

Advanced Placement World History
River Ridge High School
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Course Description:

AP World History is a yearlong college level course. The course requires a rigorous study of World History through daily reading assignments, the study of primary source materials, the writing of essays, class discussions, collaborative groups, and exams. The course will prepare students for the AP Exam which will be given in May. Students taking the course are highly encouraged to take the AP Exam to potentially earn college credit.

According to the College Board:

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

The Five AP World History Themes (SPICE):

Social: Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic

Political: State-building, expansion, and conflict

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

Interaction between humans and the environment

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

Cultural: Development and interaction of cultures

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

Economic: Creation, expansion, and interaction of economic systems

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

Primary Textbook:

World Civilizations, The Global Experience by Peter Stearns et. al, New York: Pearson Longman; 4th AP Ed., 2005.

Primary Source Readers:

The Human Record, Sources of Global History Volume I: To 1700 and Volume II: Since 1500 by Alfred J. Andrea and James H. Overfield, Boston: Houghton Mifflin; 5th Ed., 2005.

Ways of the World, Combined Version (Volumes I & II) A Brief Global History by Robert W. Strayer 1st Ed. 2009

Worlds of History: A Comparative Reader (Volumes I & II) by Kevin Reilly Bedford St. Martin's Boston, 2000

A variety of other primary and secondary sources will be used during the course. These will be given to you in class.

Outside Reading Sources:

After Captain Cook, The Archaeology of the Recent Indigenous Past in Australia by Rodney Harrison; Altamira Press, 2004

Guns, Germs, and Steel: The Fates of Human Societies by Jared Diamond; W. W. Norton & Company, 2005

Civilization: The West and the Rest by Niall Ferguson; Penguin Press HC, 2011

The Great Divergence: China, Europe, and the Making of the Modern World Economy by Kenneth Pomeranz; Princeton University Press, 2001

Peasants into Frenchmen: The Modernization of Rural France, 1870-1914 by Eugen Weber; Stanford University Press, 1976

The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller by Carlo Ginzburg; The Johns Hopkins University Press, 1992

The World in the Box: The Story of an Eighteenth-Century Picture Encyclopedia by Anke te Heesen; University Of Chicago Press, 2002

This Fleeting World: A Short History of Humanity by David Christian; Berkshire Publishing Group; 2007

The Agricultural Revolution in Prehistory: Why did Foragers become Farmers? by Graeme Barker; Oxford University Press, USA (March 25, 2009)

The Clockwork Universe: Isaac Newton, the Royal Society, and the Birth of the Modern World by Edward Dolnick; Harper, 2011

The Slaves Who Defeated Napoleon: Toussaint Louverture and the Haitian War of Independence, 1801-1804 by Philippe R. Girard University Alabama Press, 2011

Many Middle Passages: Forced Migrations and the Making of the Modern World by Emma Christopher; University of California Press, 2007

Late Victorian Holocausts: El Niño Famines and the Making of the Third World by Mike Davis; Verso, 2002

Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality by Marilyn Lake; Cambridge University Press, 2008

Course Requirements:

- ❖ Keep a well-organized notebook for the entire course. This notebook should be brought to class on a daily basis. Students should divide their notebooks to provide a place for notes, maps, vocabulary, essays, daily warmups, and other assignments.
- ❖ Attend class daily, arriving on time.
- ❖ Participate in all class discussions and complete all assigned readings and homework.
- ❖ Turn in all assignments by the due date. Late work will not be accepted for credit.
- ❖ Make up assignments when absent from class. Students are responsible for making up all assignments missed due to an absence. If an assignment is due on the date a student is absent, the student may submit the assignment electronically through email or turn it in on the day they return. Students should follow the Cherokee County policy regarding make up work.
- ❖ Challenge yourself and set high standards.
- ❖ Ask for help if needed. I want to help you succeed in this course.

Course Format:

- ❖ Readings: Students will be given a calendar of daily required readings. These readings will come from the main text as well as the primary source reader given each student. **Readings should be completed by the date assigned regardless of absence or school cancellation.** Additional assignments and quizzes may be given with each assigned reading.
- ❖ Essays: Students will learn how to write and grade the three essays required on the AP Exam. These essays may be given in class or as homework. These essays will be graded on a rubric based on the one used by the College Board to grade the AP Exam. Those essays are the:
 - DBQ: Document Based Question
 - Compare and Contrast
 - Change and Continuity Over Time
- ❖ Tests: Students will be tested over several chapters at a time. These tests will be multiple choice and will include assigned readings, class discussions/lectures, and primary sources. These tests will be cumulative and timed.
- ❖ Class Discussion/Lecture: Students should expect class discussion and lecture during every unit of study. During times of discussion, all students are expected to participate. During class discussions and lectures, students are expected to take notes. Participation points will also be given during these discussions.
- ❖ Class Work: Students will be given work during class to enrich and expand their knowledge of the content being studied. Class work may consist of individual, small group, and large group assignments. Assignments may include simulations, debates, mock trials, projects, and primary source interpretations.
- ❖ Primary Sources: The study and understanding of primary sources is vital to success in this course and on the AP Exam. Students can expect to interpret some kind of primary source in class each day.
- ❖ Outside Readings: Students will be assigned several books to read outside of class during the course. Students will be given details about assignments and due dates when the books are assigned.
- ❖ Chapter Summaries: Students will be responsible for completing chapter summaries for each chapter that is read. Students will be given the requirements for the summary in class. These will be due at the end of each chapter.
- ❖ Primary Source Reviews: Students will be responsible for completing a review of each primary source they read. Students will be given the requirements for the primary source review in class.

Students will be graded on the total point system. To determine the grade divide the total points earned by the total points possible.

A: 90-100
B: 80-89
C: 71-79
D: 70
F: Below 70

Essay Grading Scale:

Based on the guidelines for graded essays from the AP central website.

0=55	5=80
1=60	6=85
2=65	7=90
3=70	8=95
4=75	9=100

Extra Credit:

Students wishing to earn extra credit must submit a written proposal of the assignment they will complete, how many points they are seeking to earn, and a due date. Students may earn a maximum of ten points per assignment. Once the proposal is submitted, the teacher will review the proposal and discuss it with the student. Students may complete a maximum of two extra credit assignments per semester

Course Outline:

- Unit 1: 8000 B.C.E. – 600 B.C.E August 1st – August 12th
- Unit 2: 600 B.C.E. to 600 C.E. August 15th - September 7th
- Unit 3: 600 C.E. – 1450 September 12th – November 11th
- Unit 4: 1450- 1750 November 14th – January 20th
- Unit 5: 1750- 1910 January 23rd – March 6th
- Unit 6: 1910 – Present March 7th – April 27th

Unit 1: Technological and Environmental Transformations 8000 B.C.E. - 600 B.C.E. 5% of Exam

Approx. 2 Weeks: August 1st to August 12th

Period 1: Technological and Environmental Transformations 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

Topics Include:

- Development of human society
- River Valley civilizations
- Other early civilizations: Egypt, Kush, Indus, Shang, Mesoamerican, and Andean
- Agriculture and technology (Neolithic Revolution)
- Major world belief systems

Quarter 1 Week 1 (August 1st-3rd)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic			Syllabus	“Why Study History”	Neolithic Revolution
Stearns Pages					Pgs. 2-13
Primary Source					

Quarter 1 Week 2 (August 6th-10th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Mesopotamia	Civilization	Ancient Egypt	Origin Stories Aboriginal Mythology	Period 1 Activity
Stearns Pages		Pgs. 13-20		Pgs. 20-29	Ch. 1 Outline Due
Primary Source	The Epic of Gilgamesh (pgs. 6-13)	The Judgments of Hammurabi (pgs. 13-17)		The Book of Genesis pg. 51-56 Aboriginal Rock Painting	

Quarter 1 Week 3 (Aug 13th-14th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Study for Test	Test Unit 1 Ch. 1			
Stearns Pages					
Primary Source					

Period 2: Organization and Reorganization of Human Societies, 600 B.C.E. – 600 C.E. 15% of Exam

Approx. 4 Weeks: August 15th – September 7th

Period 2: Organization and reorganization of Human Societies, 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 Trans-regional Networks of Communication and Exchange

Topics Include:

- Classical civilizations (China, India, Greece, Rome)
- Major world belief systems (Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism)
- Interregional networks (Silk Road trade networks)
- Development of bureaucracy
- Late Classical Period

Quarter 1 Week 3 (August 15th-17th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic			Intro. to China	Political China	Culture in China
Stearns Pages			Pgs. 30-34	Pgs. 35-40	Pgs. 40-49
Primary Source					The Analects, pgs. 90-96

Quarter 1 Week 4 (August 20th-24th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Religion in Ancient China	Intro. to India	Politics in India	Religion in Ancient India -- Zoroastrianism	Intro. To Ancient Greece
Stearns Pages	Ch. 2 Outline Due	Pgs. 50-57		Pgs. 57-67	Pgs. 69-74
Primary Source	The Classic of the Way and Virtue p. 85-90		The Buddha, pgs. 70-76	Zarathustra, Gathas pgs. 76-80	Hippocrates, The Sacred Disease pgs. 102-105

Quarter 1 Week 5 (August 27th-31st)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Politics in Greece and Rome	Culture in the Mediterranean	Rome	Decline of China and India	
Stearns Pages	Pgs. 74-79 Ch. 3 Outline Due	Pgs. 79-83	Pgs. 83-89	Pgs. 91-98 Ch. 4 Outline Due	
Primary Source	Thucydides, Peloponnesian War pgs. 105-111	Plato, Apologia pgs. 115-119	Virgil, The Aeneid pgs. 130-139	Gospel of St. Matthew, pgs. 196-200	

Quarter 1 Week 6 (September 3rd-7th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic		Fall of Rome	The New Religious Map	In Class Essay	Leader Analysis
Stearns Pages		Pgs. 98-103	Pgs. 103-111		
Primary Source		St. Paul, Epistle pgs. 200-203	Pliny, Letters pgs. 203-208		

Quarter 1 Week 7 (September 10th-11th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Study for Test	Period 2 Test (Ch. 2-5)			
Stearns Pages					
Primary Source					

Period 3: The Postclassical World, 600 C.E. – 1450 22% of Exam

Approx. 7 Weeks: Early September – Early November

Period 3: Regional and Transregional Interactions, c. 600 C.E. to 1450

Key Concepts:

3.1: Expansion and Intensification of Communication and Exchange Networks

3.2: Continuity and Innovation in State Forms and Their Interactions

3.3: Increased Economic Productive Capacity and Its Consequences

Topics Include:

Empires and Societies

The Islamic World

Emergence of trade systems (Ming Treasure Ships and Indian Ocean Trade)

Tang, Song, and Ming China

European transition

Maya, Inca, and Aztec

Quarter 1 Week 7 (September 12th-14th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic			Intro to Period 3	Rise of Islam	Constitution Day
Stearns Pages			Pgs. 112-119	Pgs. 121-130	
Primary Source				The Quran, pgs. 232-239	

September Break: September 17th-21st

Quarter 1 Week 8 (September 24th-28th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	The Umayyads	Abbasid Empire OPTIC Analysis	Abbasid Decline	Culture and the Spread of Islam into South Asia	Spread of Islam to SE Asia
Stearns Pages	Pgs. 130-138	Pgs. 138-145	Pgs. 147-153	Pgs. 153-164	Pgs. 164-169
Primary Source				Rumi, Poems and al Aflaki, the Virtues pgs. 260- 263	

Quarter 1 Week 9 (October 1st-5th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Study for Test	Chapter 6-7 Test	African Societies	Sundiata	East Africa
Stearns Pages	Ch. 7 Outline Due		Pgs. 171-177	Pgs. 177-183	Pgs. 183-190
Primary Source			Kati, The Seeker p. 257-259	Al Bakri, Routes pgs. 387-390	Ethiopian and Seated Female, pgs. 391-399

Quarter 2 Week 1 (October 8th-12th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Byzantine Empire	Kievan Rus	Chapter 9 Quiz	Post-Classical Era	PSATS
Stearns Pages	Pgs. 193-202	Pgs. 203-210	Ch. 9 Outline Due	Pgs. 213-219	
Primary Source	The Mosaics and Procopius, Buildings vs. Secret History p. 340-352			Pope Leo III's Lateran Mosaic p. 352-359	

Quarter 2 Week 2 (October 15th-19th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Feudalism	Western Culture	Decline of Medieval Europe	In Class DBQ	Study Ch. 9-10
Stearns Pages	Pgs. 219-224	Pgs. 224-232	Pgs. 232-236	Ch. 10 Outline	
Primary Source	Baldric, History; Comnena, Alexiad; Choniates 368-379				

Quarter 2 Week 3 (October 22nd- 25th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Chapter 9-10 Test	The Americas	The Americas	Dynastic Cycles	
Stearns Pages		Pgs. 239-254	Pgs. 254-261	Pgs. 263-275	
Primary Source				Tang History and Chen Pu, Farming p. 296-301	

Quarter 2 Week 4 (October 29th-November 2nd)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	China's Golden Age	Feudal Japan	Korea	Exchange in East Asia	Study Ch. 12-13
Stearns Pages	Pgs. 275-286	Pgs. 287-293 Ch 12 Outline	Pgs. 293-299	Pgs. 299-310	Ch. 13 Outline
Primary Source	Du Fu, Poems p. 290-296		Eastern Capital p. 302-305	Shonagon, Pillow Book and Grand Pacification p. 280-290	

Quarter 2 Week 5 (November 5th-November 9th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Ch. 12-13 Test		Chinggis Khan	Mongol Drive to the West	Kubilai Khan
Stearns Pages			Pgs. 313-320	Pgs. 320-325	Pgs. 325-333 Ch. 14 Outline
Primary Source			Chinggis Khan, Letter p. 429-432		Gonzalez, Tamerlane p. 453-456

Quarter 2 Week 6 (November 11th- November 16th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Rise of the West	Westward Expansion	Change and Continuity Analysis	Study Ch. 14-15	Test Ch. 14-15
Stearns Pages	Pgs. 325-333	Pgs. 343-349	Art Timeline Due	Ch. 15 Outline	
Primary Source	Ma Huan, The Overall Survey of the Ocean's Shores p. 457-461	Gomes Eannes de Azurara, The Chronicle of Guinea p. 461-463			

Art Timeline (Ongoing from August 1st to November 14th)

Students will work in groups of two to complete a presentation on the early civilizations. The students will examine the change in art from 500 BCE to 1400 CE. Art includes literature, painting, pottery, music, drama, sculpture, architecture, etc. Students must examine art from Africa, China, India, Mesoamerica, Southwest Asia, Southeast Asia, and Europe. For each region of the world previously listed, students will evaluate six different forms of art from various time periods. In the examination of the art forms students must describe the art (also provide an example of the art), tell the time period; explain how it differed from works in the previous time period, and what influenced the creation of the art.

Period 4: The Early Modern World 1450-1750 19-20% of Exam Approx. 6 Weeks: Mid November - Mid January

Period 4: Global Interactions 1450 to 1750

Key Concept 4.1: Globalizing Networks of Communication and Exchange

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

Key Concept 4.3: State Consolidation and Imperial Expansion

Topics Include:

Transformations in Europe (Renaissance to Scientific Revolution)

Encounters and Exchange: Reconquista, Europe in Africa, Colonization in the Americas

Columbian Exchange

Technological advances

Major world empires, including Mughal and Ottoman

Labor Systems in the Atlantic World

Enlightenment

Fall Break (November 19th-23rd)

Quarter 2 Week 7 (November 26th-30th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Intro to Period 4		Exploration	Columbian Exchange	Reformation
Stearns Pages		Pgs. 350-357	Pgs. 359-366	Pgs. 366-368	Pgs. 381-388 Ch. 16 Outline
Primary Source			Isabella, Columbus and Hakluyt, Western Planting p. 89-95		Luther, Table Talk and Council of Trent p.72-80

Quarter 2 Week 8 (December 3rd-7th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Scientific Revolution		Rise of Russia	Westernization	Colonies in Latin America
Stearns Pages	Pgs. 388-394	Pgs. 394-400	Pgs. 403-408	Pgs. 408-416	Pgs. 426-435 Ch 18 Outline
Primary Source	Battista, Family Marriage 95-106	Galileo, Letter p. 107-109 and Bacon, New Organon 107-112			Vazquez, West Indies p. 142-146

Quarter 2 Week 9 (December 10th-14th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic		Study 16-18	Ch 16-18 Test		
Stearns Pages	Pgs. 435-445	Ch 19 Outline		DBQ Due **	
Primary Source					

**Document Based Question Project (ongoing and due by Dec. 8th) Students will create their own Document Based Question and scoring rubric. Students will provide justification for their primary sources and analyze the effectiveness of each DBQ submission as a class.

Midterms (December 17th-21st)

Winter Break (December 24th- January 4th)

Quarter 3 Week 1 (January 7th-11th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Atlantic Slave Trade		The African Diaspora	In class DBQ	Study Ch 19-20
Stearns Pages	Pgs. 447-454	Pgs. 454-561	Pgs. 461-470	Ch 20 Outline	
Primary Source	Olaudah Equiano, The Interesting Narrative of Olaudah Equiano Written by Himself p. 206-211	Thomas Phillips, A Journal of a Voyage Made in the Hannibal of London in 1694 p. 212-216			

Quarter 3 Week 2 (January 14th-18th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Test Ch 19-20	Ottomans	Safavids and Mughals	Asian Trade	Ming China
Stearns Pages		Pgs. 473-482	Pgs. 482-497	Pgs. 499-507	Pgs. 507-512
Primary Source			Pasha, The Book of Counsel p. 216-221	Dutch East India Company 37-39	Lien, Zhongxian p. 22-27 Ricci, Journals p. 33-36

Quarter 3 Week 3 (January 21st-25th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic		Reunification of Japan	Periodization Debate **	Study Ch. 21-22	Test Ch. 21-22
Stearns Pages		Pgs. 513-522	History Paper Due *	Ch 22 Outline	
Primary Source		Hidetada, Laws p. 27-32			

* A.P. World History Paper Due January 23rd

The student will write a 5 page paper (including a bibliography) on a historical figure from time period 4. The paper will be in APA format. The student will read a biography and/or an autobiography on the figure. You may use other resources to help with the paper. The paper must answer the following questions in detail. What impact did the person's childhood have on this person? What impact did the figure have on World History? How does history remember this person?

** Periodization Debate (ongoing- debate on Jan. 23rd)

Students will read excerpts from "Peasants into Frenchmen", "World in a Box", and "Cheese and Worms" along with several articles and primary sources. Students will use what they have learned and read to create a discussion with the viewpoints of all major world regions represented over how appropriate it is to call 1450-1750 the "Early Modern Era"

Period 5: The Industrial Age 1750-1900 19-20% of Exam Approx. 6 Weeks: Mid January –Early March

Period 5: Industrialization and Global Integration, 1750 to 1900

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

Topics Include:

Industrial Revolution

Changes in social, demographic, environmental structures

Political revolutions in Haiti, France, Mexico, China

Nationalism

Rise of Democracy

Rise of Western dominance

Quarter 3 Week 4 (January 28-February 1st)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Revolution		Industrial Revolution		
Stearns Pages	Pgs. 535-541		Pgs. 541-547	Pgs. 547-550	Pgs. 550-561
Primary Source	Declaration, Political Cartoons, and Paine, Common Sense p. 188-200			Karl Marx, Manifesto and Darwin, On the Origin p. 275-285	Ohio, Resolutions and Ward, Appeal p. 285-292

Quarter 3 Week 5 (February 4th-8th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Study Ch 23	Test Ch. 23	Imperialism	White Man's Burden	
Stearns Pages	Ch 23 Outline		Pgs. 563-569	Pgs. 569-573	Pgs. 573-580
Primary Source			Advertisements p. 304-308	Roy, Letter and Proclamation p 330-336	

Quarter 3 Week 6 (February 11th-15th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Archeology Discussion		In class CCOT essay	Study CH 24	Chapter 24 Test
Stearns Pages		Pgs. 580-587	Ch. 24 Outline		
Primary Source		Bathurst, Secretary, Tasmania p. 255-262			

February Break (February 18th-22nd)

Quarter 3 Week 7 (February 25th - March 1st)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Colonies to Nations	New Latin American Nations	Study Ch. 25	Test Ch. 25	Historiography Debate
Stearns Pages	Pgs. 590-606	Pgs. 606-615	Ch. 25 Outline		Pgs. 616-623
Primary Source		Latin America and Cardenas, Speech p.448-456			

Quarter 3 Week 8 (March 4th-8th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Birth of Turkey	Qing Empire	Russian Revolution	Japan's Transformation	
Stearns Pages	Pgs. 624-629	Pgs. 629-639	Pgs. 641-652 Ch 26 Outline	Pgs. 652-661	Ch 27 Outline
Primary Source	Sultan Abdul Mejid, Imperial Rescript p.319-323	Zexu, Letter Guofan, Xianfeng p. 338-345	Yatsen, Principles p. 345-349	Yataro, Letter Prints and Drawings, 1853-1887 p. 353-361	

Quarter 3 Week 9 (March 11th-12th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Study Ch. 26-27	Test Ch. 26-27			
Stearns Pages					
Primary Source					

Music Video Project Due Friday March 2nd

This is a project that allows you to be creative and share your knowledge with your fellow students. You can do Flash or stop motion animation if you want, it just needs to be video of some kind. I would think it can go without saying that these must be SCHOOL APPROPRIATE. You, and your partners (groups will be no more than 3 students from your own class period), will be creating a music video on one of the 8 topics that you have to select from. The topics are first come first serve so it is a good opportunity for you to be proactive. In addition you and your partners will have to fill out a peer review sheet on one another for a separate formative assessment grade.

You can use music that already exists, but you have to have your own singing. Any and ALL songs must be approved by me before you can use them. You can create your own music as well, but again I must approve it ahead of time. The scripts have to be approved by me before any filming can begin. The videos MUST have subtitles so that everyone can sing-a-long. The videos must be longer than 3 minutes and no more than 5 minutes and must contain at least 15 facts related to your topic. You need at least 3 sources and they need to be from .org or .edu websites. The more creative you are the more extra credit you can get.

Video should include:

- 1 primary source with explanation of its context
- 1 explanation of how this event fits into the patterns of its time period
- 1 critique of how historians have misinterpreted this event in the past

Period 6: The Twentieth Century 1900-Present 19-20% of Exam

Approx. 7 weeks: Early March –Late April

Period 6: Accelerating Global Change 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

Topics Include:

World Wars
Changes in Nationalism
Globalization

Holocaust
Social reform and revolution

Cold War
Information and Technological Revolution

Quarter 3 Week 9 (March 13th-15th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic			Causes of the Great War	WWI	Impact of WWI
Stearns Pages			Pgs. 671-681	Pgs. 681-690	Pgs. 690-697
Primary Source			Popular Art, Clapham, Mud and Khaki p. 372-381	Conditions of Peace, October 1919 p. 381-384	

Quarter 4 Week 1 (March 18th-22nd)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Study Ch. 28	Test Ch. 28	Post War Russia	Post War China	Great Depression
Stearns Pages	Ch 28 Outline		Pgs. 701-718	Pgs. 701-718	Pgs. 727-736 Ch 29 Outline
Primary Source			Lenin, “What is to be Done?” Stalin, Five Year Plan p. 385-393	Zedong, Report p. 456-461	Adolf Hitler, Mein Kampf p. 394-399

Quarter 4 Week 2 (March 25th-28th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Militarism in Japan	Stalinism	Study Ch 29-30	Test Ch 29 30	
Stearns Pages	Pgs. 736-742	Pgs. 742-748	Ch 30 Outline		
Primary Source	Society, Statement, National Policy, 1936 p. 399-404				

Quarter 4 Week 3 (April 1st – 5th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Causes of WWII	WWII Total War	End of WWII		
Stearns Pages	Pgs. 751-757	757-764	764-775		
Primary Source		Hoss, Memoirs p. 405-411	Stimson, Atomic Bomb and Recollections p. 411-418		

4/9 - 4/12 Spring Break

Quarter 4 Week 4 (April 15th-19th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Post WWII Instability	Cold War	In Class Essay	Latin America after WWII	Human Rights
Stearns Pages	779-790	790-810	Ch. 32 Outline	Pgs. 813-821	Pgs. 821-832
Primary Source	Kennan, Telegram Novikov, Telegram, p.466-477			Final Document, 1979 p. 482-486	

Quarter 4 Week 5 (April 22nd-26th)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic	Study Ch. 32-33	Test Ch 32-33	Primary Source Museum	Challenges of Independence	New Japan?
Stearns Pages	Ch. 33 Outline		Pgs. 835-854	Pgs. 854-861	Pgs. 863-873 Ch. 34 Outline
Primary Source				Debate, Khomeini, Government, Jain, Hinduism and Islam p. 478-494	Xiaoping, Speeches p. 505- 511

Quarter 4 Week 6 (April 30th-May 3rd)

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity/Topic		End of the Cold War	Protest against globalization	Study Ch. 34-36	Test 34-36
Stearns Pages	Pgs. 873-890	Pgs. 893-902	902-912		
Primary Source	Nguyen Thai Hoc, Letter to the French Chamber of Deputies p. 445-447	Mikhail Gorbachev, Perestroika p. 511- 515	Declaration of Jihad and Atta, The Last Night p. 515-525		

Review Period

5/3-5/16 REVIEW FOR AP EXAM

Invention Project

During this semester we have covered thousands of years of history. Most of the information has focused on the social, political, and economic issues of the different civilizations. One of the main issues in history is the development of technology over the vast number of years. The use of technology has changed the world starting with the most simplistic tools to the development of the latest and greatest hi-tech gadget that will influence the world for the next century. Students in groups of three will create an educational game. The game will focus on the inventions from the beginning of time to 1600 CE. The game should be creative and fun. The game should have at least 50 inventions from the above mentioned time period.

The game should have rules and instructions. The game should have a theme, a purpose, and a title. The game should have a time limit and the amount of people who can play at one time. Students will model the game for the class for 5-8 minutes. Students will also give a list of inventions. The list will name the invention, the time period which it was made, who was credited with making it, and what was its lasting effect on society.

5/16 AP World History EXAM (8:00 AM)

No more than 20% of course time is devoted to European History, and all efforts are made to frame European History in the context of global conditions.

For more information on the AP World History course, please visit:

http://www.collegeboard.com/student/testing/ap/sub_worldhist.html

AP World History Syllabus
Confirmation of Receipt
Please sign and return

Class Period: _____

Student Name: _____

I have read the RRHS AP World History syllabus. I understand and agree to the requirements of this course. I understand that this is a college level course that requires college level work.

Student Signature: _____

Parent Name: _____

Parent Signature: _____

Parent Email Address: _____

* Student can earn an extra credit point on the first assignment if you send an email to Samantha.fraser@cherokee.k12.ga.us from your preferred email address for contact (please include your name, your child's name and class period)

Parent Phone Number: _____

Comments: