**+Advanced Placement World History**

**Instructor:**

**Phone:**

**Email:**

**Web:**

**Room: G**

**Course Overview**- Advanced Placement World History is a two-semester course that examines world history from approximately 8,000 BCE up to the present day. This class approaches history through a chronological as well as thematic approach looking at threads of humanity over time. Students will focus on the relationship of change and continuity of societies throughout history.  AP World History offers a balanced global approach, focusing on Africa, Asia, The Americas, and Europe. By combining time periods and historical themes, students will be able to understand and analyze the evolution and interactions of societies throughout history and begin to decipher what shaped the modern world.

**Course Objective**- AP World History is a college prep course that provides students with an academic experience equivalent to a college survey of world history.  Students are expected to do a considerable amount of reading, writing, discussion, and analytical research. Students should prepare for between 4-6 hours of homework per week, including reading and analysis of primary and secondary source documents, online study guide questions and quizzes.

**Five AP World History Themes**- Five AP World History Themes will be used throughout the course to identify the broad patterns and processes that explain change and continuity over time.

1. **Interaction Between Humans and the Environment**
2. Demography, Disease, Migration, Patterns of Settlement, Technology
3. **Development and Interaction of Cultures**
4. How does contact between different groups within a culture, or between two or more cultures, change or fail to change those cultures? Includes religion, philosophies, ideologies, technology, and artistic styles. How is culture created? How do beliefs grow and spread or decline? Why do ideas become popular or unpopular?
5. Religions, belief systems, philosophies and ideologies, science and technology, the arts and architecture
6. **State – Building, Expansion and Conflict**
   1. Why do people need to organize themselves? How is political power distributed? Why do governments and empires succeed and fail? Why do people identify with or fail to identify with leaders, places, and systems?
   2. Political structures and forms of governance, empires, nations and nationalism, revolts and revolutions, regional, trans-regional, and global structures and organizations
7. **Creation, Expansion and Interaction of Economic Systems**
   1. How and why do economic systems develop? Why do different systems appear throughout history? Why do they occur at different times in different places? What effect does industrialization have on promoting a global economy?
   2. Agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism socialism
8. **Development and Transformation of Social Structures**
   1. How does age, gender, beliefs, self-image, traditions, region, race, wealth, poverty, and knowledge, impact the groups we belong to and the rights or obligations we experience?
   2. Gender roles and relations, family and kinship, racial and ethnic construction, social and economic classes

**Historical Thinking Skills**- Success in the AP World History course and on the AP Exam requires dual competencies: (1) command of the facts and (2) the critical thinking skills necessary to effectively manipulate these facts.  The following skills will help students to critically analyze historical information and be able to think like historians.

1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

**Key Concepts**

|  |  |
| --- | --- |
| **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 |
| **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 Trans-regional Networks of Communication and Exchange |
| **Period 3: Regional and Trans-regional Interactions, c. 600 C.E. to c. 1450** | 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 |
| **Period 4: Global Interactions,  c. 1450 to c. 1750** | 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 |
| **Period 5: Industrialization and Global Integration, c. 1750 to c. 1900** | 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 |
| **Period 6: Accelerating Global Change and Realignments, c. 1900 to the 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 |

**Online Journal Writing and Responses-**

**Reading Reflections-** I will often ask you to respond to a reading on-line. These responses might be, conceptual (graphic organizer) or reflective. They may generate a list of high level questions (and speculative answers) or they might critique the author’s interpretation. These will help you review the readings at the end of the year for the final exam. Length will vary depending on the entry – usually about 250 words. Keep up!

**“In-class” Reflections (dependent on time in class but about once a month)-** Responses to a class discussion, upcoming topic, or a specific directed question. These may be assigned to be written in class or at home.

**Current Events (these will be periodically assigned)-** Your on-line journal is also the place for doing your “3-2-1 + map” current event assignments. You will complete the majority of it on-line though the map will be turned in separately. They will be kept in a folder in my office until the mid-year exam.

1. Find an article on-line, in the newspaper, or in a news magazine (St. Maarten Herald, Washington Post, Christian Science Monitor, New York Times, Newsweek, etc.) I will often specify the general type of article each time but it will usually be of some international significance.
2. Read the article.
3. Write a citation for the article. A citation includes the “title”, the date of the article and the name of the publication. (Note punctuation.)
4. In three COMPLETE SENTENCES, write THREE **facts** that the article contains. Make sure that they are not opinions or claims.
5. In two COMPLETE SENTENCES with a question mark at the end, write TWO **questions** you have about the article. These questions could be about why this happening or about something that you don’t understand—vocabulary, an acronym etc.
6. In one COMPLETE SENTENCE, describe how one of the following six world historical themes relates to the current event: 1. Building Community 2. Searching for Justice and Ethics 3. Ways of Power 4. Empire and Expansion 5. Interacting Economies 6.Respect for the Environment, Finding Peace 7. Wild Card theme
7. Draw / sketch a map that shows where this event is taking place in the world in relation to St Maarten. Draw a new WORLD map for every current event. Then add FIVE historical details to the map. These details should be topics, events, people or ideas that we have studied recently in class: Mongol expansion, Black Death etc. Use different details for every map. (This will help you with your mid-year and final exam!!)

**Evaluation**

* I will grade journals on-line weekly. Stay caught up.
* Turn in your map to me in a timely fashion
* Be conscious of addressing themes in all of your journal writings.
* Vary your entries—graphic organizers, questions, etc.
* Your grade will be based upon completeness, thoughtfulness and quality.

**Laptop Rules-** Using a laptop in my classroom is highly recommended. However, the use of laptops in the classroom is for class-related work only, No games, checking scores, or IM-ing, or even emailing unless it is directly related to the work at hand. Inappropriate laptop use means you have to put it away, period. I will indicate on the schedule when they should be brought to class. You are responsible for the health of your computer. Laptop problems will NOT be an acceptable excuse for a missing assignment, unless you have a note from a significant and widely recognized deity.

**Grading Scale and Grade Point Average**- LUPS has an excellent track record with student performance and they are ranked for university purposes only. Our grading scale is weighted based on the rigorous coursework available to the students. Students at LUPS have the opportunity to take standard, Honors, and Advanced Placement courses. The following scale represents our academic course weighting, and follows the recommendations of the College Board.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Percentage | Semester Grade | College Prep | Honors | AP |
| 97-10 | A+ | 4.00 | 4.50 | 5.00 |
| 93-96 | A+ | 4.00 | 4.50 | 5.00 |
| 90-92 | A- | 3.70 | 4.20 | 4.70 |
| 87-89 | B+ | 3.30 | 3.80 | 4.30 |
| 83-86 | B+ | 3.00 | 3.50 | 4.00 |
| 80-82 | B- | 2.70 | 3.20 | 3.70 |
| 77-79 | C+ | 2.30 | 2.80 | 3.30 |
| 73-76 | C | 2.00 | 2.50 | 3.00 |
| 70-72 | C- | 1.70 | 2.20 | 2.70 |
| 67-69 | D+ | 1.30 | 1.80 | 2.30 |
| 65-66 | D | 1.00 | 1.50 | 2.00 |
| Below 65 | F | 0.00 | 0.00 | 0.00 |

This class is weighted. This means that if you receive a “B” for the quarter, it will be averaged into your GPA as an “A”. However, it will show as a ‘B” on your transcripts.  Although this is a weighted course, Ds and Fs do not qualify for a weighted grade.

**Attendance**- Attendances essential for success in this class. School policy will be followed. If the student is absent, make-up work is your responsibility and completed on his/her own time. Students are required to check the website for in-class assignments when they are absent.  Additional time will not be granted for reading assignments given in advance, or any long-term assignments. The students are expected to be here for the day the test is scheduled. However, if the student knows she/he will be absent, make arrangements to take the test early, otherwise, tests will be taken upon return. Long-term absences will be handled individually by the instructor and the student involved.  If the student is absent the day that a long-term assignment is due; the expectation is that the assignment is turned in regardless if the student is not there.

**Course Material**

**Required Text** (purchase)

Strayer, Robert W. Ways of the World: A Global History with Sources. Boston: Bedford/St. Martin’s. 2014

ISBN 978-0-312-58350-7 (Student Edition) this text contains the text as well as the primary source documents required for the course.

**Supplemental Online, Required Resources**

Companion Site (<http://bcs.bedfordstmartins.com/strayerdocutext1e/>)

Contains online study guide, Chapter Quizzes, Essay Quizzes and Internet Activities, as well as research and writing help. Some activities may need to be completed and emailed to the instructor.

As part of this class, every student will be required to access my Weebly webpage <http://mrbeland.weebly.com/> and obtain the supplemental readings for the appropriate section of this course (AP World). Also, attached to my website are links to Khan Academy and YouTube “Crash Course Video” These videos provide excellent starting points for most discussions in class. Finally, all lecture related PowerPoints and PPT’s on how to write DBQ’s etc are also available on, my website and may be downloaded. The website is up dated on a regular basis, if an article or link is broken or unavailable, please contact me and I will make the information available to you.

**Supplemental Readings May Include the Following:**

Andrea, Alfred J., and James H. Overfield. The Human Record: Sources of Global

History Volume I: To 1700. Boston: Houghton Mifflin,2008. Primary-source reader.

Andrea, Alfred J., and James H. Overfield. The Human Record: Sources of Global

History Volume 2: Since 1500. Boston: Houghton Mifflin, 2008.Primary-source reader.

**Other Readings**

Throughout the year students will be required to read supplemental outside texts and articles, in addition to the regular text and documents.  Students will also be required to access the website site that accompanies the primary text.  Due dates for all additional reading swill be set in conjuncture with text outlines. All readings associated with this course can be found on mrbeland.weebly.com

**Course Expectations**

**Reading Assignments**

You will be assigned reading on a daily basis.  You are responsible for maintaining the reading pace. All reading assignments will be given in advance. In addition, you are expected to annotate and highlight all reading assignments.  Both online and in-class quizzes will be given to make sure that you have an acceptable understanding of the reading.  You are expected to spend approximately 1-2 hours outside of class in preparation for each class period. This preparation is essential for success in this course. If you are struggling with the assigned outside reading please discuss this with the instructor.

**Written Work**

·FRQ- Free Response Questions -This essay requires the students to respond to a prompt using clear organization and a well-developed thesis.  The writers are expected to pull from course and reading information to accurately respond to the prompt.  Essays are well supported, clearly structured and analytically developed.

·DBQ- Document Based Questions- This essay also requires students to respond to a prompt in a clear and concise manner. However, the students are given between nine to twelve documents to group and create a thesis that responds to the prompt.  Essays are clearly organized, use persuasive logic, illustrate authorial point of view, and demonstrate a grasp on higher-level analysis.

Change Over Time Essays- This essay requires students to look at causation, themes in history and historical process. Essays are well supported, clearly structured and analytically developed.

Comparative Essays- This essay requires students to analyze global processes and historical themes in different groups and regions. Essays are well supported, clearly structured and analytically developed.

**Academic Integrity**

Academic integrity is taken extremely seriously in this classroom.  Any offences will result in a zero on the assignment and or test and could possibly yield a drop from the course.  Plagiarism is not tolerated.

**Oral Participation**

A major portion of the class is based on discussion; therefore, as a student you are responsible for participating. Students will be graded on their participation.  This comprises of your preparedness, comments, and willingness to learn. In addition, several assignments will be assessed orally; you will present your findings instead of writing them.  Please be prepared to participate each and every day.

**Tests and Quizzes**

Each Monday you will have a vocab quiz associated with the week’s course materials and required vocab. All vocab lists are found on the Weebly website.

Each Friday there will be test associated with the week’s studies

Periodically, the Friday test will be replaced with “timed write” either a DBQ, CCOT, or a Compare and Contrast essay question.

**Exams**

Exams are rigorous because they are intended to challenge students at the AP Exam level.  Moreover, they are designed to give students frequent experience with the types of multiple-choice questions, free-response questions and document-based questions that appear on the AP World History Exam. Frequent exams also ensure that students read the textbook and supplementary readings, consistently check for understanding, and take copious notes that are thorough and well organized.  Students will be assessed periodically throughout the semesters.  Exams comprise of essay questions and multiple choice. Students will have a final exam at the end of semester one and a Mock Exam during fourth quarter.  The Mock Exam serves as your final for the course.

**Attendance**

Attendance is essential for success in this class. School policy will be followed. If the student is absent, make-up work is your responsibility and completed on his/her own time. Students are required to check the website for in-class assignments when they are absent.  Additional time will not be granted for reading assignments given in advance, or any long-term assignments. The students are expected to be here for the day the test is scheduled. However, if the student knows she/he will be absent, make arrangements to take the test early, otherwise, tests will be taken upon return. Long-term absences will be handled individually by the instructor and the student involved.  If the student is absent the day that a long-term assignment is due; the expectation is that the assignment is turned in regardless if the student is not there.

**The AP Exam**

One of the end goals of the course is the Advanced Placement Exam, which is given in early May. Final grades are reported on a five point scale, with the top grades 3, 4, and 5 often (but not always) honored by colleges either for creditor for recommendation to upper level course load, or both.

**The Three-hour AP Exam consists of:**

1. 60 multiple-choice questions. Some are knowledge based; others require interpretation, analysis, synthesis and evaluation.

2. One Change Over Time Essay (COT). The change over time essay usually focuses on causation. Students are expected to demonstrate their understanding of overarching historical process – the how and why of changes in trading patterns, technological developments, or cultural institutions between major time periods.

3. Documents Based Question (DBQ). Integration of knowledge previously acquired with information provided in the documents.

4.  One Comparative Essay (CE).  The Comparative Essay requires a comparison and/or contrast between at least two groups or regions in an analytical evaluation that relates to the AP World History themes.

**Units of Study: Essential Objectives**

**Five Eras of Study**

• Foundations, circa 8000 BCE –600 BCE

* 600BCE – 600 CE
* 600 – 1450
* 1450 – 1750
* 1750 – 1914
* 1914 – the present

**The units below follow the text and vary slightly from the AP areas of study.**

**Unit I: Early Societies 8000 BCE – 500 BCE**

* Evolution of Man
* Early Society structures
* Formation of Complex Societies
* Mesopotamia
* Indo-European Migration
* Early African Societies
* Harappan and early Indian Societies
* Early Chinese Societies
* Early Societies in Mesoamerica and Oceana

**Unit II: Formation of Classical Societies 500 BCE –500 CE**

* Rise and Fall of the Persian Empire
* Unification of China
* Development of India
* Empires of the Mediterranean (Greece and Rome)
* Africa and the Mesoamerica

**Unit III: Postclassical Era 500 – 1450 CE**

* Byzantine Empire
* Expansion of Islam
* Imperial China and the Establishment of Buddhism
* Islamic and Hindu Kingdoms in India
* Foundations of Christianity in Western Europe
* Turkish and Mongol Migration
* African Migration and impact of religion
* Western Europe during the High Middle Ages
* Bubonic Plague
* Exploration and Colonization

Part IV: Global Interdependence 1450 – 1750 CE

* Technology of Exploration
* Colombian Exchange
* Origins of Global Trade
* Protestant Reformation
* Formation of European Nation States
* Scientific Revolution and the Enlightenment
* European Conquests of the Americas and the Pacific
* States of Africa
* Atlantic Slave Trade
* African Diaspora
* Quest for Stability in China
* Unification of Japan
* Empires of Islam

Part V: Age of Revolution: 1750 – 1914 CE

* Influence of Revolution (America, France, Haiti, Latin America)
* Nationalism in Europe
* Global effects of Industrialization
* Expansion of the United States
* Decline of the Ottoman Empire
* Unrest in Russia
* China and the Opium War
* Imperialism and its Legacy

Part VI: Globalism in the Twenty and Twenty-first Centuries 1914 – Present

* WWI
* Russian Revolution
* Postwar Realities
* Global Depression
* Communism in Russia
* Emergence of Fascism
* Imperial Japan
* Colonialism in Africa
* WWII
* Formation of the Bipolar World
* Communism in China
* Collapse of the Soviet Union and the End of the Cold War
* Independence in India
* Decolonization of Africa
* Globalism in the Twenty-First Century

**Calendar**

**Semester 1**

**Introduction to AP World History**

**What is AP World History?**

* Discussion of summer reading, “Why Study History” by Peter N. Stearns
* Looking at bias through maps
* Issue with “civilization” and “culture”
* How to write a thesis statement
* Document Analysis
* DBQ PowerPoint – How to Write a DBQ
* Baseline DBQ - Analyze the main components of 3 different cultures’ creation myths.

**Unit I – Foundations 8000 BCE – 500 BCE**

* Strayer, Robert W.  Ways of the World: A  **Chapters 1 – 3**

**Key Concepts:**

* Big Geography and the Peopling of the Earth
* The Neolithic Revolution and Early Agricultural Societies
* The Development and Interactions of Early agricultural, Pastoral and Urban Societies

Assignments/Activities

* Neolithic Revolution CCOT Chart
* Silk Road Map Activity

**Questions for Discussion**

* What is a civilization?
* How did hunter-gathering societies evolve into agricultural societies?
* What Common characteristics and distinctions were possessed by early societies in South Asia, East Asia, the Americas, and Oceania?
* How do different ancient regions of the world solve economic problems?
* How do different ancient regions of the world establish order?
* What role does geography play in solving economic problems and establishing political order?
* **Essay**:
* Change and Continuity Over Time CCOT – Evaluate the extent to which a society’s successful adaptation to its environment allowed it to prosper over time, and its unsuccessful adaptations contributed to its demise.  Use two early urban-based societies as examples.
* How to Write a CCOT- PPT and Lecture with shaping sheet exercises, inclusive of timeline creation as an assist.

**Activities**

* Students will research and complete religions charts covering major world religions for comparison and contrast
* Students will map the changes and continuities in long-distance trade networks in the Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea-lanes.
* Students will create and label world map showing course civilization growth and expansion
* Classical Empires Project- students will chart evolution of classical empires and create annotated bibliography on both MLA and Chicago styles. Students will present findings. Students will review and sign the plagiarism contract.
* Students will undertake at least three field trips around the island to view and engage in exploration of various archeological and cultural site including (Trip #1) the remains of Fort Amsterdam, Fort William, and the Spanish Fort. (Trip #2) The Plantation Tour, The Vineyard, Salt Factory Ruins, the Belvedere Plantation, and Union Farm. (Trip #3) Ebenezer Plantation, Mary’s Fancy, Emilio Wilson’s Estate and the Cul-de-Sac Graveyard.

**Reading/Assignments**:

* Selected readings from, The Human Record Volume 1:  Sources of Global History: To 1700
* Selected readings from, Strayer, Robert W.  Ways of the World: A
* Global History with Sources. Boston: Bedford/ St. Martin’s. 2010
* Video: Jared Diamond’s “Guns, Germs and Steel” (episode 1)
* Christian, David. *This Fleeting World: A Short History of Humanity*. Great Barrington, Mass.: Berkshire Pub., 2008. Print.
* **Hunter Gather: Noble or Savage**
* Diamond, Jared M. "Farmer Power." Guns, Germs and Steel: A Short History of Everybody in the Last 13,000 Years

**Unit 2 – Classical Societies 500 BCE – 500 CE**

**Strayer Chapters 4-7**

**Key Concepts**

* The Development and Codification of  Religious and Cultural Traditions
* The Development of States and Empires
* Emergence of Trans regional Networks of Communication and Exchange

**Questions for Discussion**

* How did religion in classical society differ from ancient kingdoms?
* What roles did the Han & Chin dynasties play in the unification of China?
* How did religion and government combine to unite Classical India?
* What criteria were used in different classical civilizations to create social distinctions?
* What comparisons can you make between Hammurabi’s Code and Roman law?
* Compare the basic features and locations of major belief systems prior to 600 C.E.
* What moved along the Silk Road besides trade goods?
* Why did the fall of Roman Empire have a more dramatic impact on the western world than the decline of Han Empire on the eastern world?

**Essays:**

* Comparison Essay - Compare the significant structures and beliefs of two (or three) of the major religious and philosophical systems.  Explain to whom these ideas would appeal and why.
* DBQ – Buddhism in China (2004)

**Activities**

* Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires [CR9]
* Students will map the changes and continuities in long-distance trade networks in the
* Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean
* sea lanes, and Mediterranean sea lanes

**Reading/Assignments:**

* Selected readings from, The Human Record Volume 1:  Sources of Global History: To 1700
* Selected readings from, Strayer, Robert W.  Ways of the World: A
* Global History with Sources. Boston: Bedford/St. Martin’s. 2011
* Hammurabi’s Code
* The Epic of Gilgamesh
* Ancient History Sourcebook: Hymn to the Nile, c. 2100 BCE (Internet History Sourcebooks) Chinese Cultural Studies: Sima Qian Ssuma Ch'ien: The Legalist Polices of the Qin, Selections from The Records of the Grand Historian
* The Internet Classics Archive | The Deeds of the Divine Augustus by Augustus (The Internet Classics Archive | The Deeds of the Divine Augustus by Augustus)
* Video: Jared Diamond’s “Guns, Germs and Steel” (episode 2)

**Unit III – Post-Classical Societies 500 CE – 1500 CE**

**Strayer Chapters 8 – 13**

**Key Concepts**

* Expansion and Intensification of Communication and Exchange Networks
* Continuity and Innovation of State Forms and Their Interactions
* Increased Economic Productive capacity and its Consequences

**Questions for Discussion:**

* How was Islam so immediately successful?
* How does the Middle East advance knowledge and contain the wisdom of the ancient world?
* What role does trade play in the spreading of religion?
* How did East African migrations during this time period impact population growth and political organization?
* How did the spread of Islam impact the two major regions of Africa?
* How successful were Christianity & Islam as they competed for converts?
* How does the theocracy of the Aztecs & Incas compare with Islam?
* Why did initial European exploration result in increased curiosity while east Asian exploration at about the same time resulted in apathy about the outside world?
* What role did the spread of disease play in the continued belief in religion, the movements of peoples, urbanization, depopulation and population recovery, and the coming of the modern world?

**Essay:**

* Comparison - Compare the methods with which Christianity (western or eastern), Islam, Hinduism, and Buddhism were spread into new areas in the post-classical era.
* Comparison - Compare the Aztec and Incan empires in terms of their political structures, their economies, and their cultural achievements.
* Change over time – To what extent did the Mongol invasions and Khanates alter the fabric of Eurasian societies and to what extent were their influences temporary in the lands that they conquered or in Eurasia in general? (Pick two Khanates.)

**Activities**

* Students will evaluate and chart the causes and consequences of the spread of Islamic empires
* Students will compare the Polynesian and Viking migrations through map and flow chart creation.
* Students will map and label known world of post-classical societies.

**Readings/Assignments**:

* Selected Readings from, The Human Record Volume I:  Sources of Global History:  To 1700
* Selected readings from, Strayer, Robert W.  Ways of the World: A
* Global History with Sources. Boston:Bedford/St. Martin’s. 2011
* Civilizations Comparison Chart
* "VIKINGS." *VIKINGS*. Web. 24 Sept. 2014.
* "Te Ara Encyclopedia of New Zealand." *1. The World's First Seafarers – Pacific Migrations –*. Web. 24 Sept. 2014.
* Europe VS Japan Feudalism Comparative Analysis
* The Silk Road (The Silk Road) <http://www.ess.uci.edu/~oliver/silk.html>
* Civilization and Gender
* Niane, Djibril Tamsir. *Sundiata: An Epic of Old Mali*. Harlow: Longman, 1994. Print (Excerpt)
* Shaffer, Lynda. "Southernization." Print.
* Comparing Japanese and European Feudalism (Excerpt from World History Book 1)

**UnitIV – Early Modern World 1450– 1750**

**Strayer Chapters 14 – 16**

**Key Concepts**

* Globalizing Networks of Communication and Exchange
* New Forms of Social Organization and Modes of Production
* State Consolidation and Imperial Expansion

**Questions for Discussion**

* What new forms of government evolved in Europe?
* How does the slave trade change Africa?
* What motivates the unification of Japan?
* What economic and social changes occur in China at this time?

**Activities**

* **Students will evaluate and chart the causes and consequences of European maritime expansion including the development of armed trade using guns and cannons**
* **Each student will apply techniques used by art historians to examine visual displays of power in one of the land or sea based empires that developed in this time period. Students will engage in an art history project that explores and examines European power and expansion from 1450-1700. They will write an accompanying lecture for an image rich PowerPoint presentation.**

**Essay:**

* Comparison– Compare the degree of control the Europeans exerted over two of the following areas in this era: Latin America, sub-Saharan Africa, Qing china, or Tokugawa Japan
* Changeover time – Discuss the political, economic and cultural impact of the spread of Islam, ca. 1000 – 1750.

**Readings/Assignments:**

* Selected Readings from, The Human Record Volume II:  Sources of Global History:  Since 1500
* Selected readings from, Strayer ,Robert W.  Ways of the   World: A   Global History with Sources. Boston: Bedford/St. Martin’s. 2011
* Video: Jared Diamond’s “Guns, Germs and Steel” (episode 3)
* "Academy Resource Center." *Academy of Art University: Compare/Contrast Art History Essay*. Web. 24 Sept. 2014.
* Sublimus Dei (Sublimus Dei) <http://www.papalencyclicals.net/Paul03/p3subli.htm>
* UNIT 15: Early Global Commodities (Bridging World History: Unit 15: Early Global Commodities) [http://www.learner.org/courses/worldhistory/unit\_main\_15.html?pop=yes&pid=2158#](http://www.learner.org/courses/worldhistory/unit_main_15.html?pop=yes&pid=2158)
* Landes, David S. "Bittersweet Isles." *The Wealth and Poverty of Nations: Why Some Are so Rich and Some so Poor*. New York: W.W. Norton, 1998. Print
* Pomeranz, Kenneth, and Steven Topik. "Sweet Revolutions." *The World That Trade Created: Society, Culture, and the World Economy, 1400-the Present*. Armonk, N.Y.: M.E. Sharpe, 1999. Print.
* Luther’s95 Thesis
* Slave Codes – Virginia
* Civilizations Comparison Chart

**Unit V – Modern 1750 CE – 1914 CE**

**Strayer Chapters 17 – 20**

**Key Concepts**

* Industrialization and Global Capitalism
* Imperialism and Nation-State Formation
* Nationalism ,Revolution and Reform
* Global Migration

**Questions for Discussion**

* How does Enlightenment redefine the relationship between humanity and government?
* What’s the relationship between popular sovereignty & political upheaval?
* Under what circumstances does revolution occur?
* Which revolutions had the greater impact upon the western world?
* What patterns for industrialization exist?
* What is the relationship between capitalism, imperialism, mercantilism, the agricultural revolution, and the industrial revolution?
* How does the American Revolution in North America differ from other revolutions in North and South America?
* Why does North America become economically independent while South America becomes economically dependent?
* How was the Ottoman Empire able to maintain an image of strength while deteriorating economically, politically, and militarily?
* Why was Japan the only Asian nation to modernize itself at this time?
* How do the European Imperialistic powers justify their practice

**Essays**

* Comparative Essay– Compare the native reaction to foreign domination in the Ottoman Empire, China, India and Japan
* DBQ– Arguments for and against women’s suffrage
* DBQ– Compare the causes of any two revolutions, arranged by social class.

**Activities**

* Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period.
* Students will analyze tables showing increased urbanization in various parts of the world to consider connections between urbanization and industrialization.

**Readings/Assignments**

* Selected Readings from, The Human Record Volume II:  Sources of Global History:  Since 1500
* Selected readings from, Strayer, Robert W.  Ways of the World: A Global History with Sources. Boston: Bedford/St.Martin’s. 2011
* "Oxford Art Online." *Benezit: Subject Guide in*. Web. 24 Sept. 2014.
* "HarpWeek: Explore History." *HarpWeek: Explore History*. Web. 24 Sept. 2014.
* Ames, Winslow. "Early 19th Century." *Encyclopedia Britannica Online*. Encyclopedia Britannica. Web. 24 Sept. 2014.
* Communist Manifesto
* Declaration of Independence
* Declaration of the Rights of Man
* Simon Bolivar's Jamaica Letter
* The Haitian Revolution
* "Internet History Sourcebooks." *Internet History Sourcebooks, Modern History Sourcebook: Friederich Engels: Industrial Manchester, 1844*. Web. 24 Sept. 2014
* White Man’s Burden – Kipling
* The Boxer rebellion – Fei Ch’i-hao
* Civilizations comparative chart
* Scored Discussion – Revolutionary Causes

**Final Exam – Semester One**

**Semester 2**

**Unit VI  - Global Fragmentation and Realignment 1914 CE – Present**

**Strayer Chapters 21 – 24**

**Key Terms**

* **Science and the Environment**
* **Global Conflicts and their Consequences**
* **New Conceptualizations of Global Economy, Society and Culture**

**Questions for Discussion**

* What is the difference between positive and negative nationalism?
* What new technologies lead powers into new conflicts?
* How were the 1920s a worldwide economic and psychological depression?
* How was democracy questioned after WWI?
* How was the 20th century a new Scientific Revolution?
* How do Africa and Asia break away from their colonial harnesses?
* To what extent should WWI and WWII be thought of as one war?
* How did the Cold War impact the Third World?

**Essays**:

* DBQ– Muslim Leadership in the 20th Century (2005)
* Change Over Time – Evaluate the creation of national identities after 1914 In the middle east, southeast Asia, or sub-Saharan Africa

**Activities**

* Students trace the development of one form of popular culture in the 20th century and present a graphic or visual display of their research to the class
* Students debate the benefits and negative consequences of the rapid advances in science during the 20th and early 21st centuries
* Students trace the development of one form of popular culture in the 20th century and present a graphic/visual display of their research to the class

**Readings/Assignments:**

* Selected Readings from, The Human Record Volume II:  Sources of Global History:  Since 1500
* Selected readings from, Strayer,Robert W.  Ways of the World:A   Global History with Sources. Boston: Bedford /St.Martin’s. 2011
* "Modern History Sourcebook: Treaty of Versailles, Jun 28, 1919." *Modern History Sourcebook: Treaty of Versailles, Jun 28, 1919*. Web. 24 Sept. 2014.
* Chang, Iris. *The Rape of Nanking: The Forgotten Holocaust of World War II*. New York, NY: Basic, 1997. Print
* "Modern History Sourcebook: John Maynard Keynes: The Economic Consequences of the Peace, 1920." *Modern History Sourcebook: Keynes: Economic Consequence, 1920*. Web. 24 Sept. 2014.
* Eye Witness to Genocide in Armenia
* United Nations Charter
* NATO Treaty
* Pan Africa Manifesto
* Weapon Test Ban Treaty
* Civilizations Comparison chart
* UN Security Council Case Study Analysis

**Independent Research Project:**

Every student is required to undertake a presentation of information stemming from historical research.  This presentation will be no longer than 10 minutes and will cover a topic of students’ choice from Post-Classical Societies to 1914.  Each presentation will occur during the coverage of the unit selected. Fundamentally, every student will teach a lesson to their peers providing historical background and implications upon the modern world.  Research time will be on own outside of school.  Due date for each student will depend on selection of topic and dialog with instructor.  Topic selection will occur within the first two weeks of school.