



# *ADVANCED PLACEMENT WORLD HISTORY*

## *Voorhees High School*

Mr. R Kirby

### Course Description

Welcome to Advanced Placement World History! In taking this course you will come to understand the development of the world as we know it through gaining insight into the historical experiences of the many regions of the world and their interactions through time.

This course is structured as a college-level survey course in world history. Therefore, the work load will be heavier than that of an honors or college preparatory course in the subject. In addition to a heavier workload, the approach to the study of AP World History will demand that you develop and employ higher order thinking skills. You will become “historians” as you analyze numerous primary sources and apply what you have interpreted from the data to the topic at hand. The course will also focus on the development of historical writing skills. Students will practice the discipline of historiography through numerous writing assignments in which they will demonstrate understanding and analysis of major events and themes in world history. A major aspect of this course is to allow students to develop and utilize their critical thinking skills in both written and oral communication.

The course will incorporate the following AP World History themes throughout the school year as you study the historical development of the world by focusing on the following themes:

### The Five AP World History Themes **[CR2]**

1. Interactions Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

## HISTORICAL PERIODIZATION - COURSE OUTLINE

The AP World History course is divided into six broad historical periods. The periods, major topics, and approximate time allotted for coverage are as follows:

### **PERIOD 1 TECHNOLOGICAL and ENVIRONMENTAL TRANSFORMATIONS, to c. 600 B.C.E. (2 weeks)**

1. The peopling of the earth
2. The role of technology in the growth of human societies
3. The Neolithic Revolution
4. The emergence of pastoral, agricultural, and urban societies
5. Emergence of core and foundational civilizations
6. Development of early belief systems

### **PERIOD 2 ORGANIZATION and REORGANIZATION of HUMAN SOCIETIES, c. 600 B.C.E. to c. 600 C.E. (2 weeks)**

1. Development and codification of religious and cultural traditions; including: polytheism and shamanism, Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism.
2. Development of early civilizations, including: the Tigris and Euphrates civilizations, Egypt, the Indus River Valley societies, Maurya and Gupta Empires, Qin and Han China, Mesoamerican and Andean societies, and African societies.
3. Development of trans-regional trade, communication, and exchange networks in the Eastern Hemisphere.

### **PERIOD 3 REGIONAL and TRANSREGIONAL INTERACTIONS, c. 600 C.E. to c. 1450 (7 weeks)**

1. Expand on the growth of the world's trade routes from the previous unit. These routes include: the Silk Road, Indian Ocean, and Trans-Saharan trade.
2. Analyze the impact of the interactions that occurred along the routes (people, goods, disease, and ideas).
3. Analyze and compare the growth and development of urban regions.
4. Understand and analyze the growth and development of Islamic Civilization.
5. Analyze the fall of previous civilizations and how these empires were reconstituted, including the Byzantine Empire and the Chinese dynasties of the Sui, Tang, and Song.
6. Analyze the growth of the Christian Church and the split in the faith between Rome and the Byzantine Empire as well as the Great Schism

7. Analyze the causes and effects of the Crusades.
8. Analyze the impact of increased economic productivity and the consequences of this productivity on world systems.
9. Analyze the continuities and changes with regard to social structures with particular emphasis on labor management, religious conversion, and gender relations.
10. Analyze and compare feudalism in Europe and Japan.
11. Analyze and compare the emergence of various political systems including those of Western Europe, Eastern Europe, Asia (east and south), Africa, and the Americas.
12. Trace the movement of peoples and analyze their impact on the world's regions including the Viking, Mongols, Bantu, Polynesians, Meso-American peoples (Mayans and Aztecs) ) and South American peoples (Wari and Incas).

**PERIOD 4 GLOBAL INTERACTIONS, 1450 – 1750 (6 weeks)**

1. Trace the spread of the ideas of the Renaissance and its impact.
2. Compare and contrast the growth and development of ocean going voyages; include those of the Ming Dynasty and the Indian Ocean networks.
3. Analyze the technological innovations of the time period and their applications.
4. Analyze the effects of the Scientific Revolution.
5. Explain the causes and effects of the Reformation, including the growth of numerous Christian sects and the Counter Reformation.
6. Analyze the causes and effects of the contacts of the Europeans on Africa, Asia, and the Americas.
7. Detail the interactions among the various regions of the world due to the expansion of ocean going trade.
8. Compare the various labor systems in the Atlantic World including the slave system, plantation economies, mita systems, and indentures.
9. Analyze the effect of the Atlantic System with regard to the African slave trade on Africa.
10. Analyze and compare the resistance to labor systems including resistance by slaves, peasants, and Russian serfs.
11. Explain the rise of Absolutism (Western European, Russian, Chinese, and Japanese) and compare the political evolutions of European monarchies.
12. Analyze and compare the Islamic empires (Ottoman, Safavid, and Mughal).
13. Detail the expansion of the Global Economy and analyze its impact on the world's regions.
14. Understand the expansion of Islam into sub-Saharan Africa and the Indian Ocean via trade routes.

## **PERIOD 5 INDUSTRIALIZATION and GLOBAL INTERGRATION** **1750 – 1914 (6 weeks)**

1. Analyze the effects of the Enlightenment on the American colonies, France, Haiti, and Latin America. Compare and contrast the resultant revolutions.
2. Evaluate the goals of the various revolutions with regard to slavery, women, and Amerindians.
3. Understand the causes and effects of the Industrial Revolution. Trace the rise of the industrial world beginning with Great Britain. Differentiate between the early and late periods of industrial growth.
4. Trace the expansion of European trade incursions into Africa, India, and China.
5. Compare and analyze the early and late (new) imperialism of European powers on Africa, India, China, the Americas, and Australia.
6. Analyze the development of new racial ideologies, in particular that of Social Darwinism and how it was utilized to justify imperialism.
7. Analyze the effects of technology on the growth of economic empires, with particular emphasis on transportation and communication.
8. Analyze migration patterns in response to changes in economic systems around the world.
9. Analyze the birth of nationalism and its growth and effects on the world's regions.
10. Compare the revolutions of the mid-nineteenth century including those of the Americas and the revolutions of 1848 among others.
11. Analyze and compare the various reactions to Industrialization, Imperialism, and Globalization.

## **PERIOD 6 ACCELERATING GLOBAL CHANGE and REALIGNMENT, 1900 – to the Present (6 weeks)**

1. Analyze the rapid advances in science that spread throughout the world.
2. Discuss the role of technology in linking regions around the world.
3. Analyze the global changes with regard to the environment due to increased industrialization, imperialism, and trade systems.
4. Analyze the demographic shifts of the 20<sup>th</sup> century and their genesis.
5. Analyze societal changes with regard to gender and race.
6. Trace the problems faced by the land empires of the Ottomans, Russians, and Qing empires.
7. Compare and contrast the causes and effects of the Mexican, Chinese, and Russian Revolutions.
8. Analyze the causes and effects of the Great War on the front and the homefront.

9. Discuss the impact of the Industrial Revolution on the Great War.
10. Evaluate the Woodrow Wilson's Fourteen Points, the League of Nations, and the ultimate failure of both.
11. Analyze the cause and effect of the new technology and changes the business structures of the early twentieth century on the world.
12. Trace the rise of consumerism and expansion of the economy on the coming the Great Depression.
13. Analyze the effects of the Great Depression on the Great Powers.
14. Analyze the causes and effects of World War II.
15. Evaluate the effects of the Holocaust and the movements of peoples following World War II.
16. Trace the rise of the growing rift between western and eastern European nations. Detail the growth of Communism and the resultant Cold War and polarization.
17. Compare various movements of decolonization in Asia and Africa.
18. Evaluate the outcome of the Cold War on the United States, Western and Eastern Europe.
19. Analyze the effects of the continuing globalization on the world's regions.
20. Analyze the causes and effects of recent conflicts of the last fifty years.

### Course Requirements:

#### ALL STUDENTS WILL:

- Make a commitment to the study of AP World History. In taking on this course you will be studying history at a college level. This level of study will require you to become a serious student of history.
- Come to class prepared, having done the assigned readings and written work.
- Be prepared to discuss the topic at hand.
- Plan on being engaged in class discussions and lively debates.
- Take notes as you read and take notes during class.
- Compile an AP World History binder that will contain all notes and handouts by topic.
- Create a series of flashcards for each topic. Flashcards should contain major terms, people, events, and concepts for each topic. These flashcards will serve to reinforce what you have learned for chapter and unit tests as well as for the AP World History Exam. (Store these in a ziplock bag)
- Come to class on time and be prepared to utilize the entire period. Every minute counts!
- When absent, it is imperative that work be made up according to school policy. For each day you are absent, you have one day to make up the work.
- Set aside time to review what you have read and learned. Form study groups to help support one another. Keep in mind, that we are smarter as a group than we are as individuals and that we can learn much from each other!
- Sign up and take the AP World History Exam on **May 15, 2014.**

## Textbooks

*The Earth and Its Peoples*, by Richard Bulliet et. al., Boston: Houghton Mifflin; 3<sup>rd</sup> AP ed., 2004. [CR1a]

*The Human Record, Volume I: To 1700 and Volume II: Since 1500*. Alfred Andrea and James Overfield, Boston: Houghton Mifflin; 5<sup>th</sup> Ed., 2005. [CR1b]

## Grading Policy

Grades will be determined by the use of an accumulative point system which will be converted to a percentage and a letter grade. Assignments will have a point value assigned to them. For instance: a test may equal 200 points, a quiz 50 points, long term projects could be 300 points, and written assignments such as term papers could be 400 points. Essays in all likelihood will carry point values of 100 to 200 points. At the end of each marking period the possible points will be tallied and grades will be assigned in the following manner:

According to the North Hunterdon-Voorhees Regional High School Handbook, marking period grades are assigned as follows:

<b>PERCENT</b>	<b>LETTER</b>
93 and above	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
64-66	D
Below 64	F

**Grade Calculation**

Example: Let us say that a student accumulates 2575 points out of a possible 2900 points for the marking period. The student would have a percentage score of **88.79** and a letter grade of **B+**.

**Final Grades**

The four marking period grades are worth 20% and the final examination in conjunction with your three quarterly exam grades counts as the final 20% in determining your grade for the year.

ADVANCED PLACEMENT WORLD HISTORY  
TOPIC DISCUSSIONS, SCHEDULE OF READINGS, &  
HOMEWORK ASSIGNMENTS  
2013-14 School Year

The following is a schedule of readings for the entire year. The textbook for the chapters listed is, *The Earth and Its Peoples*. The primary source reader is, *The Human Record: Sources of Global History, Volumes I & II*. The dates that the readings are assigned are “written in stone”. The Advanced Placement examination in World History is set for May 15th and in order to be ready for the exam it is imperative that we stick to a strict schedule. There are times when the topics will be rearranged, due to interruptions in the school calendar due to special programming or school closures, however, the reading assignments will not be postponed.

You are responsible for having all the readings completed by the Monday of the week we are to discuss the material (these appear in boxes at the beginning of each week). In some cases, there are two chapters to be completed and the date that the second chapter is to be read is indicated by the name and placement of the chapter.

In addition, you are responsible for completing the homework assignments listed in tandem with the readings. Due dates and point values for assignments will be given with adequate time as the course progresses. **NOTE: All primary sources readings, unless otherwise stipulated, are from *The Human Record: Sources of Global History, Volumes I & II*.**

**PERIOD 1 TECHNOLOGICAL and ENVIRONMENTAL TRANSFORMATIONS,**  
**to c. 600 B.C.E. (1 Week) [CR3]**

**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

**Week 1**

**REMINDER: Chapter 1 – 2 were to be read and assignments completed by September 3rd.**

**Chapter 1 *From the Origins of Agriculture to the First River Valley Civilizations 8000 – 1500 B.C.E.,* pgs. 4 – 35.**

**Chapter 2 *New Civilizations in the Eastern and Western Hemispheres 2200-250 B.C.E. ,* pgs. 36 – 58.**

**Monday      Staff Only - NO SCHOOL**

**Tuesday      Staff Only – NO SCHOOL**

**Wednesday   Staff Only – NO SCHOOL**

**Thursday      Introduction to AP WORLD HISTORY  
Early Man and the Populating of the Earth**

1. Map work – Migration routes of humans out of Africa



2. Timeline – Periodization – Paleolithic into Neolithic Eras
3. Notecards with key terms, places, concepts, etc.
4. Chapter notes

**Homework:** You are to read the following for Tuesday Sept 3rd, : **COLLAPSE: HOW SOCIETIES CHOOSE TO FAIL OR SUCCEED**, Chapter 2 *Twilight at Easter*, pages 79-120. Author: Jared Diamond. [CR1c]

**Friday**

**Neolithic Society**

**Hunters and Gatherers and the Agricultural Revolution**

**Analysis of early settlements – Students will view images of two early settlements – Jericho and Catal Huyuk to discern settlement patterns and understand the part that geography played in these early settlements.**

**Listing of reasons for migration and settlement in one place.**

**How to read a primary source – SOAP – AB [CR8]**

**Homework:** You are to read the following primary sources from the reader and be prepared to discuss them. All primary sources are to be found in volume I of **THE HUMAN RECORD**. #1 *THE EPIC OF GILGAMESH*, pages 7 – 13. #2 *THE JUDGEMENTS OF HAMMURABI*, pages 13 – 17. #3 *THREE MORTUARY TEXTS*, pages 18 – 22. #5 *THE BOOK OF DOCUMENTS*, pages 27 – 29. #6 *THE BOOK OF SONGS*, pages 29 – 32. #7 *INDUS, MESOPOTAMIAN, AND CRETAN SEALS*, pages 34 – 37..

## **Week 2**

**Monday**

**NO SCHOOL – LABOR DAY**

- **The First States Emerge (SUMMER ASSIGNMENTS DUE)**

**Technological Changes - Students will view images of early stone tools and analyze how they would have increased agricultural production.**

**Discussion:** **COLLAPSE, Chapter 2 – *Twilight at Easter*.**

- How did the Easter Islanders adapt to their environment?
- Could they be considered “civilized”?
- How did their society fail? What were the causes?
- What is the cautionary tale of their failure?

- **Mesopotamia (HW – chart to be completed)**  
**How to create a graphic organizer chart on a civilization.**  
**GRAPES (Geography,Religion,Arts,Politics,Economics,Society)**  
  
**Emergence of religious traditions will be discussed and students will emphasize religion on their GRAPES graphic organizer as they complete the chart for each of the core civilizations. [CR4]**  
  
**Discussion of primary sources #1, #2, #3, #5, #6, and #7.**
- **Egypt (HW - chart to be completed)**  
  
**Homework:** The following primary sources are to be read: #10 *THE RIG VEDA*, pages 41 – 46.  
#14 *THE UPANISHADS*, pages 63 – 67.  
#15 *THE BHAGAVAD GITA*, pages 67 – 70. .
- **Indus River Valley (HW - chart to be completed)**  
**The Emergence of the Vedic religion**  
**Discussion of primary sources #10, #14, and #15.**

### **Week 3**

**Chapter 3: *The Mediterranean and Middle East 2000 – 500 B.C.E.* , pgs. 59 – 86.**

**Homework:** Chapter notecards and questions.

- **Early China (HW – chart to be completed)**  
**Map Work – Students will create a map of early core and foundational civilizations locating settlements and geographic features.**  
  
**Homework:** Students will create an annotated timeline that includes the following settlements: Mesopotamia, Egypt, Mohenjo-Daro and Harappa and the Shang in the Yellow River Valley. Timeline is to include four images from each civilization that speak to the technology of the civilizations, the architecture and urban planning of the civilizations, the artisanship of the civilizations and the religious traditions of the early peoples.

- **First Civilizations in the Americas – Olmecs & Chavin**  
**Comparison essay on early civilizations. Students will be asked to compare two civilizations using the GRAPES format.**

**Homework:** You are to read the following primary Sources: #12 *THE BOOK OF GENESIS*, pages 51 – 56.  
#13 *THE BOOK OF DEUTERONOMY*, pages 56 – 60.  
#19 *THE BOOK OF ISAIAH*, pages 80 – 83,

- **Israel and the Growth of Ethical Monotheism**  
**Discussion of primary sources #12, #13, and #19.**

- **Assessment: Three Chapter Test**

**The Five AP World History Themes**  
**PERIOD REVIEW-DISCUSSION OF THEMES AND CONNECTIONS**

1. Interactions Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

Students will as a homework assignment, review the themes and apply them to the period we have just finished studying. This could be done in groups, as a homework assignment, or as a whole class activity. Will vary the format throughout the school year. This assignment will serve to reinforce the themes and allow students to consistently apply them to topics under discussion.

**PERIOD 2 – ORGANIZATION and REORGANIZATION of HUMAN SOCIETIES, c. 600 B.C.E. to c. 600 C.E. (3 Weeks)**

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

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

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

**Week 4**

**Chapter 4: Greece and Iran, 1000-30 BCE, pages 92 – 122.**

**Homework:** Notecards and questions.

- **The Rise of the Greeks**  
**Document analysis on the Greeks**  
**Homework:** You are to read the following primary sources: #11 *Homer, THE ODYSSEY*, pages 46 – 50.  
#24 *Hippocrates, ON THE SACRED DISEASE*, pages 102 – 105. #25 *Thucydides, HISTORY OF THE PELOPONNESIAN WAR*, pages 105 – 111.

#27 *Plato, APOLOGIA*, pages 115 – 119.

- **Classical Greece**  
**Discussion of primary sources #11, #24, #25, and #27.**  
**Snapshot of Classical Greece**
- **The Persian Empire**
- **Struggle of Persia and Greece, Hellenistic Synthesis**
- **Origins of Roman Civilization**

**Homework:** You are to read the following primary sources: #30 *Virgil, THE AENEID*, pages 130 – 134.  
#31 *Tacitus, AGRICOLA and ANNALS*, pages 134 – 139.

## **Week 5**

**Chapter 5: *An Age of Empires: Rome and Han China, 753 BCE – 600 CE*, pages 123 - 149.**

**Homework:** Notecards and questions.

- **The Roman Republic**  
**Discussion of primary sources #30 and #31.**

**Homework:** You are to create a timeline of Roman history. Must have ten dates and ten annotations and ten images.

- **The Growth of Christianity**

**Homework:** You are to read the following primary Sources and write a one paragraph summary of each: #45 *THE GOSPEL OF SAINT MATTHEW*, pages 196 – 200.  
#46 *Saint Paul, EPISTLE TO THE ROMANS*, pages 200 – 203.  
#47 *Pliny the Younger and Trajan, LETTERS REGARDING CHRISTIANS*, pages 204 – 206.  
#48 *Tertullian, APOLOGIA*, pages 206 – 208.  
#49 *Eusebius of Caesarea, ECCLESIASTICAL HISTORY*, Pages 208 – 13.

- **Philosophical Origins of Chinese Civilization**

**Homework:** You are to read the following primary sources and write a one paragraph summary of each: #20

*Laozi, THE CLASSIC OF THE WAY AND VIRTUE*, pages 84 – 90. #21 *Confucius, THE ANALECTS*, pages 90 – 96. #22 *Han Fei, THE WRITINGS OF MASTER HAN FEI*, Pages 96 – 98. #23 *THE YELLOW EMPEROR’S CLASSIC OF MEDICINE*, pages 99 – 102. #32 *Huan Kuan, DISCOURSE ON SALT AND IRON*, pages 139-145. #33 *Ban Zhao, LESSONS FOR WOMEN*, pages 145 – 149.

- **The Han Empire [CR5c]**
- **Comparison of the Roman and Han Empires**

**Homework:** GRAPES Comparison chart of the Roman and Han Empires.

**Homework:** Comparison Essay on Rome and Han China.

## **Week 6**

**Chapter 6: *India and Southeast Asia, 1500 BCE – 1100 CE*, pages 150 – 170.**

**Homework:** Notecards and questions.

- **Tutorial on Comparison Essays (including thesis establishment) – Grading Assignment**  
**Introduction to the Development of Empire in India [CR6]**
- **Buddhism**  
**Homework:** You are to read the following primary sources and write a one paragraph summary on each: #16 *The Buddha, SETTING IN MOTION THE WHEEL OF THE LAW*, pages 70 – 73. #17 *The Buddha, QUESTIONS THAT TEND NOT TO EDIFICATION*, pages 73 – 76.
- **Out of Vedic Traditions ....Hinduism**  
**Mauryan and Gupta Empires**  
**Homework:** GRAPES chart on Indian empires
- **Legacy Video – INDIA**  
**Homework:** You are to write a reflection on the video. Analyze the film and write ten reflections tying the video to

What you have learned in class about India. Assignment is to be typed and double spaced.

**Homework:** You are to create a comparison chart of the following religions and philosophies: Hinduism, Buddhism, Confucianism, and Judaism.

## **Week 7**

**Chapter 7: *Networks of Communication and Exchange, 300 BCE – 600 CE*, pages 173 – 192**

**Homework:** Notecards and questions.

- **FOUR CHAPTER TEST – Multiple Choice Test**

**Students will be assigned to a group in order to prepare for a presentation on one of the early trade routes. Students will be responsible for the following: handout map of the trade route, information on items traded, ideas that were exchanged, and the technology necessary to facilitate the trade.**

**Homework:** You are to read the following primary sources : #36 *Pliny the Elder, NATURAL HISTORY*, pages 159 – 163. #37 *Faxian, TRAVELS*, pages 163 – 166. #38 *FIVE ROBED STATUTES*, pages 166 – 170.

- **Connections Along the Trade Routes – The Silk Road  
Student presentation on the Silk Road.**

- **Indian Ocean Trade  
Student presentation on the Indian Ocean trade.**

- **Trans-Saharan Trade Routes - Trade Across Africa  
Student presentation on the Trans-Saharan trade.**

- **Video selections from *Millenium* and/or *Bridging World History*.**

**Homework** - Comparison Essay on the three trade routes. Essay is a forty minute timed essay. **[CR12]**

**The Five AP World History Themes**

**PERIOD REVIEW-DISCUSSION OF THEMES AND CONNECTIONS**

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**PERIOD 3 - REGIONAL and TRANSREGIONAL INTERACTIONS, c. 600 C.E. to c. 1450**  
**(7 Weeks)**

**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

**Week 8**

**Chapter 8: *The Rise of Islam, 600 – 1200, pages 196 – 217.***

**Homework:** Notecards and questions.

- **The Coming of Islam**  
**Map work on the spread of the Islamic faith.**  
  
**Homework:** You are to read the following primary sources : #55 *THE QUARAN*, pages 232 – 239.  
#56 *Iman Nawawi, GARDENS OF THE RIGHTEOUS*, pages 239 - 242. #58 *Malik ibn Anas, THE SMOOTHED PATH*, pages 246 – 253.
- **Tenets of the Islamic Faith – Discussion of the primary sources. Answering of questions on documents #55, #56, and #58.**
- **Islamic Civilization – Art & Architecture**  
**Student Presentations – Group Work**
- **Expansion of Trading Systems and Their Effects**  
**Commercial Practices and Their Effects on World Trading Systems**  
**Fragmentation of the Islamic World – The Caliphates**

**In class reading and discussion:** primary source : #59 *Ibn Babawayh al-Saduq, CREED CONCERNING THE IMANS*, pages 254 – 256.

- **Tutorial on writing a Document Based Question.  
DBQ on Christian and Islamic Beliefs with Regard to Merchants (AP World History Exam Question)**

**Homework:** Finish the DBQ as homework.

## **Week 9**

**Chapter 9: *Christian Europe Emerges, 600 – 1200, pages 218 – 241.***

**Homework:** notecards and questions.

- **Early Medieval Europe – Feudalism**  
**Video excerpt from *Bridging World History – Unit 14 – Land and Labor Relationships – Slavery and Serfdom...***  
**Homework:** GRAPES chart on Christian European Civilization.
- **The Growth of the Christian Church**  
  
**Homework:** You are to read the following primary sources : #81 *THE MOSAICS OF SAN VITALE*, pages 340 -346. #82 *Procopius, ON THE BUILDINGS and THE SECRET HISTORY*, pages 347 – 352. #83 *POPE LEO III's LATERAN MOSAIC*, pages 353 – 355. #84 *Charles the Great, THE CAPITULARY ON SAXONY and A LETTER TO POPE LEO III*, 355 – 359.
- **The Byzantine Empire**  
**Discussion of primary sources #81, #81, #83, and #84.**
- **DBQ – Western Europe and the Byzantine Empire**
- **The Crusades – Causes and Long Term Effects**  
  
**The Film: *Pilgrims in Arms*, by Terry Jones, will be shown after school today.**

## **Week 10**



**Chapter 10: *Inner and East Asia, 600 – 200, pages 243 – 265.***

**Chapter 11: *Peoples and Civilizations of the Americas, 200 – 1500, pages 297 – 320***

**Homework:** notecards and questions.

- **Mandate of Heaven – The Sui, Tang, and Song Empires.**

**Creation of a graphic organizer that illustrates the operation of the Mandate of Heaven as it can be applied to the rise of fall of Chinese dynasties.**

**Homework:** You are to read the following primary sources : #68 *Du Fu, POEMS*, pages 290 – 296.  
#69 *THE OLD TANG HISTORY*, pages 296 – 299.  
#70 *Chen Pu, THE CRAFT OF FARMING*, pages 299 – 301.#71 *A RECORD OF MUSINGS ON THE EASTERN CAPITAL*

- **The Sui, Tang, and Song Empires**  
**The Growth of Empire in East Asia**  
**Emphasis on Continuity and Change in East Asia**  
**Discussion of primary sources: #68, #69, #70, #71.**  
**Map Work – Locating the East Asian Empires**

**Homework:** GRAPES chart on the Sui, Tang, and Song Empires to be completed.

- **Mesoamerican Civilizations**  
**Discussion of continuity and change in Mesoamerican civilizations.**  
**Map Work – Students will locate early civilizations in the Americas. They will also note geographic regions (mountains, rivers, etc.)**

**Homework:** You are to read the following primary sources and write a one paragraph summary of each: #94 *THREE MAYAN CERAMIC SCULPTURES*, pages 397 – 402. #95 *Diego Duran, BOOK OF THE GODS AND RITES*, Pages 403 – 409.

**Homework:** GRAPES chart on Mesoamerican Civilizations to be completed.

- **Mesoamerican Civilizations**  
**Technological innovations in Andean regions.**

**In class reading and discussion:** #96 *Pedro e Cieza de Leon, CHRONICLES*, pages 409 – 413.

- **Assessment – Four Chapter Test**  
**FIRST MARKING PERIOD ENDS**

## **Week 11**

**Chapter 12 – *Mongol Eurasia and Its Aftermath, 1200-1500, pgs. 294 – 323.***

- **Nomadic Peoples of Central Asia – Ways of Life**  
**The Rise of the Mongols**  
Video selection from *Bridging World History – Early Empires – The Mongols.*

**Homework:** You are to read the following primary sources : #100 *Chinggis Khan, LETTER TO CHANGCHUN*, pages 430 – 432.  
#101 *William of Rubruck, JOURNEY TO THE LAND OF THE TARTARS*, pages 432 – 436.  
#104 *Francesco Pegolotti, THE PRACTICE OF COMMERCE*, pages 445 – 447.

- **The Empire of the Mongols**  
**Map Work – Students will create a map of the Mongol Empire. They will also note geographic regions, (deserts, mountains, rivers, etc.)**

**Homework:** GRAPES chart on the Mongol Empire.

- **The Expansion of Trade and Its Effects on the Spreading of Peoples, Goods, and Ideas**  
**Discussion of primary sources documents #100, #101, and #104.**

**Homework:** Obituary Assignment on Genghis Khan. Students will be responsible for researching different point of views on Genghis Khan and the empire he made. Students must find sources that are both positive and negative with regard to their view of Genghis Khan.

**NJEA TEACHERS CONVENTION**

## **Week 12**

**Chapter 12 – Mongol Eurasia and Its Aftermath, 1200-1500, pgs. 294 – 323.**

- **Response to Mongol Domination**

- **The Collapse of the Mongol Empire**

**How to Write a CHANGE OVER TIME Essay**

**Homework:** Change over time take home essay on the growth of the Mongol Empire and the many exchanges it led to.

- **The Ming Empire**

**Spread of scientific and technological traditions from East Asia into the Islamic empires and Western Europe.**

**Homework:** You are to read the handout excerpt from on Marco Polo.

- **The Ming Empire**

**Discussion on the believability of Marco Polo’s writings. How valid of the source?**

- **East Asia**

**In class completion of a GRAPES chart on Japan.**

**Special emphasis will be placed on the following: religious traditions – Shintoism, spread of Buddhism and Confucianism from China, and the spread of farming technology including rice culture.**

**Homework:** You are to read the handout packet on Japan. The packet includes five primary sources related to our study of Japan. In addition, you are to write a reflection on how the readings related to what you have read about Japan in the textbook. You must make a minimum of ten direct comparisons between text and readings. This assignment is to be typed and double spaced.

**Week 13**



**Chapter 13: Tropical Africa and Asia, 1200 – 1500, pages 324-347**

**Homework:** notecards and questions.

- **Tropical Lands and Peoples**  
**Geographic Overview**  
**Peoples, Goods, and Ideas (religion, language, technology, etc.)**

**Homework:** Read the following primary source and write a paragraph on each summarizing what you read: #107 *Ma Huan, THE OVERALL SURVEY OF THE OCEAN'S SHORES*, pages 457 – 461, #90 *Abul-Hasan Ali al-Masudi, MEADOWS OF GOLD*, pages 380 – 386. #91 *Abu Ubaydallah al – Bakri*, pages 387 – 390. #92 *ETHIOPIAN ROYAL CHRONICLE*, pages 391 – 394. #105 *Ibn Battuta, A DONATION TO THOSE INTERESTED IN CURIOSITIES*, pages 448 – 452.

- **The Rise of Mali – New Islamic Empires**  
**Students will view images of Mali and based on the images, discern what exchanges traveled along the trade route through time.**  
**Caravans Across Africa – Caravanserais – Discussion of how the caravan system worked.**

**Students will be responsible for finding two images of items from the African Trade Routes and writing about its importance to the spread of goods or ideas. The Metropolitan Museum of Art - <http://www.metmuseum.org/> has many sources that students can select from. [CR15]**

**Homework:** Map assignment on African trade routes.

- **African Trade Ports & Cultural Patterns**  
**City States in East Africa**  
**Discussion of the primary sources. Particular emphasis on the source by Ibn Battuta.**

- **The Expansion of the Indian Ocean Trade Routes and Their Impact - focus on Australasia & Oceania [CR5d]**

**MEDIA CENTER – Website “World History and the Indian Ocean Trade Routes” Activity - Website utilized is : <http://www.indianoceanhistory.org/> Students will log onto the map section of the website to complete the activity. Students will analyze evidence from two eras of Indian Ocean Trade –**

analyze the trading periods by creating a “web” through the use of INSPIRATION 8 that includes document excerpts, geographic references, goods traded, trading centers, trade routes, technology, and travelers. Students will select a “traveler” from their inquiry and then research a “traveler’s account” along the Indian Ocean Trade route: For example: *Fa hsien* <http://www.silk-road.com/artl/fahsien.shtml> or *Marco Polo* [http://afe.easia.columbia.edu/ps/china/polo\\_hangzhou.pdf](http://afe.easia.columbia.edu/ps/china/polo_hangzhou.pdf) Students will also select several objects or technological innovations to research as well. For example: blue and white porcelain found at the Metropolitan Museum of Art, [http://www.metmuseum.org/toah/hd/ewpor/hd\\_ewpor.htm](http://www.metmuseum.org/toah/hd/ewpor/hd_ewpor.htm)

**Homework:** COT Essay on the Indian Ocean trade routes.

## Week 14

Chapter 14: *The Latin West, 1200 – 1500*, pages 349 – 374.

**Homework:** notecards and questions.

- **Rural Growth and Crisis**  
**Increased Agricultural Production**
- **Growth of the City and Urban Revival**  
**Technology and Trade**  
**In class reading of primary source and discussion:** Volume II of the reader. #21 *Leon Battista Alberti, BOOK OF THE FAMILY*, pages 95 – 100.
- **The Black Death – Causes and Effects – Beliefs and Reality**

**Article on the Black Death Today: “Do Now” Reading**  
<http://abcnews.go.com/Health/oregon-man-survives-black-plague-lose-fingers-toes/story?id=16806758>

**Media Center: Activity – Students will access the Science Museum (UK) website:**  
[http://www.sciencemuseum.org.uk/broughttolife/themes/diseases/black\\_death.aspx](http://www.sciencemuseum.org.uk/broughttolife/themes/diseases/black_death.aspx) Students will be able to list the ways in which people affected by the Black Death sought to deal with the disease.

**Reading: *Scientists Solve Puzzle of the Black Death’s DNA***  
<http://www.nytimes.com/2011/10/13/science/13plague.html>

Students will solve the problem as to what the Black Death was and how it spread and ultimately led to the death of 1/3 to 1/ 2 of the population of Europe. Students will understand how science today continues to solve past historical events. Students will be able to identify areas around the globe where the Black Death still occurs and how it is treated medically today.

**Homework:** You are to read the handout excerpt from *THE DECAMERON*, a contemporary account of the Black Death. You are to write a written reflection. Tie a minimum of ten comments to the reading.

- **Homework:** Students will be assigned an aspect of the Renaissance to research for a brief presentation next week. Topics include the following: art, society, architecture, humanism, trade, political changes, etc.

- NO SCHOOL – THANKSGIVING

## **Week 15**

Chapter 17: *The Maritime Revolution, to 1550, pages 375 – 399.*

**Homework:** notecards and questions.

**Homework:** You are to read the following primary sources and write a one paragraph summary of each:  
Volume II of reader. #18 *Gomes Eannes de Azurara, THE CHRONICLE OF GUINEA*, pages 86 – 89.  
#19 *KING FERDINAND AND QUEEN ISABELLA, AGREEMENTS WITH COLUMBUS OF APRIL 17 AND APRIL 30, 1492, pages 89 – 91.* Volume I reader, #109 *Bernardino de Sahagun, GENERAL HISTORY OF THE THINGS OF NEW SPAIN*, pages 464 – 472.

- **The Renaissance and the Spread of Ideas**  
**The Italian City State – Florence as an Example**  
**Video selection from *Millenium - Venice***

- **The Renaissance – Student Presentations**

- **Contact – Early Exchanges and Reactions**
- **Assessment – Four Chapter Test**

**PERIOD 4 – GLOBAL INTERACTIONS, c. 1450 – c/ 1750 (6 Weeks)**

**Key Concept 4.1:** Globalizing Networks of Communication and Exchange

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

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

**Week 16**

**Chapter 16 *Transformations in Europe, 1500 – 1750* pgs. 404 – 429.**

**Homework:** notecards and map work.

**Homework:** TIME magazine assignment for Man of the Year on scientists.

**Homework:** You are to read the handout on the Reformation. It contains a variety of primary sources on the topic. Be prepared to discuss these on Monday. Pay particular attention to the writings of Martin Luther and John Calvin.

- **The Reformation – Changes in Religious Thought and Spread of Ideas**
- **Absolutism and Constitutionalism - Divine Right  
European Models of Government  
Comparison of England Under Charles II and France Under Louis XIV**
- **European Cultural Patterns**
- **Scientific Revolution - The World Looks Outward**

**Homework: Document Packet Readings** – You are to read the documents and be prepared to discuss them. How did the changes wrought by the Scientific Revolution open the door to globalization?

- **Student Presentations – “Man of the Year” TIME magazine assignment on scientists.**

**The Five AP World History Themes**  
**PERIOD REVIEW-DISCUSSION OF THEMES AND CONNECTIONS**

1. Interactions Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

Students will as a homework assignment, review the themes and apply them to the period we have just finished studying. This could be done in groups, as a homework assignment, or as a whole class activity. Will vary the format throughout the school year. This assignment will serve to reinforce the themes and allow students to consistently apply them to topics under discussion.

## **Week 17**

**Chapter 17 *The Diversity of American Colonial Societies, 1530 – 1770, pgs. 430 – 456.***

- **The Columbian Exchange [CR5b]**  
**“Seeds of Change” video**  
**Spread of Peoples, Goods, and Ideas – Migrations, Exchanges of Goods, and Growth of Religious Traditions**  
**Trade Routes – Consequences of Contact**  
  
**Homework:** You are to read the following sources and write a one paragraph summary of each: Volume II of the reader. #32 *ENCOMIENDA RECORDS FROM NESTALPA, 1547 – 1565*, pages 136 – 139.  
#33 *COMPLAINT OF THE INDIANS OF TECAMA AGAINST THEIR ECOMENDERO JUAN PONCE DE LEON*, pages 139 – 142.  
#34 *Antonio Vazquez de Espinosa, COMPENDIUM AND DESCRIPTION OF THE WEST INDIES*, pages 142 - 146.
  
- **Spanish America and Brazil – Social Structure in the Americas**
  
- **Spanish America**  
**Video excerpt from *Bridging World History – Unit 15 – Early Global Commodities – Silver Connects the World***  
**Homework:** Reading on the Spanish Treasure Ships
  
- **Labor Systems in the Americas – Discussion of primary sources. How did labor systems change in the Americas with the coming of the Spanish and Portuguese?**
  
- **DBQ – AP Question – Spanish Treasure Ships**  
  
**Homework:** GRAPES chart on colonies in the Americas.



**Homework:** You are read the following source and be prepared to discuss it on Friday. Volume II of reader.  
#20 *Richard Hakluyt, A DISCOURSE ON WESTERN PLANTING*, pages 92 – 95.

**Week 18** NO SCHOOL – WINTER BREAK

**THE FOLLOWING WILL BE COMPLETED BY STUDENTS OVER WINTER BREAK – ALL ASSIGNMENTS DUE UPON RETURN FROM BREAK**

**Chapter 18 *The Atlantic System and Africa*, pgs. 457 – 483.**

**Homework:** notecards and map work

- **DBQ – The Economics of Atlantic Slavery, pg. 483 in textbook. An investigation into the labor systems of the Americas with particular emphasis on the Spanish adaptation of the mit'a system.**

**Homework:** Students will investigate the website from Brown University on the slave ship Sally, which sailed in 1764. The site is: <http://www.stg.brown.edu/projects/sally/>

- **DBQ Project Introduction – Students will create a DBQ on slavery.**
- **Assessment – Three Chapter Test**
- **English and French colonies in the Americas  
Discussion of primary source #20**
- **Sugar and Slaves – Discussion of Primary Sources #48 and #49.  
What was it like to be a slave in the Americas?**

**Homework:** DBQ project.

## Week 19

**Chapter 19: Southwest Asia and the Indian Ocean, pgs. 484 – 509.**

**Homework:** You are to read the following primary sources and write a one paragraph summary of each: #12 *Sultan Selim I, LETTER TO SHAH ISMAIL OF PERSIA*, pages 58 – 60. #13 *Abul Fazl, AKBARNAMA*, pages 61 – 64. #14 *Khayr al-Din Ramli, LEGAL OPINIONS*, pages 64 – 68.

**Mon NO SCHOOL – WINTER BREAK**

**Tue NO SCHOOL – WINTER BREAK**

**Wed NO SCHOOL – NEW YEARS DAY**

- **The Growth of the Ottoman Empire**  
In class reading on Suleiman the Magnificent - # 9 *Ogier Ghiselin de Busbecq, TURKISH LETTERS*, pages 42 – 47. **Students will discuss how a European viewed Suleiman the Magnificent.**  
**Trade and the Ottoman Empire**  
**Spread of peoples, goods, and ideas.**
- **Islamic Law and Ottoman Rule**  
**Discussion of primary sources #13 and #14.**  
**Spread of Islamic Rule Throughout the Ottoman Empire**
- **The Ottoman Empire**  
**Labor Systems in the Ottoman Empire**  
**Devshirme system**  
**Millennium Video Excerpt**

## Week 20

**Chapter 20 Northern Eurasia, 1500 – 1800, pgs. 510 – 535.**

- **The Safavids**  
**In class reading:** #10 *Father Paul Simon, REPORT TO POPE PAUL V*, pages 48 – 52. **Discussion of the reading and how Shah Abbas uses power to suppress dissent within the empire.**

- **Trade Empires in the Indian Ocean**  
The Expansion of trade in the Indian Ocean and the resultant exchanges that occur.  
Millennium Video - Majapahit
- **The Mughal Empire**  
Students will analyze a series of miniature paintings from the Mughal Empire and identify a variety of cultural components present in the empire (art, poetry, architecture, religious traditions, etc.). Miniature paintings are from the Metropolitan Museum of Art recent exhibition. Website: <http://www.metmuseum.org/exhibitions/listings/2011/lyrical-visions>
- **The Mughal Empire**  
In class reading: #11 *A Self-Portrait of Jahangir, MEMOIRS*, pgs. 52 – 56. Discussion of the Mughal emperor's use of power and how he viewed his Hindu subjects.

**Homework:** GRAPES chart on the three Islamic Empires.

## **Week 21**

**Homework:** You are to read the following source and be prepared to discuss it on Wednesday. #40 *Peter the Great, EDICTS AND DECREES*, pages 173 – 178. #41 *Mikhail Shcherbatov, ON THE CORRUPTION OF MORALS IN RUSSIA*, pages 178 – 181.

- **Russia – Humble Beginnings**  
**Overview of Early Russian History**  
**Geographic Activity** – Students will create a map of the expanding Russian Empire, from early city states, to the Golden Horde, to the beginnings of the gathering of the land under Ivan. Students will note various geographic features including mountains, rivers, etc.
- **From the Golden Horde to Development of Early Russian States – Nomadic Peoples Settle Down**  
**Development of frontier settlements in Russian Siberia**  
Millennium Video Clip
- **The Expansion of Russia**  
**Absolute Power of the Russian Czars and the Use of War as a Tool of Expansion**
- **Peter the Great**

**Causes and Effects of Peter the Great's Program of Modernization**

**Discussion of primary source on Peter the Great, primary sources #40 and #41.**

**Homework:** You are to write a one page editorial as if you were in Russia during the time of Peter the Great. You are to take a side as a supporter of his reforms or as an "Old Believer".

-  
**Consolidation of the Russian Empire**

**Homework:** GRAPES chart on Russian Empire.

**Week 22**

**Monday      CLOSED - MLK**

**SECOND MARKING PERIOD ENDS - HALF DAY**

- **Japan as China's "Little Brother"**  
**Cultural Exchanges**  
**Japanese Reunification – The Formation of the Tokugawa Shogunate – Expansion of Empire**
- **The Tokugawa Shogunate and the Japanese State**  
**Social Organization under the Tokugawa Shogunate**  
**The Peasant Family and the Samurai**  
**Video Clip – *Memoirs of a Secret Empire***
- **Japanese Response to the Europeans**  
**European Incursions into Japan**  
**The Closing of Japan**  
**Video clip from *Shogun***
- **Ming Collapse and the Rise of the Qing**  
**Discussion of the naval voyages led by Ming Admiral Zheng He. What if Chinese voyages had been permitted to continue?**

**Students will analyze the collapse of the Ming through the concept of the loss of the Mandate of Heaven.**

**In class reading and discussion. Students will read: #4**  
*Symptoms of Ming Decline, Yang Lien, MEMORIAL TO*

*EMPEROR MING XIZONG CONCERNING EUNICH WEI  
ZHONGXIAN*, pgs. 23 – 27.

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**Week 23**

- **The Qing Empire**  
**Trade patterns between the Chinese and the Europeans.**  
**Map Activity – Students will create a map that illustrates the trade routes from China to the West – overland and on the water.**
- **Chinese Response to the Europeans**  
**In class reading and discussion. Students will read: #3**  
*Commerce in a Confucian World, Zhang Han, “ON STRANGE TALES” and “ON MERCHANTS”*, pgs. 18 – 22, volume 2.
- **Asian Art and Architecture Investigation**  
**Student Presentations – The Visual Arts of East Asia**
- **Change Over Time In-Class Essay – China [CR10]**
- **Assessment – Two Chapter Test**

**Homework:** DBQ Cultural Interaction in Northern Eurasia, 1500 – 1800, pg. 535 in text.

**PERIOD 5 – INDUSTRIALIZATION and GLOBAL INTEGRATION, c. 1750 – c. 1900**

**(6 Weeks)**

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

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

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

**Key Concept 5.4:** Global Migration

**Week 24**

**Chapter 21 *Revolutionary Changes in the Atlantic World, 1750 – 1850*, pgs. 540 – 567.**

**Homework:** notecards and questions.

**Homework:** You are to read the following primary sources in preparation for our study of the Revolutions of the 18<sup>th</sup> century and write a one paragraph summary of each. #42 *ENGLISH BILL OF RIGHTS*, pages 181 – 184. #43 *CAHIER OF THE THIRD ESTATE OF THE CITY OF PARIS*, pages 184 – 187. #44 *DECLARATION OF THE RIGHTS OF MAN AND OF THE CITIZEN*, pages 188 – 189. #45 *POLITICAL CARTOONS AND CARICATURES FROM THE FRENCH REVOLTUION*, pages 190 – 194. #46 *Thomas Paine, COMMON SENSE*, pages 195 – 200.

- **The 18<sup>th</sup> Century World – The Old Order**  
Students will create a “snapshot” of Europe under the old order through the creation of a graphic organizer.
- **New Patterns of Thought**  
Readings from Voltaire, Rousseau, Locke and Montesquieu  
Students will analyze and discuss the readings in a roundtable discussion. Class will generate a list of the changes the philosophers were demanding.
- **The American Revolution – A Review**  
Causes and Effects  
Students will work in groups to create a flow chart of causes and effects. Charts will be shared at the end of class. [CR9]
- **France – The Old Regime**  
Comparison of the American Declaration of Independence and the French Declaration of the Rights of Man and Citizen [CR5e]

- **Crisis in France and Revolution**  
Analysis of the failure of the French Revolution – roundtable discussion.

## **Week 25**

**Chapter 23 *Nation Building and Economic Transformation in the Americas, 1800 – 1890, pgs. 592 – 593.***

**Homework:** Notecards and questions.

- **Reaction and Dictatorship**  
In class reading on Napoleon. Class discussion of how Napoleon should be remembered. Discussion of the importance of the individual in world history.
- **The Spread of Revolutionary Ideology – Haiti**
- **Toussaint L’Overture and the Haitian Revolution**  
PBS DVD on Haitian Revolution
- **The Congress of Vienna**  
Students will compare maps of Europe under and after Napoleon  
**The Growth of Nationalism and Global Effects**  
Students will define the concept of “nationalism”

**Homework:** Comparison chart of the American, French, and Haitian Revolutions.

**Homework:** You are to read the following primary source in preparation for class tomorrow. #47 *Simon Bolivar, THE JAMAICA LETTER*, pages 200 – 203.

- **Independence Movements in Latin America 1800 – 1830**  
Discussion of Simon Bolivar’s *The Jamaica Letter*.  
Roundtable Discussion – Why did the independence movements in Latin American not succeed?

## **Week 26**

**Monday NO SCHOOL – PRESIDENT’S DAY**

**Chapter 22 *The Early Industrial Revolution, 1750 – 1851, pgs. 568 – 591.***

**Homework:** Notecards and questions.

**Homework:** You are to read the following primary sources and write a one page summary of each : #61 *TESTIMONY BEFORE PARLIAMENTARY COMMITTEES ON WORKING CONDITIONS IN ENGLAND*, pages 265 – 272. #61 *Samuel Smiles, SELF-HELP and THRIFT*, pages 272 – 275. #62 *Karl Marx and Friedrich Engels, THE COMMUNIST MANIFESTO*, pages 275 – 281.

- **Global Changes - Societal and Economic Changes**  
**Causes of the Industrial Revolution**  
**Why England was First – Students will list the reasons as to why England was the first nation to industrialize.**  
**Discussion of the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.**
- **The Technological Revolution**  
**Students will discuss the new technology that led to the Industrial Revolution.**
- **Impact of the Industrial Revolution**  
**Discussion of the primary sources on the effects of industrialization on the working classes.**  
**Responses to the Industrial Revolution and analysis of New Lanark and Robert Owen, students will analyze a series of photos and maps of the mill community.**
- **Assessment – Three Chapter Test**

## **Week 27**

**Chapter 24 *Africa, India, and the New British Empire, 1750 – 1870, pgs. 623 – 649.***

**Homework:** notecards and questions.

- **African Response to European Incursions**
- **Growth of the British Empire - India**



**The need for raw materials to fuel an empire.**

**Case study on Rubber.**

**Labor migrations: reasons for migration and types of labor systems which developed (slavery, indentured servitude, and convict labor).**

- **India Under British Rule**  
**Textile production in India**  
**Students will create a political cartoon of the British in India.**

- **India Under British Rule and Rising Indian Nationalism**

**Homework:** You are to read the following primary sources and write a one paragraph summary of each#77 *Rammohun Roy, LETTER TO LORD AMHERST*, pages 330 – 333. #78 *THE AZAMGARH PROCLAMATION*, pages 334 – 336.

- **Bridging World History Video – Global Industrialization # 19**  
Presents three short segments on global industrialization, including a piece on growing sugar in Cuba and the use of migrant laborers.

## **Week 28**

**Chapter 25 *Land Empires in the Age of Imperialism, 1800 – 1870*, pgs. 650 – 676.**

**Chapter 26 *The New Power Balance, 1850 – 1900*, pgs. 680 – 706.**

**Homework:** Notecards and questions.

**Homework:** You are to read the following primary sources and write a one paragraph summary of each:  
#79 *Lin Zexu, LETTER TO QUEEN VICTORIA, 1839*, pages 338 – 34. #80 *Zeng Guofan, MEMORANDUM TO EMPEROR XIANFENG*, pages 32 – 345. #82 *Sakuma Shozan, RELECTIONS ON MY ERRORS*, pages 349 – 353. #83 *Iwasaki Yataro, LETTER TO MITSUBISHI EMPLOYEES*, pages 353 – 356. #84 *PRINTS AND DRAWINGS, 1853 – 1887*, pages 356 – 361.

- **Problems of Land Based Empires – The Ottoman, Qing, and the Russian Empire**  
**Discussion of the primary sources. Focus will be on how empires responded to the Europeans.**

**Case study of how the British and French expanded their influence in China through the Opium Wars.**

- **Attempts and Failures of Modernization – Economically and Politically of the Land Based Empires**  
Students will compare the Ottoman, Qing, and Russian Empires with regard to their failure to modernize.
- **Responses to Change – Japanese Modernization**
- **In Class – DBQ Analysis Europe and the Ottoman Empire, pg. 676 textbook.**
- **The New Power Balance**

**Homework:** Comparison essay on the three Islamic empires. Take home assignment.

## **Week 29**

**Chapter 27 *The New Imperialism, 1869 – 1914*, pgs. 707 – 733.**

**Homework:** Notecards and questions.

**Homework:** You are to read the following primary sources and write a one paragraph summary of each : #69 *Jules, Ferry, SPEECH BEFORE THE FRENCH NATIONAL ASSEMBLY*, pages 301 – 304.  
#70 *ADVERTISEMENTS AND ILLUSTRATIONS FROM BRITISH BOOKS AND PERIODICALS*, pages 304 – 308.  
#71 *PETITION OF KING OCKIYA AND THE CHIEFS OF BRASS TO LORD DERBY, FEBRUARY 1877 and MEMORANDUM OF THE BRASS CHIEFS, JUNE 1895*, pages 312 – 315. #72 *Ndansi Kumalo, HIS STORY*, pages 315 – 319.

- **The New Imperialism – A Definition**

**Homework:** You are to read the following excerpt from **KING LEOPOLD'S GHOST**, by Adam Hochschild: pgs. 1 – 18. Chapter 1 – 4, pgs. 21 – 74.

- **The Scramble for Africa**

**Discussion of KING LEOPOLD'S GHOST:**

- What does Edmund Dene Morel, an employee of a shipping concern based out of Liverpool, begin to notice in the Congo Free State? How is it disturbing?
- According to Hochschild, how is Morel’s life changed by what he saw in the Congo?
- How did the Kingdom of the Kongo pass into the hands and control of the Europeans, first the Portuguese and then Belgium?
- What role did Henry Morton Stanley play in Belgium’s acquisition of the Congo?
- How did the great powers allow King Leopold such free reign in the conquest and creation of the Congo Free State?
- Compare this excerpt to the textbook’s overview of the section entitled: “Western and Equatorial Africa” pgs. 714 – 717. How does Hochschild’s account expand your thinking?

- **The Tools of Imperialism**  
**Periodization: Old and New Imperialism – Why the Differentiation?** [CR11]

**Students will create an annotated timeline of the “Old” and “New” Imperialism – from 1750 – 1914 – focusing on India. Students will then write an essay arguing whether or not there should be a differentiation between the two time periods and ultimately answering the question: “How do historians define each time period?”**

- **Case Studies of Imperialism: Egypt and Panama**  
**Students will work in pairs to create timelines of Egypt and Panama as colonies.** [CR14]

- **Assessment: Four Chapter Test**

**Homework:** Students will create a political cartoon on some aspect of imperialism. Cartoon is to have four images and a title. On the back of the cartoon, they are to write a paragraph as to what they were illustrating in the cartoon.

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***PERIOD 6 – ACCELERATING GLOBAL CHANGE and REALIGNMENTS, c. 1900 to the PRESENT (6 Weeks)***

**Key Concept 6.1:** Science and the Environment

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

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

**Week 30**

**Chapter 28 *The Crisis of the Imperial Order, 1900 – 1929* pgs. 735 – 764.**

**Homework:** Note cards and questions.

**Homework:** You are to read the following primary sources and write a one paragraph summary of each: #87 *POPULAR ART AND POSTER ART FROM GERMANY, ENGLAND, AND AUSTRALIA*, pages 371 – 376. #88 *Henry S. Clapman, MUD AND KHAKI, MEMOIRS OF AN INCOMPLETE SOLDIER*, pages 377 – 381. #89 *COMMENTS OF THE GERMAN DELEGATION TO THE PARIS PEACE CONFERENCE ON THE CONDITIONS OF PEACE, OCTOBER 1919*, pages 381 – 384. #90 *Lenin, “WHAT IS TO BE DONE?”*, pages 386 – 389.

- **The 20<sup>th</sup> Century – New Technologies Spread Throughout the World – Discussion of the effects of new modes of transportation and communication.**  
**Students will work in groups to create a “snapshot” of the world in 1900 through the creation of a graphic organizer.**
- **The World at War – Causes and Effects of the Great War**  
**Students will review what they learned about the causes of WW I and analyze the effects of the war.**

**Discussion of the 1918 flu pandemic and comparison to epidemics through time.**

**Discussion of primary sources #87, #88, and #89.**

**Students will read about the effects of the Great War from three different textbooks and compare what they read.**

**Textbooks include:**

*THE EARTH AND ITS PEOPLES* by Richard Bulliet, et. al, *TRADITIONS AND ENCOUNTERS* by Jerry Bentley, et. al, and *WORLD CIVILIZATIONS: THE GLOBAL EXPERIENCE* by Michael Adas, et al.

- **The Russian Revolution and the Birth of Communism**  
**Students will create a graphic organizer on the Russian Revolution, beginning with Alexander II's reforms through the Russian Civil War.**

**Homework:** You are to read the following source and write a one paragraph summary of the source: #91 *Joseph Stalin, THE RESULTS OF THE FIRST FIVE-YEAR PLAN*, pages 389 – 393.

### **END OF MARKING PERIOD 3**

- **Comparing the French and Russian Revolutions**  
**Diverse Historical Opinions: Interpretation and Use of Evidence**  
Students will use excerpts from **Crane Briton's** *The Anatomy of Revolution* to analyze the French and Russian Revolutions, using his life cycle of old order, moderate regime, radical phase, to Thermidorian reaction. Students will also read two book reviews of *The Furies: Violence and Terror in the French and Russian Revolution* by **Arno Mayer**, one from **Foreign Affairs:** <http://www.foreignaffairs.com/articles/56183/stanley-hoffmann/the-furies-violence-and-terror-in-the-french-and-russian-revolution> and one from **The New York Times:** <http://www.nytimes.com/books/00/08/27/reviews/000827.27webert.html> Additionally, students will read Chapter I from *The Furies:* <http://www.nytimes.com/books/first/m/mayer-furies.html>  
Students will compare the two revolutions and write an essay on the validity of Briton's theory. **[CR7]**

- **The Treaty of Versailles**  
**Discussion of primary source #89 and #90.**  
**Homework:** Map work. Before and after the Great War.

## Week 31

Chapter 29 *The Collapse of the Old Order, 1929 – 1949*, pgs. 765 – 792.

- **The Middle East and the Mandate System**

**Homework:** Group assignment on independence movements. Presentations to follow after Spring Break.

**Homework:** You are to read the following primary sources and write a one paragraph summary of each : #74 *Sultan Abdul Mejid, IMPERIAL RESCRIPT*, pages 319 – 323. #75 *Sayyid Jamal ad-Din, LETTER TO HASAN SHIRAZI*, pages 323 – 327. #100 *Mustafa Kemal, SPEECH TO THE CONGRESS PARTY OF THE PEOPLE'S REPUBLICAN PARTY*, pages 432 – 435. #101 *The Muslim Brotherhood, TOWARD THE LIGHT*, pages 436 – 440.

- **Chinese Warlords and the Guomindang**

- **The Rise of Modern Turkey**  
**Roundtable discussion of the collapse of the Ottoman Empire and the rise of Turkey under Ataturk.**

**Homework:** DBQ Self-Determination in the Middle East After World War I, pg. 764, textbook.

- **Review of the Changes Wrought by WWI and the realignment of empires.**

**Homework:** COT essay on the Middle East before and after the Great War.

## Week 32

**Chapter 30 *Striving for Independence: Africa, India, and Latin America, 1900 – 1949*, pgs. 793 – 816.**

**Homework:** Notecards and questions.

**Homework:** You are to read the following primary sources and write a one paragraph summary of each: #98 *James Aggrey, PARABLE OF THE EAGLE*, *Leon G. Damas, LIMBO*, *Leopold Sedar Senghor, PRAYER FOR PEACE*, and *David Diop, Vultures*, pages 420 – 427. #99 *Charlotte Maxeke, SOCIAL CONDITIONS AMONG BANTU WOMEN AND GIRLS*, pages 427 – 430. #102 *Mohandas Gandhi, INDIAN HOME RULE*, pages 440 – 445. #110 *DEBATE IN THE HOUSE OF COMMONS, MARCH 1947*, pages 478 – 482. #104 *Francisco Garcia Calderon, LATIN AMERICA: ITS RISE AND PROGRESS*, pages 448 – 453. #105 *Lazaro Cardenas, SPEECH TO THE NATION*, pages 453 – 455.

- **Review of the Causes and Effects of World War II  
Discussion of primary sources #92, #96, and #97.**
- **The Chinese Civil War and Communist Victory  
Video clip from THE PEOPLE’S CENTURY**
- **The Indian Independence Movement  
Case study – India and the Separation of Pakistan.  
Religious conflict in India – Muhammad Ali Jinnah**
- **Group Work – Student presentations of Independence movements around the world.**
- **ASSESSMENT – Three Chapter Test.**

**Movie Night** – The movie *Gandhi* will be shown after school today. Discussion to follow viewing.

## Week 33

**Chapter 33: *The Cold War and Decolonization, 1946 – 1975*, pages 817 – 846.**

**Homework:** notecards and questions.

**Homework:** You are to read the following sources and write a one paragraph summary of each: #108 *George Kennan, THE LONG TELEGRAM*, pages 469 – 474. #109 *Nikolai Novikov, TELEGRAM, SEPTEMBER 27, 1946*, pages 474 – 477.

- **The Cold War – The New Alliance Systems - NATO  
Korea  
Students will create a map of the new alliance systems of  
NATO, SEATO and the WARSAW PACT**
- **A New World Order – The United Nations and the Declaration  
of Human Rights  
Overview of the United Nations and a reading of the  
Declaration of Human Rights with each student  
responsible for interpreting a right.**
- **Decolonization and Nation Building  
Case Study – Egypt and Nasser’s promotion of economic  
development in Egypt [CR5a]**
- **Independence Movements Around the World  
The Anti-Apartheid Movement in South Africa**  
  
**Homework:** You are to read the following primary source:  
#68 *Theodor Herzl, THE JEWS’ STATE*, pages 297 – 301.
- **The Birth of Israel and Its Ramifications  
Displacement of the Palestinians  
The Zionist Jewish settlement of Palestine  
Discussion of primary source #68.**

**Homework:** DBQ – De-Colonization.



## **Week 34**

**Chapter 34: *Crisis, Realignment, and the Dawn of the Post-Cold War World, 1975 – 1991, pgs 847 – 877.***

**Homework:** notecards and questions.

**Homework:** You are to read the packet of primary sources on Mao for discussion on Monday. You are to create a timeline of China after the Qing Dyanasty. You are to begin in 1911 and end the timeline in 2000. Dates are to be annotated. You must have a minimum of 20 dates and annotations.

**Homework:** You are to read the following primary sources and write a one paragraph summary of each: #106 *Mao Zedong, REPORT ON AN INVESTIGATION OF THE PEASANT MOVEMENT IN HUNAN and STRATEGIC PROBLEMS OF CHINA'S REVOLUTIONARY WAR*, pages 456 – 461. #107 *Cao Ming, "A NATIVE OF YAN'AN"*, pages 461 – 465.

- **Environmental Concerns and the Green Revolution**  
**Protest movements and the Environment**  
**Greenpeace and Earth Day**  
**Roundtable discussion of inequality of environmental and economic consequences of global integration.**  
  
**Students will be given a current event assignment on environmental concerns today.**
- **Post Colonial Crises and Asian Economic Expansion**  
**Case study – Vietnam and Ho Chi Minh**
- **Changes in Latin America**  
**Case study – Chile under Pinochet**
- **Changes in Asia**  
**Map Activity – Students will create a map of East Asia after World War II.**  
  
**China – Under Mao – The Great Leap Forward**  
**In Class Analysis of Chinese Propaganda**  
**Discussion of primary sources #106 and #107.**

**MOVIE NIGHT:** The movie *TO LIVE* will be shown tonight with discussion to follow.

Friday

**The United States – Changes in the U.S. including Government Intervention in the Economy and in World Events – Discussion of when the government has the right to intervene in world affairs. (Current event topic will be used as a springboard for discussion. Students will be given the topic a week before our discussion.)**

## **Week 35**

### **NO SCHOOL ALL WEEK – SPRING BREAK HOMEWORK**

**Homework:** Read the following source: #112 *Ruhollah Khomeini, ISLAMIC GOVERNMENT*, pages 486 – 491. Be prepared for discussion of the source.

- **Islamic Revolutions in Iran and Afghanistan**
- **China – Economic Revolution  
China Under Deng Xiaoping**
- **Russia – After Khrushchev  
Crisis in the Soviet Union**
- **The Emerging Post- Communist World and the End of the Bi-Polar World, 1989 - 1991**
- **The Legacy of Communism  
Roundtable Discussion of the United States, Russia, and China Today**

**Homework:** Take Home Essay – Change over time essay on China.

## **Week 36**

**Chapter 33: *Globalization at the Turn of the Millennium*, pgs. 878 – 905.**

**Homework:** Notecards and questions.

**Homework:** Read the following sources and write a one paragraph summary of each: #121 *Ralph Nader, FREE TRADE AND THE DECLINE OF DEMO-CRACY* and #122 *Gary Burtless, Robert Z. Lawrence, Robert E. Litan,*

...and Robert Shapiro, *GLOBAPHOBIA-CONFRONTING FEARS ABOUT OPEN TRADE*, pages 527 – 533.

- **The State of the World 2000**  
**The Concept of Globalization**  
**Discussion of regional trade agreements including: The European Union, NAFTA, and ASEAN.**  
**Discussion of primary sources #121 and #122.**
- **Political Changes**
- **Economic Changes**  
**MEDIA CENTER: WEBQUEST – Developing Regions**  
**Activity looking at the economies of world regions, comparing developing regions to high income regions. Students will access data from the World Bank and analyze the social and economic differences among nations today. The website students will utilize is: [www.worldbank.org](http://www.worldbank.org)**
- **Societal Changes**  
**Discussion of humanitarian organizations such as UNICEF, Red Cross, Amnesty International, Doctors Without Borders, or The Water Project, etc.**
- **ASSESSMENT – Three Chapter Test.**  
  
**Homework:** Students are to research a multi-national corporation in pairs and share what they learned about the corporation on 5/6. Students will be responsible for a five minute presentation on their corporation and a graphic organizer that illustrates the corporation structure. Ex. Coca-Cola or Royal Dutch Shell.

**The Five AP World History Themes**  
**PERIOD REVIEW-DISCUSSION OF THEMES AND CONNECTIONS**

1. Interactions Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

Students will as a homework assignment, review the themes and apply them to the period we have just finished studying. This could be done in groups, as a homework assignment, or as a whole class activity. Will vary the format throughout the school year. This assignment will serve to reinforce the themes and allow students to consistently apply them to topics under discussion.

## **Week 37**

<b>Monday</b>	<b>Multinational Corporation Student Presentations</b>
<b>Tuesday</b>	<b>AP REVIEW &amp; PREPARATION</b>
<b>Wednesday</b>	<b>AP REVIEW &amp; PREPARATION</b>
<b>Thursday</b>	<b>AP REVIEW &amp; PREPARATION</b>
<b>Friday</b>	<b>AP REVIEW &amp; PREPARATION</b>

## **Week 38**

<b>Monday</b>	<b>AP REVIEW &amp; PREPARATION</b>
<b>Tuesday</b>	<b>AP REVIEW &amp; PREPARATION</b>
<b>Wednesday</b>	<b>AP REVIEW &amp; PREPARATION</b>
<b>Thursday</b>	<b>AP WORLD HISTORY TEST – AM</b>
<b>Friday</b>	<b>AP WORLD HISTORY PARTY!!!!</b> <b>Final Exam Information Disseminated – Critical Book Review</b>

## **Week 39**

<b>Monday</b>	<b>End of year assignment given out: group presentations on modern day topics of interest. These topics may include: global warming, the Palestinian question, modern day genocides, revolutions in the Middle East, etc. Topics will have been submitted by students. Groups of five students per topic.</b>
<b>Tuesday</b>	<b>Research and group presentation preparation.</b>
<b>Wednesday</b>	<b>Research and group presentation preparation.</b>
<b>Thursday</b>	<b>Research and group presentation preparation.</b>
<b>Friday</b>	<b>Research and group presentation preparation.</b>

## **Week 40**

<b>Monday</b>	<b>NO SCHOOL – MEMORIAL DAY</b>
<b>Tuesday</b>	<b>Group Presentations</b>
<b>Wednesday</b>	<b>Group Presentations</b>
<b>Thursday</b>	<b>Group Presentations</b>
<b>Friday</b>	<b>Group Presentations</b>

## **Week 41**

<b>Monday</b>	<b>Group Presentations</b>
<b>Tuesday</b>	<b>Group Presentations</b>
<b>Wednesday</b>	<b>Group Presentations</b>
<b>Thursday</b>	<b>Group Presentations</b>
<b>Friday</b>	<b>Group Presentations</b>

## **Week 42**

<b>Monday</b>	<b>EXAMS</b>
<b>Tuesday</b>	<b>EXAMS</b>
<b>Wednesday</b>	<b>EXAMS</b>
<b>Thursday</b>	<b>EXAMS - FOURTH MARKING PERIOD ENDS</b>
<b>Friday</b>	<b>GRADUATION!!!!</b>