



## ADVANCED PLACEMENT WORLD HISTORY COURSE SYLLABUS

*AP World History Syllabus – 2011-2012 – Haltom High School – J.Hofford*

Applicable Information

*Tutorials: Mon.-Fri. 6:00 am-7:30 am & Afternoon by Appointment*

*Class Website: <http://schools.birdvilleschools.net//Domain/910>*

*Email: [josh\\_hofford@birdville.k12.tx.us](mailto:josh_hofford@birdville.k12.tx.us)*

### ***WHAT IS AP WORLD HISTORY?***

Advanced Placement World History is the College Board college-level survey course that introduces students to world civilizations and cultures. The course guide for the class is at the College Board's AP World History course description. A student's performance on the AP World History exam determines a student's eligibility to earn up to six hours of college credit. Course curriculum, materials, and expectations are designed to prepare students for the rigorous three-hour exam.

### ***COURSE PHILOSOPHY: WHY TAKE THIS COURSE***

AP World History is a superior preparation for college. While our goal is that you will all receive acceptable scores of threes or higher on the May exam for credit, additional goals include preparing students for eleventh grade AP US History and AP English Language and Composition and the PSAT and SAT college placement exams.

My wishes are that you learn to think critically and write as a good historian would. An additional desire is to open your eyes to the world. All students who want to try these classes are welcome provided you understand that we will read extensively and write frequently. I will provide assistance and tutorials if help is needed. And I do believe students with learning challenges can prosper in this class and am willing to make accommodations to meet special needs for students.

### ***COURSE PURPOSE***

The purpose of the course, however, extends beyond the possibility of earning college credit by providing students with the opportunity to develop skills and knowledge that will form a useful foundation for college studies. A recent study of this "*AP Effect*" reported the following results:

- ☑ Better prepared academically for college
- ☑ More likely to specialize in majors with tougher grading standards
- ☑ More likely to complete more college course work
- ☑ More likely to take subjects in their AP subject area
- ☑ Likely to perform significantly better over four years of college course work
- ☑ More likely to be superior in terms of leadership
- ☑ More likely to make significant accomplishments in college

**📌 Twice as likely to do graduate level studies**

***COURSE DESCRIPTION***

The AP World History is a college level class in curriculum, skills, practices and themes. While the themes, skill and content are Advanced Placement in nature, the pacing of the class, amounts of work, reading and depth of the content are more relevant to the maturity and education levels of tenth graders. The tenth grade AP World History course begins with a nine week review of the period 600 BCE to 1450 CE, but emphasizes early modern, modern, and contemporary periods and mastery of skills critical to the May AP World History exam. In both years, students will address the higher level thinking skills or Habits of the Mind and themes common to Advanced Placement social studies classes and the PSAT and SAT admissions tests.

***HISTORICAL PERIODS AND KEY CONCEPTS***

<b>PERIOD 1</b>  <b>TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS TO 600 B.C.E.</b>	<i>Key Concept 1.1.</i> <i>Big Geography and the Peopling of the Earth</i>
	<i>Key Concept 1.2.</i> <i>The Neolithic Revolution and Early Agricultural Societies</i>
	<i>Key Concept 1.3.</i> <i>Development/Interactions: Early Agricultural, Pastoral, Urban Societies</i>
<b>PERIOD 2</b>  <b>ORGANIZATION AND THE REORGANIZATION OF HUMAN SOCIETIES, C. 600 B.C.E. TO 600 C.E.</b>	<i>Key Concept 2.1.</i> <i>Development and Codification of Religious and Cultural Traditions</i>
	<i>Key Concept 2.2.</i> <i>The Development of States and Empires</i>
	<i>Key Concept 2.3.</i> <i>Emergence of Transregional Networks: Communication and Exchange</i>
<b>PERIOD 3</b>  <b>REGIONAL AND TRANSREGIONAL INTERACTIONS, C. 600 C.E. TO C. 1450</b>	<i>Key Concept 3.1.</i> <i>Expansion, Intensification of Communication and Exchange Networks</i>
	<i>Key Concept 3.2.</i> <i>Continuity and Innovation of State Forms and Their Interactions</i>
	<i>Key Concept 3.3.</i> <i>Increased Economic Productive Capacity and Its Consequences</i>
<b>PERIOD 4</b>  <b>GLOBAL INTERACTIONS, C. 1450 TO C. 1750</b>	<i>Key Concept 4.1.</i> <i>Globalizing Networks of Communication and Exchange</i>
	<i>Key Concept 4.2.</i> <i>New Forms of Social Organization and Modes of Production</i>
	<i>Key Concept 4.3.</i> <i>State Consolidation and Imperial Expansion</i>
<b>PERIOD 5</b>  <b>INDUSTRIALIZATION AND GLOBAL INTERACTION, C. 1750 TO C.1900</b>	<i>Key Concept 5.1.</i> <i>Industrialization and Global Capitalism</i>
	<i>Key Concept 5.2.</i> <i>Imperialism and Nation-State Formation</i>
	<i>Key Concept 5.3.</i> <i>Nationalism, Revolution and Reform</i>
	<i>Key Concept 5.4.</i> <i>Global Migration</i>
<b>PERIOD 6</b>  <b>ACCELERATING GLOBAL</b>	<i>Key Concept 6.1.</i> <i>Science and the Environment</i>
	<i>Key Concept 6.2.</i>

### ***THE NINE HABITS OF THE MIND: HISTORICAL THINKING SKILLS***

History is a sophisticated quest for meaning about the past, beyond the effort to collect information. Historical analysis requires familiarity with a great deal of information — names, chronology, facts, events and the like. Without reliable and detailed information, historical thinking is not possible. Yet historical analysis involves much more than the compilation and recall of data; it also requires several distinctive historical thinking skills. The historical thinking skills presented below, along with the descriptions of the components of each skill, provide an essential framework for learning to think historically.

1. **Appropriate Use of Relevant Historical Evidence**
2. **Historical Argumentation**
3. **Historical Causation**
4. **Patterns of Continuity and Change over Time**
5. **Periodization**
6. **Comparison**
7. **Contextualization**
8. **Interpretation**
9. **Synthesis**

Every part of the AP World History courses assess habits of mind as well as content. Students will take multiple-choice tests and write essays which will include studying maps, using graphs, analyzing art works, and interpreting quotations. Other aspects include assessing primary data, evaluating arguments, handling diverse interpretations, making comparisons, and understanding historical context.

### ***THE FIVE THEMES***

1. **Interaction between humans and the environment**
  - a. **Demography and Disease**
  - b. **Migration**
  - c. **Patterns of Settlement**
  - d. **Technology**
2. **Development and Interaction of Cultures**
  - a. **Religions**
  - b. **Belief Systems, Philosophies, and Ideologies**
  - c. **Science and Technology**
  - d. **The Arts and Architecture**
3. **State-Building, Expansion and Conflict**
  - a. **Political Structures and forms of governance**
  - b. **Empires**
  - c. **Nations and nationalism**
  - d. **Revolts and Revolutions**
  - e. **Regional, Transregional, and Global Structures and Organizations**

**4. Creation, Expansion, and Interaction of Economic Systems**

- a. Agricultural and pastoral production
- b. Trade and Commerce
- c. Labor Systems
- d. Industrialization
- e. Capitalism and Socialism

**5. Development and Transformation of Social Structures**

- a. Gender Roles and Relations
- b. Family and Kinship
- c. Racial and Ethnic Constructions
- d. Social and economic classes

***CLASS STRUCTURE AND EVALUATION***

Students who take this course should realize that *AP courses are taught and graded at the college level; this includes all tests and essays.* Consequently, the courses exceed the demands and expectations for typical high school courses. But the class is truly manageable and I am aware that you have six other classes and extracurriculars.

**A. 9-Weeks Grades and Exercises (indicates amount each nine weeks and their weights)**

1. 60% Grade Summative
  - a. All timed (50 minutes to one hour) in-class essays
  - b. Three Weeks' Tests
  - c. Oral Exam Grade
  - d. Notebook grades
  - e. Geography Tests
  - f. Mastery Checks and Quizzes
2. 40% Grade Formative
  - a. Daily Writing Exercises (weekly and each will count twice)
  - b. SOAPPS-Tone, OPPTIC Exercises and Cornell Note Outline (weekly and each will count once)
  - c. Individual assignments including outlines (weekly and each will count once)

**B. Notebooks and Spirals**

Students will keep both (1) a class notebook and (2) a writing spiral, which are critical for test preparation and the May AP exam.

Notebooks should be kept in chronological order, corresponding to chapters read each nine weeks. The divisions should be (1) handouts including syllabus and rules; (2) lecture/class notes (outlines), (3) daily work including your writing spiral, SOAPPS-Tone, OPPTICS, C/E, and reading exercises; (4) returned work such as tests and quizzes; (5) all writings; and (6) geography and map work. *Do not take notes in a spiral. Use college ruled loose leaf paper.*

Your spiral should be at least a 70-count college ruled spiral. It needs to be punched with three holes. Keep it in your notebook for daily writing exercises and essay work. *And do not use the writing spiral for notes or any other type of work.*

The writing requirements and expectations are extremely high for this course. Students will actively take the initiative to develop their writings skills, take responsibility to correct the shortcomings in their writing and make changes necessary to produce and develop college level writing material. Writing assignments will be assessed for grammar, punctuation, content, spelling and the student's completion of the given assignment. Assignments will receive a reduced grade for the above infractions, however, a paper containing more than five misspellings resembling "text message" abbreviations will be dropped one full letter grade.

Every student will outline every chapter using the Cornell Note taking method. This class will operate using the 3-to-1 rule: for every three pages of reading, students will produce a one page outline. Reading from the primary textbook will average between 30-40 pages a week, which will result in a 10 page front and back outline. Outlines will be hand written and no computer generated outlines will be accepted. The instructor will not read past the maximum allowed outline. Students will also write a minimum of 9 questions based on Costa's Levels of Inquiry from the chapter material over selected main ideas found in the reading (this will be demonstrated in class). The question level and number of each level will be listed on the course planner (L1=Level 1, L2=Level 2, L3=Level 3; L1-3=3 Level I Questions). Inquiry questions, S.O.A.P.P.S.Tone and O.P.P.T.I.C are part of the outlines and will be factored into the final outline grade. Late outlines and/or any other late work will not be accepted. Additional assignments such as S.C.R.I.P.T.E.D charts, Cornell Note Questions, additional reading will be given on a regular basis and will not always be reflected in the course planner.

### ***QUIZ, EXAM FORMAT AND GRADING***

All exams will conform to the standard AP format of 70 multiple choice questions with FOUR answer choices in 55 minutes. All tests are chronological in progression and will contain 20 questions based on older but related content and 50 questions based on new but untested content. Always retain and study old exams.

All quizzes will be in a ratio to the above format of 70 questions in 55 minutes. I can give quizzes without warning but will usually give a 15 question, 10 minute quiz the day your outline for each chapter is due. You may use your outline or reading notes on the quiz.

All essays will be graded with the official College Board AP World History rubrics. Short writing assignments will use a rubric modeled on the official rubrics.

Retaking exams is not allowed in AP courses. Once a student has taken an exam the only option available to better the grade is through test/quiz corrections. The student will complete the following for test/quiz corrections:

1. All missed questions must be corrected, not a select few
2. Students will correct exams and quizzes using 3x5 index cards
3. Students will write the question on the blank side of the card
4. The following will be written on the lined side of the card

- a. The full correct answer from the quiz
  - b. The sentence before and after the correct answer that is found in the book
  - c. Page number from the textbook
  - d. The source from which the answer was found cited in MLA format
    - i. See <http://owl.english.purdue.edu/owl/resource/747/02/> for citation instruction
5. Test/quiz corrections must be turned in no later than 5 school days from when the assessment was taken.
  6. Students will receive 2 percentage points per missed question that will be added back to the student's quiz or exam grade.

Writing assignments, including outlines, OPPTICS, SOAPPStone, or any other assignment, apart from essays, will be graded according to the following guidelines:

- 0 Assignment not turned in. Students may turn an assignment in late due to an excused absence and will have the time allowed, according to BISD policy, to complete and turn the assignment in.
- 70 Assignment turned in with the minimum amount of inflection and insight. Assignment may have elements of the assignment missing such as a summary, questions, main ideas and so on.
- 85 Assignment turned in with insight, original thought, accurate data, correct grammar, the assigned number analysis elements. Assignment also demonstrated adequate mastery of content mastery. However, the assignment lacked the required number of pages or incorrect data.
- 100 Assignment met all requirements

For further instruction for proper outline writing, please access the "*Teaching AP World History Instruction*" link on my website.

### ***THE COLLEGE CURVE***

This is college level work. Because I must be honest with you on the quality of your assessments, before I figure your final grades, I will curve your tests. For example, to a test average of 81 I will take the square root of 9 and multiply by 10. The grade you will receive is a 90. This applies only to tests and quizzes. Essays will never be curved.

### ***EXTRA CREDIT***

Providing you have no zeroes, I will regularly offer extra formative assignments that will add points to the "20% Category." You may do any or some or none of the work. At least once a nine weeks I will offer a replacement essay which can replace essays, a map test, or an oral test. I will give you the higher of the two scores.

## ***THE MAY NATIONAL EXAM***

The AP National exam is in May. *All students will take the exam.* The test is cumulative and comprehensive covering material from both years 9<sup>th</sup> and 10<sup>th</sup> grade years.

Students should maintain a notebook, participate in after-school reviews, form student study groups, and work your review books. Final responsibility for preparing and passing the exam is of course yours.

## ***REQUIRED TEXTS***

Our primary text is *Tradition and Encounters: A Global Perspective of the Past*, 5<sup>th</sup> Jerry H. Bentley (2000). The ISBN is 978-0-07-004923-9. An additional required text is *World History: The Big Eras – A Compact History of Humankind for Teachers and Students* by Edmund Burke III, David Christian and Ross Dunn. The ISBN is 978-0-9633218-7-9. However you do not have to buy the text because the entire source is on-line at [World History For Us All](#). All readings will be on-line.

## ***SUPPLEMENTARY TEXTS***

While your readings are from the assigned text, many of my outside readings and lectures will be based on materials from (1) *World Civilizations: The Global Experience (5<sup>th</sup> Edition)* by Peter N. Stearns. The ISBN is 0-321-391926-6; and (2) *Traditions and Encounters: A Global Perspective on the Past, 4<sup>th</sup> Edition* by Jerry Bentley and Herb Ziegler. Its ISBN is 978-0-07-33067-9.

You do not have to purchase these books; I have class copies of the texts in my room for students to borrow.

## ***HISTORIOGRAPY***

All professors utilize primary as well as secondary readings in their classes. In college, students are expected to supplement their textbook with readings that study multiple perspectives about topics critical to world history.

Each unit will have writings and presentations by prominent historians about topics we are studying. These historiographical approaches will come from [Bridging World History](#), an on-line source. Students will be expected to read these articles and analyze their presentations. We will have classroom discussions and through Socratic Dialogues debate their contributions to the study of world history or their understanding of historical processes.

## ***READERS***

I will supplement your text with primary sources including historical documents, charts, graphs, maps, and visual documents. You do not have to purchase readers as we will use on-line sources and websites. I will make such links available to students through my website.

Most of my historical documents, which we will analyze, will come from The Internet History Sourcebook Project: <http://www.fordham.edu/halsall/>.

## ***STUDY GUIDES***

While I do not endorse any one of the study guides to accompany AP World History, I do expect you to have and to use one of the test preparation guides. There are many good ones and they are listed on my website with direct connections to Amazon.com or Barnes and Noble.com.

However, included in our Athenaeum resources through Gale is a free on-line (electronic) public domain review guide which I will make available to you for review.

### ***COLLEGE BOARD AND THE COURSE GUIDE TO AP WORLD HISTORY***

All students have access to a copy of the official AP course guide. This information is available on-line at <http://www.collegeboard.com/ap>. The course website is [AP World History](#). Visit the sites; there is a great deal of information about the AP philosophy, the program, and materials or hints for students.

## ***MY WEBSITE***

My website is a virtual e-book that organizes and guides this entire source. You should bookmark this site: [Hofford's Website](#)

## ***SUGGESTIONS FOR STUDENTS***

*The single most important contributor to student success is whether he/she completes each reading assignment and its accompanying work. There is no substitute. Do the reading faithfully.* Reading is assigned for each class period. At first it may seem time consuming and difficult, but practice makes perfect! And use a dictionary every time you do not understand a word.

*Although we are in high school, this is a college course.* We will discuss topics that may be new and different. Please keep an open mind. You do not have to agree with what you read and hear, but you will need to think historically and critically.



***Keep an organized notebook and use it to review. Proper prior planning prevents poor performance. This is especially true of college courses.***

***Work at mastering writing styles. In that one-half of the AP grade is writing, you must be able to write if you want to pass. Come to tutorials if you need help.***

***Do not worry about your grade unless it is failing. This is a college course and universities know the difference on transcripts between regulars and Advanced Placement classes. University Admissions will tell you they would rather see a “C” in an AP than an “A” in a regulars’ class. AP classes earn higher grade points. Consequently an 87 in an AP class is worth a 97 in a regular’s class.***

***Form and join an informal study Group with students in the same class. These are very successful. The group is not a substitute for reading or the work, but two heads are often better than one. This also allows you to get missing notes. And exchange phone numbers so you can call each other if need be.***

***If you have a question or concern, call, email me, or come by. I will help you all as much as is possible, but you have to see me outside of class. Please do not have parents call me until you yourself have tried to resolve a concern. My conference and tutorial times are posted. And I am usually at school before classes start and after school.***

# **Haltom High School**

*Advanced Placement World History Course, 2011 – 2012*

To Mr. Hofford,

I have read the syllabus and course description for Advanced Placement World History. I have also studied the website for further rules. I understand my responsibilities in this course, the requirements to be successful, and that there will be more work than in a typical class. I will do my best to abide by class expectations.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

I/we have read the course syllabus for Advanced Placement World History. I/we understand the long-term benefits of the intellectual development offered by this course, and support my/our student's enrollment in this course. I/we have also read the class rules and will do my/our best to have our student abide by class expectations.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

Comments?

# AP World History Parent Meeting

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**When:** Tuesday August 30, 2011  
6:00 pm- 7:00 pm

**Who:** AP World History Students and their Parents

**What:** Introduction to the AP World History course  
What can be expected from the course  
Resources available to students and their families  
Copy of the syllabus  
Question and answer at the end

**Where:** Room 203  
Haltom High School

## **Some Thoughts Before Coming to the Meeting**

**All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP® courses.**

**The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program.**

**BEGINNING OF THE SECOND YEAR, 10<sup>TH</sup> GRADE AP WORLD HISTORY**

<p><i>THEME</i> <b>SKILLS; CHANGE/CONTINIUIITY</b></p>	<p><i>DAYS TO TEACH</i> <b>4 WEEKS</b></p>	<p><i>KEY CONCEPT AND UNIT SUMMARY</i></p>
<p><i>PERIODIZATION</i> <b>FOUNDATIONS AND POST-CLASSICAL ERAS</b></p>		<p><b>Big Geography and Peopling the World, Development of agriculture. This six week unit has two goals: introduce students to AP reading and studying skills and review the historical content indicated in the College Board subject guide.</b></p>
<p><i>TOPIC</i> <b>Unit I. Formation of Civilizations: Early Civilizations and Migrations, from 8000 BC to 600 AD, reading and writing practices and analytical practices</b></p>		
<p><i>ESSENTIAL CONTENT, SUBTOPICS, AND COMPARISONS</i></p> <p><b>I. Class Expectations</b></p> <ul style="list-style-type: none"> <li>A. Class Rules</li> <li>B. Class Syllabus</li> <li>C. Class Contract</li> <li>D. Class Website</li> </ul> <p><b>II. Study Skills</b></p> <ul style="list-style-type: none"> <li>A. Pre-Reading and Reading Skills</li> <li>B. Taking Reading Notes</li> <li>C. Taking Lecture Notes</li> </ul> <p><b>III. A. P. Skills Review and Writing</b></p> <ul style="list-style-type: none"> <li>A. AP Themes: <b>SCRIPTED</b></li> <li>B. Document Analysis: <b>SOAPPS-Tones, OPPTICS</b></li> <li>C. Essays             <ul style="list-style-type: none"> <li>1. <b>WHISTTOREEAC</b></li> <li>2. <b>Change and Continuity over Time</b></li> <li>3. <b>Compare and Contrast</b></li> <li>4. <b>Document Based Essays</b></li> <li>5. <b>WHAP3</b></li> </ul> </li> </ul> <p><b>IV. World History for Us All: Big Eras</b></p> <p><b>V. Historical Content</b></p> <ul style="list-style-type: none"> <li>A. Period 1             <ul style="list-style-type: none"> <li>1. <b>Technological &amp; Environmental Transformations</b></li> <li>2. <b>Beginnings to 600 BCE</b></li> </ul> </li> <li>B. Period 2             <ul style="list-style-type: none"> <li>1. <b>Organization, Reorganization of Human Societies</b></li> <li>2. <b>600 BCE to 600 CE</b></li> </ul> </li> <li>C. Period 3             <ul style="list-style-type: none"> <li>1. <b>Region and Transregional Interactions</b></li> <li>2. <b>c. 600 CE to 1450 CE</b></li> </ul> </li> </ul>		<p><i>ESSENTIAL GEOGRAPHY</i></p> <p>Students will know all the physical geography of the world including all continents, major landforms and bodies of water including mountains, deserts, plains, islands, archipelagos, rivers, lakes, oceans, and seas. Students will be expected to know the content of selected maps from reading.</p>
		<p><i>ESSENTIAL TERMS</i></p> <ol style="list-style-type: none"> <li>1. Tradition, Culture</li> <li>2. Human-Environment Interaction</li> <li>3. Quipu</li> <li>4. Periodization, Chronology</li> <li>5. Pre-history, ancient, classical</li> <li>6. Diffusion, independent Invention</li> <li>7. Agriculture, pastoralism</li> <li>8. Sedentarism, nomadism</li> <li>9. Gender, patriarchy</li> <li>10. Ethnic, cosmopolitan religions</li> <li>11. Cuneiform</li> <li>12. Interregional Interactions</li> <li>13. Compound Bows</li> <li>14. Temples</li> <li>15. Iron Weapons</li> <li>16. Hieroglyphics</li> <li>17. Hierarchy</li> <li>18. Urbanization</li> <li>19. Technology</li> <li>20. Pyramids</li> <li>21. Ziggurat</li> </ol>

**LEARNER OBJECTIVES: STUDENTS WILL**

**Students will create comparative and change/continuity charts and write essays over first year content. The focus of these charts and essays will be the themes and periodizations identified in the AP World History Curriculum Framework.**

**WRITING PROMPTS**

**Introduce students to Compare and Contrast, Change and Continuity over Time, and DBQ essay formats including Core Scoring Rubrics.**

- 1. Weeks 1 & 2: DBQ – TH: Mesoamerican Technology; C: Spread of Buddhism in China**
- 2. Weeks 3 & 4: CCOT – TH: Africa to 1450; C: Collapse of Classical Civilizations, 100-500 CE**
- 3. Weeks 5 & 6: CC – TH: Gender in Two Classical Civilizations; C: Mongol Impacts on Neighbors**

<b>READING AND WRITING ASSIGNMENTS AND DUE DATES</b>	<b>STUDENT HANDOUTS</b>	
<ul style="list-style-type: none"> <li>• Ch.1 Cornell Note Outline (in class) Due 8-29-11</li> <li>OPPTIC Neolithic Cave Painting p.19</li> <li>SOAPPSTone Early Societies Map p.22-23</li> <li>L1-4, L2-3, L3-2</li> <li>• Ch. 2 Cornell Note Outline Due 9-06-11</li> <li>SOAPPSTone Menes Engraving p.36</li> <li>SOAPPSTone <i>Hammurabi's Laws on Family Relations</i> p.45</li> <li>SOAPPSTone Early Societies of Southwest Asia Map p.37</li> <li>L1-3, L2-3, L3-3</li> <li>• Ch. 3&amp;4 Cornell Note Outline Due 9-12-11</li> <li>SOAPPSTone <i>The Rig Veda on the Origin of the Castes</i> p.69</li> <li>SOAPPSTone <i>The Chandogya Upanishad on the Nature of Reality</i> p.74, SOAPPSTone <i>Peasants Protest</i> p. 89</li> <li>SOAPPSTone <i>Family Solidarity</i> p.91</li> <li>L1-5, L2-2, L3-2</li> <li>• Ch. 5 Cornell Note Outline Due 9-19-11</li> <li>SOAPPStone <i>The Popol Vuh on the Creation of Human Beings</i> p.113, OPPTIC Maya Mural p.111</li> <li>L1-4, L2-2, L3-3</li> </ul>	<p><b>See my website and Useful Resources. We will download all needed skill sets and handouts or they will be handed out during class.</b></p> <p align="center"><b>SOAPPS-TONE</b></p> <p><b>Review how to do a SOAPPS-Tone; review some documents from the previous year in the text.</b></p> <p><b>Use documents based on a theme: Gender, Economics</b></p>	<p align="center"><b>OPPTICS in Text</b></p> <p><b>Review both visuals such as art work and charts, maps. Use both from the text.</b></p> <p><b>Use images based on religious architecture.</b></p>

**FORMATIVE ASSESSMENTS**

Students will create a variety of Comparative & Continuity/Change over Time Charts related to content of the AP World History Course Content for Periods I through III. Examples include:

CCOT Chart: Trace the changes/continuities in state structures and political culture from 1000 BCE to 1500 CE in any one of the following regions: Southwest Asia; South Asia; East Asia; the Mediterranean; Sub-Saharan Africa.

CCOT Chart: Trace the transformation of religion and philosophy from 500 BCE to 1500 CE in any one region: East Asia; South Asia; Southwest Asia and North Africa; Western Europe; Eastern Europe; and Sub-Saharan Africa.

Cornell Note Outline: Chapters 1-5

**SUMMATIVE ASSESSMENTS**

**15 Question multiple choice quiz over chapters 1-5**

CCOT Chart: Trace the transformation of gender OR labor systems from 500 BCE to 1500 CE in any one region: Europe, SW Asia, South Asia, or East Asia

**STUDENT READINGS**

August 23 thru September 24

- Ch.1 Before History p.7-28
- Ch.2 Early Societies in Southwest Asia and North Africa p.31-54
- Ch.3 Early Society in South Asia and the Indo European Migration p.57-76
- Ch.4 Early Society in East Asia p.79-99
- Ch.5 Early Societies in the Americas and Oceania p.103-124

**Reading Assignment**

p.7-124 By 9-23-11

- Bentley-Traditions & Encounters; A Global Perspective on the Past. Ch. 1-5
- Strayer-Ways of the World pp.1-85

**Primary Sources for Unit**

- Book of the Dead
- The "Epic of Gilgamesh"
- The Ten Commandments
- Rig Veda

**WEBSITES AND LINKS**

<http://eawc.evansville.edu/index.htm>

<http://my.fit.edu/~rosiene/20512.htm>

<http://highered.mcgraw-hill.com/sites/0072424354/>

<p><i>PERIODIZATION</i> <b>INTERACTIONS 500 BC-500 AD</b></p>	<p><i>DAYS TO TEACH</i> <b>4 WEEKS</b></p>	<p><i>KEY CONCEPT AND UNIT SUMMARY</i></p> <p>Students will learn about the forces which changed Southwest Asia, Western Asia, Mesoamerica, South Asia and East Asia. Acceleration of change challenged traditional social institutions and cultural patterns. Trade and exchange increased, as well as empire building.</p>
<p><i>THEME</i> <b>DEVELOPMENT, TRANSFORMATION SOCIAL SYSTEMS EXPANSION, INTERACTION OF ECONOMIC SYSTEMS STATE BUILDING, EXPANSION, CONFLICT DEVELOPMENT, INTERACTION OF CULTURES</b></p>		
<p><i>TOPIC</i> <b>Formation of Classical Societies</b></p>		<p><i>ESSENTIAL GEOGRAPHY</i></p> <p>Students will be able to locate the major empires and regions with the chapter:</p> <ol style="list-style-type: none"> <li>1. Greek Empire and Greek poli</li> <li>2. Roman Empire</li> <li>3. Guptan and Mauryan Empire</li> <li>4. Civilizations of Mesoamerica</li> </ol>
<p><i>ESSENTIAL CONTENT, SUBTOPICS, AND COMPARISONS</i></p> <ol style="list-style-type: none"> <li>I. <b>The Rise of Civilization in the East</b> <ol style="list-style-type: none"> <li>A. Rise of Persia</li> <li>B. Unification of China</li> <li>C. State and Civilization in India</li> </ol> </li>   <li>II. <b>Trade and Change in Asia</b> <ol style="list-style-type: none"> <li>A. Quest for Political Stability</li> <li>B. Economic and Social Changes</li> <li>C. Confucian Tradition</li> <li>D. Tokugawa Japan</li> <li>E. Southeast Asia</li> </ol> </li>   <li>III. <b>Mediterranean Basin</b> <ol style="list-style-type: none"> <li>A. The Greek Phase</li> <li>B. The Roman Phase</li> </ol> </li>   <li>IV. <b>Trade And Interactions</b> <ol style="list-style-type: none"> <li>A. Silk Road</li> <li>B. Cultural Exchanges</li> </ol> </li> </ol>		
<p><i>LEARNER OBJECTIVES: STUDENTS WILL</i></p> <ol style="list-style-type: none"> <li>1. Describe the intellectual &amp; social movements, such as Buddhism and Hinduism, that changed over time.</li> <li>2. Identify the Roman Empire that came to dominate Western Europe, South Asia, Southwest Asia and North Africa</li> <li>3. Analyze the global economic, political, &amp; cultural interactions which occurred.</li> <li>4. Analyze the transformations that occurred during this age of Indian and Chinese unification.</li> <li>5. Identify the major global trends during this era and judge whether they impacted all civilizations.</li> <li>6. Detail how Confucianism and Daoist philosophy transformed the Chinese state.</li> <li>7. Identify examples of administrative institutions during this period; i.e. Centralized governments and legal systems.</li> <li>8. Identify struggles between rulers and the common people which led to changes in the Roman and Mauryan Empires.</li> </ol>		

**BPQ AND WRITING PROMPTS**

1. "Roman slavery was different from Greek slavery."
2. "The Aryan invasion affected the physical environment and cultural structure of the South Asia."
3. "Slavery in Rome continued in a traditional manner and expanded export."
4. "Confucian influence in East Asia altered gender relations within the family."
5. "The Caste system altered the labor structure of South Asia."
6. "The Chinese used coerced and semi-coerced labor."
7. "Imperial conquests & widening global economic opportunities led to the formation of new political, economic elites."
8. "Chinese dynasties limited different ethnic, religious groups political influence."

**READING AND WRITING ASSIGNMENTS AND DUE**

**DATES**

-Chapter Cornell Note Outline Ch.6,7&8 Due 10-3-11  
 SOAPPSTone *Zarathustra on Good and Evil* p.147, SOAPPSTone *Caste Duties According to the Bhagavad Gita* p.195 L1-4 (Ch.6), L2-3 (Ch.7), L3-2 (Ch.8)  
 -Chapter Cornell Note Outline Ch.9,10 Due 10-11-11  
 SOAPPSTone *Socrates View of Death* p.219 L1-3 (Ch.9), L2-3, L3-2 (Ch.10)  
 -Ch. 11 Cornell Note Outline Due 10-17-11  
 SOAPPSTone *Jesus' Moral and Ethical Teachings* p.245, L1-2, L2-3, L3-4

**SOAPPS-TONE**

**Zarathustra on Good and Evil**  
**Caste Duties According to the Bhagavad Gita**  
**Socrates View of Death**  
**Jesus' Moral and Ethical Teachings**  
**Chinese Civil Service Exam**  
**Good, Evil, and the Monotheism in Zoroastrian Thought**  
**Voices of Common Romans**  
**Pausanias and the Spartan Origin Myth**  
**Selection from the Republic**

**OPTICS**

**Maya Codex**  
**Bas Relief of Darius Holding Court**  
**The Acropolis**  
**Alexander Defeating Persians at the Battle of Issus**  
**The Archimedes Palimpsest**  
**Confucius**  
**Han Farmer**

**FORMATIVE ASSESSMENTS**

Students will create a C/C Chart comparing the core beliefs of Confucianism and Christianity

Students will create a C/C chart comparing (2) The Caste System with Confucian ideology and filial piety.

Students will write three charts tracing continuities & changes from 600-600 in South Asia, Western Europe, Southwest Asia, Southeast Asia, East Asia and Mesoamerica – focus on governmental structures, social hierarchies, religious practices, interactions especially trade.

**SUMMATIVE ASSESSMENTS**

**Unit Test (1)**  
**Geography Test (1)**  
**Quizzes (5)**

**CC: Chinese Process of Empire building with Greek or Roman Empires**

**DBQ: Rise of The Roman Empire**  
**DBQ: Rise of Han China**  
**DBQ: Rise of Mauryan India**  
**DBQ: Comparative Slaveries**

**STUDENT READING**

September 26 thru October 21

- Ch.6 The Empires of Persia p.131-150
- Ch.7 The Unification of China p.153-175
- Ch.8 State, Society, and the Quest for Salvation in India p.177-196
- Ch.9 Mediterranean Society: The Greek Phase p.199-223
- Ch.10 Mediterranean Society: The Roman Phase p.225-247
- Ch.11 Cross-Cultural Exchanges on the Silk Roads p.249-271

*Reading Assignment* p.131-271 By 10-21

**WEBSITES AND LINKS**

- <http://www.chaos.umd.edu/history>
- <http://www.fordham.edu/halsall/eastasia/eastasiasbook.html>
- <http://www.sino.uni-heidelberg.de/igcs/>
- <http://www.fordham.edu/halsall/ancient/asbook.html>
- <http://www.stoa.org/diotima/>



**PERIODIZATION**  
**INTERACTIONS 500 AD-1000 AD**

**DAYS TO TEACH**  
**6 WEEKS**

within the hemispheres expanded the spread of cultural and economic ideas.

**THEME**  
DEVELOPMENT, TRANSFORMATION SOCIAL SYSTEMS  
EXPANSION, INTERACTION OF ECONOMIC SYSTEMS  
STATE BUILDING, EXPANSION, CONFLICT  
DEVELOPMENT, INTERACTION OF CULTURES

**TOPIC**  
**Regional and Transregional Empires**

*ESSENTIAL CONTENT, SUBTOPICS, AND COMPARISONS*

- I. Empire Building through Increased Interactions**
- II. Improved Technologies for Transportation**
  - A. The Silk Road**
  - B. Caravans**
    - I. Camels**
    - II. Saddles**
  - C. Mediterranean Trade**
  - D. Indian Ocean Trade**
    - I. Dhow Sails**
    - II. Junks**
- III. Innovations in the Sciences**
  - A. Printing and Gunpowder in China**
  - B. Chinese boats made with iron nails**
  - C. Arab Financial Innovation**
    - I. Banking Houses**
    - II. Credit**
    - III. Checks**
  - D. Travel Innovations**
    - I. Astrolabe**
    - II. Compass**
- IV. Diversity in Trading Goods**
  - A. Slaves**
  - B. Spices**
  - C. Gems**
  - D. Porcelain**
  - E. Silk**
  - F. Precious medals**

*ESSENTIAL GEOGRAPHY*

Students will be able to identify the locations of the world's religions and major new empires studied in AP World History. Using the 5 Elements of Geography, students will be able to analyze the reasons for the spread of these religions, influences on the religions and impact on regions; pages 281, 297, 310, 329, 334, 365, 372, 382, 388

*ESSENTIAL TERMS*

- |                         |                        |
|-------------------------|------------------------|
| 1. Byzantium            | 16. Zhu Xi             |
| 2. Justin and Theodora  | 17. Nara Japan         |
| 3. Justinian's Code     | 18. Heian Japan        |
| 4. Caesaropapism        | 19. Japanese Feudalism |
| 5. Muhammad             | 20. Samurai            |
| 6. The Quran            | 21. Sultanate of Delhi |
| 7. The Hijra and Sharia | 22. Chola Kingdom      |
| 8. The Caliph           | 23. Dhows/Junks        |
| 9. Shia                 | 24. Caste              |
| 10. Umayyad, Abbasid    | 25. Funan              |
| 11. Sufis               | 26. Angkor             |
| 12. Tang Taizong        | 27. Charlemagne        |
| 13. Song Taizu          |                        |
| 14. Dunhuang            |                        |
| 15. Zhu Xi              |                        |

***LEARNER OBJECTIVES: STUDENTS WILL***

- 1. Analyze improved traveling techniques and technologies that led to increased economic contact.**
- 2. Analyze how the growth of empires was facilitated by increased trade.**
- 3. Describe the how the movement of people led to linguistic and geographical changes.**
- 4. Analyze the cross-cultural exchanges that led to the intensification of new trade networks.**
- 5. Describe syncretic forms of religion and analyze their development throughout Southwest and South Asia.**
- 6. Evaluate how science and experimentation transform existing societies.**
- 7. Judge why Arab societies were more supportive of intellectual experimentation than were other societies.**
- 8. Evaluate how religious beliefs and cultural developments influenced the arts.**
- 9. Compare how contacts between different cultures impacted and shaped culture and economics.**

**BPQ AND WRITING PROMPTS**

1. "Notable gender and family restructuring occurred in East Asia."
2. "Massive demographic changes in North Africa and South Asia resulted in new ethnic and racial classifications."
3. "As new social, political elites changed, they restructured new ethnic, racial and gender hierarchies."
4. "Increased interactions between regions expanded the spread, reform of existing religions."
5. "Increased interactions created syncretic belief systems and practices."
6. "The practice of Islam continued to spread in Asia and Africa."

<b>READING AND WRITING ASSIGNMENTS AND DUE DATES</b>	<b>SOAPPS-TONE</b>	<b>OPPTICS in Text</b>
<p>-Ch.12 Cornell Note Outline Due 10-25-11 CC Chart: Compare Economy and Society In the Roman Mediterranean (p.237) with Byzantine Economy and Society (p.287) SOAPPSTone <i>The Wealth and Commerce of Constantinople</i> p.291 L1-2, L2-2, L3-3</p> <p>-Ch. 13 Cornell Note Outline Due 11-01-11 CC Chart: Compare the Expansion of Islam (p.303-311) With the Expansion of Christianity (p.243-246) L1-1, L2-2, L3-6</p> <p>-Ch. 14 Cornell Note Outline Due 11-08-11 CCOT Chart: Trace the transformation of the Of the Song and Tang Dynasties in China from 600 A.D. Through 1300 A.D. (P.330-345) L1-0, L2-4, L3-5</p> <p>-Ch. 15 Cornell Note Outline Due 11-15-11 CC Chart: Compare and contrast the spread and influence Of Islam and Hinduism in India (p.355-360) OPTIC <i>Mealtime for a Persian Merchant</i> p.366 L1-2, L2-2, L3-5</p> <p>-Ch. 16 Cornell Note Outline Due 11-29-11 CCOT Chart: Trace the transformation of Medieval Europe In Feudal Europe (p.390-400) L1-3, L2-3, L3-3</p>	<p>Selection from <i>Codex Justinian's: Protection of Freewomen Married to Servile Husbands</i> Selection from <i>the Life of Muhammad</i> Selection from <i>the Hadith</i> Selection from <i>the Bhagavad Purana.</i> Selection from <i>The Periplus of the Erythraean Sea:</i> <i>Travel and Trade in the Indian Ocean by a of the First Century</i> <i>Relations Between Women and men in the Kama Sutra and the Arthashastra</i> <i>The Accounts of Africa and India</i> Selections from <i>the Bhagavad-Gita</i></p>	<p>Scene from Trajan's Column Terracotta Soldiers From the Tomb of Shi Huangdi Hindu Temple at Khajuraho Vishnu Rescuing the Earth Goddess Wall Painting from the Caves at Ajanta Roman Aqueduct Near Tarragona Rubbing of Salt Mine; Chinese tomb wall inscription</p>

<b>FORMATIVE ASSESSMENTS</b>	<b>SUMMATIVE ASSESSMENTS</b>	<b>INTERDISCIPLINARY LINKS</b>
<p>Students will create a CC chart comparing travel technologies of the Scandinavian Vikings and the Arabs.</p> <p>Students will create a CCOT chart on changes and continuities in diffusion of any two languages: Arabic, Bantu, Swahili, Slavic.</p> <p>Students will compare the Muslim Merchant communities in the Indian Ocean Basin with the Chinese merchant communities in Southeast Asia.</p> <p>Students will create a CCOT Chart tracing the development and diffusion of scientific and technological traditions from East Asia</p>	<p>Chapter Quiz (1)</p> <p>Students will create a CCOT Chart tracing the development and diffusion of scientific and technological traditions from East Asia.</p> <p>Students will create a CC chart comparing travel technologies of the Scandinavian Vikings and the Arabs.</p>	<p><a href="http://www.cengage.com/history/lockard/globalsocket2e">www.cengage.com/history/lockard/globalsocket2e</a> <i>Map 13.1 India and the Delhi Sultanate</i> <i>Map 13.2 Major Southwest Asian Kingdoms</i> <i>Map 13.3 The Spread of Islam in Island Southeast Asia</i></p>

**WEBSITES AND LINKS**

- [http://www.sfusd.k12.ca.us/schwww/sch618/Ibn\\_Battuta/Ibn\\_Battuta\\_a\\_Rihla.html](http://www.sfusd.k12.ca.us/schwww/sch618/Ibn_Battuta/Ibn_Battuta_a_Rihla.html)
- <http://www.fordham.edu/halsall/islam/islamsbook.html>
- <http://www.frodham.edu/halsall/eastasia/eastasiasbook.html>
- <http://www.sino.uni-heidelberg.de/igcs/>
- <http://www.depts.washington.edu/uwch/silkroad/texts/texts.html>
- <http://www.columbia.edu/cu/web/indiv/southasia/cuvl/>
- [http://www.library.leiden.edu/collections/special/intro\\_se\\_asia.jsp](http://www.library.leiden.edu/collections/special/intro_se_asia.jsp)

<b>PERIODIZATION</b> <b>1000 A.D.-1500 A.D.</b>	<b>DAYS TO TEACH</b> <b>5 WEEKS</b>	<b>UNIT PURPOSE</b> Students will understand the importance and development of transregional empires and the role trading organizations played in cross cultural communication. Students will analyze cause and effect relationships in terms of language and environmental impact of demographic shifts.
<b>THEMES</b> <b>Cross-Cultural Interactions</b>		
<b>TOPIC</b> Age of Cross-Cultural Communication and Interaction Among Regional Empires and in Connecting Hemispheres		<b>ESSENTIAL GEOGRAPHY</b> Students will locate nations, regions and empires that experienced political, economic and demographic changes. How did geography influence the spread of regional empires and how were regions impacted by the movement of people? Use maps on pages 412, 416, 423, 436, 453, 471, 481, 489, 504-505, 522-523.
<b>ESSENTIAL CONTENT, SUBTOPICS, AND COMPARISONS</b> <b>I. Causes and consequences of Transregional empires</b>  <b>I. Regional and Transregional Interactions</b> A. Existing trade routes B. Causes and effects of mass migrations C. Environmental Impacts  <b>II. State and Economic Forms</b> A. Economic Trends B. Political Trends C. Demographic Shifts  <b>III. Empire Building</b> A. Rise of European Empires B. Rise and Transformation of the East C. European Extension; Americas and Africa  <b>IV. Migrations and Demographic Changes</b> A. Europe: Germans, Slavs, Magyars and Vikings B. Southwest Asia and North Africa: Berbers, Arabs C. Central Asia: Kushans, Khazars, Turks, Mongols D. Sub-Saharan Africa: Bantus		

**LEARNER OBJECTIVES: STUDENTS WILL**

1. Identify factors impacting migration.
2. Analyze the reasons migration produces change.
3. Compare long distance trade differ and domestic or internal trade.
4. Assess the impact of long distance trade in the spread of ideas, goods, flora, fauna and people.
5. Describe the organization of trade diasporas and how they facilitated long-distance trade.
6. Analyze the impact of trade and commerce on cities during the Post-Classical Era.
7. Analyze the roles and functions of key trading cities in long distance trade.
8. Evaluate the roles of Central Asian nomads in organizing and maintaining the Silk Road.
9. Describe the geographic and climatic conditions which structured the Indian Ocean Trade.
10. Describe the organization of trade in Northern Europe, the Mediterranean and Indian Oceans.
11. Compare Mesoamerican long distance trade to any one trade zone in the Eastern Hemisphere.

**BPQ AND WRITING PROMPTS**

1. "Pastoral groups plated a key role in creating and sustaining networks."
2. "Existing trade routes prompted the growth of trading cities."
3. "Commercial growth was facilitated by new state practices, trading organizations, & state sponsored infrastructures."
4. "The movement of peoples caused environmental and linguistic effects."
5. "Cross-cultural exchanges were fostered by networks of trade and communication."
6. "Increased cross-cultural interactions resulted in the diffusion of literacy, artistic, and cultural traditions."
7. "Increased cross-cultural interactions resulted in the diffusion of scientific and technological traditions."
9. "Crops and pathogens diffused across the Eastern Hemisphere along trade routes."
10. "The demand for slaves in some regions increased for military and domestic purposes."
11. "The diffusion of religions led to significant changes in gender relations and family structure."

**READING AND WRITING ASSIGNMENTS AND DUE DATES**

-Ch. 17 Cornell Note Outline Due 12-05-11  
 SCRIPTED Chart Ch.17 L1-1, L2-3, L3-5  
 -Ch. 18 Cornell Note Outline  
 SOAPPSTone *Joao De Barros on Kilwa* Due 12-12-11  
 L1-2, L2-2, L3-5  
**Christmas Break Assignments (12-19-11 thru 1-2-12)**  
 - CC Essay (May be Given Before Break) Due 1-3-12  
 -Ch. 19 Cornell Note Outline  
 OPPTIC *Francesco Balducci Pegolotti on Trade Between Europe and China* p.460  
 OPPTIC *St. Francis of Assisi* p.469  
 L1-4, L2-3, L3-2  
 -Ch. 20 Cornell Note Outline  
 SOAPPSTone *Mexica Expectations of Boys and Girls* p. 484  
 OPPTIC Religious Mural p.485  
 L1-4, L2-3, L3-2  
 -Ch.21 Cornell Note Outline  
 SOAPPSTone *John of Montecorvino on His Mission in China* p. 510, OPPTIC *Black Death painting* p.513  
 OPPTIC *Marco Polo painting* p.506  
 L1-4, L2-3, L3-2

**HANDOUTS AND AIDES**

**Comparative Charts: Trade Patterns  
 Geography Packet**  
 SCRIPTED Chart on Post-Classical Trade  
 SCRIPTED Chart on Post-Classical Migrations  
 Comparison Chart on any Two Post-Classical Trade  
 Comparison Chart on any Two Post-Classical Migrations

**SOAPPS-TONE**

*Joao De Barros on Kilwa*  
*Mexica Expectation of Boys and Girls*  
*John of Montecorvino on His Mission in China*  
*Selection from Description of the Mongols*  
*An African Cosmology a selection from Boshongo*  
*Creation Myth*  
*Selection from Pope Urban II'S Call For the Crusades, 1095*  
*License to Venice to Trade With the Saracens, 1198*

**OPPTICS in Text**

*Francesco Balducci Pegolotti on Trade Between Europe and China*  
*Map of Hanseatic Trade*  
*St. Francis of Assisi*  
*Map of Indian Ocean Trade*  
*Religious Mural*  
*Marco Polo Painting*  
*Black Death Painting*  
[Tang Monochromatic Horse](#)  
*Chinese Porcelain, Arab Vase*  
*Map of Silk Road Trade*  
*Map of Mediterranean Sea*

<i>FORMATIVE ASSESSMENTS</i>	<i>SUMMATIVE ASSESSMENTS</i>	<i>INTERDISCIPLINARY LINKS</i>
<p>Students will create a C/C Chart comparing any two migrations that were studied</p> <p>Students will create a C/C Chart comparing any two trading zones covered.</p> <p>Students will create CCOT Chart tracing the changes and continuities seen in Sub-Saharan Africa, South Asia, East Asia, Mesoamerica or Western Europe.</p> <p>DBQ Charting DBQ: Analyze SE Asian Exchanges</p>	<p>Unit Exam (1) Quizzes (2)</p> <p>CC Essay given during the Christmas Break.</p> <p>DBQ: Analyze Exchanges along the Silk Road</p> <p>CCOT Trade, commerce in Indian Ocean 650 – 1750 CE</p>	<p><a href="#"><u>Goucher: Themes in History: Revolution, Nation-State</u></a>  <a href="#"><u>Thornton, " 'I am the Subject of the King of Congo'</u></a>  <a href="#"><u>Goucher: Themes in History: Europe, Roles in World</u></a>  <a href="#"><u>Pratt Guterl: After Slavery: Asian, American Labor</u></a>  <a href="#"><u>Buck: Was It Pluck or Luck: European Political Economy</u></a>  <a href="#"><u>Goldstone: Rethinking the Rise of West, Industrial Rev</u></a></p>
<p><i>WEBSITES AND LINKS</i></p> <p><a href="http://www.fordham.edu/halsall/eastasia/eastasiasbook.html"><u>http://www.fordham.edu/halsall/eastasia/eastasiasbook.html</u></a>  <a href="http://www.fordham.edu/halsall/africa/africasbook.html"><u>http://www.fordham.edu/halsall/africa/africasbook.html</u></a>  <a href="#"><u>Bridging World History</u></a>  <a href="http://indianoceanhistory.org/"><u>http://indianoceanhistory.org/</u></a>            Reading 1: <a href="#"><u>SE Asian Riverine, Island Empires</u></a>            Unit 1: <a href="#"><u>Connections Across Land</u></a>            Unit 2: <a href="#"><u>Connections Across Water</u></a></p>		

<p><b>PERIODIZATION</b> 1500 AD to 1750 AD</p>	<p><b>DAYS TO TEACH</b> 6 weeks</p>	<p><b>UNIT PURPOSE</b> Students will learn that increased interactions between the newly connected hemispheres and intensification of connections within the hemispheres increased the spread and reform of existing religions and created new economic and religious practices. As merchants' profits increased and governments centralized operations, funding for the visual and performing arts, even for popular audience increased.</p>																																										
<p><b>THEMES</b> Cause and Effect of Technology and the Connection of Hemispheres , Demography and the Movement of People Across Regions and Hemispheres, Empires and the Spread and Development of Transregional Empires Across Regions and Hemispheres, Conflicts and the Development of New Political and Economic Systems</p>																																												
<p><b>TOPIC</b> The Origins of Global Independence</p>		<p><b>ESSENTIAL GEOGRAPHY</b></p>																																										
<p><b>ESSENTIAL CONTENT, SUBTOPICS, AND COMPARISONS</b></p> <p><b>I. New Social and Cultural Elites</b></p> <p><b>II. Religious Changes</b></p> <p>A. Fragmentation of Western Christianity B. From Akbar's Religion to the Sikhs in India C. Chinese Syncretism: Neo-Confucianism in Action D. Chan Buddhist Sects in Japan and Vietnam E. Catholicism and Islam In Sub-Saharan Africa F. Islam Spreads To Southeast Asia G. African Traditional Religions Spread, Blend</p> <p><b>III. Innovations in the Sciences</b></p> <p>A. The Yongle Encyclopedia in China B. The Scientific Revolution in Europe C. The Enlightenment in Europe and Abroad D. The Jesuits in China and the Americas E. Effect of Science on Russian Society</p> <p><b>IV. Innovations in the Arts</b></p> <p>A. Art, Music: Renaissance to Neo-Classicism B. Islamic Miniature Painting and Architecture C. Japanese Arts and Music D. Art in the Americas and Africa After Contact E. The Rise of the Popular Literary Forms</p>		<p>Students will study the geography discovery and global interdependence. See maps page 543, 546-547, 570, 575, 598, 634, 651, 676, 699, 708, 734, and 760. Students will evaluate how technology, industry, and communication made empire building and colonization possible.</p> <p><b>ESSENTIAL TERMS</b></p> <table border="0"> <tr> <td>1. Vasco da Gama</td> <td>22. Tainos</td> </tr> <tr> <td>2. Christopher Columbus</td> <td>23. Francisco Pizarro</td> </tr> <tr> <td>3. Ferdinand Magellan</td> <td>24. Hernan Cortes</td> </tr> <tr> <td>4. The Seven Year's War</td> <td>25. Iberian Empire</td> </tr> <tr> <td>5. Martin Luther</td> <td>26. Mestizo</td> </tr> <tr> <td>6. Protestant Reformation</td> <td>27. Cash Crop</td> </tr> <tr> <td>7. John Calvin</td> <td>28. Songhay</td> </tr> <tr> <td>8. Spanish Inquisition</td> <td>29. Slavery</td> </tr> <tr> <td>9. Absolutism</td> <td>30. Triangular Trade</td> </tr> <tr> <td>10. The Sun King</td> <td>31. Middle Passage</td> </tr> <tr> <td>11. Joint Stock Companies</td> <td>32. Olaudah Equiano</td> </tr> <tr> <td>12. Civil Service Exam</td> <td>33. Ming</td> </tr> <tr> <td>13. The Nuclear Family</td> <td>34. The Manchus</td> </tr> <tr> <td>14. The Ptolemaic Universe</td> <td>35. The Son of Heaven</td> </tr> <tr> <td>15. Galileo Galilei</td> <td>36. Aurangzeb</td> </tr> <tr> <td>16. Isaac Newton</td> <td>37. Caravel</td> </tr> <tr> <td>17. Voltaire</td> <td>38. Maize</td> </tr> <tr> <td>18. Deism</td> <td>39. Renaissance</td> </tr> <tr> <td>19. Sundiata</td> <td>40. Creole</td> </tr> <tr> <td>20. Mulatto</td> <td>41. Human Sacrifice</td> </tr> <tr> <td>21. Aztec</td> <td></td> </tr> </table>	1. Vasco da Gama	22. Tainos	2. Christopher Columbus	23. Francisco Pizarro	3. Ferdinand Magellan	24. Hernan Cortes	4. The Seven Year's War	25. Iberian Empire	5. Martin Luther	26. Mestizo	6. Protestant Reformation	27. Cash Crop	7. John Calvin	28. Songhay	8. Spanish Inquisition	29. Slavery	9. Absolutism	30. Triangular Trade	10. The Sun King	31. Middle Passage	11. Joint Stock Companies	32. Olaudah Equiano	12. Civil Service Exam	33. Ming	13. The Nuclear Family	34. The Manchus	14. The Ptolemaic Universe	35. The Son of Heaven	15. Galileo Galilei	36. Aurangzeb	16. Isaac Newton	37. Caravel	17. Voltaire	38. Maize	18. Deism	39. Renaissance	19. Sundiata	40. Creole	20. Mulatto	41. Human Sacrifice	21. Aztec	
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4. The Seven Year's War	25. Iberian Empire																																											
5. Martin Luther	26. Mestizo																																											
6. Protestant Reformation	27. Cash Crop																																											
7. John Calvin	28. Songhay																																											
8. Spanish Inquisition	29. Slavery																																											
9. Absolutism	30. Triangular Trade																																											
10. The Sun King	31. Middle Passage																																											
11. Joint Stock Companies	32. Olaudah Equiano																																											
12. Civil Service Exam	33. Ming																																											
13. The Nuclear Family	34. The Manchus																																											
14. The Ptolemaic Universe	35. The Son of Heaven																																											
15. Galileo Galilei	36. Aurangzeb																																											
16. Isaac Newton	37. Caravel																																											
17. Voltaire	38. Maize																																											
18. Deism	39. Renaissance																																											
19. Sundiata	40. Creole																																											
20. Mulatto	41. Human Sacrifice																																											
21. Aztec																																												
<p><b>LEARNER OBJECTIVES: STUDENTS WILL</b></p> <ol style="list-style-type: none"> <li>1. Analyze why modern elites arose and how they showed their influence and wealth in society.</li> <li>2. Analyze how intellectual and social movements transformed traditional religions.</li> <li>3. Describe the rise of new religions and analyze the causes and consequences of contacts on these religions.</li> <li>4. Analyze the relationship between commercialism, religion and the new arts and sciences.</li> <li>5. Describe syncretic forms of religion and analyze their development throughout the world.</li> <li>6. Evaluate how science and experimentation transform existing societies.</li> <li>7. Judge why Europe was more supportive of intellectual experimentation than were other societies.</li> <li>8. Evaluate how societal elites influenced the arts through financing and inspiration.</li> <li>9. Compare how contacts between different cultures impacted and shaped the arts in local cultures.</li> </ol>																																												

**BPQ AND WRITING PROMPTS**

1. "Rulers used religious ideas to legitimize their rule."
2. "Notable gender and family restructuring occurred."
3. "Buddhism spread within Asia."
4. "Massive demographic changes in the Americas resulted in new ethnic and racial classifications."
5. "As new social, political elites changed, they restructured new ethnic, racial and gender hierarchies."
6. "Increased interactions created syncretic belief systems and practices."
7. "The practice of Islam continued to spread in Asia and Africa."
8. "Increased interactions between the hemispheres expanded the spread, reform of existing religions."
9. "The practice of Christianity was increasingly diversified by the Reformation."

**READINGS**

-Ch.22 Cornell Note Outline Due 1-17-12  
 SOAPPSTone *Alfonso D'Albuquerque Seizes Hormuz* p.551  
 OPPTIC Spanish Galleon painting p.559, L1-2, L2-3, L3-4  
 -Ch. 23 Cornell Note Outline Due 1-23-12  
 SOAPPSTone *Adam Smith on the Capitalist Market* p.582  
 OPPTIC Thirty Years War Engraving p.568, OPPTIC Spanish Inquisition painting p.573, L1-2, L2-2, L3-5  
 -Ch.24 Cornell Note Outline Due 1-30-12  
 SOAPPSTone *First Impressions of the Spanish Forces* p.596  
 OPPTIC Plantation Engraving p.611, L1-1, L2-2, L3-6  
 -Ch.25 Cornell Note Outline Due 2-6-12  
 OPPTIC Sao Salvador engraving p.626, OPPTIC Portuguese Painting p.628, SOAPPSTone *Olaudah Equiano on the Middle Passage* p.635, OPPTIC Sugar Plantation engraving p.638, OPPTIC Slave Beating p.639, L1-3, L2-2, L3-4  
 -Ch.26 Cornell Note Outline Due 2-13-12  
 CC Chart: Analyze the treatment of women in Muslim Societies (p.319-321) with East Asian Societies (p.655-656) L1-2, L2-2, L3-5  
 Ch.27 Cornell Note Outline Due 2-21-12  
 SOAPPSTone *A Conqueror and His Conquests: Babur on India* p.680, L1-3, L2-3, L3-3  
 Ch.28 Cornell Note Outline Due 2-27-12  
 SOAPPSTone *Peter The Great and the Founding of St. Petersburg* p.705, L1-3, L2-3, L3-3

**HANDOUTS AND AIDES**

**Packet Project: *Global Responses to 16<sup>th</sup> and 17<sup>th</sup> Exploration*: students will study responses to 16<sup>th</sup> and 17<sup>th</sup> exploration and the Scientific Revolution through biographic studies of men and women in numerous countries around the world. They will create a variety of products and engage in numerous conferences. A C/C essay will follow.**

**SOAPPS-TONE**

**Letter to the King and Queen of Spain; Columbus Details His Proposal for Spanish Colonization of the Caribbean**  
[Montesquieu: The Persian Letters, No. 13, 1721](#)  
**Montesquieu on justice**  
**The New Laws of the Indies, 1542; Revised laws for Spain's New World Empire Aimed at Improving Treatment Toward the Indians**

**OPPTICS in Text**

**Using the Cross Staffs**  
**Smallpox Victims**  
**Docked Spanish Galleons**  
**New Crops**  
**The Blue Mosque**  
**Isfahan Mosque**  
**Taj Mahal**  
**St. Peter's Basilica**  
**Versailles, El Escorial**  
**Forbidden City**  
**Mughal Miniature Painting**  
**Select Baroque paintings**  
**Artistic images from West Africa and Colonial Americas showing**



<p><b>FORMATIVE ASSESSMENT</b></p> <p>Students will create a C/C Chart comparing two examples of New Elites: The Manchus in China, Creole elites in Spanish America, European Gentry.</p> <p>Students will create a C/C Chart comparing two forms of coerced labor: Chattel Slavery, Indentured Servitude, Encomienda System/Hacienda System.</p> <p>Students will create a C/C Chart on Artistic, Cultural, Intellectual Developments in any two regions: Western Europe, SW Asia, South Asia or East Asia</p> <p>Students will create a CCOT Chart tracing the transformation of social structures from 1500-1800 in any one region: Western Europe, East Asia.</p>	<p><b>SUMMATIVE ASSESSMENT</b></p> <p>Chapter Quiz Unit Test (1)</p> <p>Students will create a C/C Chart comparing two examples of New Elites: The Manchus in China, Creole elites in Spanish America, European Gentry.</p> <p>Students will create a C/C Chart comparing two forms of coerced labor: Chattel Slavery, Indentured Servitude, Encomienda/Hacienda</p>	<p><b>INTERDISCIPLINARY LINKS</b></p> <p><a href="#">Goucher: Crucibles of Change: Products, Ideas</a>  <a href="#">Flynn and Giráldez: Cycles of Silver</a>  <a href="#">Goucher: Cultural Creativity and Borrowed Art</a>  <a href="#">Goucher: Traditions &amp; Transformations (Sufis to Sikhs)</a></p>
<p><b>WEBSITES AND LINKS</b></p> <p><a href="http://www.bampfa.berkeley.edu/exhibits/indian/u0300.htm">http://www.bampfa.berkeley.edu/exhibits/indian/u0300.htm</a>  <a href="http://www.fordham.edu/halsall/eastasia/eastasiasbook.html">http://www.fordham.edu/halsall/eastasia/eastasiasbook.html</a>  <a href="http://www.fordham.edu/halsall/africa/africasbook.html">http://www.fordham.edu/halsall/africa/africasbook.html</a>  <a href="http://www.fordham.edu/halsall/india/indiasbook.html">http://www.fordham.edu/halsall/india/indiasbook.html</a>  <a href="http://www.fordham.edu/halsall/islam/islamsbook.html">http://www.fordham.edu/halsall/islam/islamsbook.html</a>  <a href="http://www.emory.edu/COLLEGE/CULPEPER/BAKEWELL/index.html">http://www.emory.edu/COLLEGE/CULPEPER/BAKEWELL/index.html</a></p>		
<p><b>PERIODIZATION</b></p> <p><b>1750 AD-1914 AD</b></p>	<p><b>DAYS TO TEACH</b></p> <p><b>4 WEEKS</b></p>	<p><b>UNIT PURPOSE</b></p> <p>Students will understand the importance of this era for the contemporary age and its effects on the present age. The “modern revolution”, as historians have come to call it, has had a profound impact on the world, past and present. Each of the period’s revolutions is a catalyst for change and often builds on previous revolutions to produce further change.</p>
<p><b>THEMES</b></p> <p><b>STATE BUILDING, EXPANSION AND CONFLICT</b>  <b>CREATION, INTERACTION OF ECONOMIC SYSTEMS</b>  <b>DEVELOPMENT, TRANSFORMATION SOCIAL STRUCTURES</b>  <b>DEVELOPMENT, INTERACTION OF CULTURES</b></p>		

<p><b>TOPIC</b></p> <p><b>An Age of Revolution, Industry, and Empire</b></p>	<p><b><i>ESSENTIAL GEOGRAPHY</i></b></p> <p>Students must be able to identify and locate the AP World History historical regions and the major countries of world history. Additionally students will identify major alliances among transregional and regional empires as well as the development of new nations and existing nations through revolution. Students will be familiar with the events of this period by using the maps on pages 733, 738, 743, 753, 766, 790, 795, 820, 826, 835, 856, 859,</p>																														
	<p><b><i>ESSENTIAL TERMS</i></b></p> <table border="0"> <tr> <td>1. New Imperialism</td> <td>16. Mexican American War</td> </tr> <tr> <td>2. Industrial Revolution</td> <td>17. Communism</td> </tr> <tr> <td>3. Nationalism</td> <td>18. Karl Marx</td> </tr> <tr> <td>4. Popular Sovereignty</td> <td>19. Frederick Engels</td> </tr> <tr> <td>5. Revolution</td> <td>20. Zionism</td> </tr> <tr> <td>6. Secularization</td> <td>21. Congress of Vienna</td> </tr> <tr> <td>7. Darwinism</td> <td>22. Haitian Slave Revolt</td> </tr> <tr> <td>8. India National Congress</td> <td>23. French Revolution</td> </tr> <tr> <td>9. Monroe Doctrine</td> <td>24. Napoleon</td> </tr> <tr> <td>10. Berlin Conference</td> <td>25. American Revolution</td> </tr> <tr> <td>11. The Great Game</td> <td></td> </tr> <tr> <td>12. Boxer Rebellion</td> <td></td> </tr> <tr> <td>13. Opium War</td> <td></td> </tr> <tr> <td>14. Crimean War</td> <td></td> </tr> <tr> <td>15. War of 1812</td> <td></td> </tr> </table>	1. New Imperialism	16. Mexican American War	2. Industrial Revolution	17. Communism	3. Nationalism	18. Karl Marx	4. Popular Sovereignty	19. Frederick Engels	5. Revolution	20. Zionism	6. Secularization	21. Congress of Vienna	7. Darwinism	22. Haitian Slave Revolt	8. India National Congress	23. French Revolution	9. Monroe Doctrine	24. Napoleon	10. Berlin Conference	25. American Revolution	11. The Great Game		12. Boxer Rebellion		13. Opium War		14. Crimean War		15. War of 1812	
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<p><b><i>LEARNER OBJECTIVES: STUDENTS WILL</i></b></p> <ol style="list-style-type: none"> <li>1. Identify the ideas and attitudes that inspired the revolutionary leaders and masses.</li> <li>2. Identify global patterns of nationalism, state-building, and social change/reform.</li> <li>3. Analyze the causes and consequences of the agricultural/ industrial revolutions.</li> <li>4. Identify movements of peoples and goods occurred and analyze how they changed the world.</li> <li>5. Analyze the impact of the Industrial Revolution on gender roles, women, children, and the family.</li> <li>6. Identify the new social, economic, and political philosophies that arose/shaped the industrial age.</li> <li>7. Analyze how economic changes contribute to political and social unrest.</li> <li>8. Analyze how the revolutions and industrialization transformed global societies and cultures.</li> <li>9. Evaluate how world trade patterns shifted during this period.</li> <li>10. Compare the different cultural and political reactions to western dominance.</li> <li>11. Analyze how Western political ideologies and industrialization changed non-Western societies.</li> <li>12. Evaluate In what ways the Industrial Revolution was a Western or global phenomenon.</li> </ol>																															

**BPQ AND WRITING PROMPTS**

1. "The Enlightenment question established traditions."
2. "Peoples around the world developed a new sense of commonality based on language, religion, social customs, and lands."
3. "Revolutions in the US, Haiti, France and Latin America reflected the ideas of the Enlightenment."
4. "Abolitions and emancipations challenged political, social (inequalities, gender), and economic traditions."
5. "Industrialization fundamentally changed how goods were produced."
6. "A variety of factors led to the rise of European industrial production."
7. "The development of factories changed labor conditions and the specialization of labor."
8. "The Industrial Revolution spread to other parts of Europe and the rest of the world."
9. "The Industrial Revolution led to the increasing application of science to technology."

**READINGS**

-Ch.29 Cornell Note Outline Due 3-5-12  
 SO APPSTone *Declaration of the Rights Of Man and the Citizen*  
 p.735, OPPTIC Slave Rebellion p.740  
 -Ch.30 Cornell Note Outline  
 SO APPSTone *Marx and Engels on Bourgeoisie and Proletarians*  
 p.778, OPPTIC Strike painting p.779  
 L1-2, L2-5, L3-2  
 -Ch.31 Cornell Note Outline Due 3-19-12  
 SO APPSTone *Simon Bolivar on the Government in Venezuela*  
 p.797, SOAPPSTone *The Meaning of Freedom for an Ex-Slave*  
 p.808  
 L1-3, L2-3, L3-3  
 -Ch. 32 Cornell Note Outline Due 3-26-12  
 SO APPSTone *Proclamation of the Young Turks* p.824  
 OPPTIC Taipings painting p.836  
 L1-4, L2-3, L3-2  
 -Ch.33 Cornell Note Outline Due 4-02-12  
 SO APPSTone *Rudyard Kipling on the White Man's Burden*  
 p.851, CCOT Chart: Trace the transformation of Africa from  
 1750 A.D Through 1914 A.D.  
 L1-2, L2-2, L3-5

**HANDOUTS AND AIDES**

Revolutions Unit (based on Crane Brinton)

Comparative Charts: Revolutions

**SOAPPS-TONE**

Dec. of Independence  
 Proclamation of the Young  
 Turks  
 Seneca Falls Declaration  
 Rudyard Kipling on the White  
 Man's Burden  
 Womens' Roles In Europe  
 J. S. Mill On Women  
 Simon Bolivar on the  
 Government in Venezuela  
 Marx and Engels on  
 Bourgeoisie and Proletarians  
 Declaration of the Rights Of  
 Man and the Citizen

**OPPTICS in text**

Slave Rebellion  
 Periods of European Art  
 David, Delacroix, Goya  
 paintings  
 Manet: Maximillian  
 Monet: Train stations St.  
 Lazure  
 Rivera Murals  
 J. M. Turner: Western  
 Railroad  
 An Industrial Canal  
 Taipings painting  
 Strike painting

**FORMATIVE ASSESSMENTS**

Students will create a C/C Chart comparing causes and phases of the Industrial Revolution in Great Britain or the United States with Russia or Japan

Students will create a C/C Chart comparing the US or French Revolution with one of these revolutions: Haiti 1798; Latin American 1820; Japan 1867, Mexico 1911, Russia 1905.

Students will create CCOT Chart tracing demographic shift from 1450 to 1914 in any one region: Latin America, Western Europe, North America, or East Asia.

Students will create a CE chart on the Industrial Revolution in the West.  
 Students will create a CE chart on one revolution during this period.

**SUMMATIVE ASSESSMENTS**

Unit Quizzes (1)  
 Unit Test  
 CCOT: Trace transformation or impact of technology from 1750 to 1914 on any one region: North America; West Europe; East Europe; South Asia; and East Asia.  
 DBQ: Suppressing Slavery  
 DBQ: Indentured Servitude  
 DBQ: Meiji Restoration

**INTERDISCIPLINARY LINKS**

[Goucher: Themes in History: Revolution, Nation-State](#)  
[Thornton, "I am King of the Congo"](#)  
[Pratt Guterl: After Slavery: Asian American Labor](#)  
[Buck: Was It Pluck or Luck: European Political Economy](#)  
[Goldstone: Rethinking the Rise of West, Industrial Rev](#)

**WEBSITES AND LINKS**

<http://www.fordham.edu/halsall/mod/modsbook.html>  
<http://www.fordham.edu/halsall/eastasia/eastasiasbook.html>  
<http://www.fordham.edu/halsall/islam/islamsbook.html>  
<http://www.departments.bucknell.edu/russian/history.html>  
<http://www.fordham.edu/halsall/africa/africasbook.html>  
<http://www.geocities.com/Athens/Forum/9061/latin/latam.html>

<b>PERIODIZATION</b> <b>REALIGNMENTS 1914 TO PRESENT</b>	<b>DAYS TO TEACH</b> <b>5 WEEKS</b>	<b>UNIT PURPOSE</b> Students will study the rivalries produced by competition over empires that led to two world wars, numerous revolutions, and a great economic depression. All ultimately resulted in the decline of the west and decolonization, and the rise of international diplomacy and organizations. Human environment interactions and the effects of state building are patterns that students will master in the context of an ever changing world.
<b>THEMES</b> <b>HUMAN ENVIRONMENT INTERACTIONS</b> <b>STATE BUILDING, EXPANSION, CONFLICT</b> <b>EXPANSION, INTERATION OF ECONOMIC SYSTEMS</b> <b>DEVELOPMENT, TRANSFORMATIONS SOCIAL STRUCTURES</b> <b>DEVELOPMENT AND INTERACTION OF CULTURES</b>		
<b>TOPIC</b> <b>GLOBAL CHALLENGES 1914 – PRESENT</b>		
<b>ESSENTIAL CONTENT, SUBTOPICS, AND COMPARISONS</b> The Cold War and Non-Aligned Movement <b>I. The Decline of the European World Order</b> A. Decolonization: Wars and Independence B. Militant Nationalisms in Asia and Africa C. Challenges to Western dominance <b>II. Western Global Culture and its Impact</b> A. The Challenges of the Post-Industrial Society B. Case Study: Nationalisms Compared I. World War I and World War II C. Mass Leisure and Consumerism <b>III. East vs. West or North vs. South?</b> A. Economic Development: LDCs, NIEs B. International Economic Actors C. Thinking Globally, Acting Locally D. Bipolar World Model vs. Nonalignment E. USSR Challenge to Western dominance <b>IV. The 20<sup>th</sup> Century: Themes</b> A. New Forms of Transregional Political Organization B. New Ideologies and Decolonization C. Political Changes D. Science and technology at war E. Welfare state and “statism” F. Social, Demographic Consequences of Change G. Military Conflict <b>V: Case Study – 1989 and 2011 (Arab Revolts)</b>		<b>ESSENTIAL GEOGRAPHY</b> Students will locate items and locations caused by world conflict, decolonization and mass migration throughout the 20 <sup>th</sup> century. Students will be familiar with effects of world conflict and decolonization through the maps on pages 886-887, 897, 905, 907, 935, 950, 954, 963, 977, 979, 986-987, 995, 1034-1032, 1048, <b>ESSENTIAL TERMS</b> Economic Worlds Model 1. Consumerism 2. Leisure class 3. Great Depression 4. Keynesian Economics 5. Nationalization 6. Totalitarianism 7. Welfare State 8. Internationalism 9. Non-alignment 10. Total War 11. Genocide 12. Technocrat 13. Post-industrial society 14. Bipolar and non-aligned 15. Globalization 16. North-South Controversy 17. Green Revolution 18. Newly Industrialized Economies 19. Less Developed Countries 20. Multinational Corporations 21. Import substitution 22. Populism, corporatism 23. Decolonization, neo-colonialism 24. Religious Fundamentalism

**LEARNER OBJECTIVES: STUDENTS WILL**

1. Identify the causes and global consequences of the world wars.
2. Summarize the search for peace and stability during the early 20<sup>th</sup> century.
3. Analyze how wars, revolutions, and economic were forces for innovation. Identify any consequences of each.
4. Analyze how changing gender roles and family structures produced a social revolution.
5. Analyze the interaction between social elites, popular culture, and the arts.
6. Identify ideas that revolutionized science, thought, art, and literature and access their global ramifications.
7. Identify the causes and global consequences of the Great Depression.
8. Compare the different totalitarianisms that arose and account for their appeal and differences.
9. Analyze the rise of mass consumerism in western societies; compare it with non-western developments.
10. Identify factors which led to the decline of the Western world order.
11. Access the consequences of the two world wars and peace processes on non-Western societies and nations.
12. Identify causes and effects of the Cold War.
13. Compare the Western Capitalism with the Command Economic model of the USSR.

**BPQ AND WRITING PROMPTS**

1. "Some colonies negotiated their independence while others achieved it through armed struggle."
2. "Emerging ideologies of anti-imperialism contributed to the dissolution of empires."
3. "Nationalist leaders in Asia, Africa challenged imperial rule."
4. "Religious, regional and ethnic movements challenged colonial rule and old boundaries."
5. "Transnational movements sought to unify peoples across national boundaries."
6. "Some African, Asian, Latin American movements promoted socialism, communism to redistribute land."
7. "Political changes in former colonies were accompanied by major demographic, social consequences."
8. "Proliferation of conflicts often led to genocide and refugee populations."
9. "The global balance of power shifted after World War II."
10. "The Cold War involved ideological struggles throughout the globe."
11. "The Cold War produced new military alliances."
12. "The breakup of the USSR and its empire ended the Cold War."
13. "World War I and II were total wars."
14. "Europe dominated the global political order at the beginning of the 20<sup>th</sup> century."

**READINGS**

- |  |             |
|--|-------------|
| -Ch. 34 Cornell Note Outline                         | Due 4-09-12 |
| SOAPPSTone <i>Dulce Et Decorum Est</i> p. 891        |             |
| SOAPPSTone <i>State and Revolution</i> p.901         |             |
| L1-2, L2-2, L3-5                                     |             |
| -Ch. 35 Outline                                      | Due 4-16-11 |
| L1-2, L2-2, L3-5                                     |             |
| SOAPPSTone <i>Mein Kampf</i> p. 931                  |             |
| OPPTIC Great Depression image p. 923                 |             |
| OPPTIC "Mother and Child" p.929                      |             |
| -Ch. 36 Cornell Note Outline                         | Due 4-23-12 |
| SOAPPSTone <i>A Hiroshima Maiden's Tale</i> p.958    |             |
| <i>We Will Never Speak About it in Public</i> p.1051 |             |
| OPPTIC Chinese Baby image p.944                      |             |
| L1-3, L2-3, L3-3                                     |             |
| -Ch. 37 & 38 Cornell Note Outline                    | Due 5-07-12 |
| L1-2, L2-2, L3-5                                     |             |

**HANDOUTS AND AIDES**

**Revolutions Chart: Vietnam (1950s), Kenya (1950s), Algeria (1950s), Cuba (1959), Iran (1979), Nicaragua (1979), Eastern Europe (1989), South Africa (1980s), Philippines (1989)**

**SOAPPS-TONE**

**Dulce Et Decorum Est  
State and Revolution  
Mein Kampf  
A Hiroshima Maiden's Tale  
We Will Never Speak About it in Public  
Attaturk's Six Arrows  
Armenian Massacre  
Gandhi Civil Disobedience  
Auschwitz Survivor  
Surrender of Japan (POVs)  
Eyewitness to Hiroshima**

**OPPTIC in text**

**Great Depression image  
Mother and Child  
Chinese Baby image  
Trench Warfare  
Buy War Bonds  
Lenin and the Crowd  
Automobiles and the city  
Two views of American life  
Gandhi and Technology  
Diego Rivera's Mexico  
Soviet Realist Art**

**FORMATIVE ASSESSMENTS**

-Students will create two CC Charts tracing the impact, consequences of World War I and World War II on two regions: Eastern Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa, Southeast Asia. Students will create a CC Chart comparing any two independence movements of the 1920s –1940s.

-Students will create a CC Chart comparing ideas of nationalist ideologies and movements in contrasting European and colonial environments. (Compare one European nation – Great Britain, France, or Germany with one example of colonial nationalism such as India, China, Vietnam, Indonesia, Egypt).

-Students will create a CCOT Chart tracing the change in the balance of power change in the world from 1750 to 1945

-Students will create a CE chart on the outbreak of World War I, World War II, or the Russian Revolution.

**SUMMATIVE ASSESSMENTS**

Unit Test (1)  
 Geography Test (1)  
 Unit Quizzes

CCOT: transformation of social structures from 1914 to 2000 in any one region: Latin America, Europe, South Asia, Sub-Saharan Africa, Southwest Asia, East Asia.

DBQ: The Great Depression  
 DBQ: Technology & Empire  
 DBQ: WWII: Japan, SE Asia

**INTERDISCIPLINARY LINKS**

[Goucher: War and Peace in the Twentieth Century](#)  
[Adas: The Great War and the Africa Asia](#)  
[Goucher: Resistance, Revolution - East Asia](#)  
[Goucher: Resistance, Revolution – Islamic World](#)  
[Manz: Tamerlane and his career \(Cult of Personality\)](#)

**WEBSITES AND LINKS**

<http://www.fordham.edu/halsall/mod/modsbook.html>  
<http://www.fordham.edu/halsall/eastasia/eastasiasbook.html>  
<http://www.fordham.edu/halsall/africa/africasbook.html>  
<http://www.fordham.edu/halsall/india/indiasbook.html>  
<http://www.fordham.edu/halsall/islam/islamsbook.html>  
<http://www.geocities.com/Athens/Forum/9061/USA/usa.html>

<b>PERIODIZATION</b> <b>GLOBAL CHANGE 1900 TO PRESENT</b>	<b>DAYS TO TEACH</b> <b>2 WEEKS</b>	<b>UNIT PURPOSE</b> Students will analyze the globalization of politics, cultures, economics and the importance of technology in this development. This has led to the formation of new patterns, new powers, and new trends. It has also led to resistance to globalizations.
<b>THEMES</b> HUMAN ENVIRONMENT INTERACTIONS STATE BUILDING, EXPANSION, CONFLICT EXPANSION, INTERATION OF ECONOMIC SYSTEMS DEVELOPMENT, TRANSFORMATIONS SOCIAL STRUCTURES DEVELOPMENT AND INTERACTION OF CULTURES		
<b>TOPIC</b> <b>GLOBALIZATION SINCE 1990</b>		
<b>ESSENTIAL CONTENT AND SUBTOPICS</b> <b>I. International Organizations</b> A. UN and the World Trade Organization B. Regional Blocs and Alliances C. Non-governmental Organizations D. Multi-national Corporations <b>II. The Global Culture, Global Commons</b> A. New Technologies, New Sciences B. Telecommunications and the Age of Access C. Popular and Consumer Culture D. New Social and Cultural Conceptualizations <b>III. Global Challenges</b> A. Environment, Ecology, Pollution B. Demography, Populations and Issues C. The Green Revolution D. Migration: Internal and Global E. Terrorism F. Pandemics <b>IV. The Struggle for rights</b> A. Ethnic Tensions B. Women, Human, and Minority Rights <b>V. Case Study: Secularism vs. Religions in the 20<sup>th</sup> Century</b> <b>VI. Case Study: 20<sup>th</sup> Century Genocide, Democides</b>		<b>ESSENTIAL GEOGRAPHY</b> Students will study contemporary political geography c. 2000 CE. Look at alliances, cultural regions, etc. Geographically picture the growing regional integration of parts of the world. Students will also analyze statistics related to geography and describe patterns. See pages 887, 888, 889, 891, 898, 906, 907, and 916.
		<b>ESSENTIAL YERMS</b> 1. Interdependence 2. Ecology 3. Global Commons 4. Globalization 5. Service Industry 6. Mass consumption 7. Dissidents 8. Demographic Transitions 9. World Trade Organization 10. Ethnic Cleansing 11. Terrorism 12. Nuclear Proliferation 13. Cultural Imperialism 14. Fundamentalism 15. Popular Culture

*LEARNER OBJECTIVES: STUDENTS WILL*

1. Identify the events that signaled the end of the Cold War.
2. Identify cross-cultural exchanges that resulted from global communications.
3. Analyze how democracy, private enterprise, and human rights have reshaped post-1945 lifestyles.
4. Identify sources of tension and conflict that exist in the contemporary world.
5. Evaluate the impact that diversity and global connections have had on societies and cultures.
6. Analyze how modern technology and global society have impacted traditional societies.
7. Judge how growing economic interdependence has continued to transform human society.
8. Evaluate the roles, successes, failures and influences of international organizations.
9. Identify the major 20<sup>th</sup> century global scientific, technological, social and cultural trends.

*BPQ AND WRITING PROMPTS*

1. "Rapid advanced in science altered the understanding of the universe and natural world and led to new technologies."
2. "Changes in technology and science after 1900 enabled unprecedented population growth."
3. "New modes of communication and transportation eliminated the problem of geographic distance."
4. "Humans fundamentally changed their relationship with the environment."
5. "Groups and individuals opposed the many wars of the century."
6. "Some groups and individuals practiced non-violence to bring about political change."
7. "Many states and societies promoted alternatives to existing economic, political, and social order."
8. "Some groups and peoples have used terrorism to achieve political aims."
9. "States, communities and individuals became increasingly interdependent."
10. "New international organizations formed to maintain world peace and to facilitate international cooperation."
11. "Humanitarian organizations developed to respond to humanitarian crises throughout the world."
12. "Trade agreements have created regional trading blocs."
13. "Multi-national corporations began to challenge state authority and autonomy."
14. "Increased interactions led to the formation of new cultural identities and exclusionary reactions."
15. "Believers developed new forms of spirituality and applied their faith practices to political and social issues."

*STUDENT READINGS*

TEXT: BULLIET

Ch. 33: The End of the Cold War and Challenges, pg. 872

Ch. 34: New Challenges in a New Millennium, pg. 902

BRIDGING WORLD HISTORY

[Levene: Why Is the 20th Century the Century of Genocide?](#)

[McKeown: Global Migration, 1846–1970](#)

*HANDOUTS AND AIDES*

20<sup>th</sup> Century in Maps PPT: Based on slides, graphs depicting the state of the world in the late 20<sup>th</sup> century, students will identify global trends and regional characteristics.

*SOAPPS-TONE*

Gorbachev: Reform  
Russian Ecocide  
Carson: Silent Spring  
Protest in Tiannaman  
Anti-Globalization  
Religious Fundamentalism

*OPTIC*

Images of 1989  
US, China in Cartoons  
Environment in Cartoons  
Images of Globalization  
Images of Year (TIME)



<i>FORMATIVE ASSESSMENTS</i>	<i>SUMMATIVE ASSESSMENTS</i>	<i>INTERDISCIPLINARY</i>
<p>CCOT Chart: Trace the changes and continuities in world trade from 1914 - 2000 CE in any one of the following regions: Latin America; North America; Western Europe; Eastern Europe; Southwest Asia; Sub-Saharan Africa; South Asia; East Asia.</p> <p>CCOT Chart: Trace any changes in environment and demography from 1914 to the present in any one region: Latin America; Sub-Saharan Africa; East Europe; South Asia; East Asia.</p>	<p>Unit Test (1)</p> <p>CC Popular culture &amp; consumerism in one Western nation and any one non-Western nation</p> <p>DBQ: Ethnic Diversity  DBQ: Multinational states  DBQ: Yugoslavia Destroyed  DBQ: Women's changing roles  DBQ: The Modern Olympics</p>	<p>Bentley/Stearns CD Lecture: <i>World Without Borders</i></p> <p><i>The Pacific Century</i> (PBS Video series, appropriate titles)</p> <p><i>Millenium</i> (CNN): 20<sup>th</sup> century</p> <p>CD-Rom: <i>Demography, 1500-2000</i> (Manning)</p>
<p>CCOT Chart: Transformation, impact of technology including manufacturing, transportation and communications from 1750 to 2000 in any one region: North America; West Europe; East Europe; Sub-Saharan Africa; Southwest Asia and North Africa; South Asia; and East Asia.</p>	<p><i>WEBSITES AND LINKS</i></p> <p><a href="http://www.fordham.edu/halsall/mod/modsbook55.html">http://www.fordham.edu/halsall/mod/modsbook55.html</a>  <a href="http://www.fordham.edu/halsall/mod/modsbook51.html">http://www.fordham.edu/halsall/mod/modsbook51.html</a>  <a href="http://www.fordham.edu/halsall/mod/modsbook52.html">http://www.fordham.edu/halsall/mod/modsbook52.html</a>  <a href="http://www.fordham.edu/halsall/mod/modsbook53.html">http://www.fordham.edu/halsall/mod/modsbook53.html</a>  <a href="http://www.fordham.edu/halsall/africa/africasbook.html">http://www.fordham.edu/halsall/africa/africasbook.html</a>  <a href="http://www.fordham.edu/halsall/mod/modsbook54.html">http://www.fordham.edu/halsall/mod/modsbook54.html</a></p>	

<b>PERIODIZATION</b> LAST MILLION YEARS BCE & CE	<b>DAYS TO TEACH</b> 10 WEEKS BEFORE AND AFTER SCHOOL	<b>UNIT PURPOSE</b>  You should not attempt to teach anything new – this is review and drill time in preparation for the test. This information and review is handled solely outside of class, after school, on weekends, and at home.
<b>THEMES</b> COURSE THEMES, KEY CONCEPTS OF AP WORLD HISTORY		
<b>TOPIC</b> REVIEW FOR A.P. EXAM		
<b>ESSENTIAL CONTENT, SUBTOPICS, AND COMPARISONS</b>		<b>ESSENTIAL GEOGRAPHY</b>
<b>I. Review Plan</b> <b>A. Contract and Expectations</b>  <b>B. Outside of school</b> 1. Contract 2. Work individually on <i>Summary Sheets</i> . 3. Set up <i>Student Study Groups</i> . 4. Tutorials and Special Review Sessions. A. Tutorials: Tues, Thurs – 2:30pm B. Special Sessions: Weds – 7:00 pm  <b>C. During Class</b> 1. Work on Group Essays 2. Take Mock Exams  <b>II. Document Based Questions</b> <b>A. Write two essays, one during 3-hour Saturday</b> <b>B. Grade the two exams together in class</b> <b>C. DBQ: Women in World History</b>  <b>III. Essays: Change Over Time &amp; Compare/Contrast</b> <b>A. Use topics from past <i>Assignment</i> sheets</b> <b>B. Use Change Over Time/Comparison charts</b> <b>C. Verbally construct essays as a class</b>  <b>IV. A Saturday Mock A.P. Exam</b> <b>A. Full 3-Hour Practice Exam</b> <b>B. Use REA, SAT II, or Regents Global Exams</b>		Student need to be familiar with all historical geography studied this year. It must be maps in context as that is how the College Board will test their knowledge. Test students using blank maps of historical events and time periods depicting boundaries and movement.  Make a Powerpoint & Internet presentation using historical maps and drill students.
		<b>ESSENTIAL TERMS</b>

**LEARNER OBJECTIVES: STUDENTS WILL**

1. What is the most common source of change: diffusion or independent invention?
2. What are the issues in using cultural areas rather than states as units of analysis?
3. Which has had a great impact for change: migration or population/urban growth?
4. When did the first truly global economic network come into existence? Why?
5. When did Europe (and the USA) come to dominate the world economy?

**WRITING PROMPTS:**

Pass out Compare and Contrast Snapshots (Essays) and CCOT Timelines for Latin America, Gender, Southeast Asia, Gender, and Africa since 1450. Students can practice outlining and setting up essays by using the topics provided.

**READINGS**

Have students buy one of the test review books and read it, work the exercises in preparation for the exam. Have students reread the unit overviews, the introductions and the conclusions to each of the chapters. Have students review the timelines and maps in each chapter and unit.

**STUDENT HANDOUTS AND AIDES**

- I. College Board AP World History guide
- II. Snapshots Packet of Essays
- III. CCOT Timelines, Charts
- IV. World History Drill Cards

**FORMATIVE ASSESSMENTS**

Select turning points in world history by date or event; explain why you think they are important. Some examples include:

1. 5000 BCE – Neolithic
2. 1200 BCE – Iron Age
3. 5<sup>th</sup> c BCE - Philosophies
4. 200s – Hunnic Migration
5. 530 – Volcano Explodes
6. 622 – Islam founded

**SUMMATIVE ASSESSMENTS**

Review through the use of the CCOT and CC Charts; work on outlining essays and potential topics. Require fully written essays only of those students who are weak and borderline.

Mock AP Exam: 3 Hours on two Saturdays before official AP exam

**INTERDISCIPLINARY LINKS**

Patrick Mannings CD-Rom on *Demography*

7. 10<sup>th</sup> c – Turk expansion
8. 1000 – Vikings in N. Am.
9. 1054 – Christian Schism
10. 1206 – Mongol Empire
11. 1340s – Black Death
12. 1492 – Columbus
13. 1699 – Turk's Stopped
14. 1760 – Industrial Rev.
15. 1776 – American Rev.
16. 1917 – Russian Rev.
17. 1945 – Atomic Bomb
18. 1949 – Chinese Rev.
19. 1989 – Cold War ends
20. 1990 – The Internet

*LINKS*

Remind students that all of the textbooks and many of the study guides have on-line drill sections with multiple choice practice tests. Students should use them for drill at home and bring results and questions into the reviews. See my website for links.