

# AP<sup>®</sup> WORLD HISTORY

## Syllabus 1

In AP<sup>®</sup> World History you will develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

We will use the following AP World History themes throughout the course to identify the broad patterns and processes that explain change and continuity over time.

### The Six AP World History Themes

1. The relationship of change and continuity from 8,000 BCE to the present.
2. Impact of interaction among and within major societies.
3. Impact of technology, economics, and demography on people and the environment.
4. Systems of social structure and gender structure.
5. Cultural, religious, and intellectual developments.
6. Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state. [C1, C3]

**C1**—Evidence of Curricular Requirement: Periodization guidelines and course themes form the organizing principles for dealing with issues of change, continuity, and comparison throughout the course.

**C3**—Evidence of Curricular Requirement: The six overarching themes articulated in the Course Description receive approximately equal attention throughout the course.

### Texts

*The Earth and Its Peoples*, by Richard Bulliet et. al., Boston: Houghton Mifflin; 3rd AP ed., 2004.

Student resources for textbook available at: <http://college.hmco.com/students>

*The Human Record*, By Alfred Andrea and James Overfield, Boston: Houghton Mifflin; 5th Ed., 2004.

A variety of other primary and secondary sources will be used during the course. Check the blackboard site frequently for electronic versions of those sources or links to relevant websites.

### Course Requirements

- Prepare to take the AP Exam on Thursday, May 17.

- Actively participate in class and complete all assignments thoroughly and promptly.
- Attend class daily, arriving on time.
- Make up work when absent—contact instructor and send assignments due electronically if possible; make prior arrangements for planned absences; two days allotted for each day absent to turn in work. If you miss a quiz, type answers to the makeup quizzes included in each unit packet. Identify the pages in the textbook where you found the answers to the quizzes.
- Keep a well-organized and complete notebook for the entire year; bring to class daily. Use the charts and lecture and reading notes in your notebook to study for tests. Ask for help if your notebook is incomplete.
- Form a study group for tests and other large assignments, such as the study cards created to help you master the vocabulary you will encounter in the multiple-choice questions.
- Ask instructor for help if needed—I am committed to supporting your efforts!
- Challenge yourself to work hard and maintain high standards.
- Take advantage of opportunities to redo work for mastery of the content and skills of the course.

## Grading Policy

Grades will be based on points and added up to a final quarterly grade based on the following: 90 percent and above—A; 80 percent and above—B; 70 percent and above—C, 60 percent and above—D; below 60 percent—E. Interims—C and below.

## Purpose and Organization of Course Activities

AP World History is the equivalent of a college-level survey course in world history. Like college students, you are expected to read the assigned pages in the textbook as listed in the unit calendars and take notes in the charts and types of graphic organizers provided by the teacher. In designing this course, the College Board aimed to help you gain the higher-order thinking skills you will need to be successful in college.

For example, almost every day in class we will analyze primary sources both texts and visuals. This primary source analysis will help you directly with the tasks required for the Document-Based Question (DBQ) essay on the exam, but the daily use of historical materials also will help you practice using evidence to make plausible arguments. You also will become expert at identifying point of view, context, and bias in these sources. [C6]

**C6**—Evidence of Curricular Requirement: The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

A second important habit of mind you will develop over the year is assessing issues of change and continuity over time, including the capacity to deal with change as a process and with questions of causation. You will constantly be keeping track of changes in history through the annotated timelines and maps you will construct both in class and for homework in all five units. Moreover, these timelines and maps will help you see global patterns and processes over time and space while also connecting local developments to global ones and moving through levels of generalizations from the global to the particular. This skill will be especially useful for writing the Change Over Time essay on the AP World History Exam and often is a major focus in upper-level college courses in the social sciences as well as in the discipline of science.

About two or three times in each unit, we will conduct whole-class seminars where you will discuss diversity of interpretations that historians present in your textbook and in other secondary sources such as articles given to you by the teacher.

We also will do simulations and debates that challenge you to address questions about human commonalities and differences and the historical context of culturally diverse ideas and values. [C5]

As juniors or seniors in high school, you have already clearly developed the skill of comparison. You will improve that skill by practicing comparing within and among societies, including comparing societies' reactions to global processes. On all of the graphic organizers, annotated timelines, and annotated maps you create there will be directions to write a thesis statement that generalizes the data you presented. An easy thesis statement can be simply a comparison, a statement of the similarities and differences. The third essay you will write on the AP World History Exam in May is the Comparative essay, so this skill is extremely important for you to improve.

**C5**—Evidence of Curricular Requirement: The course teaches students to analyze evidence and interpretations presented in historical scholarship.

## Semester One

### Course Outline

#### **UNIT 1. Foundations, c. 8000 BCE to 600 CE (5 weeks) [c1, c2]**

**Focus questions:** What is “civilization”? Who is “civilized”? Does change occur by diffusion or independent invention?

**Topic 1.** Locating world history in the environment and time

**Topic 2.** Developing agriculture and technology

**Topic 3.** Basic features of early civilizations: Mesopotamia, Egypt, Indus, Shang; Mesoamerican and Andean

**Topic 4.** Major Belief Systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism; polytheism and shamanism

**C1**—Evidence of Curricular Requirement: Periodization guidelines and course themes form the organizing principles for dealing with issues of change, continuity, and comparison throughout the course.

**C2**—Evidence of Curricular Requirement: Periodization guidelines are used to select relevant course content from 8000 BCE to the present.

**Topic 5.** Classical civilizations: Greece, Rome, China, and India including migrations of the Huns, Germanic tribes

**Topic 6.** Interregional networks by 600 CE and spread of belief systems

**Comparisons:** early civilizations, major belief systems, systems of social inequality, cities, political systems, trading systems, migrations, role of nomadic peoples.

### **UNIT II. 600–1450 (7 weeks) [c1, c2]**

**Focus questions:** Should we study cultural areas or states? Did changes in this period occur from the effects of nomadic migrations or urban growth? Was there a world economic network during this period?

**Topic 1.** The Islamic World, the Crusades, and Schism in Christianity

**Topic 2.** Silk Road trade networks, Chinese model and urbanization

**Topic 3.** Compare European and Japanese feudalism, Vikings

**Topic 4.** Mongols across Eurasia and urban destruction in Southwest Asia, Black Death

**Topic 5.** Compare Bantu and Polynesian migrations, Great Zimbabwe and Mayan empires and urbanization; Aztec and Incan empires and urbanization

**Topic 6.** Ming Treasure Ships and Indian Ocean trade networks (Swahili coast)

**Comparisons:** Japanese versus European feudalism, European monarchy versus African empires, role of major cities, Aztec versus Incan empires.

### **UNIT III. 1450–1750 (4 weeks) [c1, c2]**

**Focus questions:** To what extent did Europe become predominant in the world economy during this period?

**Topic 1.** “Southernization” in Western Europe and the Scientific Revolution and Renaissance; Change—Reformation and Counter Reformation

**Topic 2.** Encounters and Exchange: Reconquista, Portuguese in Morocco, West Africa, Spanish in the Americas

**Topic 3.** Encounters and Exchange: Portuguese in Indian Ocean trade networks, Manila galleons and the Ming Silver Trade

**Topic 4.** Labor Systems in the Atlantic World—The Africanization of the Americas (slave trade, plantation economies, resistance to slavery); Labor systems in the Russian Empire and resistance to serfdom

**Topic 5.** Expansion of Global Economy and Absolutism: Ottoman, Safavid, Mughal, Bourbons, Tokugawa, and Romanov

**Topic 6.** Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Atlantic slave trade, and expansion of Islam in sub-Saharan Africa

**C1**—Evidence of Curricular Requirement: Periodization guidelines and course themes form the organizing principles for dealing with issues of change, continuity, and comparison throughout the course.

**C2**—Evidence of Curricular Requirement: Periodization guidelines are used to select relevant course content from 8000 BCE to the present.

**Comparisons:** Imperial systems in Europe versus Asia; coercive labor systems, empire building in Asia, Africa, and Europe; interactions with the West (Russia versus others).

## Semester Two

### **UNIT IV. 1750–1914 (5 weeks)** [C1, C2]

**Focus questions:** Through what processes did the influence of industrialization spread throughout the world? How did the rights of individuals and groups change in this period? To what degree did new types of social conflict emerge during the nineteenth century? How and with whom did the idea of “The West” as a coherent and leading force in history gain currency?

**Topic 1.** European Enlightenment, American, French, Haitian, and Latin American Revolutions, Napoleon

**Topic 2.** British Industrial Revolution and De-Industrialization of India and Egypt

**Topic 3.** Imperialism and Industrialization

**Topic 4.** Nationalism and Modernization

**Topic 5.** Anti-Slavery, Suffrage, Labor, and Anti-Imperialist movements as Reactions to Industrialization and Modernization

**Topic 6.** Chinese, Mexican, and Russian Revolutions as Reactions to Industrialization and Modernization

**Comparisons:** Industrial Revolution in Europe versus Japan, political revolutions, reactions to foreign domination, nationalism, western interventions, women in Europe of different classes.

### **UNIT V. 1914–2000 (6 weeks)** [C1, C2]

**Focus questions:** How do ideological struggles provide an explanation for many of the conflicts of the 20th century? To what extent have the rights of the individual and the state replaced the rights of the community? How have conflict and change influenced migration patterns internally and internationally? How have international organizations influenced change?

**Topic 1.** World War I, Total War, and Reactions to the 14 Points

**Topic 2.** Rise of Consumerism and Internationalization of Culture

**Topic 3.** Depression and Authoritarian Responses

**Topic 4.** World War II and Forced Migrations

**Topic 5.** United Nations and Decolonization

**Topic 6.** Cold War, Imperialism, and the End of the Cold War

**C1**—Evidence of Curricular Requirement: Periodization guidelines and course themes form the organizing principles for dealing with issues of change, continuity, and comparison throughout the course.

**C2**—Evidence of Curricular Requirement: Periodization guidelines are used to select relevant course content from 8000 BCE to the present.

**Comparisons:** Decolonization in Africa versus India, role of women in revolutions, effects of the World Wars on areas outside Europe, nationalist movements, impact of Western consumer society and culture on others.

### **Review for Exam**

**AP World History Exam May 17, 2007**

## **Instructions for Assignments**

### *Generic Annotated Timeline Assignment*

Select one of the AP World History themes and 10 events for the time period assigned that show the largest changes related to that theme for the time period and place each event on the timeline. The annotations go below the timeline and explain why each event was significant to world history. At the very bottom of the page, write a thesis statement about how the changes in the “theme” in this time period show continuity and change over time. An example of a thesis statement might be: “Although manufacturing technology rapidly changed in the nineteenth century, many farmers continued to use the same tools their ancestors developed in the past.” Be sure to title the timeline. Examples posted on bulletin board in classroom.

### *Generic Annotated Map Assignment*

Take note of the large event or process assigned for the annotated map, e.g. industrialization, imperialism, World War II, etc. Find 10 events related to that larger process or event and place them on the map. The annotations should go near the location on the map and explain why the event was important. Write a thesis statement at the bottom or on the back of the map on how the process or event shows continuity and change over time. Be sure to title the map. Examples posted on bulletin board in classroom.

### *Study Cards Assignment*

For each of the terms identified for the unit, write the term on the front of an index card, and on the other side, write a definition, historical example, explain the historical significance of that example, and the general significance of the term for world history. If you prefer, you may type the assignment and print it out on regular-sized paper.

### *Alternate Assignment for Study Cards*

For each unit, there also will be 20 questions that range over the whole unit. You may answer these questions instead of doing the study cards. Each answer must be in complete sentences and provide the textbook pages you used for the information. If you use an internet source, it must be reliable and valid for the unit.

## **Generic Instructions for Video Critiques**

*Write a full paragraph that includes*

- A topic sentence about the point of view (bias) of the video producer
- Identification of two examples of the following film techniques used in the video: camera angles, lighting, choice of artifacts, photographs, reenactments, film footage, music, narration, pacing
- An explanation of how the techniques were used to prove the point of view (bias) of the video producer. Use a minimum of two examples for each technique.
- Concluding sentence about how well the producer's point of view (bias) is achieved

*Generic Instructions for Socratic Seminars*

1. Understand the question(s) for the seminar.
2. Read the source(s).
3. Take notes from the sources to help you answer the question(s).
4. Make one comment about one of the following (5 pts.)
  - a. information in the sources
  - b. validity of evidence used by the author(s)
  - c. the strength of the argument (thesis)
  - d. to respond to a question asked by someone else
  - e. to respond to a comment made by someone else
5. Ask one question about one of the following (5 pts.)
  - a. information in the sources, e.g., vocabulary
  - b. validity of evidence used by the author(s)
  - c. the strength of the argument (thesis)
  - d. to respond to a question asked by someone else
  - e. to respond to a comment made by someone else
6. Maximum of 10 points per student.

*What should a thesis statement include? It must*

- fully address the question asked (not the one you'd prefer to answer)
- take a position in answering the question asked
- provide organization categories to support your position (these categories will be the subject of the topic sentences in the main body paragraphs)



## Unit Calendars [C4]

Unit One: 8,000 BCE to 600 CE				
August 28	August 29	August 30	August 31	September 1
<b>First Day</b> Discuss Syllabus Due: Summer Assignment (comparison of visits to two houses of worship) <b>HW:</b> Read and answer questions on “Yali’s Question” from Guns, Germs, and Steel.	<b>Agricultural Revolution</b> Discuss “Yali’s Question” Due: reading questions <b>HW:</b> Study for map quiz. <b>HW:</b> Read and answer questions on “To Farm or Not To Farm.”	<b>Agricultural Revolution</b> Map Quiz of key bodies of water and land masses on the globe. Discuss “To Farm or Not To Farm” Due: reading questions <b>HW:</b> Read Chs 1&2 and take notes for civilizations chart.	<b>Agricultural Revolution</b> Seminar: Analyze definitions of the term civilization by leading world historians. <b>HW:</b> Fill in chart on the five early civilizations; work in study groups.	<b>Early Civilizations</b> Discuss civilization in Mesopotamia. Seminar: How did settled agricultural systems affect the development of the early civilizations? <b>HW:</b> Study Venn Diagram for comparative essay
September 4	September 5	September 6	September 7	September 8
<b>Labor Day</b> No school	<b>Early Civilizations</b> Due: civilizations chart Write comparative essay on civilizations. [C7] <b>HW:</b> pp. 152–162. Begin religions chart.	<b>Belief Systems: Hinduism</b> Discuss major characteristics of Hinduism. Read in class: “Laws of Manu” and “The Ramayana” <b>HW:</b> pp. 152–162 for religions chart.	<b>Belief Systems: Buddhism</b> Discuss major characteristics of Buddhism. Read in class: Excerpts from “The Lotus Sutra” and “The Story of Isidasi” <b>HW:</b> pp. 74–80 for religions chart.	<b>Belief Systems: Judaism</b> Discuss major characteristics of Judaism Read in class: “The Story of Ruth” <b>HW:</b> pp. 134–135 for religions chart.
September 11	September 12	September 13	September 14	September 15
<b>Belief Systems: Christianity</b> Discuss major characteristics of Christianity. Read in class: “Sermon on the Mount” and “Mary the Harlot” <b>HW:</b> review Ch 2 and pp. 141–142 for religions chart.	Primary Elections No School	<b>Belief Systems: Confucianism And Daoism</b> Discuss major characteristics of Confucianism and Daoism. Read in class: Excerpts from The Analects, The Daodejing, and Lessons from Ban Zhao.	<b>Belief Systems</b> Seminar: “How did the early major belief systems affect social and gender systems in the Classical Period?” <b>HW:</b> Ch. 4 for empires chart.	<b>Classical Civilizations: Greece</b> Due: religions chart Timed writing: DBQ on the characteristics of Greek civilization [C7] <b>HW:</b> Ch. 5 for empires chart

**C4**—Evidence of Curricular Requirement: The course provides balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30 percent of course time is devoted to European history.

**C7**—Evidence of Curricular Requirement: The 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 (see the AP World History Course Description for more information).



**Unit One: 8,000 BCE to 600 CE**

September 18	September 19	September 20	September 21	September 22
<p><b>Classical Civilizations: EMPIRE</b> Discuss characteristics of ancient Rome Analyze coins and architectural features of the empire.</p>	<p><b>Classical Civilizations: ROME</b> Discuss migration of Huns and Germanic tribes and the decline of ancient Rome. Analyze maps and primary texts from The Human Record.</p>	<p><b>Block Classical Civilizations: HAN</b> Discuss characteristics of Han Empire. Compare to slavery in Roman Empire pp 130–131. <b>HW:</b> Ch 6 for empires chart.</p>	<p><b>Block Classical Civilizations: HAN</b> Discuss characteristics of Han Empire. Compare to slavery in Roman Empire pp 130–131. <b>HW:</b> Ch 6 for empires chart.</p>	<p><b>Classical Civilizations: HAN</b> Discuss decline of Han Empire. Compare water engineering in Roman Empire on p. 137. <b>HW:</b> Ch. 6 for empires chart.</p>
September 25	September 26	September 27	September 28	September 29
<p><b>Classical Civilizations: GUPTA</b> Discuss characteristics of Gupta Empire. Prepare sentence strips for essay comparing Rome, Han, and Gupta.</p>	<p><b>Classical Civilizations</b> Write comparative essay on empires [C7] Due: Empires chart. <b>HW:</b> Ch. 7</p>	<p><b>Trade:</b> Trace connections between trade systems and spread of belief systems on historical maps and in travel journals of Faxian and other monks; analyze Gandharan Buddhas as example of syncretism. <b>Block</b></p>	<p><b>Trade:</b> Trace connections between trade systems and spread of belief systems on historical maps and in travel journals of Faxian and other monks; analyze Gandharan Buddhas as example of syncretism. <b>Block</b></p>	<p><b>The Big Picture:</b> Work on annotated maps and timelines for unit 1 <b>HW:</b> work on vocabulary study cards for unit 1</p>
Oct. 2	Oct. 3	Oct. 4		
<p>Yom Kippur No school</p>	<p><b>Test Review</b> <b>HW:</b> Study for test with study cards and charts.</p>	<p>Unit One Test: 50 Multiple-Choice Questions Due: study cards, annotated map and annotated timeline <b>HW:</b> Ch. 8</p>		

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<b>Unit Two: 600–1450 CE</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
		<b>Oct. 4</b>	<b>Oct. 5</b>	<b>Oct. 6</b>
			Analyze Unit One Test <b>Postclassical</b> Islamic World: Spread of Islam Compare the Five Pillars of Islam to major tenets in Judaism and Christianity. <b>HW:</b> Add to religions chart; begin Postclassical Empires chart	<b>Postclassical</b> Islamic World: Analyze maps showing spread of Islam.
<b>Oct. 9</b>	<b>Oct. 10</b>	<b>Oct. 11</b>	<b>Oct. 12</b>	<b>Oct. 13</b>
Analyze Unit One Test <b>Postclassical</b> Islamic World: Abbasid Caliphate Analyze excerpts from 1001 Arabian Nights and discuss effects of Battle of Talas River between Abbasid and Tang.	<b>Postclassical</b> Islamic World: Islamic Spain Analyze excerpts from Maimonides, lists of syncretic foods popular in Islamic Spain, and compare Alhambra Palace to Angkor Wat <b>HW:</b> Ch. 9, add to Postclassical Empires chart.	<b>Postclassical</b> Latin West Analyze excerpts from Aquinas. Compare agricultural and commercial developments in the Latin West and Song Empire.	<b>Postclassical</b> Latin West & Vikings Analyze maps of Viking migrations, trade, and raids.	Timed Writing: DBQ Essay on Silk Road Trade Networks. <b>[C7]</b>
<b>Oct. 16</b>	<b>Oct. 17</b>	<b>Oct. 18</b>	<b>Oct. 19</b>	<b>Oct. 20</b>
<b>Postclassical</b> Byzantine Empire Read sources in The Human Record to compare Justinian with Charles the Great as well as religious art.	<b>Postclassical</b> Crusades Compare Christian, Jewish, and Muslim views in primary sources. Mini-DBQ on the Crusades.	PSAT/NMSQT® Score Essays from released exams.	<b>Postclassical</b> Schism Analyze Anna Comnena’s and Nicetas Choniates’ descriptions of the Attacks on Constantinople.	No school

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Unit Two: 600–1450 CE				
Oct. 23	Oct. 24	Oct. 25–Block	Oct. 26–Block	Oct. 27
<b>Postclassical</b> Chinese Model: Tang and Sung Empires, Korea, Japan Analyze poetry, portraits, and city plans. <b>HW:</b> Ch. 10 add to Postclassical Empires chart	<b>Postclassical</b> Compare European and Japanese Feudalism Analyze primary source descriptions of agricultural and political systems.	<b>Postclassical</b> Seminar on Gender Structures in AfroEurasia from 600 to 1200 using article in Experiencing World History. <b>HW:</b> Ch. 13, add to Postclassical Empires chart	<b>Postclassical</b> Seminar on Gender Structures in AfroEurasia from 600 to 1200 using article in Experiencing World History. <b>HW:</b> Ch. 13, add to Postclassical Empires chart	<b>Migrations</b> Compare Bantu and Polynesian migrations using maps from secondary sources.
Oct. 30	Nov. 31	Nov. 1	Nov. 2	Nov. 3
<b>Postclassical</b> Video Critique: Great Zimbabwe & Swahili city-states. Add to Postclassical Empires chart	Score Essays from released exams	No school	<b>Postclassical</b> Video Critique: Delhi Sultanate & Mali. <b>HW:</b> Ch. 12, add to Postclassical Empires chart.	<b>Early Modern</b> Mongols. Analyze set of primary sources from and about the Mongols.
Nov. 6	Nov. 7	Nov. 8 –Block	Nov. 9 –Block	Nov. 10
<b>Early Modern</b> Mongols Black Death Seminar: Use primary sources on Black Death to compare Muslim, Jewish, and Christian views.	No school	<b>Early Modern</b> Mongol Trial: “Was Genghis Khan Uncivilized?” <b>HW:</b> pp. 379–381. Add to Post-Classical Empires chart	<b>Early Modern</b> Mongol Trial: “Was Genghis Khan Uncivilized?” <b>HW:</b> pp. 379–381 add to Post-Classical Empires chart.	<b>Early Modern</b> Ming Treasure Ships Analyze Ma Huan’s journal and maps of the voyages.
Nov. 13	Nov. 14	Nov. 15–Block	Nov. 16–Block	Nov. 17
<b>Early Modern</b> Ming Treasure Ships. Discuss secondary sources that claim Chinese became isolated after the end of the Ming navy.	Timed Writing: Change Over Time Essay on Trade from 600 –1450 in AfroEurasia. <b>[C7]</b> <b>HW:</b> Ch. 11, add to <b>Postclassical</b> Empires chart	Mayan and Aztec Empires. Seminar: Use primary and secondary sources to compare social, political, and economic characteristics of empires as reflected in gender structures.	Mayan and Aztec Empires. Seminar: Use primary and secondary sources to compare social, political, and economic characteristics of empires as reflected in gender structures, e.g., Codex Mendosa and Codex Nuttall.	Incan Empire Seminar: Use primary and secondary sources to compare social, political, and economic characteristics of empires as reflected in gender structures, e.g., reading about aclass.

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<b>Unit Two: 600–1450 CE</b>				
<b>Nov. 20</b>	<b>Nov. 21</b>	<b>Nov. 22</b>	<b>Nov. 23</b>	<b>Nov. 24</b>
Review for test. <b>HW:</b> Finish study cards and annotated timeline and map for unit 2.	<b>Unit 2 Test</b> Due: study cards, annotated timeline and map, empires chart	Analyze Unit 2 Test Calvinism and the Thanksgiving story	<b>Thanksgiving</b> <b>No school</b>	

<b>Unit Three: 1450–1750 CE</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Nov. 27</b>	<b>Nov. 28</b>	<b>Nov 29</b>	<b>Nov 30</b>	<b>Dec. 1</b>
<b>Encounters, Conflict and Exchange</b> View slide show about Muslim Roots of the Renaissance (WHFUA BE5— <a href="http://worldhistoryforusall.sdsu.edu/">http://worldhistoryforusall.sdsu.edu/</a> ). <b>HW: Bulliet</b> , CH. 16 pp. 405–410 Work on annotated map of “Southernization” by Lynda Shaffer.	<b>Encounters, Conflict and Exchange</b> Reformation and Counter-Reformation. Analyze primary sources on changes in Christianity. <b>HW: Bulliet</b> , CH. 15	<b>Encounters, Conflict and Exchange</b> Reconquista, Ottoman Conquest, and Portuguese Atlantic Voyages. Work on annotated map of Ottoman and European conquests up to 1500.	<b>Encounters, Conflict and Exchange</b> Motives of Mariners and Monarchs. Analyze charters from royal patrons and reports from mariners.	<b>Encounters, Conflict and Exchange</b> Encounters in the Atlantic World: Fortunate Isles. Analyze primary and secondary sources on the first Atlantic plantations.
<b>Dec. 4</b>	<b>Dec. 5</b>	<b>Dec. 6–Block</b>	<b>Dec. 7–Block</b>	<b>Dec. 8</b>
<b>Encounters, Conflict and Exchange</b> DBQ on the Columbian Exchange. (p. 400 in Bulliet). <b>HW:</b> Map Columbian Exchange; CH. 20, pp. 516–525	<b>Encounters, Conflict and Exchange</b> Ming Silver Trade Simulation. <b>HW: Bulliet</b> , CH. 17 & 18	<b>Labor Systems: Atlantic World and Plantation Economies.</b> Analyze primary sources (texts and images). <b>HW:</b> Complete annotated map of Columbian Exchange.	<b>Labor Systems: Atlantic World and Plantation Economies.</b> Analyze primary sources (texts and images). <b>HW:</b> Complete annotated map of Columbian Exchange.	<b>Labor Systems:</b> Seminar on demographic and political shifts in Africa using article in Experiencing World History <b>HW:</b> Ch. 20, pp. 525–533

<b>Unit Three: 1450–1750 CE</b>				
<b>Dec. 11</b>	<b>Dec. 12</b>	<b>Dec. 13–Block</b>	<b>Dec. 14–Block</b>	<b>Dec. 15</b>
<b>Labor Systems:</b> Serfdom in Eastern Europe. Analyze primary sources from Russian rulers, boyars, and images of serfs.	<b>Labor Systems:</b> Slavery in the Indian Ocean and Indentured Servitude. Walk through 2003 DBQ	<b>Labor Systems:</b> Timed Writing: Comparing Labor Systems. <b>HW:</b> CH 16, pp. 410–429	<b>Labor Systems:</b> Timed Writing: Comparing Labor Systems. <b>HW:</b> CH 16, pp. 410–429	<b>Absolutism:</b> Louis XIV. Analyze primary sources from the king and descriptions of his court, visuals of Versailles.
<b>Dec. 18</b>	<b>Dec. 19</b>	<b>Dec. 20</b>	<b>Dec. 21</b>	<b>Dec. 22</b>
Mock SAT® <b>HW:</b> Ch. 20	<b>Absolutism</b> Compare government decrees from Tokugawa and Romanov. <b>HW:</b> Ch. 19. Complete gunpowder empires chart.	<b>Absolutism</b> Seminar: Coffeehouses in the Ottoman, Safavid, Netherlands, France, and England	<b>Trade:</b> Analyze primary sources on Mughal Empire and Joint-Stock Companies—Dutch and South Africans, Southeast Asians, and Japanese.	<b>Trade:</b> Analyze primary sources on British East India Company. Map Expansion of European Empires.
<b>Winter Break</b>				
<b>Jan. 1</b>	<b>Jan. 2</b>	<b>Jan. 3</b>	<b>Jan. 4</b>	<b>Jan. 5</b>
No school <b>HW:</b> Finish Study cards, annotated map and timeline.	Review for Unit 3 test.	Unit 3 test Due: Study cards, annotated map, and timeline	Analyze Unit 3 test.	Review—Film Project on Unit 1.
<b>Jan. 8</b>	<b>Jan. 9</b>	<b>Jan. 10</b>	<b>Jan. 11</b>	<b>Jan. 12</b>
Review—Film Project on Unit 2.	Review—Film Project on Unit 3	Review—Essay practice	Exam Review Day—PowerPoint	Exams Pds 1 and 2
<b>Jan. 15</b>	<b>Jan. 16</b>	<b>Jan. 17</b>	<b>Jan. 18</b>	<b>Jan. 19</b>
MLK Holiday No school	Exams Pds. 3 & 4	Exams Pds. 5 & 6	Exams Period 7	Makeup Exams

### Unit 4: 1750–1914

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Jan 22</b>	<b>Jan 23</b>	<b>Jan 24</b>	<b>Jan 25</b>	<b>Jan 26</b>
Professional Day No School	Review AP World History exams; Intro to the “Long 19th Century” – WHFUA BE7 ( <a href="http://worldhistoryforusall.sdsu.edu/">http://worldhistoryforusall.sdsu.edu/</a> )	<b>Revolutions</b> Analyze primary sources on Scientific Revolution and Enlightenment. Review Ch. 16 pp. 410–412	<b>Revolutions</b> Analyze primary sources on Absolutism; English Evolution of Rights; Constitutionalism. quiz #1	<b>Revolutions</b> Analyze primary sources on American Revolution. Ch. 21
<b>Jan 29</b>	<b>Jan 30</b>	<b>Jan 31</b>	<b>Feb 1</b>	<b>Feb 2</b>
<b>Revolutions</b> Analyze primary sources on French Revolution and discuss Crane Brinton’s outline.	<b>Revolutions</b> Analyze primary sources on French Revolution: Napoleon.	<b>Revolutions</b> Analyze primary sources on Haitian Revolution.	<b>Revolutions</b> Analyze primary sources on Latin American Revolution. Ch 23 quiz#2	Timed Writing: Compare <b>Revolutions</b> .
<b>Feb 5</b>	<b>Feb 6</b>	<b>Feb 7–Block</b>	<b>Feb 8–Block</b>	<b>Feb 9</b>
<b>Revolutions</b> Analyze primary sources on British Industrial—Causes. Ch. 22 & 26	<b>Revolutions</b> Analyze primary sources on British Industrial—Effects (Adam Smith and Karl Marx).	Reforms Hyde Park Speeches on: Labor Suffrage Abolition	Reforms Hyde Park Speeches on Labor Suffrage Abolition	<b>Revolutions</b> Analyze primary sources on 2nd Industrial Revolution. Chs 24 & 25 quiz #3
<b>Feb 12</b>	<b>Feb 13</b>	<b>Feb 14–Block</b>	<b>Feb 15–Block</b>	<b>Feb 16</b>
<b>Imperialism</b> Analyze primary sources on Nationalism in Europe; Crimean War; Tanzimat Reforms in Ottoman Empire.	<b>Imperialism</b> Analyze primary sources on Opium Wars, Taiping Rebellion, Boxer Rebellion.	<b>Imperialism</b> Seminar: Compare modernization in Meiji Japan; Mexico; Philippines; Sepoy Rebellion.	<b>Imperialism</b> Seminar: Compare modernization in Meiji Japan; Mexico; Philippines; Sepoy Rebellion.	Timed Writing: CCOT on <b>Imperialism</b> [C7] <b>HW:</b> Ch 27

**C7**—Evidence of Curricular Requirement: The 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 (see the AP World History Course Description for more information).

<b>Unit 4: 1750–1914</b>				
<b>Feb 19</b>	<b>Feb 20</b>	<b>Feb 21</b>	<b>Feb 22</b>	<b>Feb 23</b>
Presidents' Day No school	<b>Imperialism</b> Analyze primary sources on Berlin Conference. quiz #4 <b>HW:</b> pp. 807–809	<b>Revolutions</b> Analyze primary sources on Mexican Revolution, 1910, and Chinese Revolution, 1911, related to railroads.	Review for test. <b>HW:</b> Finish study cards, annotated map, and timeline	Unit Four Test—50 Multiple-Choice Questions. Study cards and annotated map and timeline due.

<b>Unit 5: 1914 to present</b>				
<b>February 26</b>	<b>February 27</b>	<b>February 28</b>	<b>March 1</b>	<b>March 2</b>
<b>War</b> Analyze Unit Four Test—corrections. Quiz on WWI Analyze primary sources on WWI causes and colonial troops. <b>Bullet</b> Ch. 28	Teacher Professional Day No School	<b>War</b> WWI Analyze primary sources on Russian Revolution, U.S. entry into battles.	<b>War</b> Analyze primary sources on Wilson's 14 Points and Treaty of Versailles.	<b>Economic Change</b> Seminar on Consumerism: Analyze department store advertisements. <b>Bullet</b> Ch. 29
<b>March 5</b>	<b>March 6</b>	<b>March 7–Block</b>	<b>March 8–Block</b>	<b>March 9</b>
<b>Economic Change</b> Discuss divergent interpretations of the global Depression: causes and responses	<b>Totalitarianism</b> Analyze primary sources on Stalin. Intro to Fascism (Mussolini, Hitler, Chiang Kaishek, Vargas, etc.)	<b>Totalitarianism</b> Who's Your Favorite Fascist?	<b>Totalitarianism</b> Who's Your Favorite Fascist?	<b>War</b> Analyze primary sources on WWII—technology
<b>March 12</b>	<b>March 13</b>	<b>March 14–Block</b>	<b>March 15–Block</b>	<b>March 16</b>
<b>War</b> Analyze primary sources on Colonial troops. Quiz #1	<b>War</b> Analyze primary sources on WWII—Pacific. <b>HW:</b> Ch. 31	Analyze primary sources on Communism after WWII (USSR & Warsaw Pact).	Analyze primary sources on Communism after WWII (USSR & Warsaw Pact).	Communism after WWII. Analyze primary sources on China.



<b>Unit 5: 1914 to present</b>				
<b>March 19</b>	<b>March 20</b>	<b>March 21</b>	<b>March 22</b>	<b>March 23</b>
<b>Communism</b> Timed Writing on Communism in the 20th century. <b>HW:</b> Chs. 30 & 32	<b>Decolonization</b> Analyze primary sources on South Asia.	<b>Decolonization</b> Analyze primary sources on South Asia.	<b>Decolonization</b> Analyze primary sources on Africa.	<b>Decolonization</b> Analyze primary sources on Africa.
<b>March 26</b>	<b>March 27</b>	<b>March 28</b>	<b>March 29</b>	<b>March 30</b>
<b>Decolonization</b> Analyze primary sources on Southeast Asia.	No School	<b>Cold War</b> Analyze primary sources on United Nations. quiz #2	<b>Cold War</b> Analyze primary sources on Latin America.	<b>Cold War</b> DBQ–Middle East [ <b>C7</b> ] <b>HW:</b> Ch. 33
<b>April 2</b>	<b>April 3</b>	<b>April 4–Block</b>	<b>April 5–Block</b>	<b>April 6</b>
<b>SPRING BREAK</b>				
<b>April 9</b>	<b>April 10</b>	<b>April 11</b>	<b>April 12</b>	<b>April 13</b>
SPRING BREAK	<b>Cold War</b> Analyze primary sources on Break up of USSR.	<b>Cold War</b> Analyze primary sources on Tiananmen in PRC. quiz #3	Timed Writing: CCOT on war in the 20th century	Review for Unit 5 test. <b>HW:</b> Finish study cards, annotated map, and timeline.
<b>April 16</b>	<b>April 17</b>	<b>April 18</b>	<b>April 19</b>	<b>April 20</b>
No school	Unit Five Test Study Cards or 20 Questions due	College fair for juniors	Analyze Unit 5 Test	Study Guide Due!!! Review for final exam, Unit 1: 70 multiple-choice questions of whole AP World History course
<b>April 23</b>	<b>April 24</b>	<b>April 25</b>	<b>April 26</b>	<b>April 27</b>
REVIEW for final exam, Unit 2: 70 multiple-choice questions of whole AP World History course	Election videos	Student Elections	REVIEW for final exam, Unit 3: 70 multiple-choice questions for whole AP World History course	PHYSICS DAY

**C7**—Evidence of Curricular Requirement: The 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 (see the AP World History Course Description for more information).

<b>Unit 5: 1914 to present</b>				
<b>April 30</b>	<b>May 1</b>	<b>May 2</b>	<b>May 3</b>	<b>May 4</b>
Review for final exam, Unit 4: 70 multiple-choice questions for whole AP World History course	Review for final exam, Unit 5: 70 multiple-choice questions for whole AP World History course	Review for final exam, all units: 70 multiple-choice questions for whole AP World History course	Final Exam	Analyze final exam
<b>May 7</b>	<b>May 8</b>	<b>May 9</b>	<b>May 10</b>	<b>May 11</b>
Review for AP World History Exam, focus on essays, DBQ.	Review for AP World History Exam, focus on essays, CCOT.	Review for AP World History Exam, focus on essays, CCOT.	Review for AP World History Exam, focus on essays, Comparative.	Review for AP World History Exam, focus on essays, DBQ.
<b>May 14</b>	<b>May 15</b>	<b>May 16</b>	<b>May 17</b>	<b>May 18</b>
Review for AP World History Exam: maps and data.	Review for AP World History Exam: periodization.	Review for AP World History Exam: everything [AP English Language Exam]	AP World History Exam!!!!	Celebrate.
<b>May 21</b>	<b>May 22</b>	<b>May 23</b>	<b>May 24</b>	<b>May 25</b>
Film Festival	Film Festival	Film Festival	Film Festival	Film Festival
<b>May 28</b>	<b>May 29</b>	<b>May 30</b>	<b>May 31</b>	<b>June 1</b>
No School	Career Center Project	Career Center Project	Career Center Project	Career Center Project
<b>June 4</b>	<b>June 5</b>	<b>June 6</b>	<b>June 7</b>	<b>June 8</b>
Career Center Project	Graduation No School	Review for Exams	Exams	Exams
<b>June 11</b>	<b>June 12</b>	<b>June 13</b>	<b>June 14</b>	<b>June 15</b>
Exams	Exams	Makeup Exams	Last Day of School	

Note: If we miss school due to a snow day, then the calendar will be adjusted forward. That's why there are so many review days in May on the calendar.