World History
2007 - 2008

Brief Description of Course

This AP World History course covers world civilizations, historical themes and global developments since 2000 B.C.E. Attention will be paid to broad trends taking place during the Foundations period (pre-history to 600 C.E.). Students will be challenged to use critical and interpretive skills, as well as their ability to examine and analyze historical issues from a larger perspective. AP World History themes will be used throughout the course, on classroom assignments and on multiple choice and free response exams. These themes include social, economic and cultural trends; issues of gender and ethnic identity; interrelationships and exchanges among various civilizations; and the ability to compare different historical eras and societies. The Patterns of Interaction textbook is used throughout the course to provide supplemental vocabulary, maps, charts and graphs relating to the unit topic. Sometimes different portions of the same chapter are used to support different units. Students participate in whole class and group work in developing skills that include construction and evaluation of arguments; analysis of documents, data and primary material; assessment of continuity and change over time; analysis of differing interpretations, biases, and perspectives; perception and understanding of global patterns across geographic space and over time; an ability to compare different societies and their reactions to global processes; and a sensitivity to the common denominators and differences that unite and divide human communities, as well as an awareness of the historical context of ideas, beliefs and values. All activities include the overarching themes of the AP World course, review and reinforce basic writing skills, critical thinking skills, such as analysis, evaluating and hypothesizing, and content and skills taught in previous units in the course. The first semester runs 18 weeks and ends approximately 1750 C.E. The second semester runs 13 weeks, brings students into the 21st century and allows and opportunity for AP exam review.

Unit Information

Unit Name or Timeframe:
Weeks 1, 2 and 3
Unit 1: Rise of Agriculture and Civilization, 4000 B.C.E. - 500 C.E.

Content and/or Skills Taught:
Stearns, Chapters 1, 2, 3, 4
Patterns of Interaction, Chapters 1, 2, 3, 4, 5
Look at the various aspects of civilization.
The impact of geography, technology and cultural diffusion on the growth of civilizations.
Systems of social organization, power and status.
Close analysis of Jared Diamond's Guns, Germs and Steel, using excerpts from the book and video.
Close analysis of early political thought and epistemology using various primary sources such as Hammurabi, Upanishads, Confucius, Plato and Aristotle, among others
Developing the ability to compare and contrast the growth of civilizations and how those civilizations change over time.
Major Assignments and/or Assessments:
Essay assignment comparing and contrasting the growth of early civilizations.
CLASS EXAM: multiple choice questions that include identification, analysis, reading comprehension, and interpretation of maps and graphs, and a short compare and contrast essay

Unit Name or Timeframe:
Week 4
Unit 2, Expansion and Integration Beyond the Classical World by 500 C.E. (China, India and the Decline of Rome)

Content and/or Skills Taught:
Stearns, Chapter 5
Patterns of Interaction, Chapters 6, 7
Analysis of the evolving role of class and gender in various societies and civilizations using primary documents. Students make inferences and draw conclusions by looking at what is stated and not stated in the documents.
Mapping the intellectual and cultural interactions between societies.

Major Assignments and/or Assessments:
Essay assignment comparing and constrasting the Roman Empire with the Han Empire of China.
Interpretation of maps illustrating the growth in size, wealth and religious practices in Rome, China and India.

Unit Name or Timeframe:
Weeks 5 and 6
Unit 3, Rise and Spread of Islam, 600 - 850 C.E.

Content and/or Skills Taught:
Stearns, Chapters 6, 7, 8
Patterns of Interaction, Chapters 8, 10, 15
Analysis of the rise, spread and achievement of the early Islamic world.
Comparing writings of Mohammed, Buddha and Confucius
Students spend part of each class doing one aspect of a DBQ, such as the short answer section, interpreting each document using habits of the mind as a lens, formulating thesis statements, scaffolding an essay and writing an essay.
Peer editing of DBQ’s.

Major Assignments and/or Assessments:
Answering three different DBQ’s during class and for homework.
CLASS EXAM: with multiple choice section and DBQ short answers and essay.

Unit Name or Timeframe:
Week 7
Unit 4, Byzantium and a New Civilization in Western Europe

Content and/or Skills Taught:
Stearns, Chapters 9, 10
Patterns of Interaction, Chapter 11
Interpreting and discussing various videos of Byzantine art and architecture, looking for aspects of social life, technology and cultural diffusion.
Analyzing the impact of geography and location on the development of Byzantium and Western Europe.
Developing thesis statements that reflect intellectual and cultural aspects from documents found in DBQ’s.

**Major Assignments and/or Assessments:**
Completion of various DBQ’s and the writing of various thesis statements, with scaffolding evidence, that reflect the development and changes over time in the Byzantine Empire.

**Unit Name or Timeframe:**
Week 8
Unit 5, The Early Americas

**Content and/or Skills Taught:**
Stearns, Chapter 11
Patterns of Interaction, Chapter 9, 16
Analysis of the effects of geography on the development of people and the effect of people on their environment, using documents illustrating early American farming techniques and changes they made in the landscape.

**Major Assignments and/or Assessments:**
Essay identifying changes in the geography and environment during the rise of early American civilizations.

**Unit Name or Timeframe:**
Weeks 9
Unit 6, Renaissance in the Tang and Song Dynasties

**Content and/or Skills Taught:**
Stearns, Chapter 12
Patterns of Interaction, Chapter 12
Analysis and discussion using secondary sources of social, economic, political and technological changes in Chinese society since the Han Empire

**Major Assignments and/or Assessments:**
CLASS EXAM: multiple choice and thematic essay that looks at a how a specific social, economic or political aspects of early American and Chinese cultures changed over time.

**Unit Name or Timeframe:**
Weeks 10 and 11
Unit 7, Spread of Chinese Civilization to Korea, Japan and Vietnam

**Content and/or Skills Taught:**
Stearns, Chapter 13
Patterns of Interaction, Chapter 12
Analyzing from different cultures and points of view the causes and effects of interaction between different cultures.

Students write a point-of-view essay, from the perspective of one culture or class, on the effects of interaction between cultures and present to the whole class and small groups.

**Major Assignments and/or Assessments:**
On-going assignment that uses and defines vocabulary words that describe an aspects of Korean, Japanese or Vietnamese culture and identifies a corresponding word in a culture previously studied. For example, Bushido and chivalry.
Thematic essay analyzing causes and effects of cultural diffusion between neighboring cultures.

**Unit Name or Timeframe:**
Week 12
Unit 8, From Chinggus Khan to Timur

**Content and/or Skills Taught:**
Stearns, Chapter 14
Patterns of Interaction, Chapter 12
Study of maps illustrating the rise, spread resources of the Mongol Empire.
Analysis of new inventions and technological innovations that contributed to the rise of the Mongol Empire.

**Major Assignments and/or Assessments:**
CLASS EXAM: a thematic essay analyzing and evaluating the role specific technology played in the rise of the Mongol Empire.

**Unit Name or Timeframe:**
Week 13
Unit 9, Changing World Balance and Review of Themes in Early History, 1250 - 1450

**Content and/or Skills Taught:**
Stearns, Chapter 15
Patterns of Interaction, Chapters 13, 14, 17
Analysis, identifying bias and making inferences using diaries and first-hand accounts of changing world order in Western Europe, the Ottoman Empire and China.
Study of the role of geography, economic factors and technology as a catalyst for early European explorations.

**Major Assignments and/or Assessments:**
Essay analyzing the cultural, economic and political changes in Europe from the Middle Ages to the Renaissance.

**Unit Name or Timeframe:**
Weeks 14
Unit 10, Transformation and Expansion of the West and Russia, 1450-1750

**Content and/or Skills Taught:**
Stearns, Chapters 16, 17, 18
Patterns of Interaction, Chapter 19
Analysis and discussion on letters from various explorers, colonizers and natives reacting to Europe’s colonial expansion.
Analyze and categorize evidence weighing the advantages and disadvantages of colonial expansion.
Excerpts from Jared Diamond’s book and video, Guns, Germs and Steel on why some societies are more successful than others.

**Major Assignments and/or Assessments:**
Essay analyzing the effects of colonization on both the colony and the mother country.

**Unit Name or Timeframe:**
Week 15
Unit 11, Early Latin America
Content and/or Skills Taught:
Stearns, Chapter 19
Patterns of Interaction, Chapter 24
Developing historical perspectives on colonialism by reading de Las Casas, Columbus, James
Lockhart and Bernal Diaz del Castillo.
Students discuss the effects of colonization on early Latin American society.

Major Assignments and/or Assessments:
CLASS EXAM: multiple choice and an thematic essay on changes in native societies as a result of
colonialism.

Unit Name or Timeframe:
Week 16
Unit 12, The Muslim Empires: Ottomans and Mughals, 1400 - 1800

Content and/or Skills Taught:
Stearns, Chapter 20
Patterns of Interaction, Chapter 18
Identifying social, political and economic aspects of Muslim cultures through close analysis of their
art and architecture.

Major Assignments and/or Assessments:
Essay looking at the intellectual and cultural developments shared by the Muslim empires.

Unit Name or Timeframe:
Week 17
Unit 13, Africa During the the Age of the Atlantic Slave Trade

Content and/or Skills Taught:
Stearns, Chapter 21
Patterns of Interaction, Chapter 20
Reading of primary sources, such as King Affonso and Olaudah Equiano, to examine the impact of
emerging global trends on various types of individuals.

Major Assignments and/or Assessments:
Debate on the different views of colonialism. Students are divided into colonizers and colonies and
divided to reflect various social, economic and political classes within each society.

Unit Name or Timeframe:
Week 18
Unit 14, Asian Transitions in the Age of Global Change

Content and/or Skills Taught:
Stearns, Chapter 22
Patterns of Interaction, Chapter 28
Close analysis of the impact of interaction between east and west by studying primary sources,
including letters from Qian-Long, Emperor Kangxi and anonymous Japanese court officials.
Various video showing dramatically different cultures of Asia and Europe and the growing
urbanization of Japan.
Major Assignments and/or Assessments:
CLASS EXAM: multiple choice and short answer response of various primary sources.

Unit Name or Timeframe:
Week 19
Unit 15, Industrialization and the West

Content and/or Skills Taught:
Stearns, Chapter 23
Patterns of Interaction, Chapter 25, 26
Evaluating causes and effects of changes in industrial society by reading, citing evidence and putting into historical context such primary sources as Marx, Engels and Dickens.

Major Assignments and/or Assessments:
Creation of individual time lines that illustrate the chronology of events that shaped the ideas of the Industrial Revolution.

Unit Name or Timeframe:
Week 20
Unit 16, Industrialization and Imperialism

Content and/or Skills Taught:
Stearns, Chapter 24
Patterns of Interaction, Chapter 27
Analysis of causes and various responses to imperialism by reading Kipling, Cecil Rhodes, Joseph Chamberlain, Lord Kitchener, Edward Morel Dadabhai Naoroji, Phan Thanh Gian, King Chulalongkorn and Kwaka Dua II.

Major Assignments and/or Assessments:
Essay that compares and contrasts various responses to imperialism from various societies around the world.

Unit Name or Timeframe:
Week 21
Unit 17, Latin America, 1830-1920

Content and/or Skills Taught:
Stearns, Chapter 25
Patterns of Interaction, Chapter 28
Analysis and discussion of the policies and goals of emerging independence movements in Latin America, by analyzing the writings of Bolivar, Toussaint L’Overture, Benito Juarez and Porfirio Diaz.

Major Assignments and/or Assessments:
CLASS EXAM: essay comparing and contrasting the policies and goals of Benito Juarez and Porfirio Diaz.

Unit Name or Timeframe:
Week 22
Unit 18, Civilizations in Crisis: Ottomans and Qing China
Content and/or Skills Taught:
Stearns, Chapter 26
Patterns of Interaction, Chapter 27
Discussion on the causes for western dominance and subsequent collapse of Ottoman, Arab and Chinese societies in the face of western intrusions.

Major Assignments and/or Assessments:
Essay describing possible alternative responses in a single society to western intrusions. Students should be able to describe in detail and depth various reasons why this alternative response is particularly suited to the society in question.

Unit Name or Timeframe:
Week 23
Unit 19, Russia and Japan in Transformation

Content and/or Skills Taught:
Stearns, Chapter 27
Patterns of Interaction, Chapter 28
Identify the social organization and gender structure of two societies in transition and how the role of gender is either changing or not changing. Particular emphasis is placed on the changing role of women in Japan as a result of the Meiji Restoration.

Major Assignments and/or Assessments:
Essay comparing and contrasting the effects of industrialization in Russia and Japan.

Unit Name or Timeframe:
Week 24
Unit 20, International Conflicts and Contacts in the 20th Century

Content and/or Skills Taught:
Stearns, Chapters 28, 29
Patterns of Interaction, Chapters 29, 31, 32
Drawing conclusions from various documents, charts and graphs on the causes and effects of World War I. Documents include letters and diaries from soldiers and political leaders, and charts and graphs illustrating military spending and war-time casualty rates.

Major Assignments and/or Assessments:
CLASS EXAM: DBQ short answer and essay.

Unit Name or Timeframe:
Week 25
Unit 21, Russia and Eastern Europe

Content and/or Skills Taught:
Stearns, Chapter 30
Analysis of political thought by reading Lenin, Trotsky and Stalin.
Analysis of the purpose and techniques of propaganda by analyzing Soviet art, film and literature.
Discussion of techniques used in political cartoons.

Major Assignments and/or Assessments:
Students create a series of political cartoons that reflect a variety of subjects studied in the course so far.
Unit Name or Timeframe:
Week 26
Unit 22, Japan and the Pacific Rim

Content and/or Skills Taught:
Stearns, Chapter 31
Patterns of Interaction, Chapter 33
Causes and effects of Japanese imperialism in East Asia and how it is similar and different from its European counterpart, using primary sources such as Japanese diplomatic correspondence and eye-witness accounts of the Japanese occupation of Manchuria.

Major Assignments and/or Assessments:
Essay comparing and contrasting Japanese and European imperialism.

Unit Name or Timeframe:
Week 27
Unit 23, Latin America in the 20th Century

Content and/or Skills Taught:
Stearns, Chapter 32
Political thought in Latin America by reading and discussing such primary sources as Francisco Madero, Emiliano Zapata, Juan Peron, Fidel Castro, Getulio Vargas and the rebels of Chiapas, Mexico. Particular attention is paid to the changing role of women from different social classes in the political life of Latin America. This includes the role of women in various Mexican revolutions, women protesting the secret wars of Argentina and Guatamala and the role of more prominent women, such as Evita Peron.

Major Assignments and/or Assessments:
CLASS ESSAY: thematic essay describing how the role of women in Latin America has changed over time.

Unit Name or Timeframe:
Week 28
Unit 24, Decolonization and African and Asian Independence

Content and/or Skills Taught:
Stearns, Chapters 33, 34
Patterns of Interaction, Chapters 30, 34
Development of various types of nations and institutions within those nations that were former colonies. Students should be able to identify how various and differing causes had different effects in various emerging nations. Students should also be able to identify how colonial societies changed as they made the transition from colony to independence.

Major Assignments and/or Assessments:
DBQ that analyzes and responds to various independence leaders of the post-colonial period, such as Jomo Kenyatta, Neslon Mandela, Gamal Nasser, Kwame Nkrumah, Gandhi, Nehru and others.

Unit Name or Timeframe:
Week 29
Unit 25, War and Revolution in China and Vietnam
Content and/or Skills Taught:
Stearns, Chapter 35
Patterns of Interaction, Chapters 30, 34
Discussion on the similarities and differences that contributed to shaping the policies and goals of Mao Zedong and Ho Chi Minh.
Analysis and scaffolding evidence that describes role of women and propaganda in the revolutionary struggles of China and Vietnam.

Major Assignments and/or Assessments:
Thematic essay looking at the role of women and propaganda in the revolutionary struggles in China and Vietnam.

Unit Name or Timeframe:
Week 30
Unit 26, 21st Century World

Content and/or Skills Taught:
Stearns, Chapter 36
Patterns of Interaction, Chapters 35, 36
Analysis of the trends and vocabulary that describes the various social, political and economic issues that in the 21st century world.

Major Assignments and/or Assessments:
CLASS EXAM: multiple choice and DBQ on emerging challenges in the 21st century.

Unit Name or Timeframe:
Week 31
Unit 27, AP Exam Review

Content and/or Skills Taught:
Students review and practice various styles of multiple choice and essay questions in preparation for the AP World Exam.

Major Assignments and/or Assessments:

Textbooks

Title: Advanced Placement Edition - World Civilizations:
Publisher: Longman Publishing Group
Published Date: 2003
Author: Peter N. Stearns
Second Author: Michael Adas

Description:
Contents include history from the development of agriculture and early civilizations through the 21st century. Textbook also includes, corresponding to each chapter, a list of further readings, primary sources and internet resources.
Title: World History: Patterns of Interaction

Publisher: Houghton Mifflin School

Published Date: January, 1999

Author: Roger Beck

Second Author: Linda Black

Description: High school textbook providing excellent supplemental material, especially in the areas of vocabulary, art, maps, charts, graphs, time lines and excerpts from a wide range of primary sources.

Other Course Materials

Material Type: Primary Source

Description: Every unit in the curriculum is accompanied by various primary sources from or about the culture and society under study. The main sources for these primary documents are Worlds of History, A Comparative Reader, Volumes One and Two, by Kevin Reilly, Bedford/St. Martin’s Press, Copyright 2000 and The Human Recod, Sources of Global History, Volumes One and Two, by Alfred J. Andrea and James H. Overfield, Houghton Mifflin, Copyright 2005. Documents include those writings that reflect the intellectual and cultural developments at the time and systems of social and political organization. Examples include, but are not restricted to Hammurabi’s Code, Epic of Gilgamesh, Upanishads, various philosophical and religious texts from early Mesopotamia, Africa, India, China, the Americas and Greece, travel journals, poetry, political thinkers and leaders, and diaries from all levels and members of society. Course documents also pay particular attention to the growth of political thought, development of societal norms, such as etiquette, and those ideas that move freely between cultures, such as religion, technology, cultural views and art.

Material Type: Audiovisual Materials

Description: Various audiovisual resources are included in the curriculum and allow students to see and hear up close the geography, living conditions, art and voices that make up a diverse and sometimes distant world.