

ADVANCED PLACEMENT WORLD HISTORY

Syllabus

Course Overview

Advanced Placement (A.P.) World History is a course designed for highly dedicated and studious high school students who wish to earn college credit through a rigorous academic program intended to refine their analytical abilities and challenge their critical thinking skills. Conducted in a student-centered classroom environment, the course involves a heavy reading and writing workload intended to develop and improve each student's abilities to identify, organize, and present historical information. Through the use of multiple perspectives and historical analysis, students will learn to construct viable written and oral arguments covering a myriad of global issues that have greatly influenced the development of world history. Ultimately, the course is intended to increase each student's abilities to think about history globally, analyze information with an historical viewpoint, and construct historical arguments based on their understanding of key world history themes and habits of mind.

In order to accomplish this, the course adopts a mixed thematic and chronological approach of teaching world history from a global, rather than a western, perspective. The general course outline is shaped by the dynamics of continuity and change, while maintaining a focus on the five main themes and four historical thinking skills covered in the A.P. course foundations. Utilizing a more holistic, systematic, and global approach to history allows students to piece together global patterns over space and time, while assessing and comparing different social reactions to these global process. In short, the A.P. World History course is an in depth survey of major global patterns of the past spanning all the world's regions and represented cultures.

Course Foundations

Historical Periodization within the AP World History Course

The course has a chronological framework from which the following outline of Historical periodization was developed. Throughout the course, students will be required to examine and analyze the course's historical periodization against other diverse models of periodization constructed by historians.

| | | | |
|--------------------|--|-----------|-----------------|
| UNIT 1: (Period 1) | 8000 B.C.E. – 600 B.C.E. (Summer Assignments | + 1 Week) | (5% of course) |
| | (Period 2) 600 B.C.E. – 600 C.E. | (5 Weeks) | (15% of course) |
| UNIT 2: (Period 3) | 600 C.E. – 1450 | (6 Weeks) | (20% of course) |
| UNIT 3: (Period 4) | 1450 – 1750 | (5 Weeks) | (20% of course) |
| UNIT 4: (Period 5) | 1750 – 1914 | (6 Weeks) | (20% of course) |
| UNIT 5: (Period 6) | 1914 – Present | (6 Weeks) | (20% of course) |

Additional information concerning the historical periodization of the AP World History course is provided within each unit outlined below.

AP World History Themes

The five overarching AP World History themes of the course serve as the unifying threads to assist students in analyzing the processes and causes involved in the dynamics of continuity and change throughout each of the key historical periods. These themes will also provide ways to make comparisons over time and facilitate cross-period questions. Each theme will receive equal attention throughout the course.

1. Interaction between humans and the environment
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology
2. Development and interaction of cultures
 - Religions
 - Belief systems, philosophies, and ideologies
 - Science and technology
 - The arts and architecture
3. State-building, expansion, and conflict
 - Political structures and forms of governance
 - Empires
 - Nations and nationalism
 - Revolts and revolutions
 - Regional, trans-regional, and global structures and organizations
4. Creation, expansion, and interaction of economic systems
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism
5. Developments and transformation of social structures
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes

AP World History Key Concepts

The key concepts and concept outlines contained within each unit provide a conceptual framework to help students understand, organize and prioritize historical developments within each designated historical period. These concepts, along with the previous mentioned course themes, will be integrated throughout the course instruction to help students better understand the historical context of world history. The key concepts for each unit are listed below the specified periodization for the unit and are also annotated next to each lesson topic.

AP World History - Historical Thinking Skills

The four historical thinking skills presented below, along with the description of the components of each skill, provide an essential framework for learning to think historically.

The Four Historical Thinking Skills include:

1. Crafting Historical Arguments from Historical Evidence
 - Historical Argumentation
 - Appropriate Use of Relevant Historical Evidence
2. Chronological Reasoning
 - Historical Causation
 - Patterns of Continuity and Change over Time
 - Periodization
3. Comparison and Contextualization
 - Comparison
 - Contextualization
4. Historical Interpretation and Synthesis
 - Interpretation
 - Synthesis

AP World History Achievement Levels

AP Achievement Levels provide clear expectations for AP Student Performance at various levels, roughly corresponding to the AP Exam scores of 5, 4, and 3. These descriptions are organized according to mastery of content knowledge and student proficiency in the historical thinking skills described above and serve as a rubric to guide each student's progress through the AP World History Course.

CONTENT KNOWLEDGE: Knowledge of Historical Developments and Processes

| | | |
|---|--|---|
| <p>Adequate knowledge of historical developments and processes</p> <p>Familiarity with some key concepts and themes, with substantial clues</p> | <p>Significant knowledge - in terms of both breadth and depth - of historical developments and processes</p> <p>Familiarity with most key concepts and themes, with some clues</p> | <p>Superior knowledge - knowledge in terms of both breadth and depth - of historical developments and processes</p> <p>Familiarity with all key concepts and themes, with few clues</p> |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: 1. Crafting Historical Arguments from Historical Evidence

| | | |
|---------------------------------------|---|--|
| <p>Describes historical arguments</p> | <p>Evaluates conflicting evidence to construct plausible historical arguments</p> | <p>Evaluate and synthesizes conflicting historical evidence to construct persuasive historical arguments</p> <p>Constructs meaningful interpretations through sophisticated analysis of disparate relevant historical evidence</p> |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: 1. Appropriate Use of Relevant Historical Evidence

| | | |
|---|---|---|
| <p>Analyzes at least one of the relevant historical evidence features</p> | <p>Analyzes some of the relevant historical evidence features</p> | <p>Consistently analyzes the majority of historical evidence features</p> |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: 2. Chronological Reasoning & Historical Causation

| | | |
|--|---|---|
| <p>Identifies and compares basic causes and/or effects</p> | <p>Analyzes and evaluates the interaction of multiple causes and/or effects</p> | <p>Analyzes historical contingency and critiques standard interpretations of causes and effects</p> |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: 2. Chronological Reasoning & Patterns of Continuity & Change over Time

| | | |
|--|--|--|
| <p>Recognizes historical patterns of continuity and change over time</p> | <p>Recognizes and describes historical patterns of continuity and change over time</p> | <p>Analyzes and evaluates historical patterns of continuity and change over time, making connections to course themes and global processes</p> |
| Level 3 | Level 4 | Level 5 |

AP World History Achievement Levels (Continued)

HISTORICAL THINKING SKILL: 2. Chronological Reasoning & Periodization

| | | |
|--|---|--|
| Recognizes the model of periodization provided in the curriculum | Recognizes competing models of periodization provided in the curriculum | Analyzes and assesses competing models of periodization provided in the curriculum, possibly constructing plausible alternate examples |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: 3. Comparison

| | | |
|--|---|---|
| Compares historical developments and processes | Compares historical developments and processes, Recognizing multiple and differing perspectives | Compares historical developments and processes, explaining and evaluating multiple and differing perspectives |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: 3. Contextualization

| | | |
|--|--|--|
| Recognizes ways in which historical phenomena relate to broader regional, national, global processes | Explains ways in which historical phenomena relate to broader regional, national, global processes | Evaluates ways in which historical phenomena relate to broader regional, national, or global processes |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: 4. Historical Interpretation

| | | |
|---|--|--|
| Recounts diverse historical interpretations | Evaluates diverse historical interpretations | Critiques diverse historical interpretations |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: 4. Historical Synthesis

| | | |
|--|--|---|
| Demonstrates understandings of the past by applying a few historical thinking skills | <p>Demonstrates understandings of the past by applying several historical thinking skills</p> <p>Draws appropriately on ideas from different disciplines when presented them</p> <p>Sometimes applies understandings about the past to other historical contexts</p> | <p>Creates persuasive understandings of the past by applying many historical thinking skills</p> <p>Draws appropriately on ideas from different disciplines and creatively fuses disparate evidence</p> <p>Applies insights about the past to other historical contexts</p> |
| Level 3 | Level 4 | Level 5 |

HISTORICAL THINKING SKILL: Working Independently

| | | |
|---|--|--|
| Consistently requires multiple, concrete cues | Requires cues when dealing with abstract themes and/or less familiar content | Performs well with few or no cues or direction |
| Level 3 | Level 4 | Level 5 |

AP World History Achievement Levels (Continued)

HISTORICAL THINKING SKILL: Typical Task Verbs

| | | |
|---|--|--|
| <p>Analyze, Compare, Relate & Explain</p> <p>Connect, Define, Demonstrate, Identify & Recognize</p> | <p>Assesses, Evaluates, Contextualizes</p> <p>Analyze, Compare, Relate & Explain</p> <p>Connect, Define, Demonstrate, Identify & Recognize</p> | <p>Synthesizes, Critiques, Constructs and Creates</p> <p>Assesses, Evaluates, Contextualizes</p> <p>Analyze, Compare, Relate & Explain</p> <p>Connect, Define, Demonstrate, Identify & Recognize</p> |
| Level 3 | Level 4 | Level 5 |

Course Text (Primary Reading)

Peter Stearns, Michael Adas, Stuart B. Schwartz, and Marc Jason Gilbert. *World Civilizations: The Global Experience*. Fifth Edition. Pearson Education, Inc., Upper Saddle River, NJ., 2007.

Course Texts (Supplementary Reading)

Kenneth Pomeranz & Steven Topik, *The World That Trade Created*. Second Edition, M.E. Sharpe, Inc., Armonk, NY., 2006.

Kevin Reilly, *Worlds of History: A Comparative Reader*. Third Edition, Bedford/St. Martin, New York, NY., 2007.

J.R. McNeill & William H. McNeil, *The Human Webb*. W.W. Norton & Co., New York, NY, 2003.

Jared Diamond, *Guns, Germs, and Steel*. W.W. Norton & Co., New York, NY., 1997.

John Carey, ed., *Eyewitness to History*. Harper Collins, New York, NY., 1987

Fernand Braudel, *A History of Civilizations*. Trans., Richard Mayne, Penguin Books, New York, NY., 1995.

Rondo Cameron & Larry Neal, *A Concise Economic History of the World*. Fourth Edition, Oxford University Press, New York, NY., 2003.

Course Methodology

The AP World History course is designed to immerse students in the interactive learning processes that focus on analyzing evidence and interpretations presented in historical scholarship. In order to be successful, students need to take advantage of every opportunity to engage in group activities, role-playing scenarios, and Socratic discussions. Because time is limited and the study of World History spans centuries, students are expected to review assigned textbook readings, completed homework activities, and be familiar with both the subject matter and the effective oral and written communication skills that they will develop during the course. Ultimately, an important part of what you will learn in this course is the level of self-motivation, discipline, and time management that most college courses require.

Course Activities

Integrated Writing Workshops

How to write for World History

How to write a Comparison Essay

How to write a Change & Continuity Essay

How to write a Document Based Question Essay

How to create your own Document Based Question

How to write an effective Thesis

How to use a Comparison Rubric

How to use a Change & Continuity Rubric

How to use a DBQ Essay Rubric

Course Activities (Continued)

Analysis Skills Development

Framing Document Point of View
Framing Historical Analysis
Conducting Demographic Analysis
Creating Graphic Organizers

Conducting Document Analysis
Conducting Map Analysis
Utilizing Compare & Contrast Charts
Analyzing a DBQ

Discussions

Socratic Seminars
Inner / Outer Discussion Circle
Fishbowl Discussion
Wagon Wheel Discussion
Debates
Brainstorming
Storyboarding

Group Activities

Jigsaw (Research & Analysis)
Nominal Groups
Case Studies
Role-Playing Scenarios
Historical Re-enactments
PowerPoint Presentations
DBQ Development

Reoccurring Unit Assignments

Homework Packets: The following re-occurring assignments will be given during each unit / chapter

1. Vocabulary Definitions and Crosswords
2. Chapter Timelines
3. Mapping Activities
4. Focus Questions
5. Student Reflections
6. Making Connections Charts

Course Assessments (Grading)

AP World History is the equivalent of a college-level survey course in world history. Like college students, you are expected to take an active role in your own learning experience by performing self-assessments of your pre-reading, vocabulary definitions, writing development, group participation, and course assignments. However, course grades will also include formal and informal assessments in a variety of areas as follows:

Essays (Compare & Contrast, Continuity & Change over Time, and DBQ Question) = 40%

Tests / Exams (All Unit Tests, Mid-Term Exam, and Final Course Exam) = 30%

Student Portfolio / Homework Assignments (All Homework and Personal Reflections) = 10%

Projects (All Individual and / or Group Related Projects) = 10%

Class Participation (All Discussions and Role Playing Activities) = 10%

Course Essentials for Success

The single most important contributor to student success is the completion of assigned readings and the accompanying work. There is no substitute for reading the required texts!

Do not procrastinate! Completion of assigned reading and homework is critical to your success.

Keep an organized notebook for both semesters and use it to review. Proper prior planning prevents poor performance. This is especially true of college courses. Get Organized and Stay Prepared!

Work at mastering writing styles. Since almost one-half of the AP grade is writing, you must be able to write if you want to pass. Pay attention to Writing Workshops and come to tutorials if you need help.

NOTE: Students with 10 or more absences in a semester can be removed from the course at the teacher's discretion and in accordance with the College Board Standards for Excellence.

BASIC Course Outline (See Course Calendar for Actual Class Schedule)

The course outline provides a detailed description of the assignments and activities that are expected during the first unit and a general overview of the remaining four units within the course. Each student will be provided with a detailed unit outline prior to the start of each new unit and are expected to use these outlines to ensure that all assigned tasks are completed in a timely manner. Like college students, you are expected to read all assigned pages in the textbook or additional handouts prior to topics being discussed in class.

UNIT ONE: Foundations of Civilization (8000 B.C.E.– 600 C.E.) (6 Weeks) (20%)

PERIOD ONE: Technological & Environmental Transformations (to 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

Summer Assignments (Introduction to APWH & Key Concepts of Period One):

Assignment #1 - Course Orientation (Time Management Plan & Course Expectations Essay)

Assignment #2 - What is World History and Why Study It? (Peter Stearns & Various Quotes)

- Based on reading, student will write an essay answering various questions concerning the important themes, concepts, and role of environment in the shaping of history.

Assignment #3 – Textbook Scavenger Hunt and Initial Analysis

- Based on the questions provided in the summer packet, students will assess the primary text of the course concerning the correlation between selected dates and terms of periodization and the historical global balance of the book.

Assignment #4 – World History Themes and Foundations Timeline

- Students will identify which themes are best and least represented on the timeline and list any additional items or events that should also be included.

Assignment #5 – Mapping Activity (Students will properly label the continents, major rivers, bodies of water, and mountain ranges on a blank world map)

Assignment #6 - An Initial Look at the Neolithic Revolution (Synthesizing Different Views)

Summer Readings:

- “Shifting to Food Production 11,000 – 3,000 Years Ago,” *The Human Web: A Bird’s-Eye View of World History*, By J.R. McNeill & William M. McNeill, W.W. Norton & Co., New York, 2003 (Pgs 25 – 40)
- “Economic Development in Ancient Times,” *A Concise Economic History of the World From Paleolithic Times to the Present*, By Rondo Cameron and Larry Neal, Oxford University Press, New York, 2003 (Pgs 20-29).
- “To Farm or Not To Farm,” *Guns, Germs, and Steel: The Fates of Human Societies*, By Jared Diamond, W.W. Norton & Co., New York, 1997 (Pgs 104 – 113)
- Based on the readings and the questions provided in the summer packet, students will analyze the environmental, evolutionary, and economic influences on the shift from hunter-gathering to sedentary and pastoral lifestyles during the Neolithic Period.

Day One – Review Syllabus, Course Expectations, and Turn-in Summer Assignments

(HW: Read Stearns, Chp 1, Pgs 2-28; Tasks: Focus Q’s, Timeline, & Maps)

UNIT ONE: Foundations of Man & Civilization (Continued)

PERIOD ONE: Technological & Environmental Transformations (to 600 B.C.E.)

In-Class Assignments:

CONCEPT 1.1 (Big Geography and the Peopling of the Earth)

Topic 1 – Myth of Continents (Point of View Workshop / Map Analysis)

Lesson Readings: Excerpts from *“The Myth of Continents”* (by Karen Wigen) and the essay *“Myth of Continents”* (by Peter S. Morris)

Class Discussion: Point of View & the Different Cultural Constructions of mapmaking (Homework: Making Connections Activity Sheet – Comparing Foragers and Farmers)

CONCEPT 1.2 (Neolithic Revolution & Early Agricultural Societies)

Topic 2 – The Worst Mistake in History (Change Analysis) – Concepts 1.2.I & 1.2.II

Lesson Reading: *“The Worst Mistake in the History of the Human Race”* (J. Diamond)

Topic 3 – The Worst Mistake in History (Socratic Seminar) – Concepts 1.2.I & 1.2.II

In-Class Workshop: Blooms Taxonomy and Socratic Seminars

(Homework: Read Stearns, Chps 2 & 3, Pgs 32-75; Tasks: Focus Q’s, Timeline, Maps)

CONCEPT 1.3 (Development and Interactions of Early Societies)

Topic 4 – Civilization as an Organizing Principle (Societal Analysis) – Concept 1.3.I

(Homework: Making Connections Activity Sheet – Ancient River Valley Civilizations)

Topic 5 – Ancient River Valley Civilizations (Framing Historical Analysis) – Concept 1.3.I

In-Class Workshop: SPRITE versus PERSIA (Framing Historical Analysis)

Topic 6 – Born in the Black Sea (Continuity and Change Analysis) – Concept 1.3.II

In-Class Focus: Impact of Indo-European Invasions on Early Civilizations

In-Class Workshop: Introduction to Continuity and Exchange Essay

(HW Reading: *“Rise of Bureaucratic Empire,”* by W. H. McNeil from *The Human Web*)

Topic 7 – Necessity is the Mother of Inventions (Brainstorming & Storyboards) – Concept 1.3.III

In-Class Focus: Unifying Role of Culture (Development of New Systems/Ideologies)

Topic 8 – Great Flood Stories (Document Analysis & Comparison) – Concept 1.3.III

In-Class Workshop: APARTS Document Analysis

PERIOD TWO: Organization and Reorganization of Human Societies (to 600 C.E.)

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

CONCEPT 2.1 (The Development and Codification of Religions & Cultural Traditions)

Topic 9 – Development & Codification of Monotheistic Faiths (Comparison) – Concept 1.3 & 2.1

In-Class Focus: Comparing Middle East Religions (Judaism, Christianity and Islam)

(Homework: Making Connections Activity Sheet – Comparing Asian Belief Systems)

Topic 10 – Development & Codification of Religions in South Asia (Comparison) – Concept 2.1

In-Class Workshop: Compare & Contrast Essay Rubric (Hinduism vs Buddhism)

(HW Reading: *“Women in Early Buddhism & the Monastic Community”*)

Topic 11 – The Role of Women within Different Belief Systems (Comparison) – Concept 2.1.III

In-Class Focus: Analysis of Women’s Roles (Buddhist, Confucian, Jewish, Islam)

In-Class Workshop: Writing the Compare and Contrast Essay (Judaism vs Islam)

(HW Reading: *“Hellenistic Civilization,”* by Professor Gerhard Rempel)

UNIT ONE: Foundations of Man & Civilization (Continued)

CONCEPT 2.1 (The Development and Codification of Religions & Cultural Traditions)

Topic 12 – Alexander the Great & the Hellenistic Age (Continuity & Change) – Concept 2.1.V
In-Class Focus: Continuity & Change during the Hellenistic Age
(Homework: Read Stearns, Chp 4, Pgs 76-95; Tasks: Focus Q's, Timeline, Maps)

CONCEPT 2.2 (The Development of States and Empires)

Topic 13 – Beyond the Seven Wonders of the World (Case Study) – Concepts 2.1.V & 2.2.III
In-Class Focus: Urban and Architectural Case Study (Analyzing Cities & Structures)
(HW Reading: Stearns, Pgs 70 – 71, In Depth: Inequality as a Social Norm)

Topic 14 – Inequality as a Social Norm (Comparing Societal Structures) – Concept 2.2.III
In-Class Focus: Societal Analysis (Document Analysis) & Jigsaw Activity
(HW Reading: Stearns, Pgs 50 – 51, In Depth: Women in Patriarchal Societies)

Topic 15 – Women's Roles in Patriarchal Societies (Document Analysis) – Concept 2.2.III
In-Class Focus: Document & Societal Analysis (Egypt, Mesopotamia, China & India)
(HW Reading: "What is an Empire?" by H. Spodek & The Conrad-Demarest Model)

Topic 16 – The Conrad-Demarest Model of Empires (Societal Analysis) – Concept 2.2
In-Class Focus: Analyzing the Rise & Fall of Empires (Spodek & Conrad-Demarest)
(HW Reading: "Shifts in Relative Wealth" by W. H. McNeil from *The Human Web*)

Topic 17 – The Fall of the Roman, Han & Gupta Empires (Societal Comparison) – Concept 2.2
In-Class Focus: Societal Comparison & Graphic Representation (Fall of Empires)

Topic 18 – Rome: Republic to Empire and Beyond (Map Analysis & Case Study) – Concept 2.2
In-Class Focus: Analyzing Continuity and Change through Map Analysis

Topic 19 – The Fall of Rome and the United States (Socratic Discussion) – Concept 2.2.IV
In-Class Focus: Scholarly Analysis and Comparison of the Fall of Rome vs the U.S.
Lesson Readings: "General Observations on the Fall of the Roman Empire" (Gibbon)
"The Economic Basis for the Decline of Rome" (Westermann)
Pre-Discussion Readings: "Lessons from the Fall of Rome" (The Guardian)
"Wrapped in the Star Spangled Toga" (New York Times)
"How the U.S. Compares to the Roman Empire" (A.Press)
(HW Reading: "Origins of World Trade Before 1000 CE" by Goucher, LeGuin & Walton)

CONCEPT 2.3 (Emergence of Transregional Networks of Communication & Exchange)

Topic 20 – Afro-Eurasian Trade Patterns before 600 C.E. (Document Analysis) – Concept 2.3
In-Class Focus: PowerPoint & Primary Document Analysis of Afro-Eurasian Trade
(HW Reading: "India as known to the Ancient World," by Dr. Gauranganath Banerjee)

Topic 21 – Transregional Contacts between East & West (Analyze & Compare) – Concept 2.3.III
In-Class Focus: Document Analysis of Excerpts from "Weilue" by Yu Huan and
"Hou Hanshu" by Fan Ye and the Travels of Xhang-Qian & Fa-Hsien

UNIT ONE Review and Test

(Homework: Read Stearns, Chp 6&7, Pgs 126-171; Tasks: Focus Q's, Timeline, Maps)
(HW Reading: "Commercial, Diplomatic & Religious Connections" by Goucher, etc.)

UNIT TWO: New Patterns of Civilization (600 – 1450 C.E.) (6 Weeks) (20 %)

PERIOD THREE: Regional and Transregional Interactions

- Key Concept 3.1 – Expansion & Intensification of Communication & Exchange Networks
- Key Concept 3.2 – Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3 – Increased Economic Productivity and Its Consequences

CONCEPT 3.1 (Expansion & Intensification of Communication & Exchange Networks)

- Topic 22 - Afro-Eurasian Trade Patterns between 600 - 1450 C.E (Compare) – Concept 3.1
In-Class Focus: PowerPoint and Discussion on changing Afro-Eurasian Trade
(Homework: Data Analysis for Trade Routes Simulation)
- Topic 23 – Afro-Eurasian Trade Routes Simulation Game (Historical Simulation) – Concept 3.1
In Class Focus: Trade Routes Simulation (Silk Road, Indian Ocean, Sub-Saharan)
(HW Reading: *Themes in Global History – Viking Trade Connections* by Goucher)
- Topic 24 – Germanics, Bantu, and Vikings (Migration Case Study) – Concept 3.1.II
In-Class Focus: Analyzing Cause and Effects of Migration (Push-Pull Factors)
(Homework: Read Stearns, Chp 8, Pgs 172-193; Task – Focus Q’s, Timeline, Map
and Special Reading: *The Spread of Islam*,” by Richard W. Bulliet)
- Topic 25 – The Spread of Islam (Document Analysis & Comparison) – Concept 3.1.III
In-Class Focus: Document Analysis & Comparison of Four Accounts of Muslim
Conquest - *Two accounts of the Muslim Conquest of Spain, 711CE*
and *Two accounts of the Battle of Poitiers, 732 CE*
- Topic 26 – Religious Conversion & Accommodations (Doc Comparison) – Concept 3.1.III
In-Class Focus: Document Analysis & Comparison of Religious Treatment during
The Spread of Islam – *Coercion in the Service of Christian Truth*” from the book
Daggers of Faith” by Robert Chazan; *The Pact of Umar*” & *The Treaty of Tudmir*”
- Topic 27 – Islamic and Christian Attitudes toward Merchants & Trade (DBQ) – Concept 3.1.III
In-Class Workshop: DBQ Rubric & Essay Analysis (2002 APWH Free Response Q)
- Topic 28 – The Impact of Islam on Afro-Eurasia (Document Analysis & DBQ) – Concept 3.1.III
In-Class Focus: Document Analysis of Scholarly Sources and DBQ Essay
(HW Readings: *Diasporic Nestorian Communities in Central Asia*,” by H. D. Owens
and *Jewish Diaspora in East Asia*,” by Melvin & Carol Ember)
- Topic 29 – Diasporic Communities in Afro-Eurasia (Document Analysis) – Concept 3.1.III
In-Class Focus: PowerPoint Overview & Class Discussion of Diasporic Communities
(Homework: Read Stearns, Chp 9, Pgs 194-209; Tasks – Focus Q’s, Timeline, Map)
- Topic 30 – Religious Schisms in a Changing World (Religious Comparison) – Concept 3.1
In-Class Focus: PowerPoint and Scholarly Readings – *The Schism of the Roman
Catholic Church from the Eastern Orthodox*,” by Father M. Azhoul and the *CRS Report
for Congress on Islam: Sunnis and Shiites*,” by Febe Armanios
- Topic 31 – Foundations of Law in a Changing World (Justinian Code Case Study) – Concept 3.1
In-Class Focus: Continuity and Change in Law (Hammurabi’s Code to Justinian Code)

CONCEPT 3.2 (Continuity and Innovation of State Forms and Their Interactions)

- Topic 32 – Dar al-Islam in a Changing World (Political Analysis & Comparison) – Concept 3.2
In-Class Focus: Political Analysis & Comparison of Caliphates and Sultanates
(HW Reading: *A Brief History of Ethiopian Christianity*,” by Father Debreë Selam)
- Topic 33 – Ethiopia: Island of Christianity within Dar al-Islam (Doc Analysis) – Concept 3.2
In-Class Focus: PowerPoint Overview and Document Analysis of the foundations of
Christianity in Ethiopia (Excerpts from the Torah/Bible/Quran, Kebra Negast, F. Josephus)
(Homework: Read Stearns, Chp 10, Pgs 210-232; Tasks – Focus Q’s, Timeline, Map
and Special Reading: *Feudal Systems of Japan and Europe*”)

CONCEPT 3.2 (Continuity and Innovation of State Forms and Their Interactions)

- Topic 34 – Feudalism and Serfdom in Europe and Japan (Societal Comparison) – Concept 3.2.I
In-Class Focus: PowerPoint and Primary Source Document Analysis of Feudalism;
Primogeniture Activity, Document Analysis of Serfdom, & DBQ Essay
(HW Reading: *“The Medieval Noble Lady and the Peasant Woman”* by Dena Moore)
- Topic 35 – Changing Gender Roles of Women in the Middle Ages (CCOT & DBQ) – Concept 3.3
In-Class Focus: Scholarly Reading on Empress Theodora, Eleanor of Aquitaine, and
Joan of Arc; Class Discussion & PowerPoint; and DBQ Essay.
(HW Reading: *“Why were they called Franks?”* Various Quotes from Scholarly Sources)
- Topic 36 – Analyzing the Crusades (Document Analysis and Socratic Seminar) – Concept 3.2.II
In-Class Focus: Document Analysis of the Crusades through Holy Texts, Battle
Narratives & Scholarly Writings of Key Leaders in preparation for a Socratic Seminar
(Homework: Read Stearns, Chp 14, Pgs 302-322; Tasks – Focus Q’s, Timeline, Map
and Special Reading: *“Nature and Institutions of the Mongol Empire”* by D. Morgan)
- Topic 37 – The Mongols: Council of the Great Khan (Analysis and Roleplay) – Concept 3.2.II
In-Class Focus: PowerPoint Overview and Roleplay “How should the Mongols Rule”
- Topic 38 – The Last Nomadic Challenges of the Middle Ages (DBQ Activity) – Concept 3.2.II
In-Class Focus: PowerPoint, Document Analysis and DBQ Essay
(HW Reading: *Travels of Hsuan-Tsang along the Silk Road”* by Hsuan-Tsang)
- Topic 39 – Famous Travelers, Key Cities, and Historical Writings (POV Analysis) – 3.1 thru 3.3
In-Class Focus: Analyze & Compare Travelers Descriptions of Key Cities (POV)
Topic Readings: *“Marco Polo & Ibn Battuta – The Merchants and the Pilgrim”* and
“The Attractions of the Capital” – Chinese Description of Hangzhou
Document Based Essay on Famous Travelers, Key Cities, and Historical Writings
(Homework: Read Stearns, Chp 12, Pgs 256-277; Tasks: Focus Q’s, Timeline, Map &
Special Reading: *“The Muslim Agricultural Revolution and its Influence on Europe”*)

CONCEPT 3.3 (Increased Economic Productivity and Its Consequences)

- Topic 40 – Agricultural Revolutions across a Changing World (Change Analysis) – Concept 3.3
In-Class Focus: Brainstorming Influences on the Muslim Agricultural Revolution;
Class Discussion on Qanats, Falaj, Noria, Horse Collar, Iron Plow,
Crop Rotation, Champa Rice, Terracing, & waru waru Cultivation
Lesson Reading: *“The Craft of Farming,”* by Chen Pen
(HW Reading: *“How a Mysterious Disease Laid Low Europe’s Masses,”* by C. L. Mee
and *“The History of the Black Death,”* by S. Scott and C. Duncan)
- Topic 41 – Spread of Epidemic Diseases: The Black Death (POV & Roleplay) – 3.1 thru 3.3
In-Class Focus: Class Discussion, PowerPoint, and Roleplay Simulation Activity
(HW Reading: *“Political and Social Consequences of the Black Death,”* by Zapotoczny)
- Topic 42 – Southernization (Scholarly Analysis and Socratic Seminar) – Concepts 3.1 thru 3.3
In-Class Focus: Class Discussion on development and diffusion of Classical
Knowledge, Paper Production, Navigational skills & Medicine
Lesson Reading: *“Southernization”* by Lynda Schaffer & Socratic Seminar Discussion
(Homework: Read Stearns, Chp 11, Pgs 234-255; Tasks – Focus Q’s, Timeline, Map)
- Topic 43 – Pre-Colonial Mesoamerican Civilizations (Societal & Economic Analysis) – 3.1 to 3.3
In-Class Focus: Analyzing and Comparing Maya, Inca and Aztec Civilizations
- Topic 44 – Regional Metropolises: Constantinople & Tenochtitlan (Urban Analysis) – 3.1 to 3.3
In-Class Focus: Analyzing Urban development and impact through Primary Sources

UNIT TWO Review and Test

(Homework: Stearns, Chp 15 & 16, Pgs 324 - 365; Tasks: Focus Q’s, Timeline, Maps
and HW Reading: *How the World’s Ancient and Classical Knowledge came to the
West through the Muslim World*, from the Council on Islamic Education)

UNIT THREE: Emergence of Global Interactions (1450–1750 C.E.) (6 Weeks)(20 %)

PERIOD FOUR: Global Interactions

- 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

CONCEPT 4.1 (Globalizing Networks of Communication and Exchange)

- Topic 45 – Transfer of Knowledge through the Muslim World (CCOT Analysis) – Concept 4.1
In-Class Focus: Analysis of the exchange of Commerce, Travel and Cartography from Muslim Culture to Renaissance Europe
Lesson Reading: *Commerce and Travel in Muslim Culture and Muslim Cartography: A Sense of Belonging and a Place on the Map*, from the Council on Islamic Education
- Topic 46 – Age of Exploration (Analysis and Discussion of Technical Developments and New Trans-Oceanic Maritime Reconnaissance) – Concept 4.1
In-Class Focus: Analysis of key developments (Cartography, Caravel, Navigation) and new reconnaissance (Zheng he, Prince Henry, Columbus, etc.)
Class Discussion, PowerPoint, and in-class DBQ Essay
(HW: Read Stearns Chapter 19, Pgs 404-430; Tasks: Focus Q's, Timeline, & Maps)
- Topic 47 – Who Discovered America? (Point of View / Scholarly Analysis) – Concept 4.1.II
In-Class Focus: Scholarly Analysis and Socratic Seminar Discussion
Lesson Readings: Various articles concerning discovery of the Americas by the Vikings, Chinese, Hindus, Hebrews, and Polynesians
(HW Reading: “*Trading Patterns, Ancient Americans*” by Michael E. Smith)
- Topic 48 – Spheres of Interaction in the Americas (Economic Interaction Analysis) – 4.1.V
In-Class Focus: Analyzing economic exchanges between Andean, Mesoamerican, Puebloan, and Mississippian culture prior to European contacts.
(HW Reading: “*The Columbian Exchange: Plants, Animals, and Disease between the Old and New Worlds*,” by Alfred W. Crosby)
- Topic 49 – Cultural Diffusion & the Columbian Exchange (Interaction Analysis) – Concept 4.1.V
In-Class Focus: Analyzing the exchange of Plants, Animals, and Diseases between Europe and the Americas
Lesson Reading: “*What if Pizzaro had not found Potatoes in Peru?*” by W.H.McNeil
(HW Reading: *Aztec and Cherokee Responses to Colonialism*,” by D.M. Wishart)

CONCEPT 4.2 (New Forms of Social Organization and Modes of Production)

- Topic 50 – European Contact and Conquest in the Americas (Conflict Analysis) – Concept 4.2
In-Class Focus: Analysis of Colonial Actions in the Americas by Spain & Britain through primary sources (Hernan Cortez, Bartholome de las Casas, Juan Gines de Sepulveda, Sir Thomas Gates, Edward Waterhouse)
(HW: Read Stearns Chapter 20, Pgs 432-455; Tasks: Focus Q's, Timeline, & Maps)
- Topic 51 - African Diaspora & Trans-Atlantic Slave Trade (Economic Exchange) – Concept 4.2.I
In-Class Focus: Demographic Analysis, PowerPoint Overview, and DBQ Essay
(HW Reading: “*Born with a Silver Spoon*,” by Dennis O. Flynn & Arturo Giraldez)
- Topic 52 – Born with a Silver Spoon: Global Silver Trade (Document Analysis) – Concept 4.1.IV
In-Class Focus: Analyzing the impact of the Silver Trade on Spain, China, & Japan through various primary documents as part of a DBQ Workshop
- Topic 53 – Maritime Empire, Royal Monopolies & Competitive Trade (Simulation) – 4.3.II & III
In-Class Focus: Historical Simulation of the Triangular Trade Network between 1620-1750 based on student analysis of period trade & commerce

CONCEPT 4.2 – New Forms of Social Organization and Modes of Production

- Topic 54 – Indigenous, African & Syncretic Religions in the Americas – Concept 4.2 & 4.1.VI
In-Class Focus: Comparison of Santeria, Candomble and Vodou/Voodoo practices and their African origins between West Africa and the Americas (PowerPoint Presentation, Class Discussion, & Comparison Essay)
(HW: Read Stearns Chapter 17, Pgs 368-387; Tasks: Focus Q's, Timeline, & Maps)
- Topic 55 – The Reformation and the Trial of Martin Luther (Historic Simulation) – Concept 4.1.VI
In-Class Focus: PowerPoint Overview and Student Roleplay of the Trial of M. Luther based on analysis of primary source documents from Martin Luther, Pope Leo X, Wenzel Link, George Spalatin, Simon Fish, Erasmus
- Topic 56 – Vision & Voices in a Changing World (Change Analysis of Art & Literature) - 4.1.VII
In-Class Focus: Art and Literature as Mediums for studying Historical Changes
Analysis of Artistic and Literary Changes in Europe and Asia during the Renaissance and the Islamic Golden Age (CCOT Essay)
- Topic 57 – New Social & Political Elites and Gender Restructuring (Societal Analysis) – 4.2.II
In-Class Focus: Analysis of Social Class Structures in Spanish Americas & England and the accompanying Gender Restructuring (PowerPoint & DBQ)
- Topic 58 – Forced Labor Systems in Latin America & Russia (Societal Analysis) – Concept 4.2.I
In-Class Focus: Analysis and Comparison of Forced Labor Systems in Latin America (*encomiendas & haciendas*) and Russia (*Serfdom*) through primary Sources – *Estate Labor in Latin America*, by Thomas Gage and *Russian Serfdom*, by Alexander Radischev (Comparison Essay)
(HW: Read Stearns Chapter 18, Pgs 388-402; Tasks: Focus Q's, Timelines, & Maps)
- Topic 59 – Powerful and Absolute Rulers (Political and Leadership Analysis) – Concept 4.2.II
In-Class Focus: Student Research and Analysis of key World Leaders (1450 - 1750)
– Elizabeth I, Henry VIII, Louis XIII, Louis XIV, Philip II, Peter I, Ivan IV, Frederick II, Catherine II, Suleiman I, Akbar, Kangxi, Yongle, Sunni Ali, Tokugawa Ieyasu and Tokugawa Iemitsu
& Leadership Summit (Socratic Discussion on Global Issues)

CONCEPT 4.3 (State Consolidation and Imperial Expansion)

- Topic 60 – Royal Cities & Grand Palaces (Architectural Analysis & Comparison) – Concept 4.3.I
In-Class Focus: PowerPoint Overview and Class Discussion concerning the development of Royal Cities and Grand Palaces by Powerful Rulers (Forbidden City, Topkapi Palace, Palace of Versailles, St. Petersburg)
(HW: Read Stearns Chapter 21, Pgs 456-481; Tasks: Focus Q's, Timelines, & Maps)
- Topic 61 – Muslim Gunpowder Empires (Analyzing & Comparing State Building) – Concept 4.3.I
In-Class Focus: PowerPoint Overview, Discussion, & Comparison Essay concerning the development and expansion of the Ottoman, Safavid & Mughal Empires from their creation to the Golden Age of Islam
(HW Reading: “*The Military Revolution*,” from Chp VI of *The Human Web* (by McNeil))
- Topic 62 – Imperial Expansion & State Rivalries during the Military Revolution – Concept 4.3.II
In-Class Focus: Overview, Discussion and Analysis of the Thirty Years War and its Connection to both the French-Habsburg and Ottoman-Habsburg Rivalries
Lesson Readings: “*The Thirty Years War*,” from *Europe, A History*, by N. Davies;
“*The Thirty Years War*,” from *A History of the Western World: Early Modern Times*, by Clough, Hicks, Brandenburg, & Gay

UNIT THREE Review and Test

(HW: Read Stearns Chapter 23, Pgs 512–536; Tasks: Focus Q's, Timelines, & Maps)

UNIT FOUR: Modern Patterns of World History (1750 - 1900) (6 Weeks) (20%)

PERIOD FIVE: Industrialization and Global integration

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

CONCEPT 5.1 (Industrialization and Global Capitalism)

Topic 63 – The Industrial Revolution – Concept 5.1

In-Class Focus: PowerPoint Overview, Discussion and Analysis of the Industrial Revolution: Why England? New Inventions, Entrepreneurs, and Forms of Thought. & Lasting effects and impact of Industrialization

Topic 64 – New Labor Systems and the Social Impact of Industrialization – Concept 5.1.I

In-Class Focus: 1) “Is Charles Dickens Fiction or History?” (Analysis of the impact that literature and point of view has on the study of history)
2) Child Labor and a Changing Society (Document Analysis)
3) Demographics of Industrialization (Data Analysis)

Lesson Readings: Excerpts from Various Charles Dickens Classics
“*The Condition of the Working Class*,” by Friedrich Engels
“*Why was the Industrial Revolution a European Phenomenon?*”
By Joel Mokyr (NW University), and “*Why did the Industrial Revolution take place in Europe and not Asia?*” by Daniel Venn (Univ of Warwick)

(HW: Read Stearns Chapter 27, Pgs 614–633; Tasks: Focus Q’s, Timelines, & Maps)

Topic 65 – Responses to Industrialization: Westernization in Russia & Japan – Concept 5.1.V

In-Class Focus: Document Analysis of Continuity and Change in Russia & Japan

Lesson Readings: Excerpts from “*Readings in Modern European History*” by James H. Robinson; “*World History in Documents*” by Stearns; “*Japan, A Documentary History*” by David J. Lu; and “*Worlds of History, A Comparative Reader*” by Reilly

Topic 66 – New Global Trade: Export Crops & Trans-National Businesses – Concept 5.1.II & III

In-Class Focus: Scholarly Analysis and PowerPoint Overview of Continuity & Change in Global Trade Patterns and Business

Lesson Readings: (Excerpts) “*The World That Trade Created*” (Pomeranz & Topik)

Topic 67 – Industrialization and the Varied Responses: Why the West? – Concept 5.1.V

In-Class Focus: Scholarly Analysis and Socratic Discussion on why Europe led the Industrial Revolution

Lesson Readings: “*Why the West?*” by Gale Stokes

(HW: Read Stearns Chapter 24, Pgs 538-561; Tasks: Focus Q’s, Timelines, & Maps)

CONCEPT 5.3 (Nationalism, Revolution and Reform)

Topic 68 – Rise and Diffusion of the Enlightenment: What is the Enlightenment – Concept 5.3.I

In-Class Focus: Document Analysis of Changing Political Ideologies & Society

Lesson Readings: “*Was ist Aufklärung?*” by Immanuel Kant; “*Two Treaties of Government*” by John Locke (1690); “*The Spirit of Laws*” by Montesquieu (1748); “*The Social Contract*” by Jean Jacques Rousseau (1763); “*A Treatise on Toleration*” by Voltaire (1763) ; “*Of Crimes and Punishments*” by Beccaria (1764)

CONCEPT 5.3 (Nationalism, Revolution and Reform)

- Topic 69 – The Enlightenment and the Writings for Revolutions – Concept 5.3.III
In-Class Focus: Document Analysis and Comparison of Changing Political Ideologies (Compare & Contrast Essay)
Lesson Readings: *“The Declaration of Independence”* (1776); *“The Declaration of the Rights of Man & Citizens”* (1789); *“The Free Citizens of Color”* (1789); *“Simon Bolivar’s Message”* (1819)
- Topic 70 – Analyzing the Recipe for Revolutions – Concept 5.3.III
In-Class Focus: Analyzing the Political and Societal Causes for Revolution and Comparing the Stages of Revolutions in America and France
Mini-Project: Students will create a pictorial recipe for the French Revolution of 1789 (HW: Read Stearns Chapter 25, Pgs 562-588; Tasks: Focus Q’s, Timelines, & Maps)
- Topic 71 – The Spread of Enlightenment and the Haitian Revolution – Concept 5.3.III
In-Class Focus: Document Analysis of Continuity and Change during the Haitian Revolution and its Impact on the Global Slave Trade
Lesson Readings: Documents from *“Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*, by Dubois & Garrigus
- Topic 72 – The Enlightenment and the Emancipation of Coercive Laborers – Concept 5.3.I.C
In-Class Focus: Comparative Analysis of Societal Changes in Russia (Serfdom), the U.S. (African Slavery) and Latin America (Plantation Labor)
Lesson Readings: *“The Emancipations and their Consequences”* from World History in Documents: A Comparative Reader, by P. Stearns

CONCEPTS 5.2 (Imperialism and Nation – State Formation) and 5.3 (Nationalism)

- Topic 73 – Industrializing Powers build Trans-Oceanic Empires: The Scramble for Africa (5.2.I)
In-Class Focus: Analysis of European Empires in Africa and Historical Role-Play of the Berlin Conference (1884-1885)
Lesson Readings: *“European colonization in Africa”* by Jim Jones, West Chester University (2003) and *“The Congo and the Founding of its Free State,”* by Henry Morton Stanley (1885)
- Topic 74 – An Anti-Colonial Movement in India: The Indian Rebellion of 1857 - Concept 5.3.III
In-Class Focus: Document Analysis and PowerPoint Overview of the Sepoy Mutiny and Indian Rebellion of 1857
Lesson Readings: (Excerpts) *“The Indian Mutiny in 1857”* from Eyewitness to History, Edited by John Carey
- Topic 75 – Industrializing Powers build Trans-Oceanic Empires: Unequal Combat - (5.2.I)
In-Class Focus: Conflict and Point of View Analysis of British Combat against the Zulu Nation and Mahdist of Sudan
Lesson Readings: Battle Accounts of Rorke’s Drift (1879) & Abu Klea (1885)
“Fuzzy Wuzzy” Poem by Rudyard Kipling
“Men of Harlech” Classic Welsh Song of the 24th Regiment
- Topic 76 – U.S. Continental Expansion to Global Imperialism – Concept 5.2.II
In-Class Focus: PowerPoint and CCOT Workshop focusing on the change from Manifest Destiny To Global Police Power by the United States
Lesson Readings: *“Ninneten Public Bads of Empire, Nationa Building, and the Like”* by Christopher J. Coyne and Steve Davies
- Topic 77 – Strategic Oceanic Chokepoints: The Suez and Panama Canals – Concept 5.1.IV
In-Class Focus: PowerPoint Overview, Comparison, and DBQ Essay on the Global Importance of the Suez and Panama Canals
Lesson Readings: *“Strategic Oceanic Chokepoints: Are they still important?”* by Rockford Weitz (Tufts University, 2000)

CONCEPT 5.2 (Imperialism and Nation – State Formation) and 5.3 (Nationalism)

- Topic 78 – Contradictions of Imperialism: What is Imperialism? – Concept 5.2.II
In-Class Focus: Analysis of Continuity and Change over Time and Point of View Based on various primary sources (quotes, poems, and writings)
Lesson Readings: Various Quotes from John Stuart Mills, John Ruskin, Charles Dickens, Jules Harmand, Mark Twain, Cecil Rhodes, William Jennings Bryan, Theodore Roosevelt & William McKinley; Rudyard Kipling and Edward Morel
- Topic 79 – The Origins and Development of Nationalism – Concept 5.2.II
In-Class Focus: PowerPoint Overview of Nationalism in Britain, Germany & Italy and Scholarly Analysis of the meaning of Nationalism
Lesson Readings: Various passages on Nationalism from Richard Handler, Benedict Anderson, John Breuilly, Michael Billig, Ernest Gellner, Miroslav Hroch, Michael Hechter, Ernest Renan, Anthony D. Smith, Eric Hobsbawn, and Adrian Hastings
(HW: Read Stearns Chapter 26, Pgs 590-612; Tasks: Focus Q's, Timelines, & Maps)
- Topic 80 – Nationalist Movements in India, South Africa & the U.S. – Concept 5.2.II
In-Class Focus: Document Analysis and Comparison of Nationalist Movements
Lesson Readings: Various writings concerning the African National Congress, the Indian National Congress, and the Universal Negro Improvement Association (Gandhi, Kipling, Garvey, W.E.B Dubois, H. Stowe)
- Topic 81 – The Ottoman Reforms - Concept 5.3.III
In-Class Focus: CCOT Analysis on the effects of the Ottoman Reforms focusing on the efforts by Mahmut II, the Tanzimat, Abdal-Hamid II, and the Young Turks
- Topic 82 – The Chinese Rebellions and Conflicts with the West - Concept 5.3.III
In-Class Focus: CCOT and Conflict Analysis on the effects of Western Imperialism on the Qing Dynasty during the First & Second Opium Wars, Taiping and Nien Rebellions, and the Boxer Rebellion
Lesson Reading: Excerpts from *“Things Chinese”* by J. Dyer Ball (1904)
- Topic 83 – The Meiji Restoration: Answering the Challenge of the Western World – (5.1 & 5.2)
In-Class Focus: PowerPoint Overview and Document Analysis of the key changes occurring during the Meiji Restoration between 1860 - 1904
Lesson Reading: *“Tokugawa Influences on the Meiji Restoration”* by Bill Gordon and various documents from *“Japan, A Documentary History”* by David J. Lu

CONCEPT 5.4 (Global Migrations)

- Topic 84 – New Coerced and Semi-Coerced Labor Systems – Concept 5.4
In-Class Focus: PowerPoint Overview, Class Discussion and Compare & Contrast Essay on Slavery, Coolies, and Convict Labor in Asia, America, and Australia from the Emancipation of the Slaves to the 20th Century
- Topic 85 – Migrations and the Global Dependency Theory – Concepts 5.1 through 5.4
In-Class Focus: Scholarly and Document Analysis & Socratic Discussion on the Overall impact of Industrialization, Imperialism, and Migration on the concepts of the Global Dependency Theory

UNIT FOUR Review and Test

(HW: Read Stearns Chapter 28, Pgs 636-670; Tasks: Focus Q's, Timelines, & Maps)

UNIT FIVE: Global Crisis in a Modern World (1914-Present) (6 Weeks) (20% of course)

PERIOD SIX: Accelerating Global Changes and Realignment (1900 – Present)

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

(NOTE: Since these key concepts greatly overlap, they have been integrated throughout the unit lessons)

Topic 86 – Revolutionary Russia: The Rise of Communism – Concept 6.2.IV

In-Class Focus: PowerPoint Overview, Scholarly Analysis, & Class Discussion

Lesson Reading: *“Bolshevik Organization and Strategy Brought Victory”* (Fainsod)
“Bolsheviks Led Workers Toward Radical Revolution” (Deutscher)
“Both Left & Right Betrayed Provisional Government” (Kerensky)
“Kerensky Betrayed Russia” (Strakhovsky)

Topic 87 – The Main Causes of World War One – Concepts 6.1.III & 6.2.IV

In-Class Focus: Brainstorming the Main Causes of WWI; PowerPoint Overview of Scientific Innovations, Militarism, Alliances, Imperialism, Nationalism

Topic 88 - “I Will Furnish the War” – Concept 6.2.IV

In-Class Focus: Analyzing Propaganda, Info-graphics, and the increasing role of the Media in Global Conflicts (PowerPoint overview of War Time Posters, Cartoons, and Newspaper Articles)

Lesson Reading: *“Falsehood in War Time”* by Sir Arthur Ponsonby
“I Will Furnish The War” by Alberto Cairo

Topic 89 - Slaughter in the Trenches: Colonial Troops during World War I – Concept 6.2.IV

In-Class Focus: Minority Troops during World War One (Australia’s Aborigines, India’s Sikhs, British West Indies Regiment, Black South Africans, French Moroccans, and African-Americans of the United States)
PowerPoint, First-hand Accounts, and Class Discussion

(HW: Read Stearns Chapter 29, Pgs 672-704; Tasks: Focus Q’s, Timelines, & Maps)

Topic 90 – Collapse of Old Empires: Ottomans & Russians – Concept 6.2.I

In-Class Focus: Compare and Contrast the decline and division of the Ottoman and Russian Empires in the wake of WWI (PowerPoint & Discussion)

Topic 91 - The Great Depression: Cause and Effect on a Global Scale – Concept 6.2.IV

In-Class Focus: Analysis of the Great Depression in the U.S. and its Global Impact Through PowerPoint Overview, Data Analysis, & Scholarly Reading

Lesson Reading: *“Historic Events for Students: The Great Depression,”* and
“Capitalism in Crisis: International Responses to the Great Depression,” by W.R. Garside

Topic 92 – Authoritarianism on the Right: Fascism, Nazism, & Peronism – Concept 6.2.IV

In-Class Focus: Analysis of Primary Documents & Scholarly Readings from the Comparative Reader by Peter N. Stearns

(HW: Read Stearns Chapter 30, Pgs 706-730; Tasks: Focus Q’s, Timelines, & Maps)

Topic 93 - International Relations and the Causes of WWII; 1919 – 1939 - Concept 6.2.IV

In-Class Focus: PowerPoint Focus on The Treaty of Versailles, The League of Nations, Great Depression, Military Growth and Appeasement

Lesson Reading: Excerpts from Primary Documents on the Treaty of Versailles, League of Nations, and other political agreements

Topic 94 – Continuities and Changes in the Main Causes of Global Conflict – Concept 6.2.IV

In-Class DBQ: Continuities and Changes in the Main Causes of WWI & WWII

UNIT FIVE: Global Crisis in a Modern World (Continued)

PERIOD SIX: Accelerating Global Changes and Realignment (1900 – Present)

- Topic 95 – Proliferation of Global Conflicts and Genocide – Concept 6.2.III
In-Class Focus: Analyzing the Causes and Effects of Genocide in World War II:
Focusing on the Jewish Holocaust and Japanese Ethnic Cleansing
- Topic 96 - Women's Changing Roles from Pre-War to Post-War Conflict – Concept 6.3.II
In-Class Focus: A Scholarly Analysis of Women's Roles in Conflict Prevention,
Conflict Resolution, and Post-Conflict Reconstruction from the
Netherlands Institute of International Relations (The Hague, 2002)
Mini-Project: Students will create a PowerPoint on Women's Roles in Conflict
- Topic 97 - Peaceful Resistance Movements: Correcting Misconceptions – Concept 6.2.V
In-Class Focus: Brainstorming and Analysis of various Historic Non-Violent Actions
(PowerPoint, Scholarly Reading, Data Analysis, and CCOT Essay)
Lesson Reading: *"Disregarded History: the Power of Nonviolent Action"* by G. Sharp
- Topic 98 – Nationalist Leaders & the Nobel Peace Prize (Gandhi & Ho Chi Minh) – Concept 6.2
In-Class Focus: Overview of the Nobel Peace Prize and Analysis of Great Leaders
Lesson Readings: Various Reflections on Gandhi & Ho Chi Minh by World Leaders
(George Orwell, Nelson Mandela, Bhikhu Parekh, Thomas Merton)
(HW: Read Stearns Chapter 31, Pgs 732-760; Tasks: Focus Q's, Timelines, & Maps)
- Topic 99 – The Partition of Palestine & the Arab-Israeli Conflicts – Concept 6.2.III
In-Class Focus: Continuing Arab-Israeli Conflict: Who has the right to claim
Palestine? – PowerPoint and Newspaper Articles focusing on an
Analysis of the major Arab-Israeli Conflicts (1947 – 1993)
- Topic 100 – The Cold War: Who is to Blame? – Concept 6.2.IV
In-Class Focus: PowerPoint Overview and Primary Document Analysis
Lesson Readings: Winston Churchill's *"Iron Curtain"* Speech & Joseph Stalin's
Response; Documents on the U2 Incident; CIA & KGB Notes
on the Berlin Wall; US & USSR messages concerning Korea
- Topic 101 – New Alliances and Proxy Wars – Concept 6.2.IV
In-Class Focus: NATO & the Warsaw Pact & the Cold War (Proxy Wars analysis
of the Korean Conflict; Cuban Conflict; Vietnam Conflict; Conflict
in Iran; Soviet-Afghan War; & Civil Wars in Angola & Nicaragua)
- Topic 102 – Militarized States: Marxist Views on Global Conflicts – Concept 6.2.V
In-Class Focus: Analysis of Marxist Views concerning Global Change
Lesson Reading: *"Discussion on Marxism in China"* by Ted Grant (1965)
"Discussion on Marxism in Iran" by Ted Grant (1979)
"Discussion on Marxism in Cuba" by Fernando M. Heredia (1995)
- Topic 103 – Top Ten Myths about the Post Cold War (Socratic Discussion) – Concept 6.2.IV
In-Class Focus: Socratic Discussion on the Post Cold War (Better or Worse?)
Lesson Reading: *Top Ten Post-Cold War Myths,* U.S. Naval Institute (2001)
- Topic 104 – Global Terrorism: Violence as a Force for Change – Concept 6.2.V
In-Class Focus: PowerPoint Overview and Class Discussion of the Key Motives
and Methods of Global Terrorism through an Analysis of Historic
Terrorist Attacks (Northern Ireland, Munich, Beirut, Tokyo, NY, etc)
- Topic 105 – Women and Global Change in the 20th Century (CCOT Essay) – Concept 6.3.II
In-Class Focus: Analysis of Changing Roles of Women in Society (1900-2000)
Lesson Reading: *"The Marriage Law of the People's Republic of China;"*
"The Feminine Mystique," by B. Friedman; *"Fourth World
Conference on Women;"* *"Love and Marriage"* by M. Kishwar;
and *"Interviews with Mexican Peasant Women in the 1970's"*

UNIT FIVE: Global Crisis in a Modern World (Continued)

PERIOD SIX: Accelerating Global Changes and Realignments (1900 – Present)

Topic 106 – Growth of Global Governance – Concept 6.3.I

In-Class Focus: Analysis of the creation and developments of world organizations (United Nations / World Bank / IMF / UNICEF / and NAFTA) through PowerPoint Overview and Class Discussion

Topic 107 – Music as a Voice for Change – Concept 6.3.III

In-Class Focus: Recognizing Historical Changes through Music (Analyzing Revolutionary & Juxtapositional Music styles and lyrics as a voice of Change for the future from the 1960's to the Present)

Topic 108 – The New Scientific Age: Rapid Advances in Science & Technology – Concept 6.1.I

In-Class Focus: PowerPoint Overview of New Theories, Medicine & Energy

Topic 109 – Planet of Slums: Population, Poverty, and Pollution – Concept 6.1.II

In-Class Focus: PowerPoint Overview and Recent Media Publications analyzing the problems of Shanty Towns around the Globe (Cite Soleil in Haiti; Dharavi in India; Khartoum in Sudan; and Cairo, Egypt)

Topic 110 – Deforestation and the Green Revolution – Concepts 6.1 – 6.III

In-Class Focus: Analyzing the relationship between Deforestations (Cambodia, Zambia, Brazil, Argentina, Kenya, Jamaica) and the Green Revolution (Lipton Tea, Nestle, and Blommer Chocolate) in various locations around the world

Lesson Reading: *“History of Deforestation”* by Michael Williams (History Today) and various articles from the Rainforest Alliance

Topic 112 – Periodization Debate: Students are required to present facts and historical evidence (based on what they have learned during the course) to argue whether they agree with the beginning and ending dates for each of the six AP World History time periods or if they would propose a new periodization based on conclusions from their course studies and research

UNIT FIVE Review and Test

The Official AP World History Exam is scheduled in mid-May every year

Dear Parent / Guardian,

Please review the AP World History Course Syllabus with your son / daughter. This document will give you a better understanding of the course policies and procedures, and will outline my expectations for your son or daughter during this year. Both the AP Contract (completed by you and the student when they applied for the course) and the permission slip below require parent / guardian review and signature so that your son / daughter may participate effectively in class activities and research projects during the school year.

After reviewing both the course syllabus, please return the completed signature form to me. Please feel free to contact me, via e-mail at mgoethals@walton.k12.ga.us or by calling me at the school if you have any questions or concerns about the course curriculum, projects, lessons, or any of the videos scheduled for use as part of the course. I will be willing to answer your questions and explain the purpose for any lesson, video, or activity and the purpose it will serve in the student learning process.

Thank you
Sincerely,
Michael Goethals

I, _____ the parent / guardian of (Student's Name): _____ have read the AP World History Course Syllabus & understand their class obligations & requirements.

I understand my son's / daughter's obligations to attend all classes and complete all assigned work in a timely manner.

I understand that all late work will receive a loss of 10% per day that it is turned in late and that my son / daughter may be dropped from the course if they acquire 10 or more unexcused absences within a semester (in accordance with the standards of the College Board).

PARENT / GUARDIAN SIGNATURE: _____

PARENT E-MAIL: _____

PHONE #'s _____
