

Advanced Placement World History

Course Text and Other Readings:

Main Text:

- Strayer, Robert W., *Ways of the World: A Global History with Sources*. Bedford/St. Martin's, 2nd Edition, 2013.
 - We will also use this textbook's included AP Skills Primer as well as the LearningCurve and LaunchPad features to allow for additional primary source analysis, assessments, and remediation.

Primary Sources will include:

- Tacitus from Germania
- The Code of Hammurabi
- The Epic of Gilgamesh
- Hieroglyphics from the Great Pyramids of Egypt (Visual)
- Pericles Funeral Oration
- Shi Huangdi's Terracotta Army (Visual)
- Fu Xuan, How Sad it is to be a Woman
- Twelve Tables of Rome
- The Martyrdom of St. Perpetua
- Einhard, The Life of Charlemagne
- The Magna Carta
- Ibn Battuta, Travels in Asia and Africa
- Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano
- Bartolomeo De La Casas: A Short Account of the Destruction of the Indies
- Locke, Two Treatises of Government
- Wollstonecraft, A Vindication of the Rights of Women
- Declaration of Independence
- Declaration of the Rights of Man and Citizen
- Simon Bolivar, Message to the Congress of Angostura
- Bal Gangadhar Tilak, Address to the Indian National Congress
- Treaty of Versailles
- Hiroshima Eyewitness Testimony from Toshiko Saeki & Akihiro Takahashi
- Nelson Mandela, Inaugural Address

Secondary Sources will include:

- Standage, Tom, 2005 *A History of the World in Six Glasses*. Walker & Company.
- Diamond, Jared. "The Worst Mistake in the History of the Human Race." *Discover* 1 May 1987. Print.
- Diagrams of the Dynastic Cycle of the Tang Song Dynasties (Chart)

Course Overview:

Advanced Placement World History is a challenging course that is the equivalent of an introductory college survey course. **It will be taught at the college level.** This course will require a significant time commitment but with careful preparation should present students with the opportunity to earn not only high school but also college credit by passing the National AP Exam given in May. This course will better

prepare learners for placement into higher-level college and university history courses. AP World History will require students to move beyond simple memorization towards the development of critical thinking skills required to analyze historical evidence. These analytical skills will prepare AP World students for success in our interconnected world.

Students in this course will learn to view history thematically. AP World History is organized around five overarching themes that will drive all activity and inquiry. These themes will help students relate each time period and society to the “big picture” of history. Each theme will also assist us as we organize continuities as well as change over time, identify global processes, understand diverse interpretations of events, and develop plausible historical arguments. There will be a great deal of reading, writing, and discussion expected of each learner throughout the course. AP World History is designed to be rigorous yet rewarding, inviting students to take a global view of historical processes and contacts between people in different societies.

If you ever have any questions or concerns throughout the semester please do not hesitate to email me!

Course Themes:

1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-building, expansion and conflict
4. Creation, expansion and interactions of Economic Systems
5. Development and transformation of social structures

Course Schedule:

Unit 1—To 600 BCE:

Key Concepts:

- **Peopling of the Earth**
- **Neolithic Revolution and Early Agricultural Societies**
- **Post Neolithic Revolution Societal Interactions**

Activities include:

- Analysis of the causes and consequences of the Neolithic Revolution in the major river valleys as well as in Papua New Guinea.
- Connection to Today: How did the Neolithic Revolution change gender roles? What events are redefining traditional gender roles today?
- Students will compare both their textbook’s interpretation of the Agricultural Revolution and the argument presented by Jared Diamond in his article, “Worst Mistake in the Human Race.” Students will analyze both sources for author’s point of view, purpose, and potential bias. Students will develop a written argument and thesis concerning the shift from nomadic to

agricultural societies that is supported by historical evidence from these secondary sources.

Parallel Reading—Students will read, Sections 1 & 2 in, “A History of the World in Six Glasses.”

- They will analyze the author’s theories about the development of record keeping and government organization. Then, as a class they will engage in a Harkness method discussion format to further explore and offer feedback on the interpretations of their peers.

Unit 2—600 BCE to 600 CE:

Key Concepts:

- **Development and Codification of Religious and Cultural Traditions**
- **Development of States and Empires**
- **Emergence of Trans-regional Trade Networks**

Activities include:

- Research and creation of a factsheet showcasing a major world religion/belief system. Presentations must include Web 2.0 tools (no PowerPoints), and cover the religion’s origin, major beliefs, important practices, and diffusion. Students will share these by engaging in peer teaching.
- Creation of a 3-D map showing the changes and continuities in a long-distance trade network (Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Sea lanes, and Mediterranean Sea lanes)
 - Students will work in pairs to complete/present their 3-D map in class. After sharing pertinent information students will rotate to other groups to complete a graphic organizer on each network.
- In class writing workshop on the following prompt: Compare the methods of political control in the Classical period. Choose two of the following for your comparison: Han China, Gupta India, Imperial Rome, or the Persian Empire.
 - Students will discuss comparative essay expectations, brainstorm in small groups on an essay outline, and receive feedback on their ideas from both peers and instructor before taking a rough draft home for final editing.
- In class writing workshop on the following prompt: “Detail the political and cultural changes in the Late Classical Period in either China, India, or Rome.”
 - Students will discuss change/continuity essay expectations, brainstorm in small groups on an essay outline, and receive feedback on their ideas from both peers and instructor before taking a rough draft home for final editing.

Unit 3—600 to 1450 CE:

Key Concepts:

- **Expansion of Communication and Trade Networks**
- **Continuity of and Interactions between States**

Activities include:

- Students will complete the following comparative essay: “Compare the level of technological achievement including production of goods from 500-1000.” Students may choose from the Middle East, South Asia, East Asia, or Eastern Europe.
- Connection to Today: Students will create an interactive timeline comparing the Polynesian and Viking migrations. They will then link their timeline to their answer for the following question: “How does current migration into our nation compare with these earlier migrations? What causes/effects are similar? What about each is unique?”
- Create a piece of propaganda that effectively illustrates the effects of Mongol rule on two of the following: Russia, China, Middle East.
 - Peers will provide constructive feedback for each creation.

Parallel Reading-- Students will read, Section 4 in “A History of the World in Six Glasses.”

Unit 4—1450-1750 CE

Key Concepts:

- **Globalization of Trade Networks**
- **New Forms of Social Organization and Production**
- **Imperial Expansion & Interactions**

Activities include:

- Students will apply techniques used by art historians to examine visual displays of power in one of the land or sea based empires that developed in this era. In pairs teams will create a museum styled exhibit to present their findings. Peers will provide constructive feedback.
- Students will complete the following essay: “Compare Russia’s interaction with the West with the interaction of the West and one of the following: Ottoman Empire, China, Tokugawa Japan, Mughal India.”

Parallel Reading--Students will read, Sections 5 & 6 in, “A History of the World in Six Glasses.”

- They will analyze the author’s theories about the acceleration of trade during the Age of Exploration. As a class they will engage in a Harkness method discussion on the role of Europe, Africa, Asia, and the Americas in the expanding global market.

Unit 5—1750-1900 CE

Key Concepts:

- **Industrialization and the struggle between Capitalism, Socialism, & Communism**
- **Imperialism, Nationalism, Romanticism, Utilitarianism**
- **Revolution and Reform**
- **Global Migration**

Activities include:

- Students will analyze photographs as well as charts and graphs which illustrate the effects of Industrialization and rapid urbanization. They will then contrast the interpretation of this age by Romantic artists and poets.
- Students will analyze several political cartoons concerning Imperialism and Nationalism in Asia and Africa. Each student will be expected to analyze each cartoon for intended audience, main idea, symbolism, and author's point of view.

Parallel Reading-- Students will read, Sections 7-10 in, "A History of the World in Six Glasses."

Unit 6—1900 CE to present

Key Concepts:

- **Science and the Environment**
- **The Causes and Effects of Global Conflict**
- **Global Interdependence, Culture, and Assimilation**

Activities include:

- Students will complete the following comparative essay: "Compare the political goals and social effects of revolution in: China, Russia, Mexico (choose two)."
- Students will participate in a writing workshop on the following prompt: "Analyze the continuous global competition for sources of power (energy) between 1900-present and the impact of that competition on the environment."
- Connection to Today: Students will trace the interactions of a majority ethnic group and that of an indigenous minority group from Asia, Australia, Oceania, Africa, or South America. They will need to research how that group has been forced to assimilate and/or how they have become champions of their own cultural heritage. Then, they will contrast their findings with our nation's struggle to celebrate diversity and yet create a united American identity. Each pairing will be asked to consider the following: What events encouraged/forced assimilation? What events pushed for cultural acceptance? Have these events encouraged tolerance or ethnocentrism? In what ways have these same types of events influenced North American history and culture?

Parallel Reading-- Students will read, Sections 11 & 12 in "A History of the World in Six Glasses."

- They will analyze the author's theories about conflicts between Western culture and that of the Soviet and Middle Eastern spheres. Students will explore the influence of capitalism and socialism on our modern world. Then, as a class they will engage in a Harkness method discussion format to further explore and offer feedback on the interpretations of their peers.

Unit Notebook Requirements:

Students will be expected to create and maintain a Live Binder for this course. Each unit will consist of a Tab titled with the Period being studied.

- Sub-tabs will include:

- Vocabulary Terms: Students will link each term to an important online article, political cartoon, or short video. Students will provide a synopsis of the connection between the term and their linked material that explains the importance of the term/concept to World History.
- Blog: Students will sign up in small groups to post on our class blog. For each period this small group will complete research and post at least four primary sources from the period which will not be covered in class. Each group will post at least one open-ended question for students to consider. All other students must comment on the blog with an original answer to the posted question. Commenters must also provide feedback on the blog by suggesting an additional source they believe would have been useful in answering the original question.
- Notes: Students will keep a sub-tab with all their notes and findings for the unit.
- “Connection to Today”: Within every unit students will be given a topic that will encourage them to consider the patterns and influence of history on today’s society. Each student will complete research and post his or her findings to the questions asked on this sub-tab.

Preparation for the Final Exam

- **As a class we will spend the last few weeks of our course preparing for both the National AP Exam and the final teacher made exam required by our school district. We will engage in several activities**
 - Timed Fact Recall Quizzes-these will consist of ten questions each to help prepare students for the multiple-choice section of the National Exam. These will be compiled for a test grade and may be repeated as many times as necessary before the given deadline.
 - Primary Source Investigations-Students will be provided with a group of texts, art, charts, graphs, and other works upon entering class. Each group will be required to read, analyze, annotate, and answer questions concerning what time period is represented, what geographic zones are represented, author’s point of view and what types of sources would have been useful to include in the given grouping of documents.
 - Periodization Debates-In small groups students will research and rank at least three significant events that happened 100 years before and after each of the six AP World History periods. Students will debate whether the given periods represent the most effective way to organize history or if they believe a different periodization would be better. All arguments must be plausible and supported with historical evidence.
 - This activity will culminate in a final debate that will serve as the exam grade for this course.