



Sonoran Science Academy

Course Syllabus: AP World History

Teacher:	Mrs. Amanda Hanson	Website:	http://ahanson.sonoranacademy.org
Classroom:	134	E-mail:	ahanson@sonoranacademy.org
Edmodo:	http://sonoranschools.edmodo.com	Password:	qsmj2o

Course Description

AP World History is a **college-level** course requiring that students develop historical thinking skills by using appropriate analytical skills and a variety of written and visual primary and secondary sources to evaluate selective factual knowledge and make conclusions. Students will learn to craft plausible, persuasive historical arguments with clear, comprehensive and analytical theses and support them with relevant historical evidence. They will describe, analyze, and evaluate the arguments of others using the available evidence within their respective contexts/circumstances taking into account their respective bias or point-of-view.

This course will examine how societies have changed over time and through contact with different cultures and how they have stayed the same. It will define, analyze, and evaluate the causes and consequences of these changes while interpreting and developing meaningful, persuasive understandings of the past.

Students will interpret global trends and compare the technological, religious, and cultural advancements, social, political, economic, and military interactions between major societies in Africa, the Americas, Asia, Europe, and Oceania. European history does not exceed 30% of the total course. The United States is included based solely on its interactions with other societies during the following periods: the colonial period, the Revolutionary War, its expansion, and global interactions during the second half of the twentieth century and early twenty-first century.

This course covers the chronological period beginning with prehistory (approximately 8000 B.C. – A.D. 600) and continuing through the present time. The outline of the periods covered is as follows:

Circa 8000 – c. 600 B.C.E.	2 weeks	5%
c. 600 B.C.E. – c. 600 C.E.	6 weeks	15%
c. 600 C.E. – c. 1450	7 weeks	20%
c. 1450 – c. 1750	7 weeks	20%
c. 1750 – c. 1914	7 weeks	20%
c. 1914 – the present	7 weeks	20%

The Five AP World History Themes:

Theme 1: Interaction Between Humans and the Environment: Demography and disease, Migration, Patterns of settlement, Technology

Theme 2: Development and Interaction of Cultures: Religions, Belief systems, philosophies, and ideologies, Science and technology, the arts and architecture

Theme 3: State-building, Expansion, and Conflict: Political structures and forms of governance, Empires, Nations and nationalism, Revolts and revolutions, Regional, trans-regional, and global structures and organizations

Theme 4: Creation, Expansion, and Interaction of Economic Systems: Agricultural and pastoral production, Trade and commerce, Labor systems, Industrialization, Capitalism and Socialism

Theme 5: Development and Transformation of Social Structures: Gender roles and relations, Family and kinship, Racial and ethnic constructions, Social and economic classes

Objectives

1. To teach the dynamics of change and continuity across world history periods covered in this course, and the causes and processes involved in major changes of these dynamics.
2. To provide students with an understanding of the interaction between humans and the environment, which are affected by the following: population growth and decline, disease, migration, patterns of settlement, agriculture and technology.
3. To guide students to an understanding of the development and interaction of cultures including religions and belief systems, philosophies and ideologies, science and technology, the arts and architecture.
4. To teach changes in functions and structures of states and political identities (political culture), expansion, and conflict including, including the emergence of the nation-state (types of political organization).
5. To provide students with an understanding of the creation, expansion, and interaction of economic systems including: agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism and socialism.

6. To guide students to an understanding of the development and transformation of social structures including: gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes.
7. To teach students to use appropriate primary and secondary sources to analyze point of view and context, to understand and interpret information, and to construct and evaluate arguments.

Required Books/Resources

- Textbook: Stearns, Peter; Adas, Michael; Schwartz, Stuart; and Gilbert, Marc. *World Civilizations: The Global Experience*, 5th Ed. New York: Pearson Education, 2007.
- Stearns, Peter N. ed. *World History in Documents: A Comparative Reader*, 2nd ed. New York: New York University Press, 2008.
- Workbook: *The Princeton Review: Cracking the AP World History Exam*
- Workbook: Sterns/Adas/Schwartz/Gilbert. *AP* Test Prep Series: AP* World History*, 5th Ed. New York: Pearson Education, 2007.
- Other sources: Various primary sources and web pages to be provided.

Supplemental Resources

- Mitchell, Helen and Joseph, ed. *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*, Volumes I and II. New York: McGraw Hill; 5th ed., 2007.
- *Debating the Documents: Interpreting Alternative Viewpoints in Primary Source Documents*, World History Series. Culver City, CA: Mind Sparks, 2008. This resource is used to provide frequent practice in analyzing written and visual documents including, etchings, political cartoons, and other artwork. It also includes unit debates that present two opposing essays written by scholars for use in class debates.
- Rumsey, Thomas R. *Men and Women of the Renaissance and Reformation, 1300–1600*. Wellesley Hills, Mass.: Independent School Press, 1981.

Course Materials

- One notebook with college-ruled paper and folders devoted exclusively to World History
- Black pens (all free response questions must be completed in black or dark blue pen)
- Pencils (all multiple choice questions must be completed in pencil)
- Highlighters

Students should keep the following items in your notebook: syllabus, notes (from readings, lectures, and class discussions), daily assignments, and any items handed out in class. All graded

tests and quizzes should be kept for studying for the semester final and AP test to be taken in May. Any student not registering for the AP test will be required to take a cumulative final exam.

Research Project

- Students will participate in the National History Day Competition by completing a year-long research project in which they must utilize scholarly historical research and primary sources to support a thesis based on the annual theme. This year the theme is ***Rights and Responsibilities in History***. While there is not specific limit to the number of sources used, successful projects will use over 20 sources minimum, of which 2/3 must be primary sources and the remaining 1/3 must be ***scholarly*** secondary sources. Wikipedia and Ask.com are NOT considered scholarly sources. Students will produce an annotated bibliography in MLA format indicating the historical context, purpose and/or intended audience, author's point of view, and type of source or argument and tone. A process paper is also required, which specifies where the student obtained the idea for the topic and how he or she when about researching for the project, including how interviews were conducted (in person, over the phone, etc.).

Course Policies

MAKE-UP WORK:

After an **excused absence** it is the student's responsibility to contact the teacher to receive any instruction or paperwork that was missed. Students are responsible for making-up assignments, tests or quizzes missed as a result of an excused absence.

Homework assignments, tests, and quizzes are announced at least a week in advance on the homework board and on my website, as a result, students are expected to make-up quizzes and turn in missing assignments on the day they return to school. Tests must be made-up within three days of returning to school. It is the student's responsibility to schedule a time to make up a missing test with the teacher.

In-class assignments missed due to an excused absence may be made up with three days of returning to school. If missing assignments, tests, or quizzes are not made up within the specified time they will receive a zero.

HOMEWORK POLICY:

Students are expected to complete weekly readings in both the textbook and supplementary assignments. Students will complete a detailed outline of the textbook chapter, in addition to, answering assigned questions or preparing a 2 – 3 page précis for the supplemental material.

No late homework assignments will be accepted. If you do not have your homework at the beginning of class on the due date, you will receive a zero.

In terms of extended projects and papers, the grade will drop one letter grade for each day the assignment is late. One Day Late – highest grade possible is a B, Two Days Late – highest grade possible is a C, etc. **Late projects and papers will not be accepted after 5 days.**

The teacher will inform students when a project or paper that follows this policy is being assigned and will remind them of the grading policy.

Tutoring is offered after school by *appointment* on Mondays or Wednesdays from 3:15 – 4:15.

HONOR CODE:

I expect every student to conduct themselves honorably. I WILL NOT TOLERATE CHEATING, LYING, STEALING OR PLAGIARIZING!

Cheating is attempting to receive academic credit or helping someone else receive credit for work that was not personally done or for knowledge not personally mastered.

Cheating occurs not only when you receive an answer but also when you give an answer. Cheating also occurs when you copy someone else's homework or allow someone else to copy your homework. Examples of cheating include, but are not limited to: deception; the use of talking, signs, or gestures during a quiz or test; copying from another student or allowing another student to copy an individual assignment; passing test or quiz information during a class period or from one class period to members of another class period; submission of pre-written writing assignments at times when such assignments are supposed to be written in class; illegally exceeding the time limits on timed tests, quizzes, or assignments; unauthorized use of study aids, notes, books, data, or other information; computer fraud; sabotaging the projects the projects or experiments of other students.

Plagiarism occurs not only when you turn in someone else's work as your own but also when you turn in a previous assignment done by you for a current assignment. It occurs when you use the ideas of someone else and do not give them credit. Examples include: having a parent or another person write an essay or do a project that is then submitted as your own work; failing to use proper documentation and bibliography. **Please be aware that it is not acceptable to use quote large portions (i.e. two or more paragraphs) of another's work, even if properly cited.**

Penalties:

THE PENALTY FOR CHEATING OR PLAGIARIZING IS A ZERO FOR THAT ASSIGNMENT OR TEST THAT CANNOT BE DROPPED OR REPLACED, A PHONE CALL TO YOUR PARENT OR GUARDIAN, AND A DISCIPLINE NOTICE SENT TO THE PRINCIPAL (DPS will be assessed).

The purpose of this Honor Code is to communicate with you so that you have a clear understanding of when cheating, plagiarism, lying, stealing occurs and the resulting harsh penalty. If you neither cheat, nor give the appearance of cheating there will be no penalty. Because the circumstances under which cheating, plagiarizing, lying and stealing occurs are clearly spelled out, I do not expect

to see any such situations, however, in the unhappy event that such an occurrence arises, there will be no exceptions to enforcing the stated penalty. THE PRESUMPTION IS THAT YOU ARE HONORABLE AND ETHICAL AND WOULD NEVER KNOWINGLY CHEAT.

Grading:

Grading scale

98-100%	A+
90-97%	A
88-89%	B+
80-87%	B
78-79%	C+
70-77%	C
65-69%	D
Below 65%	F

Quarter Grade will be determined by:

Classroom assignments	10%
Homework assignments	20%
National History Day Project	20%
Tests and Quizzes	30%
Semester Final/Practice AP Test	20%
Total	100%

Course Schedule:

SEMESTER 1

UNIT 1 – Foundations, 8000 B.C.E. to 600 B.C.E.: Technological and Environmental Transformations	2 weeks
---	----------------

- Key Concept 1.1 Big Geography and the Peopling of the Earth
- Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Essential Questions

1. During the Paleolithic era, how did hunting-foraging bands of humans gradually migrate from their origin in East Africa to Eurasia, Australia, and the Americas and adapt their technology and cultures to new climate regions?
2. Beginning about 10,000 years ago, how did the Neolithic Revolution lead to the development of new and more complex economic and social systems?
3. How did agriculture and pastoralism begin to transform human societies?
4. Compare and contrast the political and social structures of the following:
 - a. Mesopotamia
 - b. Egypt
 - c. Indus Valley
 - d. Shang Dynasty
 - e. Mesoamerica
 - f. Andean South America
5. How did culture play a significant role in unifying states through laws, language, literature, religion, myths, and monumental art?

Week 1 - The Dawn of Civilization: How did human society change from the Paleolithic to the Neolithic Periods?

Introduce the AP World History themes and habits of mind

Did the Straw Break the Camel's Back?

Archeology Project: The purpose of this assignment is to introduce students to the methods used by archeologists as they piece together evidence to interpret the past. Students in small groups will sort through the (non-perishable) trash from one of five modern families to attempt to determine the family demographics, interests, careers, socio-economic status, religious affiliation, and potential cultural background.

Ice Man Crime Scene Investigation

BELL WORK: *Debating the Documents: From Hunter-Gatherers to Farmers and Herders*

Students will analyze Acheulean stone all-purpose tools, Magdalenian bone harpoons, Lascaux cave paintings, and an Egyptian paintings from the tomb of Sennedjem and answer several questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 1, From Hunting & Gathering to Civilizations

Taking Sides, Issue 1 – "Did *Homo Sapiens* Originate in Africa?," which includes articles by Stephen Oppenheimer, from "The First Exodus," *Geographical* (July 2002) and Milford Wolpoff and Rachel Caspari, from *Race and Human Evolution* (Simon & Schuster, 1997) and write a 2 – 3 page essay evaluating the two arguments presented.

Princeton Review: Chapters 1 and 2

Week 2 - Emergence of Civilization: Why were river valleys so important?

Video: "Mesopotamia: Return to Eden", from Time Life's *Lost Civilizations* Series

BELL WORK: *Debating the Documents: Rivers and Civilizations: What's the Link?*

Students will analyze an Egyptian painting from the 18th Dynasty, a covered drain, large well, and bathing platforms of the ruins of Harappa, cuneiform clay tablet, photo of the ruins of El Caracol, a Mayan observatory, two translations of the Egyptian "Hymn to the Nile," and several laws from the Code of Hammurabi and answer questions in preparation for class discussion.

HOMEWORK: *World History in Documents (WHD)*: Chapter 2, Questions 1-5 on p. 26, including portions of Hammurabi's Code and Hebrew law from *The Jerusalem Bible*

Students will complete the outline map by drawing in the early civilizations: Egypt, Kush, Hittites, Sumer, Indus Valley, Shang China, Olmecs, and Chavin using the map on p. 3 of the *World Civilizations* textbook.

Princeton Review: Chapter 3

Chapter 1 quiz

UNIT 1 EXAM – One free response essay question.

UNIT 2 – Organization and Reorganization of Human Societies, 600 B.C.E. to C.E. 600
--

6 weeks

- Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2 The Development of States and Empires
- Key Concept 2.3 Emergence of Transregional Networks of Communication and Exchange

Essential Questions

1. Compare and contrast the development of Confucianism with Hinduism.
2. Compare and contrast the role of women in Buddhism with the roles from Confucianism, and Hinduism.
3. Discuss the changes over time and the continuities of each of the following:
 - a. Greek Civilization
 - b. Persian Empire
 - c. Roman Civilization
 - d. Han Dynasty
 - e. Gupta Empire
4. How did the Silk Road and the Indian Ocean trade networks impact different areas in the world throughout this time period?

Week 3 - Early and Classical India: How did civilization develop in the Indus River Valley?

Video: National Geographic's *Guns, Germs, and Steel*, part 1

BELL WORK: TBA

HOMEWORK: *Civilizations* Textbook: Chapter 3, Classical Civilization: India

World History in Documents: Chapter 5, Conditions of Women in Classical Civilizations, # 1-5 on p. 49, including "Mother of Mencius," Ban Zhao's *Admonitions for Women*, and *The Ramayana*.

Princeton Review: Chapter 4

Week 4 - Early and Classical China: How did the Eastern religions and philosophies impact Chinese culture?

Small group presentations on early religions and philosophies

Video: "China, Dynasties of Power" from Time Life's *Lost Civilizations* Series - OR -

Secrets of China's First Emperor: Tyrant and Visionary from The History Channel

BELL WORK: *Debating the Documents*: Buddha's Travels: A Case of East Asian Cultural Diffusion

Students will analyze a stupa built by Ashoka in 249 BCE in Benares, India, a statue of Buddha from the 1st or 2nd century CE in Gandhara, a 10th century CE Chinese bodhisattva Avalokiteshvara painting, Borobudur shrine in central Java, Indonesia, chapter 12 of *The Gospel of Buddha*, *Pure Land Sutra* and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 2, Classical Civilization: China

World History in Documents: Chapter 7, Buddhism and Christianity, questions 1-5 on p.69, including "The Four Noble Truths," "The Way," from the *Dhammapada*, Letter from Paul to the Romans, and Vincent of Lerins.

Chapter 2 & 3 quiz

Friday, August 30, 2013 – NHD Topic due

Week 5 - The Glory That Was Greece: How did the Greeks influence future Western Civilization?

Video: "Aegean: Legacy of Atlantis" or "Greece, A Moment of Excellence" from Time Life's *Lost Civilizations* Series

BELL WORK: *Debating the Documents*: How Democratic Were the Ancient Greeks?

Students will analyze an Athenian pottery shard with a Greek name written on it, an Athenian trireme of the 5th century BCE, ancient Greek red-figured pottery of the 5th century BCE, a passage from Thucydides' *Pericles Funeral Oration*, and a passage from Plato's *The Republic*, a map of Alexander's empire and answer questions in preparation for a class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 4, Classical Civilization in the Mediterranean: Greece and Rome

World History in Documents: Chapter 3, Political Ideals in China and Greece, questions 1-3 on p. 35, including passages from Confucius' "The Great Learning" and Pericles' Funeral Oration.

Princeton Review: Chapter 5

Week 6 & 7 - The Roman World: What is the enduring legacy of the Romans?

Historical simulation classroom game: *Imperator*

Optional Video: From *Julius Caesar's Rome* one of the following parts may be shown: "Republic of Rome;" "Age of Emperors;" or "Enduring Legacy"

Roman Republic Game: *Imperator*

BELL WORK: *Debating the Documents: Slaves, Peasants, and Scribes in the Ancient World*

Students will analyze a Chinese illustration of a peasant guiding a water buffalo dated 1689, an engraving on a carved relief frieze on the wall of the Assyrian King Sennacherib's palace in Nineveh c. 700 BCE, an Egyptian illustration of scribes taken from a relief in the tomb of Ti at Sakkara, and an Assyrian relief sculpture c. 8th century BCE and answer questions in preparation for a class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 4, Classical Civilization in the Mediterranean: Greece and Rome

World History in Documents: Chapter 4, Social Inequality, questions 1-3 on p. 42, including "The Laws of Manu" from India and Roman Law *Lex Aelia Sentia* c. 4 CE. **(Week 6)**

World History in Documents: Chapter 6, Military Roles in China and Rome, questions 1-3 on p.59, including excerpts from Sun-Tzu, *The Art of War* and Vegetius, *Epitome of Military Science*. **(Week 7)**

Students will complete an outline map by drawing in the Roman Empire at 44 B.C.E., 14 C.E., and 180 C.E.; the Mauryan and Gupta Empires; and Han China using the maps on p. 33, 62-63, 82 of the *World Civilizations* textbook.

Princeton Review: Chapter 6

Chapter 4 quiz

Week 8 - Early American Cultures: How did civilization develop on the American continents?

Video: National Geographic's *Guns, Germs, and Steel*, part 2

Optional Video: "Maya, The Blood of Kings" from Time Life's *Lost Civilizations* Series

Optional Video: "Inca, Secrets of the Ancestors" from Time Life's *Lost Civilizations* Series

Classroom Debate: *The concept of "civilization" historically accurate, or biased and judgmental?* (Students will use the primary sources provided this quarter and the two scholarly essays to determine how civilizations interact with their environment and whether this interaction has had a positive or negative affect on humankind.)

Field Trip to Old Pueblo Archeology Center: Students will meet with archeologists to learn the methods used to excavate ancient sites. Then they will complete their own excavation at Old Pueblo's educational center. Finally, students will be given a tour of Los Moderos, which is a local ancient Hohokam site.

BELL WORK: *Debating the Documents: From God-Kings to World Religions*

Students will analyze Tutankhamen's gold coffin, the relief sculpture on an altar showing Assyrian king Tukulti-Ninurta (1243-1207 BCE), relief sculpture from Afghanistan showing Buddah and two Bodhisattvas, c. 2nd century, the Samaritan Pentateuch, the prologue from Hammurabi's Code,

Shamshi-Adad inscription, Nehemiah 9:32-35, Micah 6:7-8, *Analects of Confucius* (XII, 19 and XIII, 6) and answer the questions in preparation for the class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 5, The Classical Period: Directions, Diversities, and Declines

Taking Sides, Issue 3 – “Was Mesoamerica's Olmec Civilization Influenced by African Sources?” and write a 2 – 3 page essay evaluating the arguments presented.

Princeton Review: Chapter 6

Chapter 5 quiz

UNIT 2 EXAM – One DBQ essay question

UNIT 3 – 600 to 1450: Regional and Trans-regional Interactions

7 weeks

- Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences

Essential Questions

1. Compare and contrast the social, political, and cultural aspects of Japanese and European Feudalism.
2. Compare and contrast the social, political, and cultural aspects of Christianity and Islam.
3. How did improved transportation technologies and commercial practices lead to an increased volume of trade and expanded geographical range of trade networks?
4. Compare and contrast the social, economic, political, cultural, and technological characteristics of the following regions:
 - a. Western Asia or the Middle East
 - b. Eastern Europe
 - c. Western Europe
 - d. The Americas
 - e. Eastern Asia

Week 9 - Rise of Islam: What impact has Muhammad had on the world?

BELL WORK: *Debating the Documents*: Islam's Impact

Students will analyze a 13th-century illustration of Spanish and Muslim traders at Acre, the *Catalan Atlas* (1375 map by Abraham Cresques), Photos of the Temple Mount in Jerusalem, a 15th-century French illustration of the siege of Constantinople, passages from Ziauddin Barani's histories (1285-1357), and an 11th-century chronicle by Christian writer John of Antioch describing the attitude of Fatimid Caliph of Egypt Al-Zahir and answer questions in preparation for a class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 6, The First Global Civilization: The Rise and Spread of Islam

World History in Documents: Chapter 8, Religion & State in Islam & Christianity, questions 1-4 on p. 83, including Nizam al-Mulk Treatise on religion and the state, 12th-century debate between jurists Huguccio and Alanus.

including accounts by Richard of the Holy Trinity, Beh-ed-din, and Usamah Ibn-Munqidh.

Friday, September 27, 2013 – NHD preliminary bibliography due

Week 10 - Islamic Empires: What impact did Islam have on Eurasia and Africa?

BELL WORK: *Debating the Documents*: Europe's Teachers, Europe's Learners

Students will examine a 10th century Arabic astrolabe, an Ottoman illustration of Islamic astronomers (1577), an illustration of John Duns Scotus (1265-1308) lecturing students, a 1453 illustration of faculty and students of New College, Oxford, passages from Ibn Sina's *Canon of Medicine*, Al-Ghazall's *The Incoherence of the Philosophers*, Peter Abelard's *Sic et Non*, and Rupert of Deutz on scholastic thinkers reliance on reason and answer questions in preparation for a class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 7, Abbasid Decline and the Spread of Islamic Civilization to South and Southeast Asia

World History in Documents: Chapter 11, The Crusades: Muslim & European Reactions, # 1-5 on p. 112,

FALL BREAK

Week 11 - African Civilizations: Why is Africa sometimes called "The Dark Continent?"

Video: "Africa, A History Denied" from Time Life's *Lost Civilizations* Series

BELL WORK: TBA

HOMEWORK: *Civilizations* Textbook: Chapter 8, African Civilizations and the Spread of Islam

World History in Documents: Chapter 14, Africa in the Postclassical World, questions 1-5 on p. 142, including passages from Muslim scholar, Abd al-Aziz al-Bakri, observations from North African Ibn Battuta, and letters from European Antonius Malfante in central Sahara to a friend in Genoa.

Princeton Review: Chapter 7

Week 12 - Byzantium and the Rise of Russia: How did the Russian Empire inherit the Byzantine legacy?

Optional video: The History Channel's *The Dark Ages: The Fall of Civilization, The Rise of a New World Order*, part 1 – OR - *Engineering an Empire: The Byzantines* – OR – *Land of the Tsar's*, part 1

Chapter 6, 7, & 8 quiz

BELL WORK: *Debating the Documents*: Women's Lives Before the Modern Era

Students will examine the June illumination from *Très Riches Heures* (*The Book of Hours*) of Jean, Duke of Berry, in the 15th century, a 12th-century Northern Song (China) scroll painting shows two women beating silk in a trough, 1508 German woodcut of witches, 15th-century Turkish illustration of a Muslim legend, 14th-century illustration showing Albrecht Marschall von Rapperswil in a tournament, Persian miniature (1438-39), and French manuscript illustration of Joan of Arc (15th-century) and answer questions in preparation for the class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 9, Civilization in Eastern Europe: Byzantium and Orthodox Europe

World History in Documents: Chapter 9, Conditions of Women in Islam, Byzantine Christianity, and Western Christianity including, readings from the Quran, the Hadith, Byzantine law on marriage, Anna Comnena's history (12th-Century), and laws from a German city in 1261; write a 2-3 page essay comparing the lives of women in Islam, Western Christianity, and Eastern Christianity.

Friday, October 25, 2013 – NHD Thesis Statement due

Week 13 - Europe in the Middle Ages – How did a new civilization emerge in Western Europe?

Strategy classroom game: *Kings and Commerce*

Optional video: The History Channel's *The Dark Ages: The Fall of Civilization, The Rise of a New World Order*, part 2

BELL WORK: *Debating the Documents*: Trade and the Plague: The Perils of Interaction

Students will examine a picture of a silk road caravan, a 1493 German woodcut showing the harbor of Genoa, a 14th century stained glass window in Trinity Chapel, Canterbury Cathedral, England, a 1493 woodcut from the *Nuremberg Chronicle*, passages from Johann S. Schillter's 1698 edition of the German chronicle of the Strasbourg historian, Jacob von Königshofen (1346-1420) and the *Latin Chronicle* of Jean de Venette and answer questions in preparation for a class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 10, A New Civilization Emerges in Western Europe

World History in Documents: Chapter 12, Merchants and Trade, questions 1, 2, 4, 5 p. 121, including excerpts from Ibn Khaldun's *Kitab al-Ibar*, Reginald of Durham on Saint Godric, and Chang Han's "Essay on Merchants."

Students will write a 2 – 3 page paper comparing and contrasting the Romanesque, Gothic, and Moorish styles of art and architecture. Students should demonstrate how these styles developed from classical Greco-Roman art/architecture and how interactions with Christian and Islamic cultures are reflected.

Quiz on chapters 9 & 10.

Week 14 - Empires in the Americas: How did the empires of the Aztec and Inca compare?

BELL WORK: Read the secondary sources, biography "Nezahualcoyotl" and "Two Views of Life Under the Incas," the chart "Incan System of Rule" and answer the questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 11, The Americas on the Eve of Invasion

Students will map out the Olmec, Toltec, Mayan, Aztec, and Incan Empires on an outline map using the map on p. 105 of the *World Civilizations* textbook.

Week 15 - China's Tang and Song Dynasties: How did China reunify?

Optional video: The History Channel's *Engineering an Empire: China*

BELL WORK: *Debating the Documents*: Industrial Innovation in China

Students will examine a Chinese celestial sphere of the Tang Dynasty, a drawing of Chinese black-powder "fire arrows" (11th century), a 17th century woodcut of one of Emperor Yung Lo's ships, a 1214 bill of Chinese paper currency, a painting of Song Dynaster Emperor Hui Tsung at a literary meeting, an illustration of Su Sung's water clock and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 12, Reunification and Renaissance in Chinese Civilization: The Era of the Tang and Song Dynasties

World History in Documents: Chapter 15, Chinese & Portuguese Voyages, questions 1-4 on p. 155, including Ma Huan's, *Poem* and *The Overall Survey of the Ocean's Shores* (1433) and excerpts from the diary of Vasco Da Gama (1497-1498).

Students will compare the maps of "Spread of Buddhism, Christianity, and Islam to c. 1450" and "Main Routes of Afro-Eurasian Trade, c. 1250" on p. 131 of the *World Civilizations* textbook and write a one to two page essay analyzing the connections between trade routes and the spread of the various religions. Students should form conclusions that explain how various influences and barriers affected the growth of the major world religions.

UNIT 3 EXAM – DBQ essay comparing Aztec and Incan Civilizations (includes written, visual, and quantitative documents).

UNIT 4 – 1450 to 1750: Global Interactions

7 weeks

- Key Concept 4.1 Globalizing Networks of Communication and Exchange
- Key Concept 4.2 New Forms of Social Organization and Modes of Production
- Key Concept 4.3 State Consolidation and Imperial Expansion

Essential Questions

1. Describe the impact the Mongols had on trade routes between Asia and Europe.
2. Compare and contrast the economies of the European empires with the empires of Asia.
3. Compare and contrast the interactions with the West among two of the following:
 - a. Russia
 - b. Ottoman Empire
 - c. China
 - d. Tokugawa Japan

e. Mughal India

Week 16 - Vietnam, Korea, and Japan: How did China influence its Asian neighbors?

BELL WORK: *Debating the Documents*: European Feudalism and the Chinese Imperial Order

Students will examine a painting by Pope Nicholas II (1059), *Scholar by a Waterfall* ink-on-silk by Ma Yuan (Song Dynasty), a letter from Bishop Fulbert of Chartres to Duke William of Aquitaine (late 10th century), excerpts from Confucius' *Analects* and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 13, The Spread of Chinese Civilization: Japan, Korea, and Vietnam

World History in Documents: Chapter 10, Feudalism in Western Europe and Japan, questions 1-4 p. 101, including excerpts from feudal European documents *Granting Normandy* (10th century), *Granting Fiefs* (17th century), *Oaths of Loyalty, Fulbert, Bishop of Chartres, on Feudal Obligations* (1020), *Lords and Vassals* (816), *The Magna Carta* and Japanese Feudal documents *On Matters Relating to the business of a Province* (1114), *Establishment of Relationship between Lord and Vassal* (1184), *The Kamakura Shogunate* (1232), *Tale of Heike*, and *A Samurai Instructs His Son*.

Taking Sides, Issue 12 "Was Zen Buddhism the Primary Shaper of the Samurai Warrior Code?," which includes articles by Winston L. King, from *Zen and the Way of the Sword: Arming the Samurai Psyche* (Oxford University Press, 1993) and Catharina Blomberg, from *The Heart of the Warrior: Origins and Religious Background of the Samurai System in Feudal Japan* (Japan Library, 1994) and write a 2 – 3 page essay evaluating the arguments presented.

Friday, November 22, 2013 – NHD rough draft, process paper, and bibliography due

Week 17 - The Mongols: How did the Mongols impact Asia and Europe?

The Trial of Genghis Khan

Optional video: "Mongols," from the *Barbarians Series* - OR - "Marco Polo: Journey to the East," *Biography Series*

BELL WORK: Students will complete an outline map by indicating the areas controlled by the Mongol khanates and the direction of trade goods crossing the Mongol Empire, using the maps on pp. 311-312 of the *World Civilizations* textbook.

HOMEWORK: *Civilizations* Textbook: Chapter 14, The Last Great Nomadic Challenges: From Chinggis Khan to Timur

World History in Documents: Chapter 13, The Mongol Era, questions 1, 2, 5, 7, 8, 9 on pp. 132-133, including Li Chih-Ch'ang and *The Secret History of the Mongols*, excerpts from *The Novgorod Chronicle* and *The Travels of Marco Polo the Venetian*.

Week 18 – The Transformation of the West: How did the Renaissance change Europe's culture and place in the world?

Video: "The Renaissance" and "The Reformation" from *Just the Facts* series

BELL WORK: *Debating the Documents*: What Was Revolutionary About the Scientific Revolution?

Students will examine a 1493 woodcut diagram depicting the Christian-Ptolemaic view of the universe, an illustration depicting the "heliocentric universe of Copernicus by Thomas Digges' in the 1576 edition of *Prognostication Everlasting*, an illustration from Kepler's *Astronomia Nova* (1609), a woodcut from *Treatise of Man* (1664) by Rene Descartes illustrating his theory of perceptions, a woodcut of the human venous system from the third book of Andreas Vesalius's *De Humani Corporis Fabrica* (1543) and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 15, The West and the Changing Balance of World Power

Civilizations Textbook: Chapter 17, The Transformation of the West

Taking Sides: "Did Women Benefit from the Renaissance?" including "Virgo et Virago: Women and High Culture" from *Women in European History* by Margaret L. King, (University of Chicago Press, 1991) and "Did Women Have a Renaissance?" from *Becoming Visible: Women in European History*, 2nd ed., (Houghton Mifflin Company) Students will write a one to two page evaluation of these two opposing views questioning accepted periodization.

Read the article from Thomas R. Rumsey, "Professor Burckhardt and the Renaissance" and write a one page précis evaluating the meaning of "Renaissance" as described by Professor Burckhardt and how his own experiences and background affected his view of the subject. Explain whether the term is truly appropriate for the period.

Week 19

Practice AP Exam as the SEMESTER EXAM, including 70 multiple choice questions, one DBQ essay, one comparison essay, and one change-over-time essay.

WINTER BREAK

SEMESTER 2

Week 20 – The First Global Economy: Why did Europeans settle colonies around the world?

Optional Videos: Nova's *Lost at Sea: The Search for Longitude* - OR - National Geographic's *Great Inca Rebellion*

Classroom Game: *Colonial Empires*

BELL WORK: *Debating the Documents*: Two Worlds Collide: Europe's Encounter with the Americas

Students will examine a colored woodcut of Tenochtitlan from the Latin edition of the second letter Hernan Cortes sent to Spain's King Charles V (1519-1521), a Spanish color line engraving from 1737 of Father Antonio Margil de Jesus, a drawing by French explorer Samuel de Champlain (1600) from *Voyage to the West Indies and Mexico*, a drawing of a Spanish conquistador beating a young Incan from *The First New Chronicle and Good Government* (1600-1615) by Felipe Guaman Poma de Ayala, excerpts from Hernan Cortes report (1519) in the Spanish *Codex Florentino*, a description by Christopher Columbus upon first landing on Hispanola (1492), a sermon by Dominican friar Anton Montecino preached in Santo Domingo, and a passage from a letter from Hernan Cortes to Emperor Charles V and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 16, The World Economy

World History in Documents: Chapter 16, Europeans & American Indians, # 1, 2, 3, 7, 9 on pp. 164-5, including excerpts from Dr. Diego Alvarez Changa on the Caribe Indians, Hernando Cortes report to the Spanish royal government from 1519 onward, Samuel de Champlain, "French Encounters in North America," and the Aztec account *The Broken Spears*.

Week 21 – Spanish and Portuguese American Colonies and the African Slave Trade

Classroom Debate: *How crucial was "interaction" to the growth of civilization in these centuries?*

Who's Driving? The Birth of World Trade: Silver and 1571 (Best Practices)

BELL WORK: *Debating the Documents*: Africa's Slaves: The Transatlantic and East African Slave Trades

Students will examine an illustration of an 18th-century French slave ship, a 17th century illustration of African slaves working at a sugar mill, a 1237 painting of an Arab slave market at Zabid, Yemen, a drawing of Muslim slave traders guiding slaves by a British artist (19th century), excerpts from Nicholas Owen's *Journal of a Slave-Dealer*, Dutch physician Willem ten Rhyne commenting on his encounters with native Africans (1680s), Johannes de Grevenbroek a Dutch slave trader (1695), Al-Muqaddasi in *Kliab al-Bad' wah-Tarikh*, Ibn Battuta, the graph "Destinations of Enslaved Africans, 1500–1870" and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 19, Early Latin America

Civilizations Textbook: Chapter 20, Africa and the Africans in the Age of the Atlantic Slave Trade

World History in Documents: Chapter 17, The Spread of Slavery, # 1, 4, 5, 6, 7 on pp. 178-179, including excerpts from John Barbot, "The Slave Trader's View," and Olaudah Equiano's account of slavery.

Chapters 16, 19, 20 quiz

Thursday, January 16, 2014 – NHD final project, process paper, and final bibliography due

Week 22 – Asian Transitions in an Age of Global Change

Reading a Picture Activity (Best Practices)

BELL WORK: *Debating the Documents*: The Indian Ocean: A Trading Network in Transition

Students will examine a miniature of an Arab ship (c. 1237) from al-Maqamat of al-Hariri, Bagdad, a 12-century Chinese woodcut of a Chinese ship, an engraving of the Portuguese colony of Macao (1598), a detail from a 17th-century Japanese map showing Dutch and Chinese ships in Nagasaki harbor, excerpts from Ibn Battuta's account, Portuguese historian Gaspar Correa's book *The Three Voyages of Vasco da Gama*, Venetian Girolamo Priuli's diary (1501), and a brief Arab comment on the return of the Portuguese (1502-03) and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 22, Asian Transitions in an Age of Global Change

Taking Sides, Issue 13 – "Did China's Worldview Cause the Abrupt End of Its Voyages of Exploration?" including articles by Nicholas D. Kristof, from "1492: The Prequel," *The New York Times Magazine* (June 6, 1999) and Bruce Swanson, from *Eighth Voyage of the Dragon: A History of China's Quest for Seapower* (Naval Institute Press, 1982) and write a 2 – 3 page essay evaluating the two arguments presented.

Week 23 – The Muslim Empires

Optional video: *The Mughals*

BELL WORK: *Debating the Documents*: The Impact of the Printing Press in China and Europe
Students will examine an illustration from *The Diamond Sutra* (868 CE), a Chinese silk painting of young Confucian scholars, a 1525 printed pamphlet “Forgiveness from Christ Outweighs Indulgences From the Pope,” the title page for Thomas Harriot’s *Report of the New Found Land of Virginia* (London, 1588), a passage from the diary of Matteo Ricci *China in the Sixteenth Century: The Journals of Matthew Ricci*, quote from Martin Luther’s meeting with the Holy Roman Emperor in 1521, and a passage from John Foxe’s *The Book of Martyrs* (16th-century) and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 21, The Muslim Empires

World History in Documents: Chapter 19, The Gunpowder Empires, questions 1-5 on pp. 202-203, including letters by Ogier Chiselin be Busbecq, Holy Roman ambassador to the Ottoman Empire, excerpts from Jesuit Antonio Monserate’s Commentary on Akbar’s court, François Benier’s *Travels to the Mughal Empire*, and a selection of Decrees by Peter The Great.

Week 24 – The Rise of Russia

Video: The History Channel’s *Russia: Land of the Tsars*, parts 1 & 2

BELL WORK: *Debating the Documents*: “Leviathan”: Centralized States in the Early Modern Era

Students will examine a painting of Louis XIV dining with Molière by Jean-Leon Gerome, an 18th-century illustration of the city of Quebec, a painting of the Ottoman siege of Vienna in 1683 by Flemish artist Frans Geffels, a 1618 illustration of Shah Abbas embracing Jahangir, engraved frontispiece to the first edition of Thomas Hobbes’ book *Leviathan* (1651), and an oil painting by Peter Tillemans (1710) showing Parliament’s House of Commons in session and answer the questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 18, The Rise of Russia

Princeton Review: Chapter 8

Chapters 18, 21, 22 quiz

Unit 4 Exam

UNIT 5 – 1750 to 1914: Industrialization and Global Integration
--

5 weeks

- Key Concept 5.1 Industrialization and Global Capitalism
- Key Concept 5.2 Imperialism and Nation – State Formation
- Key Concept 5.3 Nationalism, Revolution and Reform
- Key Concept 5.4 Global Migration

Essential Questions

Directions: Respond to the following questions in your personal handwriting using a black pen. You are permitted to refer to your notes, readings, and learned material; however you are not to work with other students.

1. Compare and contrast the industrial revolution in Western Europe and Japan.
2. Compare and Contrast revolutions in two of the following: Haiti, United States, France, Mexico, and China.
3. Compare and contrast the roles of women in the upper/middle classes with peasantry/working class in Western Europe.

Week 25 – Industrialization in the West: How did the Scientific Revolution Lead to the Enlightenment and Age of Revolutions?

Video: "The Enlightenment" from *Just the Facts* series

Video: *The French Revolution*, part 1

BELL WORK: *Debating the Documents: Women and the Enlightenment*

Students will examine an 18th-century French painting by Therese Rodet Geoffrin of the literary salon at Hotel de Rambouillet, Paris, the illustration "Franklin's Reception at the Court of France, 1778, excerpts from *Emile: or On Education* (1762) by Jean-Jacques Rousseau, and a passage from *Women Not Inferior to Man*, written by "Sophia" (London: 1739) and answer the questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 23, The Emergence of Industrial Society in the West

World History in Documents: Chapter 20, Coffee in Early Modern World History, questions 2-5 on p. 211, including excerpts from John Ellis, *A Historical Account of Coffee with an Engraving, and Botanical Description of the Tree* (1774), *The Nature of the drink Kauri, or Coffe, and the Berry of which it is made, Described by an Arabian Phisitian* (1659), and *A Character of Coffee and Coffee-Houses* (1661).

Week 26 – The Age of the Atlantic Revolutions: What were the goals of these rebellions?

Video: *The French Revolution*. Part 2

Optional video: "Napoleon: Steel Monster" from the *Engineering an Empire* Series

BELL WORK: *Debating the Documents: Political Revolution: What was it good for?*

Students will examine two 1789 French political cartoons, an illustration of the National Assembly taking the Tennis Court Oath on June 20, 1789, a 1793 French political cartoon of a crowd carrying Jean-Paul Marat, an excerpt of a 1794 speech by Robespierre, a December 1792 British cartoon, "The genius of France extirpating despotism tyranny & oppression from the face of the earth. Or the royal warriors defeated," a November 10, 1799 political cartoon "Coup d'État of 18th Brumaire," and a 1796 proclamation by Napoleon to his troops and answer the questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 25, Consolidation of Latin America

World History in Documents: Chapter 21, Age of Atlantic Revolutions, questions 1, 2, 4, & 5 on p. 222, including *The Declaration and Resolves of the First Continental Congress (October 1774)*, *The Declaration of the Rights of Man (August 26, 1789)*, *The Decree Abolishing the Feudal System, August*

11, 1789, excerpts from Edmund Burke, *His Relections on the Revolution in France, Preliminary Declaration* (Haiti: 1803), and an article from the *Courier francais* on August 23, 1796 by a French plantation owner.

Week 27 – New Ways of Thinking: Why was the Industrial Revolution a Turning Point in History?

Hyde Park and Reform Movements in Nineteenth-Century England Simulation (AP Teacher's Guide)

Video: "Britain: Blood and Steel" from the *Engineering an Empire* Series

Video: *The Franco-Prussian War 1870-1871*

BELL WORK: *Debating the Documents: Industrialism: Why Was England First?*

Students will examine a diagram of James Watt's 1769 single-acting pumping steam engine, an illustration of the Soho engineering works at Birmingham, England, an excerpt from Adam Smith, *The Wealth of Nations*, an illustration of the view of Manchester, England (early 1800s), a French engraving of a sugar plantation in the West Indies, and excerpt from Karl Marx, *Communist Manifesto*, an illustration of an 18th century Chinese tea plantation, a 1747 French engraving of an astronomical laboratory in Beijing, and excerpt from German philosopher Gottfried Wilhelm Leibniz's preface to *Novissima Sinica* (1697), an 1855 Chinese engraving of paper manufacturing, a 1903 photo of a Chinese peasant, and an excerpt from W. de Bary, et. al., eds., *Sources of Chinese Tradition, II*. 56ff. (1960, Columbia Univ. Press) and answer the questions in preparation for discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 24, Industrialization and Imperialism: The Making of the European Global Order

World History in Documents: Chapter 27, Women and Education in the Nineteenth Century, including an excerpt from Albertine –Adrienne Necker de Saussure, *The Study of the Life of Woman*; Eliza Duffey, *No Sex in Education, Or, An Equal Chance for Both Boys and Girls*; Elizabeth Cady Stanton, *Eighty Years and More: Reminiscence, 1815-1897*; Minna G. Cowan, *The Education of Women in India*; write a 2 to three page essay explaining the advancement of women's education in the nineteenth century, given various prejudices against women, and how these educational gains relate to other developments and transformations of social structures (i.e. changes and continuities in the lives of adult women). Also explain how educational changes and ideas about women's education help explain the rise of feminism in the nineteenth century.

Week 28 – New Ways of Thinking: Why was the Industrial Revolution a Turning Point in History?

DEBATE: British Policies in India – OR - Legacies of British Rule in India Activity (Best Practices)

Histories Mysteries: "King Leopold" and "Sepoy Mutiny"

Optional Video: History of Warfare: *The Boer War and Other Colonial Adventures*

BELL WORK: *Debating the Documents: Industrialism: Europe's Scramble for Africa: Why Did They Do It?*

Students will examine a French magazine cover from 1911, an early 20th century photo of a missionary with his students, a photograph of Florence Preston driving the last spike of the Uganda Railway at Port Florence (Kisumu) in 1901, a French political cartoon from 1903, passages from "The True Conception of Empire," a speech given by British Colonial Secretary Joseph Chamberlain at the annual dinner of the

Royal Colonial Institute on March 31, 1897, an excerpt from Kaiser Wilhelm II's "Speech to the North German Regatta Association" in 1901 and answer the questions in preparation for class discussion.

Science and Faith in the 19th Century

Student will examine an illustration of Louis Pasteur in his laboratory from around 1890, an illustrated report on John Keely and his Keely Motor (19th century), Paul Gustave Dore's *Transfiguration of Jesus*, an English cartoon "Papal Allocution/Snuffing Out Modern Civilization" (1861), a page from Charles Darwin's *Journal of Researches*, the title page of the first volume of the second edition of Karl Marx's *Das Kapital* (1872), an 1882 cartoon on the occasion of Darwin's death, an 1885 illustration shows the angel of socialism approaching in order to rescue labor from being devoured by the demon of capitalism and answer the questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 24, Industrialization and Imperialism: The Making of the European Global Order

Taking Sides, Vol. 2 – "Were Economic Factors Primarily Responsible for British Imperialism?" including articles by J. A. Hobson, from *Imperialism: A Study* (University of Michigan Press, 1965) and John M. MacKenzie, from *The Partition of Africa, 1880-1900 and European Imperialism in the Nineteenth Century* (Methuen & Co., 1983); write a two to three page essay evaluating the creation, expansion and interactions of European economic systems with their worldwide colonies.

Week 29 – Response to the West: How were Western European ideals treated in Eastern Europe and Asia?

Video: *Russia Land of the Tsars*, part 3

BELL WORK: *Debating the Documents: Debating the Documents: Response to the West: China, India, and Japan*

Students will examine a British cartoon depicting a meek Chinese ambassador just after China had signed a peace treaty with Great Britain to end the First Opium War in 1842, an anonymous Indian artist's view of the Sepoy Rebellion, a Chinese anti-Christian poster, passages from an open letter that Lala Lajpat Rai published in 1888, a 1900 British cartoon in which a smug Japan makes fun of European powers, an engraving of Prince Mutsuhito watching Europeans demonstrate modern casting methods, an English newspaper illustration of the Japanese parliament, which opened in Tokyo on November 19, 1890, passages from *Fifty Years of New Japan*, Vol. 2, compiled by Count Shigenobu Okuma and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 26, Civilizations in Crisis: The Ottoman Empire, the Islamic Heartlands, and Qing China

Chapter 27, Russia and Japan: Industrialization outside the West

World History in Documents: Chapter 24, Emancipations and Their Consequences, questions 1, 4, & 6, including Russia's Emancipation Manifesto (1861), Lincoln's Emancipation Proclamation (1862), Joachim Nabuco's *Abolitionism: The Brazilian Antislavery Struggle*, Brazilian Abolition: Law No. 3353, Abolishing Slavery in Brazil (May 13, 1888), Petition from Peasants in Balashov District (Saratov Province) to Grand Duke Konstantin Nikolaevich (25 January 1862), Petition from Peasants in Podosinovka

(Voronezh Province) to Alexander II (11 May 1863), Joint Affidavit from George Underwood, Ben Harris, and Isiah Fuller (Caddo Parish, La., August 3, 1875),

Princeton Review: Chapter 9

DEBATE: *Was it an age of liberty, enlightenment, and progress, or an imperial age of industrialized oppression?*

UNIT 5 EXAM

Saturday, March 29, 2014, 8:30 AM – 12:00 noon - Practice AP Exam – Including multiple choice, DBQ, and 2 free response essays. – Will count as an exam grade

SPRING BREAK

UNIT 6 – 1914 to Present: Accelerating Global Change and Realignments
--

6 weeks

- Key Concept 6.1 Science and the Environment
- Key Concept 6.2 Global Conflicts and Their Consequences
- Key Concept 6.3 New Conceptualizations of Global Economy, Society and Culture

Essential Questions

Directions: Respond to the following questions in your personal handwriting using a black pen. You are permitted to refer to your notes, readings, and learned material; however you are not to work with other students.

1. What are the advantages and disadvantages of using units of analysis in the twentieth century, such as the nation, the world, the West, and the Third World?
2. Compare and contrast decolonization in India and Africa.
3. Compare and contrast economic developments in two of the following: Africa, Asia, Latin America.

Week 30 – The World at War: What led the world to go to war?

BELL WORK: *Debating the Documents*: Women in the Modern World

Students will examine a photos of Muslim women on the streets of Damascus, a Muslim woman in a modern office, a Chinese female factory worker, a young western businesswoman, and a western stay-at-home mother, part of a speech by militant British suffragist Emmeline Pankhurst (1913), a Bruce Bliven article "Flapper Jane" from the *New Republic*, September 9, 1925, a brief passage from the United Nations' "Population Fund Report: State of World Population 2005," and part of a 1998 article titled

"Women in Africa's Development," by Takyiwaa Manuh in *Africa Recovery*, a United Nations publication and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 28, Descent into the Abyss: World War I and the Crisis of the European Global Order

Taking Sides, Vol. 2 – Issue 8, "Were German Militarism and Diplomacy Responsible for World War I?" including articles by Volker R. Berghahn, from *Imperial Germany, 1871-1914: Economy, Society, Culture, and Politics* (Berghahn Books, 1994) and Christopher Ray, from "Britain and the Origins of World War I," *Historical Review* (March 1998); write a two to three page essay explaining how state-building, expansion and conflict led to the start of World War I.

Saturday, April 12, 2014, 8:30 AM – 12:00 noon - Practice AP Exam – Including multiple choice, DBQ, and 2 free response essays.

Week 31 – The World Between the Wars: How did leaders and nations respond to the reality after war?

Coming of World War II Simulation

The Romanov Mystery Crime Scene Investigation

BELL WORK: *Debating the Documents*: The Totalitarian Temptation

Students will examine propaganda art from Stalin-era Soviet Union and Mao Zedong's China, an illustration of a communist concentration camp in the Gulag by Eugene Ivanov, a photo of the Nazi concentration camp Auschwitz-Birkenau, excerpts from a speech by Joseph Goebbels, Nazi Germany's Minister for Public Enlightenment and Propaganda (February 18, 1943), a passage from Anna Sergeyevna, wife of Russian writer Vassily Grossman, about the forced famine that killed millions of *kulaks* in the Ukraine and answer the questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 29, The World Between the Wars: Revolutions, Depression, and Authoritarian Response

World History in Documents: Chapter 29, Authoritarianism on the Right, # 1, 2, 4, 8, 9 on pp. 319-320, including portions from Benito Mussolini, *The Political and Social Doctrine of Fascism*, Adolf Hitler, *Mein Kampf*, Juan Peron, *The Voice of Peron*.

Week 32 – World War II: How was this war a continuation of the first Great War?

Video: *World War II: The Lost Color Archives* – OR – *Japan's War*

Optional video: *Einstein's Big Idea* - OR - *10 Days that Changed America: Letter from Einstein*

BELL WORK; *Debating the Documents*: Science and Technology: The Threat and the Promise

Students will examine photographs of the Hubble Space Telescope in high orbit, a scan of a human brain, a photo of the mushroom cloud created by the Nagasaki bombing, an abstract image showing one blue ball and many white ones by Alex Anstey, a passage from *The 20th Century: 100 Years of Scientific Creativity* (1999) from the United Nations Educational, Scientific and Cultural Organization, an excerpt from British Prime Minister Winston Churchill from a 1953 speech to the House of Commons, a

passage from *The Abolition of Man* (1947) by C. S. Lewis and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 30, A Second Global Conflict and the End of the European World Order

Taking Sides, Vol. 2 – Issue 9, “Was the Treaty of Versailles Responsible for World War II?” including articles by Derek Aldcroft, from “The Versailles Legacy,” *History Review* (December 1997) and Mark Mazower, from “Two Cheers for Versailles,” *History Today* (July 1999); write a two to three essay evaluating the multiple causes that paved the way for World War II and the effects the policies of the major European nations had on weaker European nations like Poland, Kosovo, and Bosnia.

Saturday, April 26, 2014, 8:30 AM – 12:00 noon - Practice AP Exam – Including multiple choice, DBQ, and 2 free response – if an improvement over first practice exam, exam grade will be replaced with higher score.

Week 33 – The Cold War: How did the end of World War II initiate a competition between two world powers?

Analyzing Visual Primary Sources Activities: The Cold War

BELL WORK: *Debating the Documents:* Is Population Growth a Crisis?

Students will examine photos of refugees in Aceh, Indonesia reaching for food after a devastating tsunami, overpopulated housing in a third-world country in 2007, a crowded downtown crosswalk in Japan, a Japanese family, a table of fertility rates for selected nations from *The World Factbook*, Central Intelligence Agency, June 2008, the prologue to *The Population Bomb* (1968) by biologist Paul R. Ehrlich, a quote from Kota Muase, deputy director at Japan's Education Ministry printed in several newspaper reports in March 2005 and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 31, Western Society and Eastern Europe in the Decades of the Cold War

Chapter 32, Latin America: Revolution and Reaction into the 21st Century

World History in Documents: Chapter 28, Twentieth-Century Revolutions; write a one to two page essay comparing the goals, organizations, outcomes and level of impact of these revolutions (discussion questions 1 & 2 on p. 307), including Francisco Madero, “The Plan of San Luis Potosi, November 20, 1910,” Emiliano Zapata, “Justice and Law” from *The Plan of Ayala* (November 1911), “Proclamation of the Abdication of the Manchus, 1912,” Sun Yat-Sen, “Fundamentals of National Reconstruction” (1923 C.E.), V. I. Lenin, “What is to Be Done,” Lenin's Call to Power, October 24, 1917, “Decress of the Central Executive Committee, February 19, 1918.”

Week 34 – Decolonization: What conflicts arose in Africa, the Middle East, and Asia?

Histories Mysteries: Tiananmen Square

BELL WORK: *Debating the Documents:* Decolonization: Dream and Reality

Students will examine a photograph of Muhammed Ali Jinnah, the leader of the All India Muslim League, with Mohandas Gandhi in Bombay, India, September 9, 1944; a U.S. cartoon by D. R. Fitzpatrick “A Mountain to see you, sir,” (1947); a photograph of children at school in Stone Town, Zanzibar, Tanzania; a Chinese communist poster of a 1970 sculpture of African anticolonial guerrilla fighters, photos of a rural African town and a poor man sleeping on the streets of Bangladesh, excerpts

from a speech by Jawaharlal Nehru, India's first prime minister given in Washington D.C. on December 18, 1956; a passage from a 2007 article by Robert Mugabe, the President of Zimbabwe, "Standing Up to Mugabe," from *Commonweal Magazine: A Review of Religion, Politics and Culture* (2007) and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 33, Africa, the Middle East, and Asia in the Era of Independence

World History in Documents: Chapter 31, The Spread of Democracy, questions 1-7 on 349, including passages from Han Minzhu, ed., *Cries for Democracy: Writings and Speeches from the 1989 Chinese Democracy Movement*; a speech from Nelson Mandela on his release from prison, February 11, 1990; "The Palestine Liberation Organization: Proclamation, 1988.

Week 35 – Democracy versus Communism: Which ideology would dominate the world?

Analyzing Visual Primary Sources Activities: The Vietnam War

Video: *Voices from Vietnam* or excerpts from *Sun Tzu, The Art of War: Vietnam*

BELL WORK: *Debating the Documents*: Globalization: Yesterday and Today

Students will examine an illustration by William Henry Lippencott (1890-1910) of a European explorer, an engraving by A. B. Greene in 1891 depicting Spaniards executing Atahualpa, an abstract photograph showing modern businesspeople in front of a world map representing a global economy, photographs of an old man giving a businessman a shoeshine and a modern slum in India, a statement by the World Trade Organization, a passage from "Global Poverty and Inequality in the 20th century: Turning the Corner?" an article prepared for the Treasury Department of Australia in 2001 and answer questions in preparation for class discussion.

HOMEWORK: *Civilizations* Textbook: Chapter 34, Rebirth and Revolution: Nation-building in East Asia and the Pacific Rim

Week 36 – End of the Cold War: What will define the Twenty-first Century?

Analyzing Visual Primary Sources Activities: The Vietnam War

Video: *Voices from Vietnam*

BELL WORK: Review questions from throughout the year

HOMEWORK: *Civilizations* Textbook: Chapter 35, The End of the Cold War and the Shape of a New Era: World History 1990-2006

Princeton Review: Chapter 10

DEBATE: *Has this globalizing age offered more hope for liberty and tolerance, or more danger of tyranny and war?*

UNIT 6 EXAM

AP EXAM

Any student, who chooses not to take the AP World History Exam, is required to take a cumulative Final Exam during finals week.

Week 37 – Conclusions: What conclusions can be gained from the study of world history?

Classroom Simulation: *Crisis in Zimbabwe*

BELL WORK: TBA

HOMEWORK: none

Students are required to take a practice AP test in lieu of a final exam.

THIS SYLLABUS IS SUBJECT TO CHANGE, IF NECESSARY, AND IS AVAILABLE ON THE TEACHER'S WEBSITE

(Return this portion to class)

AP World History

Student Name _____ Class _____

Occasionally photos are taken of classroom activities and may be posted on Mrs. Hanson's school web page without any identifying labels indicating specific student names. I _____ give/ _____ do not give my permission to post such pictures of my child on Mrs. Hanson's school web site.

Preferred parent contact information:

Phone number: _____ E-mail: _____

My child will have access to (check all that apply): computer; printer; internet

I give permission for my child to watch the documentaries listed in the syllabus

I give permission for my child to watch the documentaries listed, with the exception of the following: _____

I do not give permission for my child to watch the documentaries listed in the syllabus and understand that alternative assignments will be required instead.

I have read the Honor Code and understand the circumstances under which cheating, plagiarism, lying, and stealing occur and the resulting penalties.

Parent or guardian signature: _____

Printed parent name: _____ Phone # _____

E-mail Address _____

Student signature: _____

Printed student name: _____ Date: _____