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**AP World History Course 2017-18**

**\*Note the College Board has implemented changes to the course and exam structure effective fall 2016\***

AP World History is for the high school student who wishes to earn college credit in high school through a rigorous academic program. This class approaches history in a way that looks at the common threads of humanity over time— society, politics, religion, ideology, technology and trade —and it investigates how these things have changed and continued over time in different places. This course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison. The AP World History Exam will be Thursday May 17, 2018

**The following AP World History Themes will be used throughout the course to identify broad patterns and processes that explain change and continuity over time:**

**5 AP World History Themes**

1. **Social--Development and transformation of social structures**
  - Gender Roles
  - Race and ethnicity
  - Social Class
  - Family
2. **Political--State-building, expansion, and conflict**
  - Forms of government
  - Political Structures
  - Nationalism
  - Empire and nation building
  - Revolutions
3. **Interaction between Humans and the Environment**
  - Demography
  - Disease
  - Technology
  - Patterns of Settlement
  - Movement of people and ideas
  - Migration
4. **Cultural--Development and interaction of cultures**
  - Religion
  - Belief systems
  - Ideologies
  - The arts and culture
5. **Economic--Creation, expansion, and interaction of economic systems**
  - The development of agriculture
  - Trade
  - Commerce

- **Economic and Labor systems**
- **Capitalism and Socialism**

The following **Basics of Historical Thinking Skills** will be utilized in this course:

- **Analyzing Historical Sources and Evidence**
  - ◇ Analyzing Evidence: Content and Sourcing
  - ◇ Interpretation
- **Making Historical Connections**
  - ◇ Comparison
  - ◇ Contextualization
  - ◇ Synthesis
- **Chronological Reasoning**
  - ◇ Causation
  - ◇ Patterns of Continuity and Change over Time
  - ◇ Periodization
- **Creating and Supporting a Historical Argument**
  - ◇ Argumentation

**Main Textbook:**

- *Voyages in World History 2<sup>nd</sup> Ed.*, by **Kenneth R. Curtis and Valerie Hansen**, Boston: Wadsworth Cengage; AP ed., 2010. Student resources for textbook available at: <http://college.hmco.com/students>

**Primary Source Document Readers: Students will read and analyze selected primary sources (documents, images, and maps)**

- *Documents in Global History*, Vol. 1 to 1650 & Vol. 2 since 1500; Pearson Education Inc. Upper Saddle River, N.J 2008

**Secondary Sources: (Written, Visual, Audio, Video, and Electronic)**

- *Guns, Germs and Steel* by Jared Diamond (Norton, 1999)
- *The History of the World in 6 Glasses* by Tom Standage (Walker and Company 2005)
- The Worst Mistake in the History of the Human Race by Jared Diamond. *Discover Magazine* May 1987: 64-66. Web. July 2000.
- *A Short History of the World* by J.M. Roberts (Oxford Press, 1993)
- *Rand McNally Historical Atlas of the World* (2004)
- *Islam: Empire of Faith*. Dir. Robert H. Gardner. Perf. Ben Kinsley. PBS, 2001. DVD
- *The World's History* by Howard Spodek, 3rd ed. Combined vol., Upper Saddle River, N.J.: Prentice Hall, 2006.
- Millennium Series. CNN
- Guns, Germs, and Steel by Jared Diamond. National Geographic Society. (Video)
- Crash Course: World History I. John Green
- Crash Course: World History II. John Green
- Civilization Series. BBC
- Engineering an Empire Series. The History Channel. 2006
- *When Worlds Collide*. PBS. 2012
- The Human Web: A Bird's Eye View. J.R. and William McNeil. 2003. Maple Vail Book Manufacturing

**Other Sources:**

- *Fast Track to A 5 Preparing for the AP World History Exam* Student Study Guide (Wadsworth Cenage, 2011)
- Various Primary and Secondary Sources
- Internet -School approved websites including BBC.com, PBS.com, Bill Strickland

# AP World History Syllabus

Units to be covered include the units listed below; approximately 1 to 3.5 weeks will be spent on each unit and the AP Exam will cover about 15-20% of each unit:

## Unit Chronology of AP Curriculum

**Unit 1: To 600 BCE: Technological and Environmental Transformations- 5% of AP Exam**

**Unit 2: 600 BCE-600 CE: Organization and Reorganization of Human Societies  
-15% of AP Exam**

**Unit 3: 600-1450: Regional and Transregional Interactions-20% of AP Exam**

**Unit 4: 1450-1750: Global Interactions- 20% of AP Exam**

**Unit 5: 1750-1900: Industrialization and Global Integration 20% of AP Exam**

**Unit 6: 1900-present: Accelerating Global Change and Realignment- 20% of AP Exam**

## Unit Activities

The following is a list of potential unit activities that may be assigned in each of the six units in order to develop analytical skills and to allow students to demonstrate command of course themes and key concepts.

**AP World Pre and Post Test (Final Exam)** will be given the first day and towards the end of Unit 6 in order to collect data

## **Note-taking**

- Lecture Notes
- Reading and Thinking notes
- World Religions chart

## **Class Discussions**

- Each class will include some evaluation of a primary or secondary source this will include historical and present documents that can be written works, pictures/art, or video clips
- Students will be graded based upon their participation in the discussion and ability to bring new ideas to the discussion
- The teacher will act as a recorder while students will drive the conversation
- Debates will also be used throughout the course

## **Mapping**

- Labeling of major civilizations, countries, cities, landmarks, etc

## **Timelines**

- Students will create a timeline for some of the time periods we study. Within that timeline they must include the major civilizations, key events, primary, and secondary sources we discuss. Students can use the timelines provided in the textbook as a baseline and will add information as we move through out each time period. The timeline will be used toward the end of the course to analyze cause and effect of the rise and decline of civilizations and to investigate the consistency of the textbook to other materials viewed in class.

## **Test and Quizzes**

- Tests will be given at the end of every unit. Test size will vary based on material covered and time spent on each unit. I will provide a study guide for each unit test but the study guide is just a guide and material not mentioned on the study guide may appear on the test. Unit tests will be developed from a combination of the chapters of the textbook, lecture/notes, and in class work. **To be successful on the tests students must actively read the textbook!**
- Pop quizzes will be used to check for reading and lecture comprehension

## **Writing Assignments**

To develop the skills necessary to do well on the AP World History test student will be given writing assignments from the College Board 2002-2011 Released Questions. There will be 6 total essays given during the year.

**Short Document Analysis:** Students will analyze written, visual and quantitative documents from primary source readers and other sources. Document analysis handouts and the PERSIA (Political, Economic, Religion, Social, Intellectual, and Area) method will be used to analyze these documents.

**Document Based Question (DBQ):** Students analyze evidence from a variety of sources in order to develop a coherent written argument that has a thesis supported by relevant historical evidence. Students will apply multiple historical thinking skills, such as evaluating reliability and point of view, as they examine a particular historical problem or question. There will be a major focus on analyzing the validity of sources, intended audience, and challenging

previously established viewpoints to formulate an argument. (CR8)

**Short Answer Questions:** Short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, nontextual sources such as data or maps, or general positions about world history. They will coincide with one or more of the thematic learning objectives for the course. Short answer questions will also ask students to identify and analyze historical evidence based on the source or question.

**Long Essay Questions:** Long essay questions will ask students to explain and analyze significant issues in world history through the use of the course's thematic learning objective. These questions will be centered around a thesis statement and must provide specific and relevant evidence to support that thesis. Students will be required to show evidence of understanding by providing in depth examples of large-scale-phenomena over time.

### **UNITS OF STUDY – *An Overview of this course***

The course will be broken into five major thematic units from 8000 BCE to the present.

#### **Unit 1 To 600 BCE: Technological and Environmental Transformations (2 Weeks)**

##### **Key Concepts:**

- Key Concept 1.1. Big Geography and the Peopling of the Earth Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

##### **Topics for Overview:**

- Hunter gathers
- Transition to Pastoral societies
- The peopling of Earth. Including Oceania
- First civilizations: Middle East, Asia, Africa, China, India, and South America. Major focus on River Valley Civilizations

##### **Textbook Chapters: 1-2**

##### **Primary Sources:**

- Visual source- The First Art Objects (Hansen and Curtis Chapter 1, Pgs. 8-9)
- Visual source- The First Stone Tools
- *Epic of Gilgamesh* (Hansen and Curtis Chapter 2, Pg. 50) (Documents in Global History Vol. I, Pg. 44)
- *Code of Hammurabi* (Documents in Global History Vol. I, Pg. 40)

##### **Potential Student Activities**

- Pre AP Test- Multiple Choice only
- Notes
- Timeline Activity #1-Students will be introduced to the Change Over Time essay by first developing a time line of their life. Students must divide their life into three periods and discuss why they created those periods in their lives. We will then work to develop a thesis. (CR11)
- Timeline Activity #2- Students will create a timeline of agriculture and tools from 10,000 B.C.E. to 600 B.C.E. Students will be asked to place evidence on the timeline as we move through the unit. (CR11)
- In order to include other disciplines within the course students will become archeologist's for a day and must bring in an example of the first tools used by humans. We will then compare the tools they find to modern tools and discuss the technological advances they see. (CR15)
- Show images of primitive stone tools. Compare the earliest tools to the tools of today
- Class discussion on the role of migration in human development. Why did early humans change locations, and what did they get out of it?
- Students will analyze maps of the early human migration and the river valley civilizations. Map Quiz to follow
- Students will analyze early human social divisions by dividing themselves into groups. Students must first develop criteria for their groups and assign someone to develop those criteria. Follow up discussion: How did you establish the groups? How did you pick the leader? What role did gender play in your divisions?

## AP World History Syllabus

- Students will compare Diamond and Hansen's evaluation of the social impact of sedentary agricultural on gender and class distinctions and write a thesis statement for an essay comparing the two authors ideas.
- Using the visual images and the Epic of Gilgamesh students will describe how Mesopotamian City States developed and were organized.
- Using the Code of Hammurabi as a resource, students will develop a set of class rules. Students will learn to analyze intended audience and will transform Hammurabi's Code into a modern day set of class rules.
- Students will be introduced to the Change Over Time essay by first developing a time line of their life. Students must divide their life into three periods and discuss why they created those periods in their lives. We will then work to develop a thesis. (CR11)
- Unit Test

### **Unit 2 600 BCE-600 CE: Organization and Reorganization of Human Societies (4 Weeks)**

#### **Key Concepts:**

- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

#### **Topics for Overview**

- Rise of Religion
  - Animism
  - Judaism
  - Christianity
  - Hinduism
  - Buddhism
  - Daoism
  - Confucianism
- Classical Civilizations
  - Muaryan (India)
  - Shang, Zhou, Qin, Han (China)
  - The Maya (The Americas)
  - Greece
  - Rome
- Germanic Tribes
  - The Huns
- Silk Road and Indian Ocean
  - Spread of Beliefs
- Polynesian Exploration (CR 5D)
  - Polynesian Exploration
  - Impact of humans on New Zealand

#### **Textbook Chapters: 3-8**

#### **Primary Resources:**

- *First Sermon of Buddha* (Hansen and Curtis Chapter 3, Pg. 76)
- *Ashoka's Fourth Major Rock Edict* (Hansen and Curtis Chapter 3, Pg. 76) (documents in Global History vol. I, Pg. 180)
- Visual Source- Terracotta soldiers and Shi Huangdi's Tomb (Engineering an Empire China)
- *The Analects*. Confucius (Hansen and Curtis Chapter 4, Pg. 92) Documents in Global History Vol. I, Pg 139)
- Visual Source- Teotihuacan (Hansen and Curtis Chapter 5, Pg. 116)
- *Plutarch's Lives* (Hansen and Curtis Chapter 6, Pg. 158)
- *Paul's Sermon at Antioch* (Hansen and Curtis Chapter 7, Pg. 186)

**Potential Student Activities:**

- Notes
- World Religions Research Project. Students must research one of the major world religions and create a presentation that divides the religion into 3 time periods and discusses how the religion has changed over time. Students must also include visual resources.
- Timeline of primary sources, visual evidence, and civilizations for Unit 2. Students must include the primary and secondary sources discussed in the unit.
- Students will compare the major religions of the time period by doing independent research and completing a review chart
- Students will compare the Qin and Han Empires, Maurya and Gupta Empires, Greek city-states, Roman Empire, Mayan city-states in terms of social, political, economic characteristics.
- Students will be introduced to the DBQ skills and techniques including thesis writing, grouping, analyzing author point of view through the use of the Football DBQ.
- 2007 AP World Document Based Questions Essay- Using the documents provided students will analyze Han and Roman attitudes toward technology. Identify one additional type of document and explain briefly how it would help your analysis. Bill Strickland's annotated rubric will be used to guide the instructor and students.
- Short Essay: Analyze continuities and changes in the cultural and political life of one of the following societies: Chinese, Roman, or Indian.
- Students will map the Silk Road trade routes from Asia to Europe. Maps will include the major cities, goods, ideas/regions, technologies, and diseases spread along the Silk Road
- Unit Test

**Unit 3 600-1450: Regional and Transregional Interactions (7 Weeks)**

**Key Concepts**

- 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 Overview:**

- The Islamic World,
  - Caliphates
  - Sunni-Shiite split
- Europe
  - The Byzantine Empire
  - The Great Schism
  - Feudalism
  - The Plague
  - The Crusades
- Empires in the Americas
  - Aztec and Inca
- The Mongols
  - Chinggis Khan
  - Yuan Dynasty
- The Ottomans
  - Constantinople
- Communication and migration networks
  - Polynesian
  - Bantu
  - Expanding trade networks in Africa and India- Ghana, Mali, Delhi
- Sui, Tang, Song, and Yuan China

**Textbook Chapters: 9-15**

**Primary and Secondary Sources:**

- *Hadith of Gabriel* (Hansen and Curtis Chapter 9, Pg. 236)
- *The Encyclopedic History of Institutions*. Du You. (Hansen and Curtis Chapter 9, Pg. 237)
- Visual source: Byzantine Icons
- *Records of Conversations*. Zhu Xi. (Hansen and Curtis Chapter 12, Pg. 334-335) Neo-Confucianism
- Robert the Monk's account. *Readings in European History: Vol. 1* (Hansen and Curtis Chapter 13, Pg. 359)
- *The Adventures of Ibn Battuta*. Ross E. Dunn. 1989
- *The Mission of Friar William Rubruck*. Peter Jackson. 1990. (Hansen and Curtis Chapter 14, Pgs. 384-385)
- Visual resource: The siege of Constantinople (Hansen and Curtis Chapter 14, Pgs. 392-393)

**Potential Student Activities:**

- Notes
- Timeline of primary sources, visual evidence, and civilizations for Unit 3. Students must include the primary and secondary sources discussed in the unit,
- Primary Source Comparison-Students will analyze point of view, purpose, audience, and historical context of two primary sources. Student options include Ibn Battuta, Marco Polo, Robert the Monk, and Friar Rubruck (CR8)
- Students will participate in a simulation involving Indian Ocean Trade. <http://www.bu.edu/africa/files/2011/11/Indian-Ocean-Trade.pdf>
- Students will map the trade routes and goods, services, ideas/religions spread along the Indian ocean
  
- 2009 AP World History Continuity and Change Over Time Essay: Analyze continuities and changes in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E. Connect these changes and continuities to global context, e.g., rise of Islam, improved maritime technologies, rise of new empires.

or

- 2008 AP World History Continuity and Change Over Time Essay: Analyze the changes and continuities in Indian Ocean region from 650 C.E to 1750 C.E, relating these patterns to a global context.
- Students will view and analyze Islam Empire of Faith and discuss the causes and effects of the spread of Islam
- Document Based Question: The Mongols: How barbaric were the Barbarians?
- Students will compare the role of religion on gender roles in Buddhism, Confucianism, Christianity and Islam.
- Students will view and analyze excerpts from *Engineering and Empire China* and compare Chinese and European navigation
- Unit Test

**Unit 4: 1450-1750: Global Interactions (7 Weeks)**

**Key Concepts:**

- 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 Overview:**

- Protestant Reformation and Renaissance
- Absolutism
- Colombian Exchange
- Maritime Expansion

# AP World History Syllabus

- Three Islamic Empires
  - Ottoman, Mughal, Safavid
- Spread of Empires
  - Ottoman, China, Portugal, Spain, Russia, France, England, Japan
- Slave Systems- Atlantic Slave Trade
- Ming and Qing China
- Mughal India
- Tokugawa Japan
- Effects of the Slave Trade

**Textbook Chapters:** 15-20

## **Primary and Secondary Resources:**

- Timeline of primary sources, visual evidence, and civilizations for Unit 4. Students must include the primary and secondary sources discussed in the unit.
- Visual resource: Comparing Zheng He's and Columbus's ships (Hansen and Curtis Chapter 15, Pgs. 422-423)
- Chinese Commentaries on Christianity (Hansen and Curtis Chapter 16, Pgs. 456-457)
- Edicts of Toyotomi Hideyoshi (Hansen and Curtis Chapter 15, Pg 457)
- Excerpts from the Journal of Christopher Columbus (Documents in Global History Vol. II. Pg 448, 450)
- Olaudah Equiano, Excerpt from The Interesting Narrative of the Life of Olaudah Equiano (Documents in Global History Vol. II. Pg 500)
- Excerpts from *Travels in Persia*. Jean de Chardin. (Hansen and Sterns Chapter 17. Pgs. 470-471)
- Visual resources: The Casta system in Spain
- Excerpts from *The Tempest*. William Shakespeare
- Visual resources: The Middle Passage (Hansen and Curtis Chapter 19. Pgs. 544-545)
- *The Discourse on Method and Metaphysical Meditations*. Rene Descartes. (Documents in Global History Vol. II, Pg. 519)
- Excerpts from *A Vindication of the Rights of Women*. Mary Wollstonecraft. (Documents in Global History Vol. II, Pg. 547)

## **Potential Student Activities:**

- Notes
- Comparative Essay: Compare and Contrast any two forced labor systems in the following regions of the world: Caribbean, North American Colonies, Brazil, West Africa, Europe, or the Middle East.
- 2006 AP World Document Based Question: Analyze the social and economic effects of the global flow of silver from the mid-16th century to the early 18th century.
- Students will view *When Worlds Collide* and discuss the social and economic consequences of the conquest of the Americas.
- Students will analyze the social, political, and economic effects of maritime expansion
- Continuity and Change Over Time Essay (Students choose one)
  - CCOT Essay: Students will write an essay that addresses the changes and continuities of new global trade networks in the regions of Indian Ocean, Mediterranean, Sahara, and overland Eurasia.
  - or
  - CCOT Essay: Students will write an essay analyzing the changes and continuities in the social and political class systems the South and North America, China, Japan, or India.
- Unit Test

## **Unit 5 1750-1900: Industrialization and Global Integration (7 Weeks)**

### **Key Concepts:**

- 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



**Topics for Overview:**

- Scientific Revolution and European Enlightenment (CR15)
- Revolutions
  - French, American, Latin America, Haitian
- Industrial Revolution
  - Britain and America
- China
  - Rebellion
- Imperialism
  - The Scramble for Africa
  - British Australia and India (CR 5D)
- Social Movement s
  - Anti Slavery, Anti Imperialism, Women's rights
- Rise of Capitalism

**Textbook Chapters:** 21-26

**Primary and Secondary Sources:**

- Excerpts from A Vindication of the Rights of Women. Mary Wollstonecraft. (Documents in Global History Vol. II, Pg. 547)
- Voltaire, *On Universal Toleration* (Documents in Global History Vol. II, Pg 551)
- Simon Bolivar, *The Jamaica Letter*
- Frederic Douglas, *What to the Slave Is the Fourth of July?*
- *The Declaration of the Rights of Man and Citizen*. 1791
- Edmund Burke, *Essays on the French Revolution*. 1867
- Excerpts from Essay on the Principle of Population. Thomas Malthus (Documents in Global History Vol. II, Pg. 567)
- Karl Marx and Friedrich Engels, *The Communist Manifesto*
- The Sadler Report: Child Labor in the United Kingdom 1832 (Documents in Global History Vol. II, Pg. 584)
- Parliamentary Report on English Female Miners, 1842 (Documents in Global History Vol. II, Pg. 597)
- *The Treaty of Nanjing*, 1842
- *The Whiteman's Burden*, Rudyard Kipling, 1899

**Potential Student Activities:**

- Notes
- Timeline of primary sources, visual evidence, and civilizations for Unit 5. Students must include the primary and secondary sources discussed in the unit.
- Students will use primary sources to analyze the rise of feminism and compare the roles of women in Europe, Asia, and the Middle East during the 19<sup>th</sup> Century
- Students will analyze the causes and effects of industrialization in Europe and North America
- Students will participate in the Urban Game, which deals with the effects of the Industrial Revolution.  
<http://www.thecaveonline.com/APEH/TheUrbanGame.htm>
- Debate: Was Darwinism a justification for European and American imperialism?
- AP World History 2009 Document Based Question: Analyze African actions and reactions in response to the European Scramble for Africa.

Or

- AP World History 2003 Document Based Question: Analyze the main features, including causes and consequences, of the system of indentured servitude that developed as part of the global economic changes in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- Students will compare the Chinese and Japanese response to imperialism and make connections to future learning
- Students will compare the ideologies of Communism and Capitalism making sure to discuss positives and negative of each
- Unit Test

**Unit 6 1900-present: Accelerating Global Change and Realignment (7 weeks)**

**Key Concepts:**

- Key Concept 6.1. Science and the Environment
- Key Concept 6.2. Global Conflicts and Their Consequences
- Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture

**Topics for Overview:**

- World Wars
  - World War I and II
  - League of Nations and 14 points
- Decolonization
- Cold War
  - Communism in Russia, China, and Cuba
- Social Reform
  - Gender, society, religion
- Consumerism
- Forced migrations and Genocide
- Globalization
  - Science, Technology, Culture
  - Communication
  - International Organizations
- The Environment
- Terrorism

**Textbook Chapters:** 27-32

**Primary Sources:**

- Woodrow Wilson, *Speech on the Fourteen Points*
- *The Balfour Declaration*, 1917
- Adolph Hitler, *Mein Kampf*
- Benito Mussolini, *The Political and Social Doctrine of Fascism*
- Mao Zedong, *A Single Spark Can Start a Prairie Fire*
- Visual sources: World War I and World War II Propaganda
- Joseph Stalin, *the Results of the First Five-Year Plan*
- Winston Churchill, *The Iron Curtain Speech* 1946
- Harry S. Truman, *The Truman Doctrine* 1947
- George C. Marshall, *The Marshall Plan* 1947
- *Israel's Proclamation of Independence*, 1948
- Excerpts from *Hind Swaraj*, Mohandas Gandhi
- *The Autobiography of Jawaharlal Nehru*, Jawaharlal Nehru
- Kwame Nkrumah, *I Speak of Freedom: A Statement of African Ideology*
- Benazir Bhutto, *Politics and the Muslim Woman*
- Martin Luther King Jr., Letter from Birmingham City Jail
- Visual sources: Independence movements
- Chart: World Population Growth, 1950-2005
- Excerpt from *Freedom, Justice, and Dignity for All South Africa*, Nelson Mandela
- Deng Xiaoping on Introducing Capitalistic Principles to China
- Excerpt from *Rwanda and Genocide in the Twentieth Century*, Alain Destexhe
- Osama bin Laden, World Islamic Front Statement, 1998
- George W. Bush, Address to the Nation, 9/11/01

# AP World History Syllabus

- Excerpts from the 9/11 Commission Report
- Visual resources: Arab Spring, Egypt, Syria

## Potential Student Activities:

- Notes
- Timeline of primary sources, visual evidence, and civilizations for Unit 6. Students must include the primary and secondary sources discussed in the unit. Final timeline comparison to follow.
- Document Based Question: What Was the Main Cause of World War I? Adapted from the DBQ Project
- Continuity and Change Over Time Essay: Analyze major changes and continuities in nationalist ideology and practice in ONE of the following regions listed below from 1850 to the present: Middle East, Southeast Asia, and Sub-Saharan Africa.
- Debate: Was the dropping of the atomic bomb necessary?
- Debate: How can we solve the conflict between Israel and Palestine?
- Map: Students will analyze Cold War alliances and trade groups by mapping them. We will then develop hypothetical modern day agreements based upon the regions historical period.
- Compare the revolutions in Africa and the Middle East during the twentieth century to that of the present day.
- Students will analyze the causes and effects of modern terrorism through primary and secondary source research. They will present their findings to the class.
- Using the time lines compiled throughout the course students will compare and contrast their time lines to that of the textbook. We will discuss and compare the consistency of their timeline to that of the text. (CR11)
- Unit Test

### Grade Scale:

**A-100-90%**

**B-89-80%**

**C- 79%-70%**

**D- 69-60%**

**F-59% and Below**

**Grades will not be rounded up!**

### 1st Semester Grade Distribution:

**Quarter 1 Grade = 40%**

**Quarter 2 Grade = 40%**

**Mid Term Exam= 20%**

**Semester 1 Final Grade**

**2nd Semester Grade Distribution:**

**Quarter 3 Grade =40%**

**Quarter 4 Grade =40%**

**Final Exam Grade = 20%-**

**Semester 2 Final Grade**

**\*Note: Due to the new requirement that all students who take AP Courses must take the AP Exam I am no longer offering a shortened final and one letter grade performance bump on the exam. I did this in the past to encourage students to take the exam and to do well on the exam. This will no longer be implemented in the course.**

**Class Expectations:**

- 1. Prepare to take the AP Exam on Thursday, May 17. This includes studying throughout the course! Do not cram for the AP exam the week or night before.**
- 2. Actively participate in class and complete all assignments thoroughly and promptly.**
- 3. Students must understand that not all homework will be graded or checked for completion. Grades in this course will be at a premium and students must be motivated at home as well as in the classroom! Do not try to rely on extra credit because there will be very little if any given!**
- 4. Attend class daily, arriving on time.**
- 5. Make up work when absent—contact instructor and send assignments due electronically if possible; make prior arrangements for planned absences; it is the student’s responsibility to do this not the instructor.**
- 6. Read the textbook chapters assigned for each unit. This is critical to your success during the course.**
- 7. Keep a well-organized and complete binder for the entire year; bring to class daily. Use the charts and lecture and reading notes in your notebook to study for tests. This may require you to use multiple binders during the year. Students should keep all materials! Ask for help if your notebook is incomplete.**
- 8. Form a study group for tests and other large assignments, creating study cards to help you master the vocabulary you will encounter in the multiple-choice questions.**
- 9. Ask instructor for help if needed—I am committed to supporting your efforts!**
- 10. Challenge yourself to work hard and maintain high standards.**
- 11. Always do the right thing! Cheating will not be tolerated in any way. Those caught cheating will be given a 0 on the assignment. Do not share your information with any student who does not contribute to creating that**

information. (I.E. if you work in a group to study do not share your work with someone who did not contribute. Do not help those who do not deserve it)

12. Lastly...You will not be spoon fed information. It is my goal to teach you skills and information to be successful in this course and on the exam but I will not just give you answers.



**Additional Note:**

Not every assignment given in class or as homework will be graded. The course will be taught at a college level pace and students are expected to work at the same pace.

**Exam Information:**

Question Type	Number of Questions	Timing	
Section 1 Part A: Multiple-choice	55 questions	55 minutes	40%
Section 1 Part B: Short answer questions	3 questions	40 minutes	20%
Section 2 Part A: Document-based question	1 question	60 minutes (Includes a 15 minute reading period)	25%
Section 2 Part B: Long Essay Question	1 question	40 minutes	15%

**Final Note:**

I will do whatever I can to help you learn and enjoy the class. If you are having a problem, please talk to me. This syllabus is very fluid and may change as the year progresses. I will update the class on any changes that are made!

I have read and understand the class rules and expectations.

Student SignatureDate

Parent SignatureDate