

AP World History

Course Overview and Description:

AP World History is a full-year academically accelerated course that allows students to explore and develop a greater understanding of the expansive history of the human world.

AP World History builds on cultural, institutional, and technical precedents that along with geography, set the human stage. Historical periodization and its reference to historical themes form the organizing principle for the course. The themes addressed throughout the course are:

1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

There is a special emphasis on developing historical thinking skills. Throughout the scholastic year, students will practice the acquisition of the four specified historical thinking skills:

1. Crafting historical arguments from historical evidence
2. Chronological reasoning
3. Comparison and contextualization
4. Historical interpretation and synthesis.

World History understanding will be advanced through a combination of the following:

- Textbook readings
- Geographical coverage of historic and modern borders, with an emphasis starting from 1800s
- Supplemental readings
- Activities and/or writings to enhance historical concepts and understanding.

The majority of time during this course of study will be from our textbook, *The Global Experience*, where focus on the written documents, maps, images, charts, graphs, tables, works of art, and other works featured throughout the chapters will be evaluated to enhance understanding. However, supplemental texts and additional works will be inserted to the course of study. Items of textual and visual works are specified in the Course Outline and quantitative works included are but not limited to:

- Chart and Map: Religions and their Distribution in the World Today
- Data: Patterns of Islam's Global Expansions/ Comparative Statistics of Modern States with Sizeable Muslim Populations
- Table of Population Estimates for the Western Hemisphere, 1492
- Table of World Population c.1500

- Population Trends: 1000 – 1975
- Chart: West Indian Slaveholding (as plantation system grows)
- Graph: Population decline of Indians in New Spain, 1520-1820
- Graph: Silver production in Spanish America, 1516-1660
- Graphs: Changing ratios of ethnicity in Mexico and Peru, 1570-1810/1825
- Table: Slave Exports from Africa, 1500-1900
- Table: Estimated Slave Imports into the Americas by Importing Region, 1519-1866
- Chart: Capitalism and Colonialism: British Investment Abroad on the Eve of the First World War (1913)
- Table: World War Losses
- Table: Women at Work: The Female Labor Force in France and the United States, 1946-1982
- Graph: Growth of World Population by Major Geographic Areas, 1930-2000
- Table: Indices of Growth and Change in the Pacific Rim: GNP, 1965-1996

Text Used:

Stearns. 2011. *World Civilizations: The Global Experience, Sixth Edition AP Edition*. Pearson.

Supplemental Texts Used:

Bulliet, Richard, et al., *The Earth and Its Peoples: A Global History*, 3rd Edition, Houghton Mifflin Company, 2005.

Scott, Marvin. *World History Map Activities*. Portland, J. Weston Walch, 1997.

Stearns, Peter N, edited. *World History in Documents: A Comparative Reader, 2nd Edition*. New York: New York University Press, 2008.

Taking Sides: Clashing Views on Controversial Issues in World History; Volume I, edited by Joseph R. Mitchell and Helen Buss Mitchell. Dubuque: McGraw-Hill/Dushkin; 2nd ed., 2005.

Taking Sides: Clashing Views on Controversial Issues in World History; Volume II, edited by Joseph R. Mitchell and Helen Buss Mitchell. Dubuque: McGraw-Hill/Dushkin; 1st ed., 2002.

Course Expectations and Classroom Environment:

The expectation of AP World History from the instructor point of view is that the course is similar to an introductory college history course. We meet every day. Regardless of absences and where we are in class, you should keep up with your reading according to the reading schedule. It is pivotal that you keep up with your assignments so that class can run in the following method:

- Class will be conducted as an informal discussion, unless otherwise needed for lecture and/or assessment which includes FREQUENT tests/quizzes
- Discussion will be student centered
- Accountability is held to each individual student through but not limited to:
 - Being the leader of specifically appointed section of the reading
 - Participation and contribution in the discussion either through asking or answering questions
- Peer editing/revisions on writings
- Independent chapter assignments over long holiday breaks.

Essays and Writings:

Students will be required to write three specific types of essays:

- DBQ (Document Based Question): Students will analyze evidence from a variety of sources in order to develop a coherent written argument that has a thesis supported by relevant historical evidence. Students need to apply multiple historical thinking skills as they examine a particular historical problem or question.
- Comparison Essay: Students compare historical developments across or within societies in various chronological and/or geographical contexts. Students will need to synthesize information by connecting insights from one historical context to another, including the present.
- Change and Continuity Over Time Essay (CCOT): Students identify and analyze patterns of continuity and change over time and across geographic regions. They will also connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.

Students are also required to write position essays on Taking Sides issues. From each specified issue, students will identify major arguments presented by each side, then state and explain which argument seems plausible them. Students need to identify any weakness(es) in the position they have decided to support including an analysis on author's point of view and justify how the weakness(es) can be addressed.

Writings will be practiced through the year and emphasized during the AP Exam review. Overall, the focus of essays and writings will develop skills to demonstrate a student's ability to have a coherent written argument with a thesis supported by relevant historical evidence which displays mastery of content.

Research Activity:

Students will compare the periodization categories in *World Civilizations: The Global Experience* to *The Earth and Its People: A Global History*. Each student or student pair (depending on class size) will select one time periodization to research the overlapping area(s) to determine where

he/she would place the periodization break. Students may cite supplemental sources used in the course and use two additional sources, either primary or secondary to support their position. Students must create a new timeline in their specified periodization to show the events of their version of the periodization.

Course Outline with Units of Instruction and Time Tables:

- I. Period 1: Technological and Environmental Transformations, to c. 600 BCE (1 week)
 - a. Key Concept
 - i. 1.1 Big Geography and the Peopling of the Earth
 - ii. 1.2 The Neolithic Revolution and Early Agricultural Societies
 - iii. 1.3 The Development and Interaction of Early Agricultural, Pastoral and Urban Societies
 - b. Text: Stearns, Chapter 1: From Hunting and Gathering to Civilizations, 2.5 million-1000 BCE: Origins
 - i. From Human Prehistory to the Early Civilizations
 - c. Supplemental Text: Taking Sides; Vol 1
 - i. Issue 1: Did Homo sapiens Originate in Africa?
 - ii. Issue 2: Was Egyptian Civilization African?
 1. Point/Counter Point list of both YES and NO sides
 2. Position Essay: (format for all position essays from Taking Sides text) From specified issue, identify major arguments presented by each side. State and explain which argument seems plausible to you. Identify any weakness(es) in the position you have decided to support including an analysis on author's point of view and justify how the weakness(es) can be addressed.
 - iii. Issue 3: Was Sumerian Civilization Exclusively Male Dominated?
 - d. Supplemental Text: World History in Documents:
 - i. Comparing Laws
 1. Hammurabi's Code
 2. Jewish Law
 - e. Activity or Special Focus
 - i. Early peoples
 1. View cave art of Lascaux, France
 2. Make paper out of papyrus: evaluate process and impact of paper
 - ii. DBQ: How did ancient cultures reinforce that women's status was subordinate of men's status? What evidence is there of women's power or authority in these patriarchal societies? Explain what additional types of documents might be helpful in making these assessments.
- II. Period 2: Organization and Reorganization of Human Societies, c.600 BCE to c. 600 CE (3 weeks)

- a. Key Concept:
 - i. 2.1 The Development and Codification of Religious and Cultural Traditions
 - ii. 2.2 The Development of States and Empires
 - iii. 2.3 Emergence of Transregional Networks of Communication and Exchange
- b. Text: Stearns, Chapters 2, 3, 4, 5: The Classical Period, 1000 BCE – 500 CE
 - i. Classical Civilization: China
 - ii. Classical Civilization: India
 - iii. Classical Civilizations in the Mediterranean and Middle East
 - iv. The Classical Period: Directions, Diversities, and Declines by 500 CE
- c. Supplemental Text: Taking Sides; Vol 1
 - i. Issue 4: Does Alexander the Great Deserve His Reputation?
 - 1. Point/Counter Point list of YES and NO sides
 - 2. Position Essay
 - ii. Issue 6: Were Internal Factors Responsible for the Fall of the Roman Empire?
- d. Supplemental Text: World History in Documents
 - i. Political Ideas in China and Greece
 - 1. Confucianism
 - 2. Athenian Democracy
 - ii. Military Roles in China and Rome
 - 1. Sun-Tzu, The Art of War
 - 2. Vegetius, Epitome of Military Science
 - iii. Buddhism and Christianity
 - 1. Four Noble Truths
 - 2. The Way
 - 3. Letter from Paul to the Romans
 - 4. Vincent of Lerins
- e. Activity or Special Focus
 - i. DBQ: How did classical Greece, Rome, and India conceive of slavery and the treatment of slaves? To what extent did race or ethnicity play a role? What additional types of documents might help assess the significance of slavery during the classical period?
 - ii. Examine emergence of major belief systems and explain:
 - 1. Impact on social structure
 - 2. Impact on political legitimacy
 - 3. Impact on gender roles
 - iii. View:
 - 1. Shang burial tomb
 - 2. The Vinegar Tasters
 - 3. Parthenon

- 4. Roman aqueducts
 - iv. Evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires.
 - v. Evaluate how Egypt and Kush would represent African civilization.
- III. Period 3: Regional and Transregional Interactions, c. 600 CE to 1450 CE (9 weeks)
 - a. Key Concepts
 - i. 3.1: Expansion and Intensification of Communication and Exchange Networks
 - ii. 3.2: Continuity and Innovation in State Forms and Their Interactions
 - iii. 3.3: Increased Economic Productive Capacity and Its Consequences
 - b. Text: Stearns, Chapters 6 – 15: The Post-Classical Period, 500 – 1450
 - i. The First Global Civilization: The Rise and Spread of Islam
 - ii. Abbasid Decline and the Spread of Islamic Civilization to South and Southeast Asia
 - iii. African Civilizations and the Spread of Islam
 - iv. Civilization in Eastern Europe: Byzantium and Orthodox Europe
 - v. A New Civilization Emerges in Western Europe
 - vi. The Americas on the Eve of Invasion
 - vii. Reunification and Renaissance in Chinese Civilization: the Era of the Tang and Song Dynasties
 - viii. The Spread of Chinese Civilization: Japan, Korea, and Vietnam
 - ix. The Last Great Nomadic Challenges: From Chinggis Khan to Timur
 - x. The World in 1450: Changing Balance of World Power
 - c. Supplemental Text: Taking Sides; Vol 1
 - i. Issue 9: Does the Modern University Have Its Roots in the Islamic World?
 - 1. Point/Counter Point list of YES and NO sides
 - 2. Position Essay
 - ii. Issue 8: Did Environmental Factors Cause the Collapse of Maya Civilization?
 - iii. Issue 11: Was Zen Buddhism the Primary Shaper of the Samurai Warrior Code?
 - iv. Issue 12: Was Mongol Leader Genghis Khan an Enlightened Ruler?
 - 1. Point/Counter Point list of YES and NO sides
 - 2. Position Essay
 - v. Issue 13: Did China's Worldview Cause the Abrupt End of Its Voyages of Exploration?
 - vi. Issue 10: Did Women and Men Benefit Equally from the Renaissance?
 - d. Supplemental Text: World History in Documents
 - i. Conditions of Women in Islam, Byzantine Christianity, and Western Christianity
 - ii. Feudalism in Western Europe and Japan

- iii. Merchants and Trade: A Muslim View, A Christian View, A Chinese View
- iv. Africa in the Postclassical World
 - 1. Abd al-Aziz al-Bakri
 - 2. Ibn Battuta
 - 3. Africa through the Eyes of a European Merchant
- e. Activity or Special Focus
 - i. DBQ: According to documents presented, how did the expansion of trade in the postclassical period conflict, or not conflict with the dominant religious and philosophical systems? What was the relationship between trade and culture during the postclassical period? What additional types of documents would aid in assessing degrees of conflict?
 - ii. Conflict:
 - 1. Sunni/Shiite
 - 2. Byzantine Orthodox/Roman Catholic
 - 3. Crusades
 - iii. Change and Continuity:
 - 1. Effects of the Bubonic Plague
 - 2. Dynastic cycles of Tang and Song
 - 3. Trade Networks: Silk Roads
 - 4. Development of Mesoamerican and Incan empires
 - iv. Compare:
 - 1. Trade Networks: Land (caravans/silk roads) v. maritime (Indian Ocean)
 - 2. Japanese and European Feudalism
 - v. View:
 - 1. Hagia Sophia and Dogon Village mosque and/or Jenne mosque
 - 2. Bet Giorgis, Cathedral of St. Dimitry, and Cathedral of Notre-Dame
 - 3. Aztec weapons and Samurai weapons
 - 4. Foot Binding
- IV. Period 4: Global Interactions, c. 1450 to c. 1750 (7 weeks)
 - a. Key Concepts
 - i. 4.1 Globalizing Networks of Communication and Exchange
 - ii. 4.2 New Forms of Social Organization and Modes of Production
 - iii. 4.3 State Consolidation and Imperial Expansion
 - b. Text: Stearns, Chapters 16 – 22: The Early Modern Period, 1450-1750
 - i. The World Economy
 - ii. The Transformation of the West
 - iii. The Rise of Russia
 - iv. Early Latin America
 - v. Africa and the Africans in the Age of the Atlantic Slave Trade
 - vi. The Muslim Empires

- vii. Asian Transitions in an Age of Global Change
- c. Supplemental Text: Taking Sides; Vol 1
 - i. Select one of the following to Point/Counterpoint and write a position essay:
 - 1. Issue 15: Did Martin Luther's Reforms Improve the Lives of European Christians?
 - 2. Issue 16: Were the Witch-Hunts in Premodern Europe Misogynistic?
 - 3. Issue 17: Was the Scientific Revolution Revolutionary?
 - 4. Issue 18: Did the West Define the Modern World?
 - ii. Issue 14: Did Christopher Columbus's Voyages Have a Positive Effect on World History?
 - a. Point/Counter Point list of YES and NO sides
 - b. Position Essay
- d. Supplemental Text: World History in Documents
 - i. Select one of the following to lead class discussion on:
 - 1. Chinese and Portuguese voyages in the 15th century
 - 2. Europeans and American Indians: Explorer, Conqueror, and Aztec Reactions
 - 3. Scientific Revolution and Global Impact
 - 4. Coffee in Early Modern World History
 - ii. The Age of Atlantic Revolutions
 - iii. Opium War: Chinese and English Views
- e. Activity or Special Focus
 - i. DBQ: Evaluate the cultural, economic, and political calculations that were made by Russians, Asians, and Africans as a result of the sudden increase in the West European role in world trade. What additional types of documents might assist in addressing this question?
 - ii. DBQ: Based on the documents provided by the text, evaluate attitudes about the role Native American labor served in the Spanish colonies in the Americas in the 16th and 17th centuries. Explain what kind of additional documents would help you evaluate these attitudes.
 - iii. Change and Continuity:
 - 1. Columbian Exchange
 - 2. Renaissance Art
 - 3. European Maritime Expansion
 - iv. Conflict:
 - 1. Mughal Empire
 - 2. Tokugawa shogunate
 - v. Leaders:
 - 1. Peter the Great

2. Catherine the Great
3. Shaka
4. Suleiman the Great
5. Qianlong
- vi. Compare: Migration of Vikings v Polynesians
- vii. View:
 1. Sugar mills
 2. Versailles
 3. Taj Mahal
- viii. Map Exercise: Colonies of Latin America
- V. Period 5: Industrialization and Global Integration, c. 1750 to c. 1900 (5 weeks)
 - a. Key Concepts
 - i. 5.1 Industrialization and Global Capitalism
 - ii. 5.2 Imperialism and Nation-State Formation
 - iii. 5.3 Nationalism, Revolution, and Reform
 - iv. 5.4 Global Migration
 - b. Text: Stearns, Chapters 23-27: The Dawn of the Industrial Age, 1750 – 1914
 - i. The Emergence of Industrial Society in the West, 1750-1914
 - ii. Industrialization and Imperialism: the Making of the European Global Order
 - iii. The Consolidation of Latin America, 1830-1920
 - iv. Civilizations in Crisis: The Ottoman Empire, the Islamic Heartland, and Qing China
 - v. Russia and Japan: Industrialization Outside the West
 - c. Supplemental Text: Taking Sides; Vol II
 - i. Issue 1: Did the Industrial Revolution Lead to a Sexual Revolution?
 - ii. Issue 2: Was the French Revolution Worth Its Human Costs?
 1. Point/Counter Point list of YES and NO sides
 2. Position Essay
 - iii. Issue 3: Did British Policy Decisions Cause the Mass Emigration and Land Reforms That Followed the Irish Potato Famine?
 - iv. Issue 5: Were Economic Factors Primarily Responsible for British Imperialism?
 - v. Issue 7: Were Environmental Factors and Their Psychological Effect on Chinese Society Responsible for the Boxer Rebellion?
 - vi. Issue 4: Did the Meiji Restoration Constitute a Revolution in Nineteenth-Century Japan?
 1. Point/Counter Point list of YES and NO sides
 2. Position Essay
 - d. Supplemental Text: World History in Documents
 - i. Russian and Japanese Conservatism

- ii. Business Values in the Industrial Revolution: Western Europe and Japan
- e. Activity or Special Focus
 - i. DBQ: What was the relationship between nationalism on the one hand, and liberalism and conservatism on the other in the 18th and 19th centuries? What additional types of documents would help in understanding this relationship?
 - ii. DBQ: How did leaders in Europe, the United States, and Japan justify the expansion of educational opportunity in the 19th century? What additional types of documents would assist in this evaluation?
 - iii. Conflict: Wars: Crimean, Zulu, Boer, Spanish American, and Taiping Rebellion
 - iv. Comparison: Revolutions: American, French, Haitian
 - v. View:
 - 1. Romantic to Impressionist to abstract-modern art (and literature)
 - 2. Panama Canal
 - 3. Factories and cities of England and the United States
 - vi. Map Activity:
 - 1. Napoleonic Europe, 1812
 - 2. Europe, 1815
 - 3. Unification of Italy
 - 4. Unification of Germany, 1815-1871
 - 5. African Colonies, 1914
 - 6. Europe, 1914: The First World War
- VI. Period 6: Accelerating Global Change and Realignment, c. 1900 to the Present (9 weeks)
 - a. Key Concepts
 - i. 6.1 Science and the Environment
 - ii. 6.2 Global Conflicts and Their Consequences
 - iii. 6.3 New Conceptualizations of Global Economy, Society, and Culture
 - b. Text: Stearns, Chapters 28-36: The Newest Stage of World History: 1914-Present
 - i. Decent into the Abyss: World War I and the Crisis of the European Global Order
 - ii. The World between the Wars: Revolutions, Depression, and Authoritarian Response
 - iii. A Second Global Conflict and the End of the European World Order
 - iv. Western Society and Eastern Europe in the Decades of the Cold War
 - v. Latin America: Revolution and Reaction into the 21st Century
 - vi. Africa, the Middle East, and Asia in the Era of Independence
 - vii. Rebirth and Revolution: Nation-Building in East Asia and the Pacific Rim
 - viii. Power, Politics, and Conflict in World History, 1990-2010
 - ix. Globalization and Resistance

- c. Supplemental Text: Taking Sides; Vol II
 - i. Select one of the following to Point/Counterpoint and write a position essay:
 1. Issue 8: Were German Militarism and Diplomacy Responsible for World War I?
 2. Issue 9: Did the Bolshevik Revolution Improve the Lives of Soviet Women?
 3. Issue 10: Was German “Eliminationist Antisemitism” Responsible for the Holocaust?
 4. Issue 11: Should Emperor Hirohito Have Been Held Responsible for Japan’s World War II Actions?
 5. Issue 12: Was Stalin Responsible for the Cold War?
 6. Issue 14: Does Islamic Revivalism Challenge a Stable World Order?
 7. Issue 15: Are Africa’s Leaders Responsible for the Continent’s Current Problems?
 - ii. Issue 18: Do the Roots of Modern Terrorism Lie in Political Powerlessness, Economic Hopelessness, and Social Alienation?
 1. Point/Counter Point list of YES and NO sides
 2. Position Essay
- d. Supplemental Text: World History in Documents
 - i. Select one of the following to lead a class discussion on:
 1. Authoritarianism on the Right: Italian Fascism, German Nazism, and Argentine Peronism
 2. Dropping the Atomic Bomb on Japan
 3. Issues of Cultural Identity: Africa and Latin America
 4. Terrorism and Anti-Terrorism
 5. Global Warming and Global Environmentalism
- e. Activity or Special Focus
 - i. DBQ: To what extent did the Cold War affect the goals of leaders of decolonization movements and new nations in the 1950s and 1960s? What additional types of documents would help in answering this question?
 - ii. DBQ: In a context of rapidly growing world population, what was the nature of debate over family planning at the 1994 United Nations Population and Development Conference, and how did the United Nations handle the debate? What additional types of documents would be useful in analyzing this debate?
 - iii. Change and Continuity: Choose 2 regions (Middle East, South Asia, or Latin America) to the formation of national identities 1900-present.
 - iv. Compare: The political goals and social effects of revolutions in Russia, China, and Mexico.

- v. View:
 1. Chernobyl
 2. "Y2K" celebrations/ December 31,1999
 3. 9/11/2001
 4. 2004 Tsunami
 5. The movie *Invictus*
- vi. Map Activity:
 1. Europe After the First World War
 2. Europe, 1939
 3. Japanese Expansion to 1941
 4. The Second World War: Europe and North Africa
 5. The Second World War: Asian and Pacific Theaters
 6. Europe in the Cold War
 7. Europe After the Cold War
 8. The Indian Subcontinent in the 1990s
 9. The Modern Middle East
 10. Israel
 11. The Korean War
 12. The Vietnam War, 1954-1975
- VII. Review: AP World History Exam Review (2 weeks)
 - a. Emphasis on writing:
 - i. Comparison essays on select topics
 - ii. Change and Continuity Over Time essays on select topics
 - iii. DBQ
 - b. Review over prior notes, maps, key terms, prior writings produced throughout the year
 - c. Practice Exam(s)

Miscellaneous:

In addition to the rigorous reading curriculum, students are required to identify modern country borders. Therefore, students will quiz weekly on the specified geographic segments from about November through February.

Depending upon as the school budget allows, a field trip to the Philadelphia Museum of Art will be scheduled. The Philadelphia Museum of Art is one of the largest art museums in the country. It does encourage school students to use a field trip to enhance many aspects of all core subjects. We will use this field trip to solidify our knowledge of human expressions in world history. The date of the field trip will be determined by factors of budget, weather, and museum schedule. After the field trip is complete, as a class, we will discuss and contemplate

the works we observed. As taken from the Philadelphia Museum of Art website, we will aim to view one or more (as much as time and scheduling allows) of the following:

- **Treasures of the Museum**
The Museum is filled with world-renowned works of art, from ancient Chinese tomb figures to knights in armor to works by modern masters. This lesson invites students to explore a selection of masterpieces in the collection and introduces ways of examining and interpreting works of art from many times and places.
- **Greek and Roman Mythology in Art**
Beginning with the Museum building, students explore how artists have interpreted the ideas and mythology of the classical world.
- **Medieval Art**
What can the architecture, sculpture, textiles, and armor of medieval Europe tell us about life in the Middle Ages? This lesson explores stylistic changes in medieval art and how they reveal an evolving society.
- **Arms and Armor**
Who used arms and armor? How were they made? This exploration of Renaissance armor includes the handling of some pieces.
- **Art of the Renaissance**
How did art of the Renaissance reflect ideas of that time? Students examine art from Italy and northern Europe to learn more about the art and beliefs of the day.
- **Medieval and Renaissance Art**
A combination of two lessons, Medieval Art and Art of the Renaissance, this offering is designed for classes studying both periods of European history.
- **Renaissance to Modern**
This lesson provides a chronological look at European artistic styles from the Renaissance to today. Students consider the strengths and challenges of each period, and evaluate their reactions to each style.
- **The Impressionist Era**
What made the art of the Impressionists so different? This lesson introduces students to work by notable nineteenth-century artists and may include Monet, Degas, Cassatt, Renoir, Cézanne, van Gogh, or others, and places them within the context of their time.
- **Modern and Contemporary Art**
What is modern art and what makes it look the way it does? This lesson explores changing styles and ideas in European and American art from Impressionism to Cubism to the art of today.
- **Islamic Art (1 hour)**
How does Islamic art reflect the ideas of Islamic culture? Examine rugs, tiles, architecture, and other objects from the Middle East, Europe, and Asia to learn about Islamic art, beliefs, and cross-cultural influences.
- **Art of Asia**

Students examine and compare the art of several Asian countries including China, Korea, and Japan, among others. Classes can take a general tour of Asian art or focus on a specific country.

- Treasures of French, German, or Spanish Art (grades 9–12) (1 hour)
Students studying French, German, or Spanish learn about that culture's art. Tours range from medieval religious objects to contemporary paintings and sculptures.
- HERstory
This lesson will explore women as artists and women as subjects. By analyzing works of art, students will learn about the changing roles and perspectives of women in society.
- Clothing, Costume, and Culture
Costumes, uniforms, waistcoats, gowns . . . clothing reflects the tastes, status, occupations, roles in a story, and time period of the person wearing them. Students will explore clothing and costume in historical and cultural contexts, and see how they influence the interpretation of a work of art.

If school budget does not allow us the opportunity for the field trip, students will use the topics as a power point presentation research project.