

*“A goal without a plan is a wasted thought.”*

Just whose history are we studying? The history of the human race and how humankind developed in time encompasses the study of philosophy, art, language and literature and political history. We will avoid the stereotypical Eurocentric approach to World History. We study people, places, events and how all of these relate in time? What effect did a person have upon an event? Where did an event happen and why is that important? We can understand others and ourselves by studying history. We can learn to be more tolerant of others, maybe even be front runners in avoiding future wars—or know when our only recourse is to fight. This is an AP class. The approach to studying history in an AP class is different from in regular classes. We ask how and why and analyze events critically. We study the interaction and impact of systems on a global scale.

The Five Themes of AP World History

Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “SPICE” acronym.

Social-Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

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

Habits of Mind:

- Constructing and evaluating arguments: using evidence to make plausible arguments
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information
- Assessing issues of change and continuity over time, including the capacity to deal with change as a process and with questions of causation
- 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 also connecting local developments to global ones and moving through levels of generalizations from the global to the particular
- Comparing within and among societies, including comparing societies reactions to global processes
- Being aware of human commonalities and differences while assessing claims of universal standards, and understanding culturally diverse ideas and values in historical context

**Texts:** Student Text: Stearns, Peter & others. World Civilizations: A Global Experience. (3<sup>rd</sup> Edition) Longman Publishing: Boston: 2000

Class Set Text: Gaynor Ellis, Elizabeth & Anthony Esler. World History: Connections to Today. Prentice Hall. New York: 2003.

**Required Reading for Students:**

First Semester: Pomeranz, Kenneth and Steven Topik. The World That Trade Created. M.E. Sharpe: New York: 1999.

Second Semester: Diamond, Jared. Collapse: How Societies Choose to Fail or Succeed. The Penguin Group: New York: 2005.

**Supplemental Materials:**

Killoran, James. The Key to Understanding Global History. (6<sup>th</sup> Edition) Jarrett Publishing Co. 2004.

Andrea, Alfred & Overfield, James. The Human Record Vol. 1 & 2, Houghton-Mifflin, New York: 2001

Wolf, Ken. Personalities and Problems Vol. 1&2, McGraw-Hill, New York: 2005

**Video and Electronic Sources:**

Millennium Series. CNN  
Guns, Germs, and Steel by Jared Diamond. National Geographic Society.  
Lost Civilizations Series. Time/Life  
Civilization Series. BBC  
Migrations in Modern History. World History Center.

**Required Material:** 3 ring binder with paper (not spiral notebooks), dividers, writing utensils. The binder will must go home with you daily.

**Grading:** In compliance with FBISD regulations student grades will be weighted 50 percent for daily grades (notebook checks, quizzes, homework, etc.) and 50 percent for major grades (tests, projects, essays, substitute work). There will be a notebook check each week.

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## **Classroom Rules and Procedures**

### Rules

1. Respect your classmates, teachers, and their belongings.
2. Come to class prepared. (homework done, proper materials, ready to participate and learn)
3. Follow Directions
4. No food or drink in class. (Water is acceptable)
5. No electronic devices during class unless being used for instruction

### Procedures

1. Come to class on time and start on the bell ringer quietly.
2. Remain in your seat unless given permission to move
3. Place completed work into your periods tray
4. Remain quiet while I am teaching or students are presenting
5. The bell does not dismiss you, I do.

### Discipline

My discipline process is as follows: For non-major offenses

1. Students will be given a verbal warning.
2. The student's parent will be called.
3. The student will be written up.
4. A conference will be scheduled with the teacher and the parent.

For Major offenses we will jump straight to the administrator write up.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# The Seven Units of AP World History -Periodization and Historical Objectives

## Unit 1: Essay Writing for AP World History

(2 Weeks)

1. Writing to Rubrics
  - What is a rubric?
  - Understanding the thesis statement
  - Law & Order approach to essay writing
2. Document-Based Question
  - Dealing with primary source documents
  - Understanding point of view
  - Making connections between documents
  - Using evidence
  - Students will write DBQ essays throughout the course and analyze quantitative sources through study and interpretation of graphs, charts and tables in:
    - Document-Based Questions released by the College Board
3. Change/Continuity over time
  - Maintaining chronology in history
  - Understanding causation
  - Impacts in global context
  - Using evidence
  - Students will write FRQ essays throughout the course using :
    - Continuity/Change Over Time Questions released by the College Board
4. Comparative
  - Analyzing comparisons between and among societies
  - Similarities and differences
  - Using evidence
  - Students will write FRQ essays throughout the course using :
    - Comparative Questions released by the College Board

## Unit 2: 8000BCE To 600 BCE- Technological and Environmental Transformations

(2 Weeks)

### Key Concepts

- Big Geography and the Peopling of the Earth
- Neolithic Revolution and Early Agricultural Societies
- Development and Interactions of Early Agricultural, Pastoral and Urban Societies

### Topics for Overview include:

- Prehistoric Societies*
- From Foraging to Agricultural and Pastoral Societies*
- Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa and Oceania*

### Special Focus:

Issues Regarding the Use of the Concept of Civilization

#### Activities and Skill Development

Students will identify and analyze the causes and consequences of the Neolithic Revolution in the major river valleys as well as in Sub-Saharan Africa and Papua New Guinea

#### Class Discussion

- How were gender roles changed by the Neolithic Revolution?

#### Collaborative Group-Jigsaw

- Students will analyze how geography affected the development of political, social, economic and belief systems in the earliest civilizations in:
  - Mesopotamia
  - Egypt
  - South Asia
  - East Asia
  - Mesoamerica
  - Andes
- Each Group will examine a different civilization and then compare findings with a new group where each student examined a different civilization.

Parallel Reading- Students will read Chapters 1 and 2 of *The Human Web* and evaluate the authors' perspective on the existence of a very loose knit global web during this early period.

Using the textbook and the internet, students will explore the findings of archeologists and anthropologists have contributed to our knowledge of one of the following cultures: Harrapan, Shang, or Mesopotamia.

### **Unit 3: 600 BCE- 600 CE- Organization and Reorganization of Human Societies**

(5 Weeks)

#### Key Concepts:

Development and Codification of Religious and Cultural Traditions  
Development of States and Empires  
Emergence of Transregional Networks of Communication and Exchange

#### Topics for Overview include:

*Classical Civilizations*  
*Major Belief Systems: Religion and Philosophy*  
*Early Trading Networks*

#### Special Focus:

World Religions  
◦ Animism focusing on Australasia and Sub-Saharan Africa ◦  
Judaism and Christianity  
◦ Hinduism and Buddhism  
◦ Daoism and Confucianism  
Developments in Mesoamerica and Andean South America: Moche and Maya  
Bantu Migration and Its Impact in Sub-Saharan Africa  
Transregional Trade: The Silk Road and the Indian Ocean  
Developments in China- Development of Imperial Structure and Confucian Society

#### Activities and Skill Development:

Writing a Comparison Essay: Methods of political control in the Classical period; student choice of two- Han China, Mauryan/Gupta India, Imperial Rome and Persian Empire  
Writing a Change and Continuity-Over-Time Essay: Political and Cultural Changes in the Late Classical Period; students choose China, India, or Rome  
Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires  
Students will map the changes and continuities in long-distance trade networks in the Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes and Mediterranean sea lanes  
Group Presentations- Each group will research and present a major world religion/belief system examining:  
◦ Origin  
◦ Beliefs and practices  
◦ Diffusion  
After reading excerpts from *A Forest of Kings* by David Friedel and Linda Schele and viewing the PBS Nova program "Cracking the Maya Code," students will assess the impact that archaeology and iconography have had on the study of history  
Parallel Reading- Students will read Chapter 3 of *The Human Web* and  
◦ Trace the development of civilization in each region, utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture

- Evaluate the periodization in Chapter 3- i.e., the use of 200 C.E. as a break as opposed to the periodization of the course curriculum

### **Unit 4: 600-1450 - Regional and Transregional Interactions**

(4 Weeks)

#### Key Concepts:

Expansion and Intensification of Communication and Exchange Networks  
Continuity and Innovation of State Forms and Their Interactions  
Increased Economic Productive Capacity and Its Consequences

#### Topics for Overview include:

*Byzantine Empire, Dar-al Islam and Germanic Europe*  
*Crusades*

*Sui, Tang, Song and Ming empires*  
*Delhi Sultanate*  
*The Americas*  
*The Turkish Empires*  
*Italian City-States*  
*Kingdoms and Empires in Africa*  
*The Mongol Khanates*  
*Trading Networks in the Postclassical World*

Special Focus:

Islam and the Establishment of an Empire  
Polynesian Migrations  
Empires in the Americas: Aztec and Inca  
Expansion of Trade in the Indian Ocean- the Swahili Coast of East Africa

Activities and Skill Development

Writing a Comparison Essay: Comparing the level of technological achievement including production of goods 500-1000; Student choice: Middle East, South Asia, East Asia or Eastern Europe  
Students will evaluate the causes and consequences of the spread of Islamic empires  
Students will compare the Polynesian and Viking migrations  
Writing a Comparison Essay: Effects of Mongol conquest and rule; students choose two- Russia, China, Middle East  
Class Debates  
◦ Topic- Were the economic causes of the voyages of the Ming navy in the first half of the 15<sup>th</sup> century the main reason for their limited use?  
◦ Topic- Were the tributary and labor obligations in the Aztec and Inca empires more effective than similar obligations in the Eastern Hemisphere?  
Writing a Change and Continuity-Over-Time Essay:

Changes and continuities in patterns of interactions along the Silk Roads, 200 B.C.E-1450 C.E.

■ Parallel Reading- Students will read Chapters 4 and 5 of *The Human Web* and  
◦ Trace the development of civilization in each region, utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture  
◦ Evaluate the periodization in the book compared to that of the periodization in the course curriculum  
▪ Why 200-1000 C.E and 1000-1500 C.E. Instead of 600-1450?  
▪ In what regions does each work best? Why? In what areas does each present a problem? Why?

**Unit 5: 1450-1750- Global Interactions**

(6 Weeks)

Key Concepts:

Globalizing Networks of Communication and Exchange  
New Forms of Social Organization and Modes of Production  
State Consolidation and Imperial Expansion

Topics for Overview Include:

Bringing the Eastern and Western Hemispheres Together into One Web  
Ming and Qing Rule in China  
Japanese Shogunates  
The Trading Networks of the Indian Ocean  
Effects of the Continued Spread of Belief Systems

Special Focus:

Three Islamic Empires: Ottoman, Safavid and Mughal  
Cross-Cultural Interaction: the Columbian Exchange  
The Atlantic Slave Trade  
Changes in Western Europe- Roots of the "Rise of the West"

Activities and Skill Development:

Students will evaluate the causes and consequences of European maritime expansion, including the development of armed trade using guns and cannons  
Student project: Each student 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 time period  
Writing a Comparison Essay:

Processes of empire building; students compare the Spanish Empire to either the Ottoman or Russian Empires

■ Writing a Change and Continuity-Over-Time Essay:  
Changes and continuities in trade and commerce in the Indian Ocean Basin 600-1750  
Parallel Reading- Students will read Chapter 6 of *The Human Web* and  
◦ Trace the development of civilization in each region, utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture  
◦ Consider the question of periodization: 1750 or 1800?

**Unit 6: 1750-1900- Industrialization and Global Integration**

(4 Weeks)

Key Concepts:

Industrialization and Global Capitalism  
Imperialism and Nation-State Formation  
Nationalism, Revolution and Reform  
Global Migration

Topics for Overview include:

*The Age of Revolutions:*

*English Revolutions, Scientific Revolution and Enlightenment, American Revolution, French Revolution and Its Fallout in European, Haitian and Latin American Revolutions*

*Global Transformations: Demographic Changes, the End of the Atlantic Slave Trade, Industrial Revolution and Its Impact, Rise of Nationalism, Imperialism and Its Impact on the World*

Special Focus:

Decline of Imperial China and the Rise of Imperial Japan

19th-Century Imperialism: Sub-Saharan Africa, South and Southeast Asia

Comparing the French and Latin American Revolutions

Changes in Production in Europe and the Global Impact of Those Changes

Activities include:

Writing a Comparison Essay:

Comparing the Roles of Women from 1750 to 1900- East Asia, Western Europe, South Asia, Middle East

Students will write a Change and Continuity-Over-Time Essay, evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere

Parallel Reading- Students will read Chapter 7 of *The Human Web* and

- Trace the development of civilization in each region, utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture
- Consider the question of periodization: 1900 or 1914?

### **Unit 7: 1900-present- Accelerating Global Change and Realignments**

(4 Weeks)

Key Concepts:

Science and the Environment

Global Conflicts and Their Consequences

New Conceptualization of Global Economy and Culture

Topics for Overview include:

*Crisis and Conflict in the Early 20<sup>th</sup> Century:*

*Anti-Imperial Movements, World War I, Russian, Chinese and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, World War II*

■ *Internationalization:*

*Decolonization, the Cold War World, International Organizations, the Post-Cold War, World Globalization*

Special Focus:

World War I and World War II: Global Causes and Consequences

Activity-Skill Development

Students will identify and analyze the causes and consequences of the global economic crisis in the 1930s

Development of Communism in China, Russia and Cuba

Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War and International Organizations

Activities include:

Writing a Comparison Essay: Comparing the political goals and social effects of revolution in China, Russia and Mexico

Students choose two:

Writing a Change and Continuity-Over-Time Essay

Changes and Continuities in the formation of national identities 1900-present. Students choose from among the following regions: Middle East, South Asia or Latin America

Students debate the benefits and negative consequences of the rapid advances in science during the 20<sup>th</sup> and early 21<sup>st</sup> centuries

Students trace the development of one form of popular culture in the 20<sup>th</sup> century and present a graphic or visual display of their research to the class.

Students will discuss and evaluate the roles of war, violence and genocide throughout the 20<sup>th</sup> century as a means of preventing future global conflict.