

North Kansas City High School

2012–2013

AP World History

C4334 – 1st Semester C4338 – 2nd Semester

Mrs. Annie Miller

Room Number: Main 111

**Overview:**

The overall goal of AP World History is to prepare students to achieve success in college level history coursework; as such, expectations are for a significantly higher level of performance, both in terms of content and execution, than in regular World History. The course meets according to the block schedule for 90 minutes on alternate days; total class days are anticipated at roughly 80 for the year (there is some slight fluctuation year-to-year).

In the course of tracing the development of human history we need to pay particular attention to the analytical and writing skills that are necessary to comprehend the various strands of world history, their interplay, and their commonalities and differences as well to simply succeed in a college level class. To this end, the course will be spending time on the critical evaluation of primary and secondary sources, analyses of historiography, oral presentations, DBQ (Document Based Question) responses and writing short essays and research papers as well as covering the key concepts and mastering a large amount of historical content. All of these activities help to build habits of mind that promote rigorous historical work by encouraging analysis and synthesis of multiple views and sources and develop the wide-ranging and comparative thinking required for the balanced examination of world history.

AP World History works to develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course will flow chronologically (linked directly to the main text of the course) guided by the 19 period-linked key concepts which are framed as stated and posted (in course materials) essential questions to guide daily work including lecture, reading, discussion, and writing:

**Grading Policy:**

*The grades will be calculated as follows:*

**Tests & Quizzes= 60 %**

**Homework & Projects= 40 %**

**Texts (in full or excerpts):**

*Students will read, analyze and synthesize ideas from text, images (art, architecture, and maps), and tabular materials (tables, charts, and graphs) drawn from the below mentioned sources*

Stearns, Peter N, et al. *World Civilizations: The Global Experience*. New York: Pearson/Longman, AP ed., 5th ed., 2007. – Main class text

Stearns, Peter N, et al. *Documents in World History, Vols. 1 and 2, 5/E*. New York: Prentice Hall, 2008. – Main primary source document reader

*Worlds of History*. Vols. 1 and 2. Ed. Kevin Reilly. Boston: Bedford/St. Martin's, 2004–7 (Editions 1 through 3).

Hochschild, Adam. *King Leopold's Ghost, A Story Of Greed, Terror, And Heroism In Colonial Africa*. First. Boston: Mariner Books, 1999.

Diamond, Jared. *Guns, Germs, and Steel*. New York: Norton, 1999.

Beah, Ishmael. *Along Way Gone: Memoirs of a Boy Soldier*. First. New York: Sarah Crichton Books, 2007.

Bulliet, R. W., Crossley, P. K., Headrick, D. R., Hirsch, S. W., Johnson, L. L., Northrup, D. (2005). *The Earth and Its Peoples*. Boston: Houghton Mifflin Company

Reader: *Discovering The Global Past, A Look At The Evidence, 3/e, Volume I: To 1650*, Merry E. Wiesner, et al

Reader: *Discovering the Global Past, A Look At the Evidence, 3/e, Volume II: Since 1400*, Merry E. Wiesner, et al

*Documents in World History: Volume 1. 3rd ed.* by Stearns, et al. (Prentice Hall, 2003) *Documents in World History: Volume 2. 3rd ed.* by Stearns, et al. (Prentice Hall, 2003) **Assessment:**

Your performance in this course will be measured in a wide variety of methods. Your grade will be comprised of scores achieved on work including, but not limited to, research papers, exhibitions of knowledge, debates, in-class reading and reflection, quizzes and tests. The quizzes will be over material from assigned readings and/or in-class activities and will occur approximately once every two weeks. Your test will vary in their composition. All tests, however, will have sections of multiple choice questions, short answer, and/or an AP Exam style "Free Response Question" (Document Based Question, Continuity and Change Over Time and a Comparative question.) Each one of the three AP exam style questions will be used multiple times throughout the year in order to prepare you for the AP Exam. See below for a brief description of each type of question.

### **Tests**

Students can expect an exam at the end of each Unit. Any missed test due to a legal absence is to be made up during seminar or after school. Any test missed due to an illegal absence will result in an automatic zero.

### **Quizzes**

There will be several quizzes including pop quizzed spaced throughout the semester

### **Homework/Notebooks**

Most homework will be given in the form a cumulative notebook. Students are expected to provide a 3 ring binder. For each unit students will be expected to complete a: timeline, top ten list (the ten most important people, places or events that occurred during this time), a map, a drawing of an important event, person or place, an academic vocabulary list with operational definitions, and a writing assignment (including but not limited to DBQ, CCT, Comparative Essay's, book notes or outlines, or chapter summary).

**Book Report:** Students will read a book and report on the historical significance of the topic. Books can be found in the North Kansas City Library. Possible suggestions are *King Leopold's Ghost*, *Salt, Guns, Germs and Steel*, *Along Way Gone* and others. List to be handed out with scoring rubric at time of the assignment.

**Essays:** The class will be practicing the three types of essays focused on by the AP Exam: the DBQ, or Document Based Question, the Comparative, and the Continuity and Change Over Time. Each of these skills will be taught in class and completed over a period of time in class. Students will review and evaluate each other's essays in class using the standards of grading used by AP graders. Each Unit will have at least one writing assignment.

#### **Document Based Question:**

The purpose of the Document Based Question (DBQ) is to evaluate your ability to analyze and answer a question using primary documents (Newspaper articles, photographs, maps, interviews etc.) It is important to examine the message of the document as well as its perspective. Students will analyze primary sources for two or more of the following features: historical context, purpose and/or intended audience, the author's point of view, type of source or argument and tone. You will be practicing writing, answering and grading DBQ's throughout the entirety of this class.

#### **Continuity and Change Over Time:**

This essay evaluates your ability to examine and analyze continuities and changes that have taken place over a specific amount of time. It is important to support your answer with contextual examples from history. You will also engage in multiple C C O T exercises throughout this class.

#### **Comparative Questions:**

This question will ask you to compare the developments of two societies or regions. The question will focus on the major themes of the course listed above. You may have the opportunity to choose different societies or regions for examination. You will also engage in multiple comparative exercises throughout this class.

#### **Primary Sources/Secondary Sources Sample Assignment: Readings:**

bio of Confucius <http://www.confucius.org/intro/edbio.htm> , Comparison of Confucius and Socrates [http://www.san.beck.org/C & S-Contents.html](http://www.san.beck.org/C&S-Contents.html) , Reading life of Siddhartha Gautama [http://www.metmuseum.org/toah/hd/buda/hd\\_buda.htm](http://www.metmuseum.org/toah/hd/buda/hd_buda.htm) , Excerpts *Iliad* and *Odysey* students to analyze primary and secondary sources for two or more of the following features: historical context, purpose and/or intended audience, the author's point of view, type of source or argument and tone.

For the rest of the year, we will do similar assignments for each of the six time periods of the course. The assignments will require students to do:

- Societal Comparisons for which we will use primary and secondary sources such as religious and political texts, images of architecture and art, and historical quantitative data to gather evidence for supporting written arguments (essays) about the similarities and differences between societies that developed in the same time period but in different parts of the world.
- Leader Analyses for which we will analyze mostly primary sources to compare the basis of leaders' claims to power and the effects of their rule. We also will analyze those primary sources by and about political and religious leaders to practice identifying the purpose, point of view, and limitations of historical primary sources.

• Conflict Analysis for which we will use primary and secondary sources including historical data to analyze the causes and effects of conflicts

• Change and continuity analyses for which we will use primary and secondary sources to trace the patterns of development for imperial domination, expansion of trade routes, spread of belief systems, industrial mass production, and warfare. There will be essays analyzing change and continuity as well as source-based assessments, similar

to document based questions, that will require formal written arguments explaining changes and continuities.

• Map analyses will involve the creation of annotated maps that show the changes and continuities in the five themes: effects of interactions on people and the environment, cause of the creation of new political systems, spread of agricultural developments, and causes and effects of migrations.

• Periodization debates will require students to form small teams to research and rank at least three significant events that happened 100 years before and 100 years after the beginning and the ending dates for the six APWH periods. Students will argue whether they agree with the beginning and ending dates for each of the six APWH time periods or if they would propose a new periodization based on conclusions from their research.

**Reading:** Reading is central to building knowledge independently; as such there will be *significant* reading assignments. These assignments will be from both the text and occasional supplemental readings. *We will have chapter reading quizzes roughly once every class period.*

#### **Miscellaneous Items:**

*Absences:* Any unexcused absence will result in the possible loss of any points for any activity or assignment for that day. If the absence is excused then the student must come to the instructor for make-up work; *it is the student's responsibility to keep up with assignments and in-class work.*

*Late Work:* Late work is not accepted.

*Academic Honesty:* Cheating, passing notes in a test situation, copying, plagiarism (stealing entire papers or large segments of text without noting from where it came), and other forms of academic dishonesty will be dealt with sternly.

**Themes:** Throughout this course, you will be asked to analyze the processes and causes of the continuity and change that has guided the course of history. To help you arrange societies and periods into a larger framework, we will be focusing on five major themes of history:

#### 1. Interactions between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

#### 2. Development and interaction of cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

### 3. State-building, expansion, and conflict

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, transregional, and global structures and organizations

### 4. Creation, expansion, and interaction of economic systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

### 5. Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

These themes will share an equal importance in this class and will be used throughout the entirety of the curriculum.

**Course Outline:** Major assignments are listed inside the six major periodizations. Assignments and schedule are subject to change; notice of changes will be declared in class. The Chapters in the left column refer to "World Civilizations."

**Period 1: Technological and Environmental Transformations, to c. 600 B. C. E. Key**

**Concept 1.1. Big Geography and the Peopling of the Earth**

- In what ways can the environment shape human societies?

**Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies**

To what extent can human adaptation create a new reality for a civilization?

In what ways are agriculture and pastoralism responsible for the development of human societies?

**Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies**

Why do some civilizations flourish while others flounder?

How can culture unify a society?

Why did states form within civilizations?

**Period 2: Organization and Reorganization of Human Societies, c. 600 B. C. E. to c. 600 C. E.**

**Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions**

- How have cultural and religious belief systems impacted the ideas of people in various cultural groups?
- In what ways have artistic expression reflected the mood and concerns of the society in which they were created?

**Key Concept 2.2. The Development of States and Empires**

- How do empires expand and decline?
- How have technological changes impacted individuals and societies?

**Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange**

- How have technological changes impacted individuals and societies?
- What are the costs and benefits of trade and other global interactions?

**Period 3: Regional and Transregional Interactions, c. 600 C. E. to c. 1450** **Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks**

- How have technological changes impacted individuals and societies?
- What are the effects of human migration on linguistic diversity?
- How do interactions produce change in social customs, practices, traditions or linguistic communities?

**Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions**

- Why do empires and cities expand and decline?

**Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences**

- What are the costs and benefits of trade and other global interactions?
- Why do societies organize their economic systems in different ways?
- What are the patterns of economic growth and decline?

**Period 4: Global Interactions, c. 1450 to c. 1750 Key Concept 4.1. Globalizing Networks of Communication and Exchange**

- How does scarcity of resources affect decision making by individuals, groups, and governments?
- Why are some countries wealthier than others?
- How have technological changes impacted individuals and societies?
- What are the costs and benefits of trade and other global interactions?
- Do historical models of economic systems that developed in the past help explain the economies in the present?
- What is the relationship between technological advances and artistic movements?

**Key Concept 4.2. New Forms of Social Organization and Modes of Production**

- How do human responses to physical conditions shape the development of religions and cultural systems?

**Key Concept 4.3. State Consolidation and Imperial Expansion**

- What defines political legitimacy, power, and authority?

**Period 5: Industrialization and Global Integration, c. 1750 to c. 1900**

**Key Concept 5.1. Industrialization and Global Capitalism**

- What are the patterns of economic growth and decline?
- What impact do geography and the availability of resources have on the processes of industrialization and the patterns of trade?
- How does scarcity of resources affect decision making by individuals, groups and governments?
- Why are some countries wealthier than others?

**Key Concept 5.2. Imperialism and Nation-State Formation**

- How does scarcity of resources affect decision making by individuals, groups and governments?

- Why are some countries wealthier than others?

**Key Concept 5.3. Nationalism, Revolution, and Reform**

- How have people attempted to redefine the role of government in society?
- How or why do political systems change?

**Key Concept 5.4. Global Migration**

- How has globalization changed demographic patterns and the concept of the "nation state"?

**Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present**

**Key Concept 6.1 Science and the Environment**

- What is the relationship between scientific discovery and technological advancement?
- How have humans modified their physical setting to meet their social, political, and economic needs?
- What are the consequences of human choices for use of the environment?

**Key Concept 6.2 Global Conflicts and Their Consequences**

- To what extent do attitudes about global and regional conflicts differ?
- How have countries, groups, and individuals attempted to redefine their global and regional power and influence?

**Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture**

- How are cultures—including folk and popular—transmitted, preserved and changed?
- Why do empires expand and decline?
- How have human responses to physical conditions shaped the development of international humanitarian organizations?

Throughout the course the five major themes delineated by College Board are used to create linkages across time and place:

Interaction between humans and the environment including demography and disease, migration, patterns of settlement, and technology

Development and interaction of cultures including religions; belief systems, philosophies, and ideologies; science and technology; and the arts and architecture

State-building, expansion, and conflict including political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; and regional, transregional, and global structures and organizations

Creation, expansion, and interaction of economic systems including agricultural and pastoral production, trade and commerce, labor systems, industrialization, and capitalism and socialism

Development and transformation of social structures including gender roles and relations, family and kinship, racial and ethnic constructions, and social and economic classes **Class**

### **Content and Pacing**

**Part 1: Origins of Man to Early Civilizations: 2.5 Million – 1000 B. C. E (5 class periods)** Brief overview of early man: Read Chapter 1 – Hunters and Gatherers –Pages 8–29 Key Concepts: Civilization and Neolithic Revolution Civilizations Covered: Mesopotamia, Sumerians, Babylonians, Early Egypt, Early Indus River Valley, Early China (Shang), Early Phoenicia, Current Stone Age civilizations in Papua New Guinea Reading Assignments: Chapter 1 Stearns, *Guns Germs and Steel: Yali's Question*, discussion and paper Assignments: Short Essay over Yali's Question (prolog *Guns, Germs and Steel*), Time line of early civilizations, Operational Definitions over Vocabulary, Map, Top 10 list. Socratic Seminar discussing the findings of anthropologists, biologist and linguist on the people of Papua New Guinea and their contributions to history of past civilizations.

1st Exam

**Part 2: The Classical Period: 1000 B. C. E – 500 C. E. (12 Class Periods)** Classical Period Civilizations: China (Zhou, Qin, Han) India (Harappa, Mauryan, Gupta), Persian Empire, Greece, Rome: including Carthage and North Africa, Also Kush, Axum and Ethiopia, Maya, Inca, Teotihuacan, and Olmec Key Concepts: Confucianism, Daoism, Legalism, Hinduism, Democracy, Republic, Nomads and trade, Readings: Chapter 2 Stearns, bio of Confucius <http://www.confucius.org/intro/edbio.htm> , Comparison of Confucius and Socrates [http://www.san.beck.org/C & S-Contents.html](http://www.san.beck.org/C&S-Contents.html) , Reading life of Siddhartha Gautama [http://www.metmuseum.org/toah/hd/buda/hd\\_buda.htm](http://www.metmuseum.org/toah/hd/buda/hd_buda.htm), Excerpts *Iliad and Odyssey* students to analyze primary and secondary sources for two or more of the following features: historical context, purpose and/or intended audience, the author's point of view, type of source or argument and tone.

Assignments: Comparison Essay between China and India, Time line of each civilization, Operational Definitions over Vocabulary, Map ID's, Top 10 list.

Compare and Contrast Confucianism, Daoism, Legalism, Hinduism attitudes in the classical period and their effect on governments through the use of primary documents, focusing on contributions and outcomes.

Exam 2

**Part 3: The Postclassical Period; New Religions and New Commerce 500–1450 C. E. (15 Classes)**

**Ideas and Civilizations:** Rise and Spread of Islam ( Middle East, South and Southeast Asia, Africa) Byzantium, Western Europe, Americas on the Eve of Invasion, Chinese, Japan, Korea, and Vietnam, Chinggis Khan to Timur

**Key Concepts:** Cultural diffusion and the spreading of ideas, the rise of Religion and the impacts of Inventions.

**Readings:** Chapters 6, 8, 9, 11, 12, 13, 14 Stearns Essay over excerpts from a *Thousand and One Nights*, and Excerpts from the *Quran*, *A World traveler in India* students to analyze primary sources for two or more of the following features: historical context, purpose and/or intended audience, the author's point of view, type of source or argument and tone.

Assignments: Essay Change over time: What events and circumstances led to the sudden rise and spread of Islam? Time line of each civilization, Operational Definitions over Vocabulary, Map ID's, Top 10 list.

### Exam 3

**Part 4:** The Early Modern Period. 1450–1750 (16 Class Periods) Ideas and Civilizations: The World Economy, Rise of Russia, Early Latin America, Africa and the

Africans in the Age of the Atlantic Slave Trade, Muslim empires, Ming China, Japan

Key Concepts: The Columbian Exchange, Impact of Guns, Changes in technology i.e. navigational tools and shipbuilding, Expansion of the West, Scientific Revolution, Slavery and Human Society

Readings: Chapters 16, 17, 18, 20 and 22 Stearns. Christopher Columbus, *1492 Expedition report to Spanish Monarchy*, *An African's Description of the middle passage*, *The Great ships of the Ming*.

Assignments: DBQ Reactions to rising role of the West: Time line of each civilization, Operational Definitions over Vocabulary, Map ID's, Top 10 list.

### Exam 4

**Part 5:** The Dawn of the Industrial Age 1750–1914 (16 Class Periods)

Ideas and Civilizations: Age of Revolutions, French Revolution, Industrial Revolution, Atlantic Revolution, American Revolution, The rise of Asian and African middle class, Russia and Japan, Ottoman Empire, Qing Empire, Imperialism/Colonialism in Australia, India and Africa, Russian Revolution

Key Concepts; Revolutions, Capitalism, Colonialism, European Globalization, Western Education

Readings: Chapters 23, 24, 25, 26 and 27 Stearns. Excerpt from: *The Bon Marche*. (Essay on the comparison of historic and present day shopping experience as described in The Bon Marche and personal experience) Excerpt from *The Straw Man*, *The Rise and Fall of the Qing Empire*.

Assignments Comparison Essay of Revolutions students pick 2 of topics discussed. Top Ten List, Time line of events, Map ID's, Operational Definitions over Vocabulary and Drawing of Most Important Event.

### Exam 5

**Part 6:** The Newest Stage of World History (10 Class Periods)

Ideas and Civilizations: World War I, World War II, the period in between the wars, Post World War II winners and losers, Latin America, the Cold War, Nation Building, Africa, Asia and the Middle East in a period of Independence

Key Concepts: Nation building, Cold War Politics, Nationalism, Globalism, Militarism, The Economics of War, Pacific Rim Growth, Human Rights, The Spread of Democracy, Communism and Capitalism.

Readings: Chapters 28, 29, 30, 32, 33, 34 and 35 Cold War Speech (Winston Churchill) Eulogy for Bobby Kennedy.

Assignments: Comparison Essay of state of the world after the great wars, winners and losers. Maps, Top Ten Lists, Operational Definitions over Vocabulary, Time Line.

Exam 6

**Final Review For AP Exam!**