

# Grade 10 AP World History Term Two

## POST CLASSICAL PERIOD 600CE-1450CE



## Interest Packet

### Term Two Introduction:

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new major monotheistic religion at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period. (AP World History: Collegeboard, 2011)

### Topic(s) Overview:

1. The surge of Islam in the Middle East and Asia
2. The expansion of trade and civilization in sub-Saharan Africa
3. Byzantine culture
4. Major cultures in America
5. Developments in China and the Expansion of Chinese Influence
6. Mongol Conquests
7. An Alternation in the World Balance
8. New Global Trading Patterns
9. Changes within Western Europe
10. The Story of Russia's Rise

### Essential Questions:

1. What led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks?
2. Describe the trade routes that flourished and promoted the growth of powerful new trading cities.
3. Explain the significant innovations in previously existing transportation and commercial technologies that encouraged the growth of interregional trade.
4. Which empires facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks?
5. Give examples of migration and their environmental impact.
6. Discuss how merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture.
7. How did increased cross-cultural interactions result in the diffusion of literary, artistic, cultural traditions, science and technology?
8. Investigate how empires collapsed and were later reconstituted; in some regions new state forms emerged.
9. Describe how interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.
10. List multiple factors that contributed to the declines and renewals of urban areas in this period.
11. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life. What were they?

Skills List:

RH.10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

WH.10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WH.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Reference Materials:

Course Textbook:

- Stearns, Peter N. *World Civilizations: The Global Experience*. 6th Edition. Upper Saddle River, NJ: Longman, 2011.

Primary Sources:

- Textual: Andrea, Alfred. *The Human Record: Sources of Global History, Vol. I & II*. Boston, MA: Wadsworth, 2012.
- Visual: Hollingsworth, M. *Art in World History Volume I & II*. M.E. Sharpe, 2005. The majority of images for analysis will stem from the textbook, primary sources, and the internet.
- Quantitative: Tables and graphs in Christian, D. *Maps of Time: An Introduction to Big History*. University of California Press, 2011.

Lesson Overview:

1. **Introduction to Grade 10 AP World History, Term 2**

Goal: To go over the expectations for Gr.10 AP World History Class

Topics: Class routines, Term One Outline, Student Responsibilities

Materials: Notebooks, pens & pencils, Textbook, and a smile ;)

500 CE - 1450 CE:

1. **Chapter 11: The Rise and Spread of Islam**

Goal: To understand civilization and gender relationships from Arab to Islamic Empire

Topics: The Pre-Islamic Arabian World and the Early Abbasid Era.

Materials: timeline & maps handout, paper, laptops, rulers, color pencils, primary and secondary resources

2. **Chapter 12: Spread of Islamic Civilization**  
Goal: To identify the patterns of Islam's global expansion.  
Topics: The spread of world religions and the spread of Islam to SE Asia.  
Materials: timeline & maps handout, paper, laptops, rulers, color pencils, primary and secondary resources, world atlas.
  3. **Chapter 13: African Civilizations**  
Goal: To analyze the two transitions in the history of world population.  
Topics: African societies and Kingdoms of Grasslands.  
Materials: maps, timeline, world atlas, primary and secondary resources, internet.
  - 4-5. **Chapter 14: Byzantium and Orthodox Europe**  
Goal: to focus on the problem of Eastern and Western European boundaries.  
Topics: Civilization in Eastern Europe and The Byzantine Empire.  
Materials: maps (internet), timeline, primary and secondary resources.
  - 6-7. **Chapter 15: A New Civilization in Western Europe**  
Goal: to explore western civilization.  
Topics: stages of postclassical development, western culture, and changing economic and social forms.  
Material: maps, timelines, PBS videos, internet.
  - 8-9. **Chapter 16: The Americas on the Eve of Invasion**  
Goals: explore the civilizations of the Americas.  
Topics: Mesoamerica (1000-1500 CE) and Aztec society.  
Materials: maps, timeline, internet, primary and secondary resources.
  - 10-11. **Chapter 17: Reunification and Renaissance in China**  
Goals: Understand China's artistic expression and social values.  
Topics: rebuilding the Imperial edifice in the Sui-Tang Era.  
Materials: videos, maps, timeline, internet, primary and secondary resources.
  - 12-13. **Chapter 18: The Spread of Chinese Civilization: Japan, Korea, and Vietnam**  
Goals: Compare feudalisms in Asia  
Topics: Japan, the imperial age and The era of warrior dominance.  
Materials: maps, timeline, internet, primary and secondary resources.
  - 14-15. **Chapter 19: From Chinggis Khan to Timur**  
Goals: Exploring the Mongol Empire  
Topics: The transcontinental empire of Chinggis Khan  
Materials: maps, world atlas, timeline, internet, primary and secondary resources.
  - 16-17. **Chapter 20: The World in 1450: Changing Balance of World Power**  
Goals: Analyze the problem with ethnocentrism  
Topics: Key changes in the Middle East and the Rise of the West  
Materials: videos, maps, timeline, internet, primary and secondary resources.
- 1450 CE-1750 CE:
- 18-19. **Chapter 21: The World Economy**  
Goals: Explore the causation and the West's expansion toward a world economy.  
Topics: The West's first outreach: Maritime power  
Materials: videos, maps, timeline, internet, primary and secondary resources.

20-21. **Chapter 22: The Transformation of the West**

Goals: to examine the elites and masses, the West by 1750.

Topics: Culture and commerce (1450-1750), the Commercial & Scientific Revolution

Materials: videos, maps, timeline, internet, primary and secondary resources.

22-23. **Chapter 23: The Rise of Russia**

Goals: to explore Russia and multinational empires

Topics: Russian's expansionist politics under the Tsars and first westernization (1690-1790)

Materials: videos, maps, timeline, internet, primary and secondary resources.

Assessment & Projects:

Grading Summary:

Assessment	Value
Participation	-
Historical Period Project	50%
Historical Portfolio	25%
Final Exam	25%

**Participation:**

Participation makes up zero percent of your grade for each term. You are expected to behave and perform well in class without being given a grade. Paying attention and being actively involved in class will greatly improve your learning and scores in the assessments. So it is to your advantage to give and do your best in each and every class in order to be successful.

**Historical Period Project:**

You will be responsible for creating a part of a Historical Period Tome in which you will include period timelines, concepts & vocabulary, maps, artifacts, write-ups/essays, and questions & answers using primary and secondary sources which will be cited.

**Historical Portfolio:**

The historical portfolio is designed to assess individual growth and improvement in historical thinking and writing throughout this course. You will be responsible for all course readings and filling in all worksheets associated with the readings. **You are also responsible for completing the Stearns Chapter Study Booklets, GRAPES Civilization Guides, and the Historical Document Guides (for Andrea's text). These will be checked on a weekly basis.** The portfolio is a living document, which you will be adding all finished work to as you progress through this course. Details about the portfolio and how it will be assessed will be discussed in class.

**Final Exam:**

Students will sit a final exam. Material for the exam will be taken from Chapter 11-23 of the text.

**Expansion Pack:**

For those who like reading more or would like to learn more about other views on the world's history...

*World History*, 7th Edition by Duiker & Spielvogel

*Ways of the World: A Global History* by Strayer

*A History of the World in 12 Maps* by Jerry Brotton, 2013

*Worlds of History*, Volume One: to 1550: *A Comparative Reader* by Kevin Reilly

*Worlds of History*, Volume Two: *Since: 1400: A Comparative Reader* by Kevin Reilly

*Documents in World History*, Vol. I, 1850~, Pearson Prentice Hall 2005

*Documents in World History*, Vol. II, *Since 1500~*, Pearson Prentice Hall 2005

*The Decline and Fall of the Roman Empire*, Edward Gibbon, Wordsworth Edition Ltd., 1998

*The Lives of the Noble Grecians and Romans*, Plutarch, Wordsworth Edition Ltd., 1998

*Histories*, Herodotus, Wordsworth Edition Ltd., 1996

*War & Peace*, Leo Tolstoy, Wordsworth Edition Ltd., 1993

*The Iliad*, Homer, Wordsworth Edition Ltd., 2003

*The Odyssey*, Homer, Wordsworth Edition Ltd., 2002

*The Aeneid*, Virgil, Wordsworth Edition Ltd., 1997

*The Sorrows of Empire*, Chalmers Johnson, Henry Holt & CO., 2005

*The Chinese Century*, O. Shenkar, Wharton School Publishing, 2005

*The Broken Spears: The Aztec Account of the Conquest of Mexico*, Leon-Portilla, Miguel

*Buddha: A Story of Enlightenment*, Chopra, Deepak

*Cod: A Biography of the Fish that Changed the World*, Kurlansky, Mark

*Collapse: How Societies Choose to Fail or Succeed*, Diamond, Jared

*Cortes and Montezuma*, Collis, Maurice

*Cows, Pigs, Wars, and Witches: The Riddles of Culture*, Harris, Marvin

*The Death Of Woman Wang*, Spence, Jonathan D.

*Genghis Khan and the Making of the Modern World*, Weatherford, Jack

*Gilgamesh: A Verse Narrative*, Mason, Herbert

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

*Gunpowder: Alchemy, Bombards, and Pyrotechnics*, Kelly, Jack

*Mapping the Silk Road and Beyond*, Nebenzahl, Kenneth

*The Murder of King Tut*, Patterson, James

*The Ottoman Centuries*, Lord Kinross

*Salt: A World History*, Kurlansky, Mark

*Siddhartha*, Hesse, Hermann

Timeline Rubric:

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Category	4	3	2	1
Quality of content	Included events are important and interesting. No major details are excluded.	Most of the included events are important or interesting. One or two major events may be missing.	Some events included are trivial, and major events are missing.	Many major events are excluded, and too many trivial events are included.
Quantity of facts	The timeline contains at least 8–10 events related to the topic being studied.	The timeline contains at least 6–7 events related to the topic being studied.	The timeline contains at least 5 events related to the topic being studied.	The timeline contains fewer than 5 events.
Accuracy of content	Facts are accurate for all events reported on the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are accurate for most (~75%) of the events reported on the timeline.	Facts are often inaccurate for events reported on the timeline.
Sequence of content	Events are placed in proper order.	Almost all events are placed in proper order.	Almost all events are placed in proper order.	Most events are incorrectly placed on the timeline.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate or missing for several events.
Sentence fluency	Events are clearly described using accurate and vivid language.	Events are described well, but language is sometimes vague or inaccurate.	Events are not described well and language is often vague or inaccurate.	Events are described using vague language or inaccurate information.
Mechanics	Punctuation, spelling and capitalization were checked by another student and are correct throughout.	Punctuation, spelling and capitalization were checked by another student and are mostly correct.	Punctuation, spelling, and capitalization are mostly correct, but were not checked by another student.	There are many punctuation, spelling, and capitalization errors.

Historical Portfolio Rubric:

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course Content:

The content of the portfolio demonstrated that the student has thought critically about the course subject matter as described in the term(s) syllabus.

Very Strongly Agree 6	Strongly Agree 5	Agree 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1
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The contents of the portfolio demonstrate that, during the course, the student has encountered global perspectives (i.e. those perspectives that are not exclusively devoted to western culture).

Very Strongly Agree 6	Strongly Agree 5	Agree 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1
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Communication: The contents of the portfolio demonstrate that the student has drafted papers before final copies were submitted.

Very Strongly Agree 6	Strongly Agree 5	Agree 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1
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The contents of the portfolio demonstrates that the student has made oral presentations in class.

Very Strongly Agree 6	Strongly Agree 5	Agree 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1
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Collaboration: The contents of the portfolio demonstrate that during the course the student has had experience working in groups.

Very Strongly Agree 6	Strongly Agree 5	Agree 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1
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Overall Portfolio Score:

The materials in the portfolio demonstrate superior work in the class.	The materials in the portfolio demonstrate very good work in the class.	The materials in the portfolio demonstrate average work in the class.	The materials in the portfolio demonstrate below average work in the class.	The materials in the portfolio demonstrate work that is at a level of near failure in the class.	The materials in the portfolio demonstrate work that is at a level of failure in the class.
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Due Dates:

<b>Dates:</b>	<b>Gr. 10 AP WH (M-T-W)</b>	<b>What is due?</b>
1. Oct. 21-24 (2 classes)		1. Read Ch. 11-12 Stearns
2. Oct. 27-31 (3 classes)	3. Oct. 29	1. Read Ch. 13-14 Stearns 2. Read Ch. 9 Andrea 3. Weekly Checking of Study Guides/Grapes
3. Nov. 3-7 (3 classes)	2. Nov. 5	1. Read Ch. 15-16 Stearns 1. Weekly Checking of Study Guides/Grapes
4. Nov. 10-14 (3 classes)	3. Nov 12	1. Read Ch. 17-18 Stearns 2. Read Ch. 10 Andrea 3. Weekly Checking of Study Guides/Grapes
5. Nov. 17-19 (3 classes)	2. Nov. 19	1. Read 19-20 Stearns 1. Weekly Checking of Study Guides/Grapes
6. Nov. 24-28 (3 classes)	3. Nov. 26	1. Read Ch. 21-22 Stearns 2. Read Ch. 11 Andrea 3. Historical Project Due and Weekly Checking of Study Guides/Grapes
7. Dec. 1-5 (3 classes)	2. Dec. 3	1. Read Ch. 22-23 Stearns 2. Weekly Checking of Study Guides/Grapes
8. Dec. 8-10 (3 classes)	1. Dec. 10	1. Historical Portfolio & Weekly Checking of Study Guides/Grapes
9. Dec. 11-16 (End of Term 2) (Final Exams)	1. Dec. 11-16	1. Final Exam

Note: In order to contribute to class and to your classmates' knowledge, students MUST keep up to date with all the readings, and finish the readings well before the due date. Students are also required to FULLY complete the Chapter Study Booklets, GRAPES Civilization Guides, and the Historical Document Guides (for Andrea's text).