

AP World History Course Information

2018-2019

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Course Overview

In this course, students will study continuity and change within societies from 8000 BCE to the present. They will develop a greater understanding of the ways that human interaction shaped societies through the use of the World History Themes as identified by the College Board. Students will enhance their analytic and critical thinking skills throughout the year in order to understand historical and geographical context, make comparisons within and across cultures, use documents and other primary sources, and relate the events of world history to modern issues and events. Students will also develop skills to effectively write free response answers and document-based question (DBQ) responses. This course has a rigorous curriculum with high expectations in order to prepare students to be successful on the AP exam in May as well as in their college courses in the future.

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

AP History Reasoning Skills

Skill 1: Contextualization

Skill 2: Comparison

Skill 3: Causation

Skill 4: Continuity and Change Over Time

The Five AP World History Themes

All of the material covered in this course will fit into one or more of these themes. The themes are intended to help students make sense of the large volume of material that is World History. By analyzing and comparing regions and time periods with these themes, students should develop a deeper understanding of the connections across place and time.

1. **Social** - Development and transformation of social structures
2. **Political** – The order and structure of a society
3. **Interaction** between humans and the environment
4. **Cultural** - Development and interaction of cultures
5. **Economic** - Creation, expansion, and interaction of economic systems

Readings

Provided: Stearns, Peter N., et al. *World Civilizations: The Global Experience*. 5th ed. AP version. New York: Pearson Longman, 2007.

Highly Suggested: *Cracking the AP World History Exam, 2017 Edition*. New York: The Princeton Review, Inc., 2018.

****This can be found for less than \$12 on Amazon*

Course Grading:

Unit Exams – Exams will be formatted to practice for the May AP exam. College level multiple-choice questions, Comparative essays, Continuity and Change over Time essays, and Document-Based Question (DBQ) essays will be included.

Quizzes – Short quizzes will be given over reading assignments.

Timed Writing – Students will write essays in the various formats they will be required to use on the AP exam (short answer, long essay, and DBQ).

Assignments – This will included a variety of activities such as primary source analysis, key terms and concepts, graphic organizers, class discussions, etc.

At least one day each week will be dedicated to analyzing documents with a related assignment.

Course Outline

What is World History? A Preview to our Quest for Meaning 2 days
Key Concepts
What is AP?
History and Geography Skills

Topics for Overview include:

- AP World History Course Themes
- Primary vs. Secondary Sources
- Perspectives and Point of View
- Issues of Periodization

Unit One: To 600 C.E.: Technological and Environmental Transformations 7 days

Key Concepts:

1. Big Geography and the Peopling of the Earth
 - A. Paleolithic Era
2. Neolithic Revolution and Early Agricultural Societies
 - A. Neolithic Era – Social and Economic Systems
 - B. Pastoralism
3. Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
 - A. Examples: River Valley Civilizations, Mesoamerican, and Andean
 - B. State Building
 - C. Cultural Influences and Examples

Possible Selected Primary Sources

- Hammurabi's Code – Analyze w/o SOAPStone
- Archaeological data on early Neolithic sites

Secondary Sources

- David Christian's "This Fleeting World"
- Jared Diamond, "The Worst Mistake in the History of the Human Race"

Unit Two: 600 B.C.E. to 600 C.E. Organization and Reorganization of Human Societies 4 weeks

Key Concepts:

- The Development and Codification of Religious and Cultural Traditions
 - Gender Roles
 - Influence on Culture
- The Development of States and Empires
 - Political, Social, and Economic Characteristics
 - Commonalities in the Fall of Empires
- Emergence of Transregional Networks of Communication and Exchange
 - Land and sea routes
 - New technologies
 - Spreading people, diseases, and religion

Primary Documents:

The New Testament

The Four Noble Truths

Writings of Confucian

Buddhist Sermon, from Stearns p.119

Pictures of Religious Paintings and Houses of Worship

Pictures of Greek and Roman Architecture

Secondary Sources

David Christian, “Silk Roads or Steppe Roads?”

Unit Three: 600 C.E. to 1450 *Regional and Transregional Interactions 6 weeks*

Key Concepts:

- Expansion and Intensification of Communication and Exchange
 - New goods and methods of exchange
 - Cross-cultural exchange
 - Impact on the environment
- Continuity and Innovation of State Forms and their Interactions
 - Technological and Cultural Transfers
 - Decline and Fall of Empires
- Increased Economic Productive Capacity and its Consequences
 - Innovations
 - Urbanization
 - Labor Management

Primary Documents

- Writing of Ibn Battuta
- The Quran
- Excerpts from *The Thousand and One Nights*
- Thomas Aquinas’ *Summa Theologica*

Unit Four: 1450-1750

Global Interactions 6 weeks

Key Concepts

Globalizing Networks of Communication and Exchange

- The Columbian Exchange
- New Forms of Social Organization and Modes of Production
 - Changes in agriculture

New Ethnic, Racial, and Gender Hierarchies

- State Consolidation and Imperial Expansion
 - How do they rule?
 - Land and Sea Empires

Primary Documents

- Martin Luther's 95 Theses
- Las Casas

Unit Five: 1750-1900

Industrialization and Global Integration 6 weeks

Key Concepts:

- Industrialization and Global Capitalism
 - Rise of European Dominance
- Imperialism and Nation-State Formation
 - Transoceanic Empires
- Nationalism, Revolution, and Reform
 - Enlightenment
 - Revolutions: America, France, Haiti and Latin America Rebellions
- Global Migration
 - Coerced and Semi-coerced labor migrations

Primary Documents:

- Excerpts from Rousseau's "The Social Contract"
- Montesquieu's "The Spirit of the Laws"
- The American Declaration of Independence
- The French Declaration of the Rights of Man and Citizen
- Bolivar's Jamaica Letter
- Declaration of the Rights of Woman and the Female Citizen
- Excerpts from the Communist Manifesto

Unit Six: 1900-Present

Accelerating Global Change and Realignment 6 weeks

Key Concepts:

- Science and the Environment
 - Demographic Changes
 - Advances in Technology and Medicine
- Global Conflicts and Their Consequences
 - Sources of Global Conflict
 - Nationalism
 - Militarization
- New Conceptualizations of Global Economy, Society, and Culture
 - Economic Challenges

- Interdependence
- Consumerism
- Reconfiguring of Traditional Beliefs

Primary Documents:

- The Treaty of Versailles
- Statistics from the CDC Website
- Propaganda Posters from World War II
- The “Quit India” Speeches by Mahatma Gandhi
- Photo Essay on the events of Tiananmen Square

Secondary Sources:

- Excerpts from Tracy Kidder’s *Mountains beyond Mountains*

Review: (Approximately Two & Half Weeks of Class Time – You should begin reviewing over Winter Break)

Week 1: Content Review by Location

Week 2: Writing Crash Course

Last 3 Days: Test Prep

The Exam: Thursday, May 16, 2019 at 8:00am

The cost is approximately \$92 per student. More details about this day will be discussed as we progress through the class

Post AP Exam:

Analyzing Contemporary World History

History through Film

Final World History Project – Will take the place of the final exam grade for those taking the AP EXAM

Daily Required Materials

3 Ring Binder (2”) with at least 4 dividers to contain ALL handouts and class work

1 Spiral Notebook (70-100 pages)

A pen or pencil

Chromebook – this must come to school every day with a full charge

Headphones – if you want to watch videos or listen to music as part of research you are going to need headphones

Classroom Rules:

1. Respect the teacher your classmates, and their property.
2. Be Attentive
3. Be Responsible
4. Follow all school rules.

Consequences:

1. Verbal warning
2. Teacher/student conference, contact parent
3. Assign detention, contact parent
4. Written referral

**Serious offenses may result in the skipping of steps

Student Expectations:

1. Students will bring their materials to class every day unless directed otherwise. This includes a pen or pencil, textbook, and history binder and notebook.
2. Students will participate appropriately in class activities and discussions.
3. Students will complete all assignments and turn them in by their due dates.
4. Students will keep **ALL** of their work to use as a study aid for tests and exams.
5. Students will take on the responsibility to prepare themselves for the AP Exam.
6. Students will come to class each day with a positive attitude! ☺

Grading:

Grades will be determined by a point system. Each assignment, project, test, etc. will be worth a designated number of points. The grade will be determined by dividing the number of points the student has earned by the total number of points possible. You must earn at least a 60% for the semester to receive credit. Remember, I do not give you a grade, you earn it!

Cheating:

Cheating of any kind will NOT be tolerated. Cheating includes, but is not limited to, copying from a classmate or copying an author's work without citing the source. An example of this would be copying and pasting from a website. Cheating will result in a zero for the assignment, which will adversely affect the student's grade. Consult the student handbook for the school policy on cheating.

Classroom Procedures:

START OF CLASS:

1. You should pick up the handouts that are in front of the AP World sign.
2. When the bell rings, you should be in your assigned seat working on the bell ringer or studying for the quiz.
3. Follow the directions on the board regarding the previous day's assignment
4. Your homework needs to be turned in **before** the bell rings each day.

HOMEWORK ASSIGNMENTS:

1. Expect to have homework every night.
2. All homework assignments are expected to be turned in on time and be fully complete.
3. Should you choose to turn an assignment in late, the max score you can receive is a 60%. Once a unit has been completed no work from that unit will be accepted late.

TESTS AND QUIZZES:

Students have the option to do test corrections to increase their grade and review material that was not mastered before the test. For multiple choice tests, students can write an explanation for the correct answer, including the page number(s) in the book they used to find the answer, to earn back half of the points that were lost. This must be done in the classroom during FIT time or before school and completed within one week the test being returned.

ABSENCES:

1. When you return to school, check the A.P. Folder to see what you missed. All handouts should be attached to your missing assignment sheet.
2. You have one day for each day that you were absent to make up the work that you missed for full credit. If you are gone on a Tuesday, the homework you pick up from the folder on Wednesday will be due Thursday. This does not apply to work that was given out before your absence! If you are absent for an extended period of time, see me to make arrangements for your due dates.
3. If you miss a test or quiz, it must be made up within one week of your return to school. After one week, you will receive a zero.