Course Description: (From the College Board)
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. (The focus is the world, not just Western history.) This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skill in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

Grading Policies

**Benchmarks:** 30%
**Tests:** 25%
- Multiple Choice
- Essays
- Debates
**Quizzes:** 20%
- Vocabulary
- Document Analysis
- Projects
**Assignments:** 15%
- Outside Reading
- Group Assignments
**Performance Exam:** 10%

Student Materials

- Notebook
- Paper
- USB Thumb drive
- Reliable Access to email
- Earbuds (Headphones)

Textbook

*Traditions and Encounters* by Jerry Bentley, Herbert Zeigler

Supplemental Texts

*The Human Record Vols. I and II* by Alfred Andrea, James Overfield

*Taking Sides Vols. I and II* by Joseph R. Mitchell, Helen Russ
Interpretive Essays covering major issues in history
Outside Reading (Summer/Throughout the Year)

Non Fiction Book

*Guns, Germs and Steel: The fates of Human Societies*  By Jared Diamond

Students will analyze Diamond’s thesis on European dominance in the modern age, while incorporating understanding of events in history; through pre-history to modern times

Review Guide

*Cracking the AP Exam; Princeton Review (Most current edition)*

This will used after Spring Break for review. It contains 2 complete exams, along with a complete course content summary

There will be a blog/wiki set up for AP World History over the summer and the year to log on and discuss the books you have chosen. Questions and topics will be added throughout the year to help students stay on track with their reading.

Themes
Students and teachers should focus on five overarching themes which serve throughout the course as
unifying threads, helping students to put what is particular about each period or society into a larger
framework. The themes also provide ways to make comparisons over time and facilitate cross-period
questions. Each theme should receive approximately equal attention over the course of the year.

1. Interaction between humans and the environment
   - Demography and Disease
   - Migration
   - Patterns of Settlement
   - Technology

2. Development and interactions of cultures
   - Religion
   - Belief systems, philosophies, and ideologies
   - Science and Technology
   - The arts and architecture

   - 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.
   - Agriculture 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

Habits of Mind: (From the College Board)
The AP World History course addresses habits of mind in two categories: (1) those addressed by
any rigorous history course, and (2) those addressed by an AP world history course.

Four Habits of mind are in the first category:
   - Constructing and evaluating arguments; using evidence to make plausible arguments
   - Using documents and other primary data: developing the skills necessary to analyze point of view
   and context, and to understand and interpret information.
   - Assessing continuity and change over time and over different world regions.
   - Understanding diversity of interpretations through analysis of context, point of view, and frame of
   reference.

Five habits of mind are in the second category:
   - Seeing global patterns and processes over time and space while connecting local developments to
global ones.
   - Comparing within and among societies, including comparing societies’ reactions to global
   processes.
   - Considering human commonalities and differences.
   - Exploring claims of universal standards in relation to culturally diverse ideas.
   - Exploring the persistent relevance of world history to contemporary developments.
What to expect from an AP Student:

- BE ON TIME!!!!
- Always come to class prepared
- Bring your notebook
- A lot of work
- Integrity, honor, and character
- No food or drink
- All school policies and rules apply
- NO Free days

Student Expectations
This class is planned and taught on the level of a college class. The expectations are naturally high. With these high expectations, you will be rewarded with the experience of being challenged on the college level. Each student will be expected to read on their own, come to class prepared to be an active participant.

Expectations Per Unit
Each unit or section that is taught throughout the year will cover the five broad units that are listed in the thematic outline attached. These units are divided along time periods along with the major theme that explains the main events of the era. Students should expect to have a weekly plan that will include reading each night. This reading can include sections of the text, or portions of the supplemental text; The Human Record. This will also be supplemented with outside articles and novels that will help students gain a deeper understanding of content through the analysis of perspectives from the past. Along with the readings for each unit, students will be expected to perform an essay that conveys understanding of the unit’s content. These essays will also be used as practice for the AP Exam’s Free Response section. The skills to master these essays, the Document Based Question, the Change over time, and Comparative essays, are rather extensive, so students can expect to be asked to complete one of the three types of essays every one to two weeks, along with each unit test.

The Exam
Every part of the AP World History Exam assesses habits of mind as well as content. For example, in the multiple-choice section, maps, graphs, artwork, and quotations may be used to judge students’ ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation, making comparisons among societies, drawing generalizations, and understanding historical context. In Part A of the essay section of the exam, the document-based question (DBQ) focuses on assessing students’ ability of construct arguments, use primary documents, analyze point of view and context, and understand global context. The remaining essay questions in Parts B and C focus on global patterns over time and space with emphasis on processes of continuity and change (Part B) and on comparisons within and among societies (Part C)

AP WORLD HISTORY EXAM: MAY 17TH!!!

I hereby understand that there are unique expectations for AP World History and that by signing I understand and agree to uphold these expectations:

Student Signature: ________________________________

Parent Signature: ________________________________
Here is a Calendar that will be used for the 2011-2012 School Year. These dates are flexible and events may be adjusted due to unforeseen events.

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<thead>
<tr>
<th>Monday 8-8</th>
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<th>Wednesday 8-10</th>
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<tbody>
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<td>Pgs. 17-23</td>
<td>Pgs. 31-43</td>
<td>Pgs. 43-57</td>
<td>DBQ Introduction</td>
<td>Human Record Intro. Old World Encounters Quiz Ch. 1</td>
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<td>AP Exam Intro Multiple Choice</td>
<td>AP Exam Intro COT –Chart</td>
<td>AP Exam Intro CC-Chart</td>
<td>SOAPStone, Language Migration Map</td>
<td>Human Record 8-17</td>
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</table>

**8-15**
- Introduce Human Record REVIEW
- Pgs. 14-48 (Earth and its Peoples)
- Ch. 1 - 3 39-83 (Traditions & Encounters)
- Terms/Map/Key Understandings
- 8-16 Unit I Terms Quiz SW Asia Early Religions
- Pgs 74-83, 99 (Earth and its Peoples)
- Pgs 46-48, 173-177 (Traditions and Encounters)
- 8-17 Ch. 4 Aryan and Classical Civilizations in India (Traditions and Encounters)
- Pg. 29-34/152-162 (Earth and Its Peoples)
- 8-18 Human Record pg 41-46, 24-28, 63-67
- Religious Comparison
- 8-19 COT Essay Ch. 5 & 8 (Traditions and Encounters)
- Pg. 38-46/139-145 (Earth and its Peoples)

**Monday 8-22**
- Ch. 5 and 8 China Beginnings
- Chinese Invention Sheet, Analysis
- Shang, Qin, Zhou Power Point
- Artifact Internet Analysis
- American/Oceania Beginnings

**Tuesday 8-23**
- Chinese Invention Sheet, Analysis
- Discussion Question
- Roman Notes/Map
- American Classical Civilization

**Wednesday 8-24**
- 8-31 Ch. 10 Greek Notes Marathon Story Article Roman Comparison
- 9-1 Ch. 6 (Traditions and Encounters)
- Ch. 2/11 (Earth and its Peoples)
- American Classical Civilization

**Thursday 8-25**
- Essay
- American/Oceania Beginnings
- Half Day

**Friday 8-26**
- Essay
- American/Oceania Beginnings

**9-6**
- Ch. 12 Trade Routes/Unit I/II Review
- 9-7 Unit I/II Review
- 9-8 Unit I/II Test
- 9-9 Ch. 13 Terms/Map

**9-12**
- Unit III Periodization Ch. 13 (Traditions and Encounters)
- Pgs.Ch. 9: 219-223 (Earth and its Peoples)
- Terms: “Rome Never Fell” Debate Article/Paper
- Byzantine Notes
- 9-14 Pgs. 345-352 (Traditions and Encounters)
- Ch. 8 pgs. 197-202 (Earth and its Peoples)
- Islamic Beginnings Guided Reading
- Questions
- Qur’an Readings/Grouping

**9-13**
- Byzantine Notes
- 9-14 Pgs. 345-352 (Traditions and Encounters)
- Ch. 8 (Earth and its Peoples)
- Islamic Beginnings Guided Reading
- Questions
- Qur’an Readings/Grouping

**9-15**
- Ch. 14 (Traditions and Encounters)
- Ch. 8 (Earth and its Peoples)
- Questions
- Qur’an Readings/Grouping

**9-16**
- Outline
- Pgs 353-358 (Traditions and Encounters)
- Ch. 8 pgs. 203-208 (Earth and its Peoples)
- Map Activity

**9-26**
- Trade Routes Review Causes of the Middle Ages Terms
- East Asian Test
- Periodization in Medieval Europe Traditions and Encounters Ch. 17
- Earth and its Peoples Ch. 10

**9-27**
- East Asian Test
- Periodization in Medieval Europe Traditions and Encounters Ch. 17
- Earth and its Peoples Ch. 10

**9-28**
- Feudalism/Manorialism Feudalism Pyramid-Japanese comparison

**9-29**
- Contact with Eastern Hemisphere, Trade, conquest, Crusades, Traditions and Encounters Ch. 20
- Earth and its Peoples Ch. 15

**9-30**
- 9-30 (5” Only)
- Middle Ages DBQ
- High Middle Ages
- Society
- T&E Ch. 20/EnP Ch. 15
- Discussion Questions
| Role of Church | Monday 9-27  
Ch. 15, 16, 18  
Read pgs 375-395  
Bentley  
Complete Indian  
Ocean Map | Tuesday 9-28  
Read pgs 395-400, 405-418  
Bentley  
Dunhuang Cave  
documents | Wednesday 9-29  
Ch. 3  
pgs. 67-89  
Old World  
Encounters Quiz  
Dynasty, empire Chart | Thursday 9-30  
Read pgs. 492-496, 499-500  
DBQ | Friday 10-1  
Review Terms |
|---|---|---|---|---|---|
| Monday 10-4  
Human Record  
Readings/Review | Tuesday 10-5  
Mid Term Exam | Wednesday 10-6  
Finish Ch. 3 In Old World  
Encounters | Thursday 10-7  
Read pgs. 462-468  
Notes Over East African  
States | No School | |
| No School | 10-11  
High Middle Ages  
Power Point /Map | 10-13  
Vocab/Id. Quiz  
Human Record  
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Korean Beginnings | |
| 10-17  
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Mongol Empire Map | 10-18  
Document Analysis  
Mongol Impact | 10-19  
Research Genghis Khan  
Trial | 10-20  
Research Genghis Khan  
Trial | 10-21  
Begin Genghis Khan  
Trial  
Prosecution Witnesses | 10-24  
Finish Genghis Khan  
Trial  
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American Kingdoms  
Map/Terms  
(T&E Ch. 21) (P&E Ch. 12) | 10-25  
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Computer Work | 10-26  
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Migrations/Kingdoms  
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PostClassical World  
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Pgs 484-504/539-549  
Mongol/Turks Impact | Tuesday 11-1  
North American  
Kingdoms Chart  
Pg. 550-561 | Wednesday 11-2  
South American/Oceanic  
Kingdoms Chart/Comparison Map  
Review | Thursday 11-3  
PERSIA Review | Friday 11-4  
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Assessment | |
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Pg. 565-576  
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Exploration Beginnings  
Europe/China  
Chart/Comparison Map | Thursday 11-10  
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Ch. 5  
Review Question | Friday 11-11  
Pg. 598-608  
World Regional Review | |
| Monday 11-14  
Exploration Notes | Tuesday 11-15  
Joint Stock  
Companies  
Human Record pgs 418-425, 453-464  
Computer Work BEIC,  
VOC | Wednesday 11-16  
Europe in America  
Pg 665-676  
DBQ | Thursday 11-17  
Europe in America/Africa  
Pg. 676-686  
Map/Timeline | Friday 11-18  
Exploration Review  
Pgs. 695-718  
Quick Quiz | |
| Monday 11-28  
Religion in America  
Ch. 25, 26  
Our Lady of  
Guadalupe, African  
Spirituality  
Primary Readings | Tuesday 11-29  
Ming/Qing China  
Pgs. 723-731  
Terms  
Zheng He  
Documents/Artifacts | Wednesday 11-30  
China Continued  
Pgs. 731-738  
Discussion Question | Thursday 12-1  
Japanese Culture,  
Tokugawa  
Pg. 738-749  
Human Record Vol. 2  
pgs. 72-74  
Map/Timeline | Friday 12-2  
Japan Continued  
Human Record Vol 2  
Pgs. 86-92  
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Comparison  
Summary | Tuesday 12-6  
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Assessment | Wednesday 12-7  
Period Review,  
PERSIA | Thursday 12-8  
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Semester Exam-Full  
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5th, 6th Exam | |
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<td>Scientific Revolution and Enlightenment</td>
<td>Pg 631-637</td>
<td>Pg. 738, 739, 744, 745 Slide Show</td>
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<td>Reasons for Break, New Time Period</td>
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<td>Impact of Revolutions Human Record</td>
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<td>Create Your Own DBQ Assignment</td>
<td>DBQ Assignment Create Rubric</td>
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<td>Comparison of Revolutions, Timeline</td>
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<td>Factors of Industrialization Chart</td>
<td>Documents pgs 825-842/Human Record Create Power Point</td>
<td>Power Point Presentation</td>
<td>Gender Issues in IR 'Taking Sides' Chapter Analysis</td>
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<td>Causes Outline Human Record Trench Warfare Analysis 'Gallipoli' Clip</td>
<td>Events of War, Timeline</td>
<td>Impact of War-Documents, Question</td>
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<td>Computer Work-21 Demands, Treaty of Versailles, Middle East Mandates Analysis</td>
<td>Mid Term Review</td>
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<td>Pg. 963-963 Russian Revolution Impact Romanov Family Album Power Point</td>
<td>Lenin Documents-Human Record</td>
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<td>Quick Quiz Ch. 35/36 WWI Causes Pg. 1031-1037</td>
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<td>Analyze Beginnings of Next War Cold War Map/Terms</td>
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<td>Pg 1076-1090 Causes Reasons for End of Cold War</td>
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</table>

The following is an approximate layout of dates and assignments for the units in AP World history. The end of each unit may vary from 2-3 days forward or backward. Tests and other assignments will be taken up on the last date listed below.
Period I – Technological and Environmental Transformations to 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 Discussion
- Neolithic Revolution
- Basic features of early civilizations: Mesopotamia, Egypt, Kush, Indus, Shang; Mesoamerican and Andean
- How does a civilization interact with its environment?

Time Period: Two Weeks

Sources
- Textbook Chapters 1-3
- Maps in Textbook page 70

Supplemental Readings or Reader (From Human Record):
  - The Epic of Gilgamesh
  - The Judgments of Hammurabi

Alternate Readings (such as but not limited to):
  - The Urban Revolution: Origins of Patriarchy (Gerda Lerner from Reilly)
  - Tables on population growth in Maps of Time.
  - David Christian, Maps of Time, Ch. 8, on origins of agriculture.
  - Jared Diamond, Guns, Germs, and Steel, Ch. 6

Selected Activities/Assessments
- Writing Workshop (Thesis statements and essay development)
  - Theme 1 – Students will develop a chart listing for each of the river valley civilizations: the location, food sources, social roles, political structure and changes humans made to the environment to suit their needs. (Skill: Contextualization and Comparison)
  - Theme 2 – Compare and Contrast the Political and social structures of any two of the following ancient civilizations: Mesopotamia, Egypt, Kush-Meroe, Indus Valley, Shang China, Mesoamerica (Olmec, Mayan) Andean South America. (Skill: Contextualization and Comparison)
- Students will read the chapters from Christian and Diamond and discuss the historians’ interpretations of the origins of agriculture.
  - Theme 1 – Compare and contrast the two Neolithic representations and describe their possible purpose. (Skill: Comparison and Contextualization)
- Activity: using the textbook and the internet, students will explore how the findings of archeologists have contributed to our knowledge of one of the following cultures: Harappan, Shang, or Mesopotamia. (Skill: Historical Interpretation and Synthesis)

Period 2 – Organization and reorganization of Human Societies, 600 B.C.E. to 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 Discussion
- Major Belief systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism; polytheism and shamanism
- Classical civilizations: Greece, Rome, China and India including migrations of the Huns, Germanic tribes
- Interregional networks by 600 CE and spread of belief systems
- Silk Road trade networks, Chinese model and urbanizations

**Time Period:** 3 Weeks

**Sources**
- Textbook Chapters 4-9
- Maps p. 122, 137, 146

**Supplemental Readings or Reader (From Human Record):**
- The Gospel of Matthew and Saint Paul, epistle to the Romans
- Excerpts from The Quran
- Excerpts from The Four Noble Truths

**Additional Readings:**
- The Challenge to the Urban Order
- The Imperial Capital – Rome 50BC-AD100: The Tradition of Public Works” from Cities in Civilization by Sir Peter Hall
- Greek and Indian Civilization: by William H. McNeill (Reilly)
- China and Rome Compared by S.A.M. Adshead (Reilly)
- Women in the Classical Era by Sarah Shaver Hughes and Brady Hughes (Reilly)
- Lessons for Women by Ban Zhao (Reilly)
- Fayum Portraits (Reilly)

**Selected Activities/Assessments**
- Map Answer: refer to the map on p. 146 in your text and show the major regions, cities, and trading centers of the Roman Empire. Include the various peoples incorporated into the empire. (*Skill: Historical Interpretation and Synthesis*)
- Short Answer: What was the condition of Indian women during the Gupta Empire? What important factors affected women’s lives? (*Skill: Historical Arguments from Historical Evidence*)
- Short Answer: Analyze the Fayum portraits to consider their purpose and social context. (*Skill: Contextualization and Comparison*)
- Essay: Compare and Contrast the development and beliefs of any two religions (*Skill: Contextualization and Comparison*)
- Short Answer: Discuss the effects of polytheism and the lack of unification in India prior to Ashoka. (*Skill: Historical Arguments from Historical Evidence*)

**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 of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

**Topics for Discussion**
- The Islamic World, the Crusades and Schism in Christianity European and Japanese feudalism
- Mongols across Eurasia and urban destruction in SW Asia, Black Death
  - Bantu and Polynesian migrations
- Great Zimbabwe and Mayan empires and urbanizations
  - Aztec and Incan empires and urbanization
- Ming Treasure Ships and Indian Ocean trade (Swahili Coast)
Time Period: Six weeks

Sources
• Textbook Chapters 10-16
• Maps (in text)

Supplemental Readings or Reader (such as but not limited to):
Suétónius
The Popul Vuh
Mayan Creation Story, written in Latin during the 16th century, based on Mayan codices
The Lives of Caesar
Daniel Defoe, A Journal of the Plague Year
USA Today, “Experts predict next plague will come from animals” and “Plague emerges in Grand Canyon”
African Kingdoms and Islam
The Mongol Empire Takes Shape
Aristotle on the world is round
Philostratus, Life of Apolloios of Tyana
The Concordat of Worms
Gregory Guzman, “Were the Barbarians a Negative or a Positive Factor in Ancient and Medieval History?” in Reilly.
Images of mosque architecture in Cordoba, and Timbuktu.

Selected Activities/Assessments
• Debate: Trial of Genghis Khan—Were the Mongols Civilized? (Skill: Historical Arguments from Historical Evidence)
• Short Answer: What were some of the technological advances that the Silk Road was responsible for? (Skill: Historical Interpretation and Synthesis)
• Short Answer: What does the chapter reveal about the status of Muslim women? Compare their status with the status of women in other parts of the world at that time. (Skill: Contextualization and Comparison)
• Discuss the images of mosques in Spain and Africa, considering the impact of geographical and cultural contexts on religion. (Skill: Historical Interpretation and Synthesis)
• Essay: Compare and Contrast Japanese and Western European feudalism; or Compare and Contrast the Trans-Saharan trade, Indian Ocean trade and Silk Routes (any two). (Skill: Contextualization and Comparison)
• Historical Argument: The Crusades from the Muslim perspective? (Skill: Historical Interpretation and Synthesis)
• Essay (Theme 4): Trace the changes and continuities in world trade from 500 BCE to 1000 CE in any one of the following regions: the Mediterranean, the Silk Road (Central Asia, East Asia, and Southwest Asia), the Indian Ocean, Sub-Saharan Africa (Skill: Chronological Reasoning)

Period 4: Global Interactions 1450 to 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

Topics for Discussion [CR5a], [CR5b], [CR5c], [CR5d] & [CR5e]
• Transformations in Europe – Renaissance to Scientific Revolution
• Encounters and Exchange: Reconquista, Europe in Africa, Spanish in the Americas
• Encounters and Exchange: Portuguese and Indian Ocean Trade networks, Southwest Asian trade networks and the Ming Slave trade/Rise of Qing
• Labor Systems in the Atlantic World—The Africanization of the Americas
• The Columbian Exchange in Atlantic and Pacific Context
• Expansion of Global Economy and Absolutism: Muslim, Tokugawa, and Romanov
Empires
• Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Atlantic slave trade, and expansion of Islam in sub-Saharan Africa

Time period: six weeks

Sources
• Textbook Chapters 17-22
• Maps (in text)

Supplemental Readings or Reader (such as but not limited to):
Nzinga Mibemba from Basil Davidson, trans.
The African Past
Christopher Columbus from Journal of the First Voyage to America Christopher Columbus
Native American Account of Cortés’s Conquest from Miguel Leon-Portilla in The Broken Spears: The Aztec Account of the Conquest of Mexico
Amerigo Vespucci from The Letters of Amerigo Vespucci trans. by Clements R. Markham
Martin Luther’s 95 Theses

Selected Activities/Assessments
• Short Answer: The later Middle Ages was a period of great intellectual and artistic achievement marked by what is often called the renaissance. What was the renaissance, and what were some of its most important and lasting cultural and artistic achievements? (Skill: Historical Arguments from Historical Evidence)
• Discussion: Does the label “Renaissance” apply to members of the lower classes in late medieval Europe? Are there other “Renaissances” in other parts of the world? If so, how might this change our understanding of this term as a marker of a particular period in time? [CR11](Skill: Historical Arguments with Historical Evidence)
• Debate: Who was Christopher Columbus – hero or villain? Students will use primary sources listed (see Supplemental Readings) to develop arguments for their case. (Skill: Historical Arguments with Historical Evidence)
• Essay (Theme 4): Compare and Contrast any two coercive systems of labor: Caribbean Slavery, Slavery in the English North American colonies, Slavery in Brazil, Spanish Mita system in South America, West African slavery, Muslim slavery in South West Asia, India Hindu castes, or East European serfdom. [CR12](Contextualization and Comparison)
• Publisher Brochure(Theme 3): Compare the process of empire-building of one European and one Afro-Asiatic empire (gun-powder empire): France, Portugal, Spain, England, Holland, Russia, Austria or Prussia, Ottoman Empire, Safavid Empire, Mughal Empire, Ming (Chinese) Empire, West African Forest State, West African Sahel State, Japan Shogunate [CR12](Contextualization and Comparison)
• Essay (Theme 4): Analyze the changes and continuities in commerce in the Indian Ocean region from 650 CE to 1750 CE in any one region: East Asia; South Asia; Southwest Asia, Western Europe; Eastern Europe (Historical Interpretation and Synthesis)
• Class Discussion (Theme 5): Describe the disparities among the various social classes in European urban society between the sixteenth and eighteenth centuries. Who were the bourgeoisie? What conditions did the poorer classes endure? (Historical Interpretation and Analysis)

Period 5: Industrialization and Global Integration, 1750 to 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 [CR3]

Topics for Discussion
• European Enlightenment
• American, French, Haitian, and Latin American Revolutions
• Napoleonic Wars/Congress of Vienna/ Conservatism vs. Liberalism
• British Industrial Revolution
• De-Industrialization of India and Egypt
• Imperialism and Modernization
• Anti-Slavery, suffrage, labor movements, anti-imperialist movements, non-
industrial reactions
• Reaction to industrialism and modernization

Time Period: six weeks

Sources
• Textbook Chapters 23-29
• Maps (in text)

Supplemental Readings or Reader (such as but not limited to):
The United States Bill of Rights
The English Bill of Rights
Toussaint L’Ouverture, Letter to the Directory
A call to expel the British: The Azamgarh Proclamation
Olaudah Equiano, The Interesting Narrative
Testimony for the Factory Act 1833
Jamaican Letter by Simon Bolivar
The United States Declaration of Independence
Karl Marx, Communist Manifesto
Chinese Footbinding, ed. Dr. Richard Cruz, et. al.

Selected Activities/Assessments
• Discussion: How did the spread of Social Darwinism in the 19th century influence justifications for European imperialism? [CR13] (Skill: Historical Interpretation and Synthesis)
• Essay: Trace the demographic shift from 1450 to 1914 in any one region: Latin America, Western Europe, North America, Sub-Saharan Africa, or East Asia; or, Trace the changes and continuities in world trade from 1450 to 1914 CE in any one of the following regions: Latin America, North America, Western Europe, Eastern Europe, Southwest Asia, Sub-Saharan Arica, South Asia, East and Southeast Asia. (Skill: Chronological Analysis)
• Compare the Political changes in the Americas and Europe: Create first person accounts of the revolutions in correspondence from participants in all major revolutions (Skill: Historical Argument and Perspective)
• Essay: Analyze how the intended audience and purpose of Equiano’s “Interesting Narrative” may have affected the tone of his story. [CR8] (Skill: Historical Interpretation and Analysis)

Period 6: Accelerating Global Change and Realignments, 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

Time Period: six weeks

Topics for Discussion
• World War I, Total War, and Reactions to the Fourteen Points
• Rise of Consumerism and Internalization of Culture
• Depression and Authoritarian Responses
• World War II and Forced Migrations
• United Nations and Decolonization
• Cold War, Imperialism, and the End of the Cold War
• The Information and Communication Technologies Revolution

Sources
• Textbook Chapters 30-35
• Maps (in text)
Supplemental Readings or Reader (such as but not limited to):

- Woodrow Wilson *Fourteen Points*
- WWI propaganda posters in Reilly
- Vladimir Lenin, *Power to the Soviets*, September 1917
- Mohandas Gandhi, *There is no salvation for India*, and *The Doctrine of the Sword* by Mohandas K. Gandhi – 1920
- Mao Zedong, *Problems of China’s Revolutionary War by Mao Zedong* – 1936
- Adolf Hitler, *Mein Kempf*
- Benito Mussolini, *The Political and Social Doctrine of Fascism*
- The *Decision to Drop the Atom Bomb*
- Yamaoka Michiko *The Bombing of Hiroshima*--1945
- Sherif Hetata, “Dollarization” (Reilly)
- Philippe Legrain, “Cultural Globalization Is Not Americanization” (Reilly)
- Tables showing variety of income and life expectancies around the world in 2000 (p.450 Maps of Time)
- Hodderplus Case Studies on India and China

Selected Activities/Assessments

- What do the WWI posters have in common, even though they are from different countries? Analyze the images for their point of view and purpose. [CR8], & [CR14] (Skill: Contextualization and Comparison)
- Essay: Compare and Contrast the impact and consequences of World War I on any two regions: East Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa; or Compare and Contrast the impact and consequences of World War II on the following regions: Middle East, Oceania, Africa [CR12] (Skill: Contextualization and Comparison)
- Discuss the different views on globalization in the articles by Hetata and Legrain. (Skill: Contextualization and Comparison)
- Compare the tables on income and life expectancies in 2000 and discuss possible conclusions that might be drawn. [CR1b] (Skill: Contextualization and Comparison)
- Essay: Trace the transformation of warfare from 1750 to 2000 CE in any one region: Western Europe, Eastern Europe, Sub-Saharan Africa, East Asia, and Southeast Asia. (Skill: Chronological Analysis)

Review Period

Time period: Five weeks

Sources

- Study Guide/Notebook (student created and containing materials used throughout the year, such as maps, timelines, notes and previous essays)