

AP WORLD HISTORY SYLLABUS

AP WORLD HISTORY ONE YEAR COURSE

Approaches:

- Pedagogy:** Activities reflect teaching of historical skills, require active thinking and are student centered. Assessment includes oral and written components. Unannounced open note quizzes on reading will occasionally be given as needed.
- Themes:** Year long Overarching themes: Community and Control. Major themes and key questions for each unit. AP Themes reworked.
- Periodization:** College Board determined periodization (see change for 2003-2004)
- Regions:** Integrated using case studies for global balance.
- Multi-disciplinary:** Use of geography, literature, art and science explicitly.

Parameters:

- To be taught at Lexington High School, Massachusetts.
- 10th grade course – recommendations required for enrollment
- 116 days (- 3/4 for professional plus snow days etc – 10)
- Course meets four days a week (single blocks)

- Course builds upon: 6th grade World history to 500 CE; 7th grade is World geography/ religions; 9th grade is World history 500 to 1750 (heterogeneous teamed course with English)
- Substantial review is needed of first three units since AP topics are not covered in earlier courses and there is no Pre-AP.

Texts Used:

- Summer reading: Monkey Journey to the West David Kherdian
- Stearns et al World Civilizations: The Global Experience
- Pomeranz and Topik, World that Trade Created
- Reilly v. 1 and v. 2 Worlds of History (Bedford St. Martin)
- Johnson and Johnson, Human Drama (Markus Weiner)
- Adams et al. Experiencing World History (New York University Press)
- World History Center, Northeastern University Migration in Modern World History CD-ROM 1500- 2000 (Wadsworth)

Journal:

- Required entries approx once a week based on activities, debates, key questions, habits of mind or themes.
- Occasional current event and practice essay entries.
- 3rd quarter practice essays are assigned and individual 15 minute mandatory consultations with each student are scheduled before school. The journal is turned in the day before and I read each of the essays written so far and work on specific needs.
- Reading reflections required for each major topic. (variety needed: narrative, visual, graphic organizers, creative)
- Web site explorations (see end of each Stearns chapter) are encouraged and may count as extra entries in journals.
- Graded at least once each quarter.

Syllabus Notes:

- Any graded assignment is noted in the far right column.
- All practice AP essays (in class, journal or home) are identified by ***bold italics***.
- All graphic organizer that might be used for exam review at the end of the year are in *highlighted italics*.
- All journal assignments are underlined.

AP WORLD HISTORY THEMES

1. Impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy).

How does interaction impact societies? “Among major societies” implies that interaction is a phenomenon that must be looked at globally one, even two places is not sufficient. This theme is looking for impact but does not want only one side of the relationship. Impacts are themselves often “impacted” by resistance, tradition, local environments etc.

2. The relationship of change and continuity across the world history periods covered in this course.

What changes and continuities can be identified through global processes experienced over time? For example, migration, trade, disease, spread of religion, government, democracy might be identified as global processes and help students understand the global historical context in any situation. Knowing how these processes have changed or stayed the same allows students to provide global context as well as identify the relationship between change and continuity.

3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).

How do humans interact with the environment (two way process) and how does (NEW?) technology impact the environment? Additionally, what then is the impact of these environmental changes and technological developments on demography?

4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).

How have different societies dealt with class and gender? The theme emphasizes the need to compare these structures within societies and over time between places? So for example, how would one compare economic opportunities for lower class women in Japan with lower class women in the United States and how has that changed (or stayed the same) over time?

5. Cultural and intellectual developments and interactions among and within societies.

How cultural and intellectual endeavors develop within societies and how do they adapt, often creating change in the place of origin as well, as they are spread between places?

6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

The key word here is change. How have the functions of political control and/or governance changed over time? How is government legitimacy acquired, affirmed, maintained and lost? How have attitudes towards governments evolved as their role has changed? An additional possible issue is that government takes place not only through states. Families, lineages, associations also govern, especially at local levels

AP WORLD HISTORY HABITS OF MIND OR SKILLS

The AP World History course addresses habits of mind or skills in two categories:

- 1) those addressed by any rigorous history course,
- 2) those addressed by a world history course.

Four *Habits of Mind* are in the first category:

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
- Developing the ability to assess issues of change and continuity over time.
- Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

Three *Habits of Mind* are in the second category:

- Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
- Developing the ability to compare within and among societies, including comparing societies' reactions to global processes.
- Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

PHILOSOPHY OF WORLD HISTORY UNIT

Major Theme:

Orientating to world history (note geography term suggesting geography is the foundation of world history!)

Key Questions:

What is world history?

What are the assumption behind the terms civilization, community and control?

<i>Day / Date</i>	<i>Activity</i>	<i>Homework</i>	<i>Assessment</i>
1	First Day Orientation Intro to the course, textbooks, syllabus, individualized vocabulary quizzes.	Worldviews Reading and Questions	
2	Perspective- Mental Mapping Pre-test, worldviews—map projections	Myth of Continents excerpts	Questions
3	Circum-maritime group Mapping activity. Debrief Myth of Continents. Intro to Habits of Mind	Complete Local to Global reading	Group activity
4	What is World History Discussion. Local to Global <u>Journal writing.</u>	Complete Textbook Scavenger Hunt	Participation in discussion.
5	Discuss textbook briefly. Small group discussions on Periodization. Visual Literacy – Theme Overview.	Readings on Civilization	Textbook hand-out. Small group questions.
6	Inner Outer Circle Seminar on Civilization (Focus on Community and Control as terms which might better describe interactions)	Complete Narrative on civilization.	Written and oral seminar participation
7	Quiz on Themes, Habits of Mind and Summer Reading . <u>Journal writing on</u>	Complete journal entry. Read <u>EWB</u> “Populating the	Narrative and quiz.

	Foundations.	Earth”	
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Foundations

Major Themes:

- **Developing and Expanding Community: Urbanization, Empire, Belief Systems**
- Emphasize AP themes #3,4,5 and 6

Key Questions:

- How did location matter in the development of early societies?
- Why are people willing to give up a nomadic lifestyle for a more settled existence?
- How did the movement of people impact agriculture and religion, among other things?
- What accounts for a simultaneous rise in spiritual and intellectual questions and developments in a wide variety of unconnected places?

<i>Day / Date</i>	<i>Activity</i>	<i>Homework</i>	<i>Assessment</i>
1 TH#3	Population Video, Demography Discussion. <i>Pass out Graph.</i> Draw Africa. Begin Timeline activity.	Work on Timeline.	
2	Work on Timelines.	<i>Complete Timeline</i>	
3 TH #3	Role of Climate and Geography. Comparison of river systems in Mesopotamia and Egypt . Catastrophe Video.	Readings on Gender in packet. Stearns pp. 344-45, 24-26. Figure 3.1.	Timeline.
4 TH# 4	Mini-lecture on Gender and Urbanization. Discuss <i>economic model on Social</i>	Read Chapter 4 in Stearns pp. 81-99, Nomadic Migrations	

	<i>and Gender Structure.</i> Draw Afro-Eurasia.	and Invasions (HD) in packet.	
5 TH#4	Hunter-gatherers, Nomads and Agriculturalists Sequencing Activity	Read p. 311 Stearns, Reilly, "Creation of a Bureaucratic Empire", "Why Empires Don't Last" (HD) and Plato's "Allegory of the Cave"	<i>Flow chart from activity.</i>
6 TH#6	Empire Legitimacy Guided Discussion. <i>Great Individual Model.</i> Mini Lecture on Fall of Empires (<i>chart</i>).	Apply G.I. model in <u>Journal</u> . Read "Axial Age" (HD) <i>Prepare Chart.</i>	Participation in discussion.
7 TH#5	Axial Age Debate	Read Reilly "City and State"(hand-out) and Stearns p. 119.	Participation in debate.
8 TH#3,5	Design a City	Complete write up of city. Review notes on Empire Legitimacy/ Fall. Read How to DBQ. (hand-out)	City project.
9 TH#6	Practice DBQ on Fall of Empires (Rome, Han, Gupta)	Preliminary review readings on religion (Reilly v. 1, ch.6). Review Notes on <u>Monkey: Journey to the West</u> using review questions. (Complete in <u>journal</u>)	AP rubric DBQ
10 TH#5	Lecture/ Discussion on Belief Systems (Review from 9 th grade) Model presentations using Sacred Architecture slides. Begin Belief System Powerpoint presentation preparation.	Work on Powerpoint presentation content.	
11 TH#1, 5	Discuss Monkey: Journey to the West (summer reading).	Work on Powerpoint presentation content.	Monkey Discussion.
12 TH #5	<i>Powerpoint presentations (will be put on-line)</i>	Read "Roads and Routes Across Eurasia" (HD) Practice Afro-Eurasia maps.	Powerpoint presentation (written and oral grade)
13 TH#1	Summative discussion. <i>Interaction and Mental</i>	Complete map for rev.. Turn in Vocab quiz.	

	Maps. Mapping Lecture/ activity. Map Americas.		
14 TH#1	Mini Comparative Lecture on Early Migration in the Americas and Africa. Begin graphic organizer.	Complete Graphic Organizer on Migration during Foundations. <u>Turn in journal.</u>	Graphic organizer
15	Vocabulary quiz. Review for test.	Review notes.	Journal grade Vocab Quiz
16	Unit Test (Multiple choice, sequencing, map and Comparative essay thesis /outline.)	<u>Journal entry: 1000 – 1450</u>	Test

1000- 1450

Major Themes:

- Impact of Economic Interactions on community (local and global)
(technology, demography, culture, social structure)
- Control: Using technology as a means to control one's world?
- AP themes #1, 3, 4, and 5

Key Questions:

- What forces are motivating people to interact? (trade, land, cultural/ religious conflict, environmental limitations? search for something new?)
- What are the rewards and consequences of a more integrated world?
- How important is the connection between new technologies and trade?
Between technology and control?
- How does material culture (textiles) and the arts (including literature) provide historical insight?

<i>Day / Date</i>	<i>Activity</i>	<i>Homework</i>	<i>Assessment</i>
1 TH#2	Brainstorming 1000- 1450. Overview with Maps and Timeline . Periodization Debate: Why 1000? World Circa 1000. Receive Take Home Portfolio Test due _____ (@4 weeks). Includes comparison essay and graphic organizers.	Read Shaffer and Voll on Southernization. (JWH and Dunn) Prepare for Inner-Outer Seminar (q's and map).	
2 TH#1,3	Inner-Outer Seminar on Southernization.	Read Chinese Millennium (Matossian)	Oral and written seminar grade

3 TH#1,3,5	Lecture/ Guided Discussion. East and Southeast Asia Circa 1000 Tang and Sung China: Technology and Culture Chinese internal and external expansion, Influence on Japan (read docs, visuals from Guangzhou, Prince Shotoku's Constitution, secondary sources on "failed Industrial Revolution, art/architecture SE Asia) <i>Produce class graphic organizer.</i>	Readings on Silk Routes (see Stearns p. 96-97, web sites, and hand-out)	
4 TH#1,2,5	Silk Road: <i>Change over Time Foundations – 1450 Chart, Thesis and Outline together as class</i> (use visuals, maps, readings, video, CD) Focus: Spread of religion and culture through art	Readings from Spodek and Bentley on Indian Oc. (H-O) Complete <u>journal entry</u> on COT.	
5 TH#1,2,3	Reading quiz. Indian Ocean Trade Lecture/ Discussion using docs. Model <i>Change over Time Chart.</i>	Reading on Mongols : Stearns ch. 20 esp. pp. 479, 484, 489, 494-496.	Quiz.
6 TH#1,3,4	Overview: Mongols (video and lecture, Case Study: Samarkand) History of early Rus	Readings on Mongols: McNeill, Reilly and Abu- Lughod excerpts. (hand-out) <i>Create chart for debate.</i>	
7 TH#1,3,4	Debate on Mongols	Complete <u>Journal entry</u> on Debate. Readings on Islamic World. Reilly v.1 ch.8 (parts) and Stearns ch. 12 and 13 (parts). See Study Guide.	Participation in debate.
8 TH#5	The Islamic World: Station activity	Stearns ch. 14. by Day 10	Hand-out
9* TH#1, 5	Trans-Saharan Trading Systems Case Study: Timbuktu and Cairo	Reading in Stearns continued	

	<i>Mapping the Route</i>		
10 TH#4, 6	Review of West African Empires, Great Zimbabwe, and East African City States: Newspaper Headlines. Point of View.	Work on Portfolio	Headlines
11 TH#5	Oral literature (proverbs charades) / <u>Sundiata</u> Discussion	Read Abu-Lughod excerpt.	Charades
12 TH#1,3	Mediterranean (and other European) Trading Circuits Case Study- Venice) Include Vikings- Atlantic, Rus-Volga Role play.	<i>Complete Comparative City Chart</i> (Venice, Timbuktu, Cairo, Samrakand, Guangzhou). Turn in Vocabulary quiz.	Chart
13 TH#1,3,5	American trading circuits: Inca, Hopewell, Anasazi, Aztec A Review at Pre-Columbian peoples. Visual literacy- archeology and architecture	<u>EWB</u> Chapter on demography	Chart
14* TH#1,3	Impact of Migration and Trade: Disease, Demographic and Agricultural Changes – Outline COT essay on Disease.	Work on Portfolio	COT essay outline
15 TH#5	Vocabulary Quiz Textiles as Expressions of Identity and Ideology (Inca, China, Central Asia, Europe, Islamic Spain? West Africa—Power point Presentation	<u>Journal entry</u> on Material culture.	Vocab Quiz
16 TH#5,6	Christendom: Church and State in western and eastern Europe. <i>Class chart.</i> Byzantium Russian language	Russian language practice. (hand-out) Reilly v.1 ch. 10 <i>Fill in interactive diagram on Crusades..</i>	
17 TH#1	Crusades: POV discussion	Stearns pp. 362-3 (Christianity); 290, 610, 619-20(Islam); 255 (Buddhism).	Crusades Hand-out

18 TH#2,5	Religious Schisms: Christianity, Islam, Buddhism <i>Class chart</i>	Read DBQ info on Crusades (hand-out)	
19 TH#1,2,5	2002 DBQ on Merchants— diverse interpretations, POV	Work on Portfolio Read Reilly v.1 select excerpts from ch.8. Stearns, pp. 456-458. “Comparing Feudalisms” Hand- out comparing Mali and France.	AP Rubric scored DBQ
20 TH#2,6	Representations of Power? Land rights in China, Japan, Europe vs Americas, Central Asia and Africa (Feudalism as a Eurasian construct) <i>Class Flow chart.</i>	<i>Portfolio Assessment due.</i>	Take home test
21 TH#1, 4	Quantum Leap Simulation- Marco Polo, Zheng He, and Ibn Battuta (focus on social/ gender)	Work on Travel diary and resume. Turn in quiz.	
22 TH#1,4	Quantum Leap Simulation- Marco Polo, Zheng He, and Ibn Battuta (focus on social/ gender)	Complete Travel diary and resume. Read pp. 213 – 215 in Stearns.	Quantum Leap Project- diary and resume
23 TH#3	Vocabulary quiz. SO is it all about Control? Case study of Time (Mayan calendar, early European timepieces, Chinese clocks, seismic detectors, Indian notion of zero, African ex?) Written debate.	<u>Turn in journal</u> <u>EWB</u> Chapter on demography,	Quiz. Debate flow sheets.

1450- 1750

Major Themes

- Empire and Expansion (Changing community)
- Forced labor systems (Control)
- Emphasize AP Themes #1,2, 4,5,6

Key Questions

- What are the symbols of empire? (architecture, leadership, cultural achievements, control of wealth, of worldview and of individual labor)
- What role do individuals play in a society dominated by the state?

<i>Day / Date</i>	<i>Activity</i>	<i>Homework</i>	<i>Assessment</i>
1 TH#6	Brainstorming 1450- 1750. Maps and Timelines Empires 1450 –1750 Overview Lecture / Chart	P & T pp. 41-43, Stearns p. 535.	Journal grade
2 TH#5	Ptolemy’s Map. History of Cartography. <u>Journal entry</u> on cartographic worldviews and control. Project Explanation.	Read Stearns pp. 548-549, 665-673, 680 – 682. Reilly v. 2 ch. 1 (all) P & T pp. 51-53. Create a chart comparing Chinese and European expansion.	
3 TH#1,6	Chinese and European Expansionism. Document analysis.	Read Reilly v. 2 ch. 2 pp. 51- 57 only. P & T pp. 21-23.	<i>Venn diagram Comparison.</i>
4 TH#1,4	Europe in Americas—case study. Compare accounts of encounters. POV.	Review notes from 9 th grade. Read P & T pp. 16-18 and 143-146/ Stearns p. 550 & 592-593. Think about questions.	Group discussion questions.
5	Topic approval. Columbian	Initial reading on	DBQ

TH#1,3	Exchange DBQ (Role of agricultural exchanges long and short term)	project topic in texts.	
6	Library Research Day. . <u>Journal entry</u> on project.	Use study guide for Silver, Sugar, Slaves reading. P & T, pp. 23-26, 116-119, 147- 158; Stearns pp. 537-540, 584- 585, 594, 638-648, 652-660, 597-599,; Reilly v.2 pp.61-76.	
7 TH#1,3,4	Silver, Sugar and Slaves Lecture and Discussion (Silver trade)	Work on SSS readings.	
8 TH#3,4	Plantation Societies—Brazil case study (Atlantic Slave trade)	Work on SSS readings.	
9 TH#1,5	African Diaspora: Using Material Culture to understand Interaction	Work on SSS readings.	
10 TH#4,6	Forced Labor systems: Slaves versus serfs (resistance and reform) <i>Develop model as graphic organizer.</i>	Complete SSS readings.	SSS readings study guide (<i>includes a graphic organizer</i>)
11 TH#4,6	COT essay Forced Labor systems	See study guide for pages in Stearns and hand-out.	COT essay
12 TH#1,5	Missionaries in Meso-America, Africa and Asia- <i>comparison class diagram.</i> POV work with docs. <u>Journal entry</u> on project.	Hand-out – summary of Curtin, Wolf and Abu-Lughod.	
13 TH#1,3	Fur Trade- <i>mental mapping lecture</i> Russia and Canada comparison	Work on Empire study guide. See also hand-out – Curtin summary. Stearns pp. 568-579	

		(Russia), 684- 688 (Japan)	
14 TH#4,6	West and World Comparative Empire case studies—Ottoman, Mughal, Russia, Japan, SE Asia, China, Americas Compare government and gender for all. Compare Westernization in Japan and Russia. <i>Class chart.</i>	Project work <u>Turn in Journals.</u>	Empire study guide
15 TH#6	Absolutism: Definition, Comparison and case studies –Lecture/discussion	Project work	
16 TH#4,6	Meet in Computer Lab- Empire and Great Individuals	Read Stearns, ch. 26	Hand-out
17 TH#5,6	Mini Lecture focus on Ottomans (visuals). <i>Gunpowder Empires—Graphic Organizer</i>	Project work	Graphic organizer
18 TH#4,6	<i>Small group comparison essay. (Class and gender in Mughal, Ottoman and Safavid)</i>	Project work	Comparison essay
19 TH#1,4,5	Projects Due. Museum Showcase	Turn in quiz.	Project
20 TH#1,4,5	Museum Showcase	Review for test.	Project Notes
21	Vocabulary Quiz. Review for test	Review for test	Quiz
22	Objective Unit Test 1450 - 1750. Multiple Choice and Sequencing (includes some questions 1000 –1450).		Test

1750 –1914

Major Themes:

- **Changes in Control: Revolution and Technology**
- **Changes in Identity within and among Communities: Imperialism and Nationalism**
- **Continuities: Resistance to Change/ Control ?**
- Emphasize AP themes # 2, 3, 4, 6

Key Questions:

- When and how did the West rise?
- How did individual places respond to the rise of the West? (Resistance, reform, relinquishing control, isolation...)
- What drives the invention of new technologies?
- What are the social repercussions of political and technological change?

Day / Date	Activity	Homework	Assessment
1	Overview of 1740- 1914. Interactive Maps and Timelines . Periodization Analysis	Reading in <u>EWH</u> on Demographics	
2 TH#3,4	In computer lab. Political, Economic and Cultural Identity- Migration CD. CD project due at end of unit.	Readings in P & T pp. 84 –94.	Hand-out
3 TH#2,5	Coffeehouse Unit	Work on coffeehouse materials.	
4 TH#2,5	Coffeehouse Unit	Readings on Rise of West (hand-out)	Coffeehouse unit
5 TH#1,2,5	Rise of West Roundtable	Begin <u>COT journal essay on Rise of West</u> . News article reading on Islam. Reading:	Participation in discussion.

		Stearns, p.530-532. Reilly, pp. 117-124, 140-146, 154- 155.	
6 TH#2,3,5	Scientific Revolutions: video clip on advances in Europe, comparison of places over time. Include reference to Islamic science and their contributions to this process.	Stearns, pp. 536-537, Reilly ch. 5 (see study guide)	
7 TH#4,5	Silent Salon- Enlightenment	Reading: Stearns pp. 697-704, 602-607. <u>Journal entry on Migration and Identity.</u>	Written comments.
8 TH#2, 6	Revolution Overview : Docs, POV, Discussion (Beattles song!)	Reading: Reilly, pp.173-176, P & T, pp. 89-96, and Stearns, pp. 699-702, 755-759. Work on chart.	
9 TH#2,4,6	Revolution Comparative case studies: US, France, Haiti, Latin American	<u>Work on Comparative journal essay</u> on Gender and Revolution.	Graphic organizer
10 TH#2,6	Comparison: French and American Revolution <i>Designing a model for revolutionary study</i>	Hand-out: Haitian Revolution	
11 TH#2,4,6	Haitian Revolution DBQ	Read sections of Weisner chapter on Bolivar. Article on Merengue. (hand-out)	DBQ
12 TH#2,4,6	Liberator Hero: Independence movements in Latin America (<i>pass out chart</i>) (Play merengue music.)	Read select UNESCO articles.	
13 TH#2,4	Revolution versus Reform Revolutionary Legacies Inner Outer Seminar	Read Stearns, p. 690-704. P & T, Chapter 7 esp pp. 225-230.	Seminar participation
14 TH#1,3	Industrial Revolution Lecture/ Discussion. A global phenomenon.	Read Stearns pp. 707-708.	

	<i>Class graphic organizer.</i>	Hand-outs from Hughes.	
15 TH#3,4	Gender in the Industrial Revolution- Role play Consider women on farms, plantations and mines drawn into industrialization.	Rd Reilly, 212-219, P & T pp. 235-239	
16 TH#3	Postman <i>Model of New Technology</i> , Global Impact of Industrial Revolution	Complete CD Project.	
17 TH#1,3	<i>Migration CD Identity project</i> due. Case Study Railroads (game)	Stearns, pp. 712-714, Reilly, pp.206-212.	CD Project.
18 TH#4,5	Social and intellectual responses to Capitalism and the Industrial Revolution (Socialism, Marxism) Document analysis.	Work on Stearns, chapter 30. See study guide.	Doc analysis work
19 TH#1,5	Imperialism—Economic and Racial Justifications (Links to Industrial revolution and Social Darwinism) Assign <i>creation of original Imperialism DBQ</i>	<u><i>Write Imperialism/nationalism DBQ in journal.</i></u>	
20 TH#1, 3	Scramble for Africa role play Introduction to Imperialism	Reilly, ch. 8 (select literature pieces)	
21 TH#1,6	Imperialism Overview: Rationale, Resistance, Responses and Results <i>Pass out chart.</i> Lecture/discussion	Stearns, ch. 28, 32 and 33. (for excerpts see study guide)	Chapter 30 study guide.
22 TH#1,6	19 th century Asia (demography, Qing, Taiping rebellion, Opium wars, Boxer Rebellion, Russo-Japanese War...) <i>Use mental map.</i>	Reilly, ch. 7 (excerpts) <u>Turn in journals.</u>	
23 TH#1,5	<i>In class Comparison Essay: Responses to Western involvement in Japan and China</i>	Readings on Ethiopia/Siam (Hand-outs) Develop chart (3 column)	Journal grade In class Essay
24 TH#6	Ethiopia/ Siam: the exceptions Document analysis/ speeches	Turn in vocab quiz. Complete DBQ.	Group hand-out
25 TH#5,6	Imperialism DBQ due. Nationalism – Japanese and German compared (<i>chart</i>)		Original DBQ
26	Vocabulary quiz. Review for test.	Review for test	Quiz
27	Unit Test. Objective multiple	Reilly, Chapter	Test

	choice(1750 –1914) and sequencing (Foundations to 1914) <i>COT essay</i> <i>outline on race</i>	13 Women's World	
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1914- PRESENT

Major Themes:

- **Global Conflict as a means of shaping a New World Order?: Ideology, Revolution and Conflict**
- **De-colonization and Nationalism**
- **Globalization and Identity**
- Emphasize AP themes #1, 2, 4, 5, 6

Key Questions:

- Recent conflicts are less over land and resources, and more about control of markets, people, and ideas. How does this influence worldviews?
- What forces increase feelings of nationalism that lead to de-colonization and independence for states and for ethnic groups within states? What determines the success of the struggle?
- How does globalization both create and negate opportunities for forging new identities?

<i>Day / Date</i>	<i>Activity</i>	<i>Homework</i>	<i>Assessment</i>
1 TH#4,5	Debrief CD Projects on Identity: Emancipation, Suffrage, Individualism, Labor Rights, Nationalism.	Read <u>EWH</u> , Demographics	
2 TH#2	Overview of the 20 th century- maps and timeline . Periodization Debate. Ideology: interpretations of the 20 th century. (daily timelines will provide 5 year chronological snapshots of events)	Stearns, chapter 38 on Latin America (See study guide)	
3 TH#6	Daily timeline. Comparative Government Overview. Case	See Study Guide on	

	Study Latin America.	Revolution. Stearns, pp.890-894 (Russia), 1019 –1029 (China), 1012-1013 (Iran), 1037-1044 (Vietnam), 945-946 (Cuba), 934-936 (Mexico). Reilly364-369.	
4 TH#2,4,6	Daily timeline. Comparative revolutions: Russia, China, Iran, Vietnam, Cuba, Mexico.	Complete reading on revolutions.	
5 TH#2,4,6	Daily timeline. Comparative revolutions: Russia, China, Iran, Vietnam, Cuba, Mexico. Chart	Stearns, pp.1029-1037 (esp. 1033) on Women in Revolution and on China. Hughes reading (hand-out)	Revolution Chart
6 TH#2,4	<i>In class DBQ essay. Who are the revolutionary agents?</i>	WWI Reading: Stearns pp.837 –847, Reilly pp. 357-364,378-380. Hand-outs: Keegan, Panikkar, and Chimwere and York.	DBQ
7 TH#1,3	Daily timeline. WWI. Global War. Discussion and documents.	Reilly, v. 2 pp. 370- 376.	POV hand-out
8 TH#1,6	Daily timeline. League of Nations. Treaty of Versailles “At the conference table.” <u>Journal entry</u>	Reilly, pp. 381-392, Stearns, pp. 847-851, P & T pp. 196-201. Hand-outs: Uprooted and Three Little Pigs	Oral participation.

9 TH#1,3	Daily timeline. Economics mini role play Global Depression	Stearns, pp. 849-859, Reilly pp. 392-415. Hand-outs: Japanese perspectives on Pacific War.	
10 TH#1	Daily timeline. WWII Overview including Pacific war. Questions/ Discussion.	Mein Kampf and Dr. Seuss Hand-out	
11 TH#1,5	Daily timeline. Persuasion. Propaganda, Mein Kampf and Dr. Seuss.	Background reading WWII Reilly pp. 415 – 22. Handout: Soviet war poem.	Speeches
12 TH#1,5	Daily timeline. WWII Diverse Perspectives (Soviet, American, Indian, Japanese, Chinese, Argentinian, Nigerian)	Rdgs. on Collateral damage (packet)	POV hand-out.
13 TH#1, 5	Daily timeline Debate on Collateral Damage (Hiroshima to present)	Complete <u>journal entry on Debate</u> . Background reading Cold War Stearns pp. 859- 864, 894-906.	Debate participation
14 TH#1,5,6	Daily timeline. International Organizations- Cold War Introduction. Identification of Acronyms (International Alphabet Soup)	Work on Cold War case studies.	
15 TH#1	Daily timeline Atomic Café video. <u>Journal reflection</u> .	Complete Cold War case studies. Begin Decolonization reading. See study guide for selected excerpts from Stearns ch.39 and Reilly ch. 12. Hand-outs. Bring in	Cold war case studies.

		<i>graphic organ.</i>	
16 TH#2,4,6	Post war Nationalism and Independence struggles in Africa and Asia. <i>Class comparison essay outline</i>	Complete Decolonization reading.	<i>Graphic organizer</i>
17 TH#1,4,6	Daily Timeline. Decolonization case studies: Vietnam and South Africa (chart)	Readings on Middle East (hand-outs) Turn in vocab quiz.	
18 TH#1, 36	Middle east Conflict: Document analysis. Focus on resources: Water and Oil <u>Journal entry on Conflict.</u>	Stearns, pp. 882-883 (Decline of the West?) and Chapter 40. Migration CD	Doc analysis sheet
19 TH#1	Cold war and Colonial Legacies : Debt, Dictators and Development Impact of Migration. <i>Create graphic organizer flow chart.</i> Mini Lecture- Debate	Read hand-out (Strayer). <u>Turn in Journal.</u>	Class discussion
20 TH#6	Daily timeline. Vocabulary Quiz. Break up of the Soviet Union	Background readings— Globalization. . Reilly v. 2, ch. 14 and hand-outs.	Journal grade Vocab quiz
21 TH#1,2,5	Daily timeline. Globalization: Introduction- Culture, Economics, and Migration. Spider Web assignment. Pacific Export-Import Web demo.	Work on Spider Web. Globalization readings.	
22 TH#1,2	Daily timeline. Global economics—Commanding Heights video excerpts. <i>Pass out chart created from web site.</i>	Work on Spider Web. Globalization readings	
23	Daily timeline Work on Spider Web.	Complete readings on globalization.	
24 TH#1,5	Daily timeline Globalization Inner Outer Seminar <u>Journal entry.</u>	Complete spider web.	Seminar discussion
25	<i>Spider web</i> due. Quest on	Review global	Group spider web

TH#1	20 th century Globalization and Chronology.	trade notes 1750 –present.	
26 TH#1,2	In class 2002 COT essay on Global Trade Patterns	Review for Exam	COT essay
27	Debrief COT essay. Begin work on assessment project.	Gather materials for assessment.	
28	Work on assessment	Work on assessment.	
29	Complete work on assessment	Organize all course materials.	Group grade assessment work
30	Review. Receive take home portion of test (<i>choose one of four essays: all COT with built in comparison</i>)	Review for test and write essay.	
31	<i>Student created assessment</i> (MC 1750 –Present- mostly 20 th century, Sequencing Foundations to Present, Fill in Blank Graphic Organizer, and visual identification.)	Review for Exam.	In class Test and take home essay
32 TH#1,5	Human rights stations UDHR (Focus on Genocides) Use Migration CD.	Work on journal entry	
33 TH#1,4	Human rights stations (Focus on Genocides)	<u>Complete journal entry.</u> Review for exam.	Journal

Review

Optional review sessions are also offered before school. These review sessions total 15 hours, are topical and temporal, include required assignments as admission, and include practice multiple-choice quizzes and practice essays. One full morning Test simulation experience is also provided optionally on a Saturday. Essay topics below depend on identified needs at that point in the year. Review/ exam reflections in journal.

<i>Day / Date</i>	<i>Activity</i>	<i>Homework</i>	<i>Assessment</i>
1	<i>Practice COT Essay. Receive assignment for Thematic Graphic Organizer.</i>	Pull together materials on theme.	AP Rubric-graded essay
2	Multiple Choice Quiz #1 (Foundations – 1450), <i>Work on Thematic Change over Time Charts</i>	Work on Charts.	Graded quiz.
3	<i>Practice DBQ</i>	Prepare draft brief	AP Rubric graded essay
4	Periodization debates	Revise brief	Periodization Debate
5	Practice Multiple Choice Test (Foundations – Present)	Work on Charts.	Periodization Brief, Test
6	Multiple Choice Quiz #2 (1450 –1914), Work on Thematic COT charts	Complete Charts.	Graded quiz.
7	<i>Practice Comparison Essay</i>	Review.	AP Rubric - graded essay.
8	Multiple Choice Quiz #3 (1914 – Present), Brain Gym	Review	Graded quiz.

Post Exam

(Note: We finish the third week of June. But we lose days to state testing and I am at the reading for a week).

Day / Date	Activity	Homework	Assessment
1	Exam Debriefing	Draw a practice map of the world. Turn in journal.	Journal entry
2	Map review	Read Stearns, ch. 42 and hand-out from his Millennium book.	<u>Journal grade.</u>
3	Studying the Future: Trends, Projections and History	Read excerpts from Utopia/ Distopia literature (1984, Giver, Ecotopia, More's Utopia, Herland)(hand-outs)	Participation in discussion.
4	Utopian Literature as History	Practice Map	Questions
5	Illustrated Future Timelines	Work on visuals for Timeline	
6	Illustrated Future Timelines	Practice Map	Timeline
8	Intro to trial (video) Prep for Trial	Trial preparations	
9	Prep for Trial	Study for Map test	
10	Final map test	Trial preparations	Map Final
11	Prep for Trial	Trial preparations	
12	Humanity on Trial		
13	Humanity on Trial		
14	Humanity on Trial		
15	Humanity on Trial		Written and/or oral assessment of trial
16	Course Evaluation / Wrap up		

i Community allows one to think about local, regional, national and global community and addresses issues of identity and culture bringing in AP themes 4, 5 and 6. Control goes beyond political hegemony in that it

applies also to the changing relationship people have had with the environment (note that humans are not always in control), it gets to the driving force behind many technological developments (clocks, railroads, water management), and it defines relationships between peoples within and among societies allowing for a discussion of forces as distinct as resistance, hegemony, collaboration and forced labor. This allows one to easily address AP themes #1 and 3. Both of these themes can be seen from the very beginning of human history to the present and allow for an overarching focal point that addresses change and continuity (theme #2). It is important to me that these two terms are not necessarily seen as dichotomous as they can be both be applied at any point in the course.