2009.
- Kishlansky, Mark A., and Susan Lindsey Lively. *Sources in World History: Readings for World Civilization*. Belmont: Wadsworth, 1998.
- Reilly, Kevin. *Worlds of History: A Comparative Reader*. Volumes I & II. Boston: Bedford/Saint Martin's, 1999.
- Stearns, Peter N., ed. *World History in Documents: A Comparative Reader*. New York: New York UP, 1998.

Secondary Sources:

McNeill, J.R. and McNeill, W. H. 2003. *The Human Web*. Norton & Co. •

Pomeranz, K. and Topik, S. 1999. *The World that Trade Created*. M.E. Sharpe.

Unit Activities

The following activities will be utilized in each of the six units in order to help students develop proficiency in the historical thinking skills.

Writing Assignments

Each unit includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.

Short Document Analysis: Students analyze three documents (one written, one visual and one quantitative) from the course primary source readers. These skills of primary source analysis will be applied throughout the course.

Document Based Question (DBQ): Students analyze evidence from a variety of sources in order to develop a coherent written argument that has a thesis supported by relevant historical evidence. Students will apply multiple historical thinking skills as they examine a particular historical problem or question.

Change and Continuity Over Time (CCOT): Students identify and analyze patterns of continuity and change over time and across geographic regions. They will also connect these historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.

Comparative Essay: Students compare historical developments across or within societies in various chronological and/or geographical contexts. Students will also synthesize information by connecting insights from one historical context to another, including the present.

Socratic Seminars

Students will use the Socratic seminar format in each unit to explore key controversies as well as demonstrate understanding of primary sources in world history from ancient times to the present. Articles/topics used for the discussions will be taken from the resources listed under course readings.

Tag Team Teaching

Students will be divided into five or six groups throughout the course. These groups correspond to the AP World History key concepts. The students will be given "workshop" days where they will be expected to consult a variety of sources, including the "big six" AP texts (Bentley, Bulliet, Spodek, Stearns, Lockard, and Ar mesto) along with regular class texts. Students consider and analyze the different themes and periodizations that are contained in these sources and record their findings on Unit Focus Sheets in categories mirroring the AP World History themes. Students will identify continuities from previous studies, as well as, the nature and causes of change as they apply to their

assigned topic. Students will use this information to prepare a PowerPoint presentation for their classmates. Students are required to cite the information used on their slides and they must be able to answer questions and justify their selections.

Current Events

Students are expected to have knowledge of our world and basic understanding of events and trends that shape our world. Students must bring at least three news articles to class each marking period. The articles must be current and must pertain to the subject being studied; a short (3-5 sentences) description must point out the connection with the current topics of study.

Text Theme Review

A classroom chart is posted so that students may place note cards containing events, major developments, or people as they pertain to the unit of study and are categorized according to one of the five themes of the course. Students must post at least 3 cards per unit and present to the class their selection and connection to the theme. Unit charts will be saved for review purposes.

Geography Skills

Each unit of study will include topic specific maps for analysis and review purposes. All writing prompts used throughout the course will identify geographic regions so that students are able to apply regional and environmental issues to the coursework.

Unit Course Planner

UNIT ONE: Technological and Environmental Transformations

PERIODIZATION: c. 8000 BCE to c. 600 BCE

TIME PERIOD: Two Weeks

Key Concept 1.1: Big Geography and the Peopling of the Earth

- Paleolithic migrations lead to the spread of technology and culture

Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies

- Neolithic Revolution leads to new and more complex economic and social systems
- Agricultural and pastoralism begins to transform human society

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

- Location of early foundational civilizations
- State development and expansion
- Cultural development in the early civilizations

Unit 1 Major Assignments:

1. **Text Reading Assignment:** *Earth and Its Peoples: A Global History*. Chapters 1 –3
2. **Supplemental Readings**
 - a. *The Epic of Gilgamesh*
 - b. *Code of Hammurabi*
 - c. *The Book of the Dead*
 - d. *The Book of Exodus*
3. **Writing Assignments:** Students will review annotated rubrics for the comparative essay. Students will receive writing guidelines and begin working on their first essay regarding ancient civilizations and interaction with cultures.
3. **Text Theme Review:** See Unit Activities explanation regarding this activity.
4. **Short Primary Source Analysis:** Teacher will model activity by having students' primary sources and identifying point of view, intended purpose, and historical context. Sources to be reviewed: *The Epic of Gilgamesh*, *Code of Hammurabi*, and *The Book of the Dead*, *The Book of Exodus*.
5. Students will identify and analyze the causes and consequences of the Neolithic Revolution in the major river valleys as well as in Sub-Saharan Africa and Papua New Guinea
6. **Parallel Reading**—Students will read Ch. 1–2 of *The Human Web* and » evaluate the authors' perspective on the existence of a very loose knit global web during this early period
7. **Socratic Seminar:** Teacher will use first discussion to introduce students to Socratic Seminar method. Students will use primary sources to compare and discuss monotheism vs. polytheism.

UNIT ONE TEST: 70 multiple-choice questions, In-class compare/contrast essay

UNIT TWO: Organization and Reorganization of Human Societies

PERIODIZATION: c. 600 BCE to c. 600 CE

LENGTH OF CLASS TIME FOR UNIT: 7 weeks

Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions

- Codifications and further developments of existing religious traditions
- Emergence, diffusion, and adaptation of new religious and cultural traditions
- Belief systems affect gender roles
- Other religious and cultural traditions continue
- Artistic expressions show distinctive cultural developments

Key Concept 2.2: The Development of States and Empires

- Imperial societies grow dramatically
- Techniques of imperial administration
- Social and economic dimensions of imperial societies Decline, collapse, and transformation of empires (Rome, Han, Maurya)

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

- The geography of trans-regional networks, communication and exchange networks
- Technologies of long-distance communication and exchange
- Consequences of long-distance trade

Unit Major Assignments:

1. Text Reading Assignment: Earth and Its Peoples: A Global History. Chapters 4–7
2. Supplemental Readings
 - a. *Art of War*
 - b. Collection of Primary Sources on the conditions of women in classical civilizations
 - i. *China: The Mother of Mencius*
 - ii. *India: The Ramayana*
 - iii. *Rome: Punishment of Wives in Early Rome; Repeal of the Oppian Law*
3. Writing Assignments: Students will review the dbq rubric and grade 2007 dbq essays. Students will receive writing guidelines and begin working on their first dbq by outlining each document and then grading previous essays. DBQ essay topic is Han and Roman attitudes.
4. Text Theme Review: See Unit Activities explanation regarding this activity.
5. Short Primary Source Analysis: Teacher will model activity by having students' primary sources and identifying point of view, intended purpose, and historical context. Sources to be reviewed: *Art of War, Conditions of Women in Classical Civilizations*
6. Socratic Seminar: Students will discuss the impact of trade on the Indian Ocean then (600 C.E.) and now (present day).
7. After reading excerpts from *A Forest of Kings* by David Friedel and Linda Schele and seeing the PBS Nova program "Cracking the Maya Code," students will assess the impact that archaeology and iconography have had on the study of history.

8. **Artifact Analysis:** Students will examine coins from the Roman Empire until the time of Constantine. Discussion of the availability of coins from this time period will be useful in addressing political and economic changes.
9. Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires
10. **Tag Team Teaching:** Students first assignment will be to cover one of the following religions: Buddhism, Judaism, Christianity, Islam, and Hinduism. Students will prepare PowerPoint presentations that review origins, doctrines & teachings, dissemination, absorption, and current status. During presentations, the students will complete a chart to be used throughout the course so that they may review the AP World History theme, Development and Interaction of Cultures.

UNIT TEST: 70 multiple-choice questions, in-class compare and contrast essay

UNIT THREE: Regional and Transregional Interactions

PERIODIZATION: c. 600 CE to c. 1450

LENGTH OF CLASS TIME FOR UNIT: 7 weeks

Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks

- Improved transportation technologies and commercial practices and their influence on networks
- Linguistic and environmental contexts for the movement of peoples
- Cross-cultural exchanges fostered by networks of trade and communication
- Continued diffusion of crops and pathogens throughout the Eastern Hemisphere

Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions

- Empires collapse and were reconstituted
- Greater inter-regional contacts and conflict encourages technology and cultural transfer

Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

- Increasing productive capacity in agriculture and industry
- Changes in urban demography
- Changes and continuities in labor systems and social structures

Unit Major Assignments:

1. Text Reading Assignment: *Earth and Its Peoples: A Global History*. Chapters 8 -14
2. Supplemental Readings
 - a. *Tale of Genji*
 - b. *The Life of Charlemagne*
 - c. *Confucius' Analects*
 - d. Ibn Battuta, *Travels in Africa*
 - e. *Were the Barbarians a Negative or a Positive Factor in Ancient and Medieval History?*

3. **Writing Assignments:** Students will complete dbq essay on Post Classical Science and Technology. Additional essay – compare and contrast essay on Japanese and Western European Feudalism
4. **Text Theme Review:** See Unit Activities explanation regarding this activity.
5. **Short Primary Source Analysis:** Students will continue to examine primary source documents and respond to text-based questions. Sources include: Tale of Genji, Travels in Africa, and Life of Charlemagne
6. **Socratic Seminar: The Mongols: How Barbaric were the Barbarians?** Discussion in relation to the Guzman reading.
7. **Artifact Analysis:** Students will discuss the images of mosques in Spain and Africa, considering the impact of geographical and cultural contexts on religion.

UNIT TEST: 70 multiple-choice questions, in-class dbq essay

UNIT FOUR: Global Interactions

PERIODIZATION: c. 1450 to c. 1750

LENGTH OF CLASS TIME FOR UNIT: 3 weeks

Key Concept 4.1: Globalizing Networks of Communication and Exchange

- Intensification of regional trade networks (Mediterranean, trans-Saharan, overland Eurasian, and Siberian trade routes)
- Trans-oceanic maritime reconnaissance
- New maritime commercial patterns
- Technological developments enabling trans-oceanic trade
- Environmental exchange and demographic trends: Columbian Exchange
- Spread and reform of religion
- Global and regional networks and the development of new forms of art and expression

Key Concept 4.2: New Forms of Social Organization and Modes of Production

- Labor systems and their transformations
- Changes and continuities in social hierarchies and identities

Key Concept 4.3: State Consolidation and Imperial Expansion

- Techniques of state consolidation
- Imperial expansion
- Competition and conflict among and within States

Unit Major Assignments:

1. **Text Reading Assignment: Earth and Its Peoples: A Global History. Chapters 15 -20**
2. **Supplemental Readings**
 - a. *England's Treasure by Foreign Trade*
 - b. *The Broken Spears: The Aztec Account of the Conquest of Mexico*
 - c. *Columbus' letter to King Ferdinand and Queen Isabella*
 - d. *Equiano's Enslaved Captive*
 - e. *Old Malacca*

3. **Writing Assignments:** Students will complete dbq essay on 1492 Turning Point. Additional essay – compare and contrast essay any two coercive systems of labor: Caribbean Slavery, Slavery in the English North American colonies, Slavery in Brazil, Muslim slavery in South West Asia, or East European serfdom
4. **Text Theme Review:** See Unit Activities explanation regarding this activity.
5. **Short Primary Source Analysis:** Students will continue to examine primary source documents and respond to text-based questions. Sources include: *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*
6. **Socratic Seminar:** Who was Christopher Columbus – hero or villain? Discussion in relation to the primary sources listed above.
7. **Artifact Analysis:** Students will review the exhibit on Traditional Navigation in the Western Pacific. Taking a close look at Micronesia, student will examine the geography of to the Western Pacific and the role trade in this region.

UNIT TEST: 70 multiple-choice questions, in-class compare and contrast essay

UNIT FIVE: Industrialization and Global Integration

PERIODIZATION: c. 1750 to c. 1900

LENGTH OF CLASS TIME FOR UNIT: 3 weeks

Key Concept 5.1: Industrialization and Global Capitalism

- Industrialization
- New patterns of global trade and production
- Transformation of capital and finance
- Revolutions in transportation and communication: Railroads, steamships, canals, telegraph
- Reactions to the spread of global capitalism
- Social transformations in industrialized societies

Key Concept 5.2: Imperialism and Nation-State Formation

- Imperialism and colonialism of trans-oceanic empires by industrializing powers
- State formation and territorial expansion and contraction
- Ideologies and imperialism

Key Concept 5.3: Nationalism, Revolution, and Reform

- The rise and diffusion of Enlightenment thought
- 18th century peoples develop a sense of commonality
- Spread of Enlightenment ideas propels reformist and revolutionary movements
- Enlightenment ideas spark new transnational ideologies and solidarities

Key Concept 5.4: Global Migration

- Demography and urbanization
- Migration and its motives
- Consequences of and reactions to migration

Unit Major Assignments:

1. Text Reading Assignment: Earth and Its Peoples: A Global History. Chapters 21–26
2. Supplemental Readings
 - a. *Jamaican Letter by Simon Bolivar*
 - b. *English Bill of Rights*
 - c. *The United States Bill of Rights*
 - d. *Communist Manifesto*
 - e. Mitsubishi Letter to Employees Reflections
3. Writing Assignments: Student will write a change and continuity over time essay evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere.
4. Text Theme Review: See Unit Activities explanation regarding this activity.
5. Short Primary Source Analysis: Students will continue to examine primary source documents and respond to text-based questions. Sources include:
6. Socratic Seminar: Point/Counterpoint discussion – would imperialism work today?
7. Artifact Analysis: Export/import tables documenting opium shipments will be examined by students in addition to political cartoons related to European imperial expansion.

UNIT TEST: 70 multiple-choice questions, in-class essay – continuity, change over time

UNIT SIX: Accelerating Global Change and Realignments

PERIODIZATION: c. 1900 to present

LENGTH OF CLASS TIME FOR UNIT: 7 weeks

Key Concept 6.1: Science and the Environment

- Rapid advances in science spread assisted by new technology
- Humans change their relationship with the environment
- Disease, scientific innovations, and conflict led to demographic shifts

Key Concept 6.2: Global Conflicts and Their Consequences

- Europe's domination gives way to new forms of political organization
- Emerging ideologies of anti-imperialism contribute to dissolution of empires
- Political changes accompanied by demographic and social consequences
- Military conflicts escalate
- Individual and groups oppose, as well as, intensify the conflict

Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture

- States, communities and individuals become increasingly interdependent
- People conceptualize society and culture in new ways
- Popular and consumer culture become global

Unit Major Assignments:

1. Text Reading Assignment: Earth and Its Peoples: A Global History. Chapters 27–33

2. Supplemental Readings

- a. *White Man's Burden*
- b. *Fundamentals of National Reconstruction*
- c. *Balfour Declaration*
- d. *Wilson's Fourteen Points*

3. Writing Assignments: Students will write a comparison essay comparing the political goals and social effects of revolution in: China, Russia, Mexico: students choose two

4. Text Theme Review: See Unit Activities explanation regarding this activity.

5. Short Primary Source Analysis: Students will continue to examine primary source documents and respond to text-based questions. Sources include: Clash of Civilizations; Arab Opposition to the State of Israel; The Rape of Nanking;

6. Socratic Seminar: Students will debate the benefits and negative consequences of the rapid advances in science during the 20th & 21st centuries.

7. Artifact Analysis: Students will examine artifacts from 9/11 to prompt a discussion on terrorism.

UNIT TEST: 70 multiple-choice questions, in-class essay – continuity, change over time