

AP WORLD HISTORY
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ROOM 416

Course Overview

Advance Placement World History is a rigorous, yearlong college level course that examines history from 8,000 BCE to the present day. It develops a greater understanding of the evolution of global processes and contacts including interactions over time. The course is global in scope, with Africa, the Americas, Asia and Europe being represented. The course prepares students to be successful in their higher-level college and university courses by developing analytical and critical thinking skills. The course centers around five themes that will develop the students historical skills as it covers the six periods.

Five Course Themes

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State Building, Expansion and Conflict

Theme 4: Creation, Expansion and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

Textbook

Sterns. 2011. *World Civilizations: The Global Experience, sixth edition*. Pearson.

Primary Sources

Bentley and Ziegler. 2001. *Traditions and Encounters: A Global Perspective on the Past*. McGraw Hill.

Strayer. 2011. *Ways of the World: A Global History with Sources*. Bedford/St. Martins.

Document Based Questions released by College Board.

Christian. 2005. *Maps of Time: An Introduction to Big History*. University of California Press. (The tables and graphs)

Various internet sources for visuals (art, political cartoons, and photos)

Secondary Sources

Diamond. 1999. *Guns, Germs, and Steel*. Norton.

Mitchell. 2007. *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*, Volumes I and II. McGraw Hill.

Pomeranz. 2000. *The World that Trade Created*. M.E. Sharpe.

Christian. 2005. *Maps of Time: An Introduction to Big History*. University of California Press.

Hochschild. 1998. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Mariner Books.

Furey. 2000. *The Methods and Skills of History: A Practical Guide*. Harlan Davidson.

McNeill. 2003. *The Human Web*. Norton & Co.

Course Units

Historiography & Writing History

This opening unit will last approximately one week with additional information added throughout various units to assist students in building their historical consciousness and skills.

Text: *The Methods and Skills of History: A Practical Guide* by Conal Furey

The students will work through specific activities in the above text that discuss thinking in the context of the time, continuity and change, evidence, interpretation, multiple-causality, and how to ask questions. The activities involve looking at well-known past events, like the abolition movement and the reasons for the Civil War in the United States, and going through the steps that a historian would when analyzing the sources and evidence.

Essay Writing: After looking at some of the past events, we will then work on writing essays, beginning with writing a solid thesis statement and followed by lessons on how to write an effective introduction, body, and conclusion. The students will have various activities to build on their theses and writing skills.

Every Thursday throughout the semester, during our 90 minute block, the students will have writing lessons, discussions, or activities.

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

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

Topics for Overview:

Prehistoric Societies

Agricultural and Pastoral Societies

Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa, and Oceania

This unit will last approximately one week.

Activities

Opening Group Activity: The students will analyze the cave paintings found in Lascaux, France. The first painting, for example, is a realistic rendering of an auroch (a wild precursor of the cow). The artifact is genuine. Archaeologists have established the date of composition as somewhere between 25,000 B.C.E. and 13,000 B.C.E. With a partner or in a small group of three, the students will hypothesize as to the significance of each painting and will then list any additional evidence that they would need to substantiate their hypothesis. Finally they will compare the paintings to other great works of art from throughout the centuries.

Text: Sterns, Chapter 1

Group Activity and Writing Assignment: In a small group, the students will research and answer the following question individually in a short essay and in front of the class as a small group. They will be able to use their textbook and *Ways of the World* by Robert Strayer (specifically for primary sources) along with other provided sources. The students will be provided work time to gather their evidence, write their comparative essay based on the lectures and activities learning how to write a comparative essay, and meet with their group to prepare a 3-5 minute presentation. After all the presentations, the class will have a discussion on the information covered.

*How did the early civilizations compare and contrast politically, socially, and economically?
What were the reasons for the similarities and differences?*

Pick two of the following civilizations: Mesopotamia, Egypt, South Asia, East Asia, Mesoamerica, and/or Andes

Secondary Reading: Students will read pages 35-52 and 104-113 of *Guns, Germs, and Steel* by Jared Diamond. The class will have a discussion based on the questions on the short answer reading guide.

Primary sources: *Epics of Gilgamesh*, *The Law Code of Hammurabi*, *A Pyramid Text* from 2333 B.C.E., visual sources of the Indus Valley Civilization, and tables on population growth from *Maps of Time*.

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

Key Concept 2.2. The Development of States and Empires

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

Topics for Overview

Classical Civilizations

Major Belief Systems: Religion and Philosophy

Migration of Huns and Germanic Tribes

Early Trading Networks

This unit will last approximately 4 weeks

Text: Stearns, Chapters 2 through 5

Group Activity: Students will in small groups research and present on a major world religion or belief system. They will address its origins, beliefs and practices, spread, and also its view on women.

Change and Continuity over Time Essay: Analyze similarities and differences in methods of political control in TWO of the following empires in the Classical period.

- Han China (206 B.C.E.-220C.E.)
 - Mauryan/Gupta India (320 B.C.E.-550 C.E.)
 - Imperial Rome (31 B.C.E.-476 C.E.)
- (Question from the 2010 AP exam)

Comparison Essay: Compare and Contrast the classical civilizations of India and China.

(Students must make an outline or a graphic organizer to demonstrate their process.)

DBQ Essay: AP World History Exam 2006: Han & Roman Empire Attitudes Towards Technology

Map Activity: At least once per unit. Students will create a map that show the historical geographic features relevant for the period. For this unit, it will show the change and continuations in long-distance trade networks in the Eastern Hemisphere: Eurasia Silk Roads, Trans-Saharan Caravans routes, Indian Ocean sea lanes, and Mediterranean sea lanes.

Timeline: Students will create a timeline of the information covered during this unit. They will use their textbook, other textbooks and books in class, and if need be, the internet. They will also mark which theme(s) the item corresponds to.

Document analysis: short readings of primary documents. Students will analyze each document using a set of guidelines. Usually they will be asked to compare documents. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- Ban Zhao *Lessons for Women*, Aristotle, Livy, and others
- Sacred Texts: Passages from the Torah and New Testament of the Bible, the Four Noble Truths, and other texts
- Data: Slavery in the Roman Empire Numbers
(<http://wayback.archive.org/web/jsp/Interstitial.jspseconds=5&date=1071103979000&url.html>)

Visual document analysis: photographs, paintings, posters or other visuals. Like the document analysis, the students will analyze each visual using a set of guidelines. The students will be asked to compare visuals. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- Photographs of images of Buddha from different region

- Paintings from Pompeii – addresses society and slavery

Period 3: Regional and Transregional Interactions, c. 600 C.E. To 1450

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Key Concept 3.2. Continuity and Innovation in State Forms and Their Interactions

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Topics for Overview

Germanic Europe and the Byzantine Empire

The Islamic World, the Crusades and Schism in Christianity

Sui, Tang, Song, and Ming empires

Bantu and Polynesian migrations

The Americas

The Turkish Empires

Kingdoms and Empires of Africa

The Mongol Khanates

Trading Networks in the Post-Classical World

This unit will last approximately 5 weeks

Text: Stearns, chapters 6 through 15

Secondary Reading: Students will read chapter 12 and 13 of *Guns, Germs, and Steel* by Jared Diamond. The class will have a discussion based on the questions on the short answer reading guide.

Group Activity: Students will in small groups research and create a presentation on one of the following topics: Tang Dynasty, Song Dynasty, Genghis Khan, Charlemagne, the Vikings, and Mesoamerica.

Debate: The students will debate the causes and consequences of the Crusades.

Change and Continuity over Time Essay: Analyze the position of women during the Tang and Song dynasties

Analyze the continuities and changes in patterns along the Silk Road from 200 B.C.E. To 1450. (2009 AP exam)

Comparison Essay: Students will evaluate the causes and consequences of the spread of Islamic empires.

Compare and contrast the political and economic effects of Mongol rule on TWO of the following regions

- China
- Middle East
- Russia

(2005 AP exam)

DBQ Essay: Discuss the reasons for exchanges and the results of exchanges among major societies in the period 600-1450. Why did the scope and pace of exchange tend to increase during the period itself? What other kinds of documents would help in this assessment? (Stearns. *Test Prep Series.*)

Map Activity: At least once per unit. Students will create a map that show the historical geographic features relevant for the period. For this unit, the students will show the spread of the major religions.

Timeline: Students will create a timeline of the information covered during this unit. They will use their textbook, other textbooks and books in class, and if need be, the internet. They will also mark which theme(s) the item corresponds to.

Document analysis: short readings of primary documents. Students will analyze each document using a set of guidelines. Usually they will be asked to compare documents. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- *The Travels of Marco Polo*, 1299 and *Travels in Asia and Africa* by Ibn Battuta
- Various letters and writings from Japan: *Writings on Zen Buddhism* and *Pillow Book* by Sei Shonagon
- Writings from various popes, *Life of Boniface* by Willibald, *The Leechbook*, the Magna Carta, the *Black Death in Paris*, and others
- Excerpts from the Quran
- Data on the patterns of Islam's global expansions

Visual document analysis: photographs, paintings, posters or other visuals. Like the document analysis, the students will analyze each visual using a set of guidelines. The students will be asked to compare visuals. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- Paintings of cultures along the Silk Road
- Paintings depicting society in China
- Paintings depicting Christianity from Europe and the Byzantine Empire
- Paintings of Islamic Civilization in Persia

Period 4: Global Interactions 1450 to 1750

Key Concepts: 4.1. Globalizing Networks of Communication and Exchange

Key Concept 4.2. New Forms of Social Organizing and Modes of Production

Key Concept 4.3. State Consolidation and Imperial Expansion

Topics for Overview

Europe: Renaissance to Scientific Revolution

Ming and Qing Rule in China
Europe in Africa and the Americas
The Colombian Exchange
Trading Networks of the Indian Ocean
Migrations

Text: Stearns, chapters 16 through 22

This unit will last approximately six weeks

Secondary Reading: Chapters and sections from *The World that Trade Created*. The class will have a discussion based on the questions on the short answer reading guide.

Group Activity: Students will in small groups research and create a presentation on one of the following topics: Columbian Exchange, English Civil War, Peter the Great, Qianlong, Suleiman the Great, Polynesian migration, and Renaissance art.

Debate: Why is the 4th period from 1450 to 1750 for World History? Would there be a more appropriate date?

Change and Continuity over Time Essay: Analyze the changes and continuities in commerce in the Indian Ocean region from 650 C.E. To 1750 C.E. (2008 AP exam)

Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750. (2005 AP exam)

Comparison Essay: Compare the cultural, political and economic significance of the Protestant Reformation in Europe and the Neo-Confucian Reformation in Ming China.

DBQ Essay: Assess the discoveries of the Americas on world civilization. Determine to what extent these contacts were beneficial or disruptive. Based on the following documents, discuss the positive and negative impact on the world of the discovery and conquest of the Americas by Europeans.

Map Activity: At least once per unit. Students will create a map that show the historical geographic features relevant for the period. For this unit, the students will show the changes and continuities in trade routes.

Timeline: Students will create a timeline of the information covered during this unit. They will use their textbook, other textbooks and books in class, and if need be, the internet. They will also mark which theme(s) the item corresponds to.

Document analysis: short readings of primary documents. Students will analyze each document using a set of guidelines. Usually they will be asked to compare documents. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- 95 Theses, Letter from the first voyage of Columbus
- *An Interesting Narrative of the Life of Olaudah Equiano*, Letters to King Jao of Portugal from King Affonso I

- Poetry of Kabir and Wahhabi perspective on Islam
- Data: Silver production in Spanish America, 1516-1660

Visual document analysis: photographs, paintings, posters or other visuals. Like the document analysis, the students will analyze each visual using a set of guidelines. The students will be asked to compare visuals. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- Paintings from Mesoamerica (Inca and Aztec) and painting from Europe reflecting Mesoamerica
- Baroque art and architecture in Europe

Period 5: Industrialization and Global Interactions, 1750 to 1900

Key Concept 5.1. Industrialization and Global Capitalism

Key Concept 5.2. Imperialism and Nation – State Foundation

Key Concept 5.3. Nationalism, Revolution and Reform

Key Concept 5.4. Global Migration

Topics for Overview

Scientific Revolution and the Enlightenment

American, French, Haitian, and Latin American Revolutions

Napoleonic Wars/Congress of Vienna

Industrial Revolution

Anti-Slavery, suffrage, labor movements, anti-imperialism movements

Decline of Imperial China and rise of Imperial Japan

Text: Stearns, chapters 23 through 27

This unit will last approximately six weeks

Secondary Reading: Chapters or sections from *King Leopold's Ghost*. The class will have a discussion based on the questions on the short answer reading guide. Specific discussions on the rubber and ivory “trade.”

Group Activity: Students will in small groups research and create a presentation on one of the following topics: Napoleonic Wars, Berlin Conference and Imperialism in Africa, Opium Wars, Indian Revolt of 1857, Wahhabi Movement, and Industrialization; migration and suffrage.

Change and Continuity over Time Essay: Discuss how the concept of nationalism developed from the 1700s to the 1900s in Europe and South Asia

Explain the influence of the potato from the Andean Indians to the migration of the Irish to the USA.

Comparison Essay: Within the period from 1450 to 1800, compare the processes (political, social, and

economic) of empire building in the Spanish Empire with the empire-building processes in ONE of the following.

- The Ottoman Empire or
- The Russian Empire

(2007 AP exam)

DBQ Essay: Identify the issues raised by the growth of Manchester and analyze the various reactions to those issues over the course of the 19th century. (2002 AP exam)

Map Activity: At least once per unit. Students will create a map that show the historical geographic features relevant for the period. For this unit, the students will show the spread of imperialism.

Timeline: Students will create a timeline of the information covered during this unit. They will use their textbook, other textbooks and books in class, and if need be, the internet. They will also mark which theme(s) the item corresponds to.

Document analysis: short readings of primary documents. Students will analyze each document using a set of guidelines. Usually they will be asked to compare documents. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- Writings from Frederick Douglass, The Declaration of the Rights of Man, The Declaration of the Rights of Women, excerpts from the *Communist Manifesto*, *The German Socialist Women's Movement* by Clara Zetkin, and writings of Adam Smith
- Emperor Qianlong's *Message to King George III*, Treaty of Nanjing, and *The Azamgarh Proclamation* by Bahadur Shah
- Data: Child Labor in Textile Mills in Great Britain
(<http://www.spartacus.schoolnet.co.uk/history.key3.htm>)

Visual document analysis: photographs, paintings, posters or other visuals. Like the document analysis, the students will analyze each visual using a set of guidelines. The students will be asked to compare visuals. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- Paintings and political cartoons from the French Revolution
- Images of the Industrial Revolution
- Japanese paintings depicting the west
- Paintings, posters, and political cartoons depicting the Scramble for Africa

Period 6: Accelerating Global Change and Realignment, 1900 – Present

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

Topics for Overview

World War I and the Treaty of Versailles

Depression and Authoritarian Reaction

World War II and Forced Migrations

International Organizations

Decolonization

Cold War, Imperialism, and the End of the Cold War

The Information and Communication Technologies Revolution

Text: Stearns, chapters 28 through 35

This unit will last approximately five weeks

Secondary Reading: *The Human Web* chapter 8. The class will have a discussion based on the questions on the short answer reading guide.

Group Activity: Students will in small groups research and create a presentation on one of the following topics: independence movement in Africa, social revolutions in Latin America, peaceful revolutions and the fall of Communism in Europe, evolution of Communism in China, rapid advances in science and technology from 1950 to present, and terrorism.

Debate: Class divided: Half will debate on globalization and the other half on the Israeli/Palestinian issue.

Change and Continuity over Time Essay: Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1914 to present. Be sure to include evidence from specific countries in the region selected:

- Middle East
- Southeast Asia
- Sub-Saharan Africa

(2007 AP exam)

Comparison Essay: Compare and contrast nationalism in 20th-century Africa with 19th-century European nationalism.

Compare and contrast any two Latin American countries on the basis of their approach to social and economic problems in the late 20th century.

DBQ Essay: Analyze the role outsiders have played in the conflict between the Jews and the Palestinians in the Middle East. Include in your analysis global historical context. What additional documents or types of documents would be useful to your analysis? (Stearns, *AP Test Prep Series*)

Analyze the effects of the Cuban Revolution on women's lives and gender relations in Cuba in the period from 1959 to 1990. Identify an additional type of document and explain how it would help analyze the effects of the revolution. (AP World History Practice Exam)

Map Activity: At least once per unit. Students will create a map that show the historical geographic

features relevant for the period. For this unit, the students will make a map of the world from 1914 and then another map demonstrating the changes by 1975. Particular focus will be on Africa and Australasia.

Timeline: Students will create a timeline of the information covered during this unit. They will use their textbook, other textbooks and books in class, and if need be, the internet. They will also mark which theme(s) the item corresponds to.

Document analysis: short readings of primary documents. Students will analyze each document using a set of guidelines. Usually they will be asked to compare documents. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- Excerpt from *Mein Kampf*, writings from Stalin, personal accounts of Soviet industrialization, writings from Gandhi, *Africa Must Unite* by Kwame Nkrumah, *Women: Critical to African Development* by Mildred Malineo Tau
- Data on population growth from gapminder.org, tables on income and life expectancies from *Maps of Time*, and DBQ questions

Visual document analysis: photographs, paintings, posters or other visuals. Like the document analysis, the students will analyze each visual using a set of guidelines. The students will be asked to compare visuals. These activities are usually at the beginning of the class and the students write their answers in their writing notebook.

- WWI and WWII propaganda posters
- Political posters from Soviet Union and Mao's China