

Course Description:

This *AP World History* course is designed for any 10th grade student willing to accept the heavy reading and writing curriculum in a rigorous academic environment. This course will cover from 8000 B.C.E. up to the present and will be based on the 5 overarching themes as outlined in the *AP World History Course Description*. The themes are:

- Interaction between humans and the environment
- Development and interaction of cultures
- State-building, expansion, and conflict
- Creation, expansion, and interaction of economic systems
- Development and transformation of social structures

Students will be directed in the *Habits of Mind* throughout their studies in order to ensure that they are capable of critically analyzing historical information giving them a global concept of world history. The *Habits of Mind* are:

- Constructing and evaluating arguments
- Using documents and other primary data
- Assessing continuity and change over time and different world regions
- Understanding diversity of interpretations through analysis of context, point of view, and frame of reference
- Seeing global patterns and processes over time and space while connecting local developments to global ones
- Comparing within and among societies including comparing society's reaction to global processes
- Considering human commonalities and differences
- Exploring claims of universal standards in relation to culturally diverse ideas
- Exploring the persistent relevance of world history to contemporary developments

Application of these themes and habits will become pervasive in a student's approach to viewing continuity and change throughout human history.

Each unit will be designed around an essential question presented to encourage students to take ownership in the historical process of discovery. In addition to the textbook, supplemental readings will be assigned with each unit. Students will also be required to regularly write their responses to each unit of study using a comparative approach.

Unit Information:**Unit 1: Foundations: c. 8000 B.C.E. – 600 C.E. (6 Weeks)**

Essential Question: What does it mean to be “civilized” and how does our definition of “civilized” influence our study of history?

Objectives:

Students will be able to:

- Locate world history in the environment and time using diverse interpretations.
- Describe the development of agriculture and technology.
 - Mesopotamia, Egypt, Indus Valley, Chinese River Systems, Mesoamerica & Andean South America
- Understand the basic features of early civilizations in different environments (culture, state, and social structure).
 - Mesopotamia, Egypt, Indus Valley, Chinese River Systems, Mesoamerica & Andean South America
- Discuss the interconnectedness of classical civilizations.
- Differentiate between major belief systems and identify the major locations of each.
 - Hinduism, Judaism, Confucianism, Daoism, Buddhism, Christianity
- Explain the significance of the late classical period (200 C.E to 600 C.E.)
 - China, India, Mesopotamia, & Rome

Readings:

Stearns, *World Civilizations: The Global Experience*, Chapters 1-5

Jared Diamond’s *Guns, Germs, and Steel*. This book will be assigned at the beginning of the unit and be read throughout the first 2 units of study.

Jared Diamond’s *The Worst Mistake in the History of the Human Race*, Discover Magazine, May 1987

Hesse, *Siddhartha*

Primary Source references and readings:

Stearns, *Documents in World History, Volume 1*

The Epic of Gilgamesh, Zoroastrianism, Confucianism and Its Legacy, Daoism, Woman In Classical China: Ban Zhao, The Greek Political Tradition, Athenian Democracy and Culture, The Opening of the Silk Road, Buddhist Teachings: Noble Truths and Guidance for Daily Life

<http://www.biblegateway.com>

- *Genesis* (Flood Account), *Exodus* (Hebrew Law), *Matthew* (Sermon on the Mount)

Activities and Assessments:

- Comparative Essays
 - Religious Systems
 - Political and Social structures of two early civilizations
- Socratic Seminar
 - Discussing Jared Diamond's *The Worst Mistake in the History of the Human Race* (Benefits and dangers of agriculture and domestication)
 - What is the role of social Inequality (caste system, slavery, indentured servitude, etc...)
- Chapter Quizzes
- Creation of Timeline
- Map of world regions as designated by AP
- Civilization Building Activity
- Document Based Question: Based on the documents, how did ancient cultures reinforce that women's status was subordinate to men's status? What evidence is there of women's power or authority in these patriarchal societies (Babylon, Egypt, Mesopotamia, Greece, China)? Explain what additional types of documents might be helpful in making these assessments. (from Stearns' *World Civilizations*)

Unit 2: Nomadic and Urban Expansion of Civilization 600 – 1450 C.E. (7 weeks)

Essential Question: What provokes change and why does it matter?

Objectives:

Students will be able to:

- Describe the causes of major changes in China, India, Mesopotamia, Eastern European, Africa, and the Americas
- Describe the essentials of Islam and its influence on the Middle East, Northern Africa, and Europe, India
- Trace the interregional networks and explain their significance
 - Opening of the Silk Road
- Identify and compare major political systems and cultural patterns
 - Pre-Islamic Arabia, Umayyad & Abbasid Dynasties, Persia, India, Southeast Asia, Africa, Byzantine Empire, Western Europe, Americas, Tang and Song China, Japan, Korea, Vietnam, & the Mongols
- Explain relevant demographic and environmental changes and their effects
 - Bantu migration, spread of Islam & Christianity, Bubonic plague, Mongol invasions, Germanic tribes,
- Respond to differing views of historical events

Readings:

Stearns, *World Civilizations: The Global Experience*, Chapters 6 - 15

Jared Diamond's *Guns, Germs, and Steel*.

Primary Source references and readings:

Selections from *The Stories of One Thousand and One Nights* translated by Edward William Lane

Qing Ming Scroll: <http://afe.easia.columbia.edu/song/commercial/quanzhou/quanzhou.htm>

Stearns, *Documents in World History, Volume 1*

The Indian Ocean Network: Trade and Islam, Peasant Life in Tang and Song China, "The Noble and Magnificent City of Hangzhou": Marco Polo in China, Valor and Fair Treatment: The Rise of the Samurai, The Early Stages of the Byzantine Empire and a Mystery Historian, Russia Converts to

Christianity, Political Institutions: The Influence of Christianity and Feudalism, Europe, the Middle East, and Beyond: The Crusades: Christian and Muslim Reactions, African Kingdoms and Islam, Africa through the Eyes of a European Merchant, Tribute Under the Aztecs and Incas, Chinggis Khan and the Rise of the Mongols

Video: *Millennium* by CNN

Activities and Assessments:

- Comparative Essays (developments in political and social institutions in both eastern and western Europe) (Japanese and European Feudal System)
- Continuity and Change over time Essay (role of cities)
- Socratic Seminars (Gender systems and changes)
- Chapter Quizzes
- Creation of Timelines
- Integrated Art lesson with Chinese Landscape paintings interpreting Neo-Confucianism and Daoism teachings
- Online class discussions of readings
- Document Based Question: Using the documents, analyze the ways postclassical architecture and artwork served to reinforce the positions of the elites in societies, especially among the illiterate portions of the population. Explain what additional types of documents would help substantiate your argument? (Hagia Sophia, Byzantine Gold coin, Statues of Buddha, Axum royal burial markers, Relief panel from Maya Empire, "Reliquary of the True Cross" from Constantinople, Bas-relief of Suryavarman II, Bronze head of a Benin king, Jan Van Eyck's Ghent Altarpiece) (from Stearns' *World Civilizations*)

Unit 3: The Rise of Global Civilizations: 1450 – 1750 C.E. (6 weeks)

Essential Question: Why Europe?

Objectives:

Students will be able to:

- Identify continuities and breaks from the previous period and within this period
- Discuss the change in trade, technology , and global interactions
 - Indian Ocean trade, the Silk Road
 - Navigational technology (astrolabe, compass, lateen sails, caravel, cartography) and weaponry (gunpowder, cannons)
 - Columbian Exchange, Triangular Trade
- Describe the major empires and other political units and social systems (including the role of women, households, and politics)
 - Ottoman, Portugal, Spain, Inca, Maya, European Christian Church, France, the Balkans, Russia, Latin America, Africa. Mughal, Safavid, Ming China, Japan
- Analyze slave systems and slave trade
- Trace demographic and environmental changes: diseases, animals, new crops, and comparative population trends
- Explain cultural and intellectual developments
 - Italian Renaissance, Scientific Revolution, Humanism, Protestant Reformation, Counter Reformation, Neo-Confucianism, Enlightenment, Scholar-Gentry in China, Westernization of Russia
- Offer diverse interpretations as to European predominance and patterns of interregional trade
 - Ottoman control of trade routes, Mercantilism, Portuguese navigational technology and attitudes, Unification of Spain

Readings:

Stearns, *World Civilizations: The Global Experience*, Chapters 16-22

Jared Diamond's *Guns, Germs, and Steel*.

Kenneth Pomeranz & Steven Topik's *The World That Trade Created*

Excerpts from *The Columbian Exchange: Biological and Cultural Consequences of 1492* by Alfred Crosby

Primary Source references and readings:

Peter Stearns *Documents in World History: Vol.1*, Sailing to Calicut: Chinese and Portuguese Voyages

Peter Stearns *Documents in World History: Vol. 2*

A New Maritime Network, The Columbian Exchange in the Early Modern Period, Africa and the Slave Trade, The Italian Renaissance, Protestantism and Women, The Scientific Revolution and the Enlightenment: New Intellectual Standards in the West, Peter the Great Reforms Russia, The Rise of the Ottoman Empire, Conquering and Ruling India: Babur and Akbar, Confucianism and Popular Protest in China, Early Modern Japan, Economy and Society in Latin America, East Africa and Portugal

Video: *Millennium* by CNN

Activities and Assessments:

- Document Based Question: What can these documents tell us about the motives of the Europeans and the consequences of their encounters with the indigenous peoples of the Americas? What additional types of documents might be helpful in answering these questions? (Vespucci's letter on his 1st voyage, Dr. Diego Chanca's account of the Caribe Indians, Cortes' letter to the Spanish government in 1520, Champlain's report to the government in 1632, Aztec reaction to the European encounter) (from Stearns' *World Civilizations*)
- Continuity and Change over time Essay (coercive labor systems)
- Socratic Seminars (analyzing imperial systems)
- Chapter Quizzes
- Creation of Timelines
- Empire Creation Activity
- Debate between the differing views of the timing and extent of European predominance in the world economy
- Online class discussions of readings

Unit 4: An Industrialized World 1750–1914 C.E. (6 weeks)

Essential Question: How did industrialization redefine the world?

Objectives:

Students will be able to:

- Recognize continuities and breaks from the previous period and within this period
- Trace demographic and environmental changes
 - Africans, Chinese, & Western Europeans into the Americas
- Describe changes in global commerce, communication, and technology and changes in patterns of world trade
 - Industrialization in Russia, China, and Europe and the Americas, Consumption emphasis,
- Analyze changes in social and gender structure
 - British Feminist movement, American Feminist movement
- Explain political revolutions and independence movements along with new political ideas
 - Rise of the Meiji in Japan, American Revolution, French Revolution, American Civil War, Communism, Socialism, the development of Latin American independent states, Boxer Rebellion, Tanzimat reforms in Turkey
- Discuss the rise of Western dominance along with different cultural and political reactions
 - Imperialism in Africa, India, China, Japan and Americas
- Identify patterns of cultural and artistic interactions among societies in different parts of the world
 - Japanese influence on Western European art on one another
 - African influence on early Cubism
- Explore diverse interpretations involving slave emancipation, nature of women's roles, and Western innovation versus Eastern

Readings:

Stearns, *World Civilizations: The Global Experience*, Chapters 23-27

Kenneth Pomeranz & Steven Topik's *The World That Trade Created*

Chinua Achebe's *Things Fall Apart*

AP World History Special Focus: Migration

Bertrand Russell's "The Congo"

Primary Source references and readings:

Peter Stearns *Documents in World History: Volume 2*

The French Revolution and its Aftermath, Work and Workers in the Industrial Revolution, World Migrations During the 19th and Early 20th Centuries, Russian Peasants: Serfdom and Emancipation, The Opium War: China and the West, The Meiji Restoration and Japan, The 1857 Uprising in India, Middle Eastern Responses to the West, Independence and Consolidation of New States (1791-1910), The Decades of Imperialism in Africa, Racism in World History: The Discovery of "Personal Whiteness"

Video: *Millennium* by CNN

Activities and Assessments:

- Document Based Question: What are the similarities and differences in the motives claimed by leaders who supported independence movements in the Atlantic World in the late 18th and early 19th centuries? What additional document(s) would help you analyze their motives?
(Declaration of Independence, Declaration of Rights of Man and Citizen, Political cartoon: Peasant being crushed by landlord, Declaration of the Rights of Woman and Citizeness, Announcement of Independence of St. Domingo, Advice to the Congress of Angostura) (from Stearns' *World Civilizations*)
- Comparison Essay: Haitian and French Revolutions
- Comparison Essay: Nationalism
- Socratic Seminars (Western intervention in Latin America)
- Chapter Quizzes
- Creation of Timelines
- Debate between the impact of Social Darwinism on European Imperialism in the later part of the 19th century
- Online class discussions of readings

Unit 5: Current Times and Changing Technology (1914-Present)

Essential Question: How have our ideals both harmed and helped the world?

Objectives:

Students will be able to:

- Recognize continuities and breaks from the previous period and within this period
- Discuss war and peace in a global context
 - World War I, World War II, Cold War, Korean War, Palestinian and Israeli Conflict, development of League of Nations and United Nations, Russia and Afghanistan,
- Identify new patterns of nationalism
 - Establishment of the modern state of Israel, Africa and India, revived nationalism in former Soviet states,
- Explain the effects of major global economic developments
 - Great Depression, from European empires to European Union
- Analyze new forces of revolution and others political innovations
 - Communist Revolutions in Russia and China, Latin America, Cuban Revolution
- Evaluate social reform and social revolution
 - Democratic reform in China (Tiananmen Square) , Iranian Revolution, Civil Rights Movement in the United States, Revival of Feminist Movement
- Explain the significance of the globalization of science , technology, and culture
 - Sputnik and “Space Race”, mass media
- Trace demographic and environmental changes
 - Eastern European immigration to America, Holocaust
 - Global Warming
- Offer diverse interpretations regarding cultural convergence and diversity and advantages and disadvantages of units of analysis for the modern world

Readings:

Stearns, *World Civilizations: The Global Experience*, Chapters 28-36

Kenneth Pomeranz & Steven Topik's *The World That Trade Created*

Chinua Achebe's *Things Fall Apart*

AP World History Special Focus: Migration

Karl Marx's *The Communist Manifesto*

Primary Source references and readings:

Peter Stearns *Documents in World History: Volume 2*

The Experience of World War I, The Western State, Consumerism, Lenin, Stalin, and Russian-Communist Society, The Cold War, The Collapse of the Soviet Union, The Resurgence of Islam, Middle Eastern Dreams in Conflict: Israelis and Palestinians, Communist Rule in China: Two Views, Japanese Memories of WWII, Corporate Management and Gender in Japan: Two Views, Love and Marriage in Modern India, 20th Century Latin American Politics: The Revolutionary Challenge, African Nationalism, Global Warming, International Terrorism

Video: *Millennium* by CNN

Gandhi by David Attenborough

Hotel Rwanda by Terry George

Activities and Assessments:

- Document Based Question: Based on the documents, assess the relative importance of common ingredients or individual dynamics in explaining the causes of late 20th- and early 21st-century outbreaks of ethnic conflicts. Explain what kind of additional documents would help you assess these reasons. (Slobodan Milosevic quote, International Criminal Tribunal for Slobodan Milosevic, "A Manifesto for the European Parliament Elections", "Your Guide to the Assembly", "Rwanda: Genocide and Partition", "Report on the Rwandan Genocide") (from Stearns' *World Civilizations*)
- Comparison Essay: Revolutions
- Comparison Essay: Colonialism and patterns of economic development
- Continuity and Change Essay: Warfare
- Socratic Seminars (Different proposals for economic growth and the consequences)
- Chapter Quizzes

- Creation of Timelines
- Online class discussions of readings

Course Review (2 weeks)

- Monty Armstrong's *Cracking the AP World History Exam*
- Student research and development of a Document Based Question
- Mock test