

AP® World History

Teacher's Guide

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Note: This Teacher's Guide was developed prior to the course changes in 2011-12. While these materials are still relevant to teaching the revised AP® World History Curriculum Framework, teachers should be aware of the differences.

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Welcome Letter from the College Board

Dear AP® Teacher:

Whether you are a new AP teacher, using this AP Teacher's Guide to assist in developing a syllabus for the first AP course you will ever teach, or an experienced AP teacher simply wanting to compare the teaching strategies you use with those employed by other expert AP teachers, we are confident you will find this resource valuable. We urge you to make good use of the ideas, advice, classroom strategies, and sample syllabi contained in this Teacher's Guide.

You deserve tremendous credit for all that you do to fortify students for college success. The nurturing environment in which you help your students master a college-level curriculum—a much better atmosphere for one's first exposure to college-level expectations than the often large classes in which many first-year college courses are taught—seems to translate directly into lasting benefits as students head off to college. An array of research studies, from the classic 1999 U.S. Department of Education study Answers in the Tool Box to new research from the University of Texas and the University of California, demonstrate that when students enter high school with equivalent academic abilities and socioeconomic status, those who develop the content knowledge to demonstrate college-level mastery of an AP Exam (a grade of 3 or higher) have much higher rates of college completion and have higher grades in college. The 2006 National Center for Educational Accountability (NCEA) study shows that students who take AP have much higher college graduation rates than students with the same academic abilities who do not have that valuable AP experience in high school. Furthermore, a Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) found that even AP Calculus students who score a 1 on the AP Exam are significantly outperforming other advanced mathematics students in the United States, and they compare favorably to students from the top-performing nations in an international assessment of mathematics achievement. (Visit AP Central® at http://apcentral .collegeboard.com for details about these and other AP-related studies.)

For these reasons, the AP teacher plays a significant role in a student's academic journey. Your AP classroom may be the only taste of college rigor your students will have before they enter higher education. It is important to note that such benefits cannot be demonstrated among AP courses that are AP courses in name only, rather than in quality of content. For AP courses to meaningfully prepare students for college success, courses must meet standards that enable students to replicate the content of the comparable college class. Using this AP Teacher's Guide is one of the keys to ensuring that your AP course is as good as (or even better than) the course the student would otherwise be taking in college. While the AP Program does not mandate the use of any one syllabus or textbook and emphasizes that AP teachers should be granted the creativity and flexibility to develop their own curriculum, it is beneficial for AP teachers to compare their syllabi not just to the course outline in the official AP Course Description and in chapter 3 of this guide, but also to the syllabi presented on AP Central, to ensure that each course labeled AP meets the standards of a college-level course. Visit AP Central at apcentral.collegeboard.com for details about the AP Course Audit, course-specific Curricular Requirements, and how to submit your syllabus for AP Course Audit authorization.

As the Advanced Placement Program® continues to experience tremendous growth in the twenty-first century, it is heartening to see that in every U.S. state and the District of Columbia, a growing proportion of high school graduates have earned at least one grade of 3 or higher on an AP Exam. In some states, between 18 and 20 percent of graduating seniors have accomplished this goal. The incredible efforts of

Welcome Letter

AP teachers are paying off, producing ever greater numbers of college-bound seniors who are prepared to succeed in college. Please accept my admiration and congratulations for all that you are doing and achieving.

Sincerely,

Marcia Wilbur

Director, Curriculum and Content Development

Advanced Placement Program

Marcia J. Wilburg

Equity and Access

In the following section, the College Board describes its commitment to achieving equity in the AP Program.

Why are equitable preparation and inclusion important?

Currently, 40 percent of students entering four-year colleges and universities and 63 percent of students at two-year institutions require some remedial education. This is a significant concern because a student is less likely to obtain a bachelor's degree if he or she has taken one or more remedial courses.¹

Nationwide, secondary school educators are increasingly committed not just to helping students complete high school but also to helping them develop the habits of mind necessary for managing the rigors of college. As *Educational Leadership* reported in 2004:

The dramatic changes taking place in the U.S. economy jeopardize the economic future of students who leave high school without the problem-solving and communication skills essential to success in postsecondary education and in the growing number of high-paying jobs in the economy. To back away from education reforms that help all students master these skills is to give up on the commitment to equal opportunity for all.²

Numerous research studies have shown that engaging a student in a rigorous high school curriculum such as is found in AP courses is one of the best ways that educators can help that student persist and complete a bachelor's degree.³ However, while 57 percent of the class of 2004 in U.S. public high schools enrolled in higher education in fall 2004, only 13 percent had first been boosted by a successful AP experience in high school.⁴ Although AP courses are not the only examples of rigorous curricula, there is still a significant gap between students with college aspirations and students with adequate high school preparation to fulfill those aspirations.

Strong correlations exist between AP success and college success.⁵ Educators attest that this is partly because AP enables students to receive a taste of college while still in an environment that provides more support and resources for students than do typical college courses. Effective AP teachers work closely with their students, giving them the opportunity to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities and discovering previously unknown capacities for college studies and academic success.

^{1.} Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations (Palo Alto, Calif.: The Bridge Project, 2003): 8.

^{2.} Frank Levy and Richard J. Murnane, "Education and the Changing Job Market." Educational Leadership 62(2) (October 2004): 83.

^{3.} In addition to studies from University of California–Berkeley and the National Center for Educational Accountability (2005), see the classic study on the subject of rigor and college persistence: Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (Washington, D.C.: U.S. Department of Education, 1999).

^{4.} Advanced Placement Report to the Nation (New York: College Board, 2005).

^{5.} Wayne Camara, "College Persistence, Graduation, and Remediation," College Board Research Notes (RN-19) (New York: College Board, 2003).

Which students should be encouraged to register for AP courses?

Any student willing and ready to do the work should be considered for an AP course. The College Board actively endorses the principles set forth in the following Equity Policy Statement and encourages schools to support this policy.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

The fundamental objective that schools should strive to accomplish is to create a stimulating AP program that academically challenges students and has the same ethnic, gender, and socioeconomic demographics as the overall student population in the school. African American and Native American students are severely underrepresented in AP classrooms nationwide; Latino student participation has increased tremendously, but in many AP courses Latino students remain underrepresented. To prevent a willing, motivated student from having the opportunity to engage in AP courses is to deny that student the possibility of a better future.

Knowing what we know about the impact a rigorous curriculum can have on a student's future, it is not enough for us simply to leave it to motivated students to seek out these courses. Instead, we must reach out to students and encourage them to take on this challenge. With this in mind, there are two factors to consider when counseling a student regarding an AP opportunity:

1. Student motivation

Many potentially successful AP students would never enroll if the decision were left to their own initiative. They may not have peers who value rigorous academics, or they may have had prior academic experiences that damaged their confidence or belief in their college potential. They may simply lack an understanding of the benefits that such courses can offer them. Accordingly, it is essential that we not gauge a student's motivation to take AP until that student has had the opportunity to understand the advantages—not just the challenges—of such course work.

Educators committed to equity provide all of a school's students with an understanding of the benefits of rigorous curricula. Such educators conduct student assemblies and/or presentations to parents that clearly describe the advantages of taking an AP course and outline the work expected of students. Perhaps most important, they have one-on-one conversations with the students in which advantages and expectations are placed side by side. These educators realize that many students, lacking confidence in their abilities, will be listening for any indication that they should not take an AP course. Accordingly, such educators, while frankly describing the amount of homework to be anticipated, also offer words of encouragement and support, assuring the students that if they are willing to do the work, they are wanted in the course.

The College Board has created a free online tool, AP Potential™, to help educators reach out to students who previously might not have been considered for participation in an AP course. Drawing upon data based on correlations between student performance on specific sections of the PSAT/NMSQT®

and performance on specific AP Exams, AP Potential generates rosters of students at your school who have a strong likelihood of success in a particular AP course. Schools nationwide have successfully enrolled many more students in AP than ever before by using these rosters to help parents and students see themselves as having potential to succeed in college-level studies. For more information, visit http://appotential.collegeboard.com.

Actively recruiting students for AP and sustaining enrollment can also be enhanced by offering incentives for both students and teachers. While the College Board does not formally endorse any one incentive for boosting AP participation, we encourage school administrators to develop policies that will best serve an overarching goal to expand participation and improve performance in AP courses. When such incentives are implemented, educators should ensure that quality verification measures such as the AP Exam are embedded in the program so that courses are rigorous enough to merit the added benefits.

Many schools offer the following incentives for students who enroll in AP:

- Extra weighting of AP course grades when determining class rank
- Full or partial payment of AP Exam fees
- On-site exam administration

Additionally, some schools offer the following incentives for teachers to reward them for their efforts to include and support traditionally underserved students:

- Extra preparation periods
- Reduced class size
- Reduced duty periods
- Additional classroom funds
- Extra salary

2. Student preparation

Because AP courses should be the equivalent of courses taught in colleges and universities, it is important that a student be prepared for such rigor. The types of preparation a student should have before entering an AP course vary from course to course and are described in the official AP Course Description book for each subject (available as a free download at apcentral.collegeboard.com).

Unfortunately, many schools have developed a set of gatekeeping or screening requirements that go far beyond what is appropriate to ensure that an individual student has had sufficient preparation to succeed in an AP course. Schools should make every effort to eliminate the gatekeeping process for AP enrollment. Because research has not been able to establish meaningful correlations between gatekeeping devices and actual success on an AP Exam, the College Board **strongly discourages** the use of the following factors as thresholds or requirements for admission to an AP course:

- Grade point average
- Grade in a required prerequisite course
- Recommendation from a teacher

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- AP teacher's discretion
- Standardized test scores
- Course-specific entrance exam or essay

Additionally, schools should be wary of the following concerns regarding the misuse of AP:

- Creating "Pre-AP courses" to establish a limited, exclusive track for access to AP
- Rushing to install AP courses without simultaneously implementing a plan to prepare students and teachers in lower grades for the rigor of the program

How can I ensure that I am not watering down the quality of my course as I admit more students?

Students in AP courses should take the AP Exam, which provides an external verification of the extent to which college-level mastery of an AP course is taking place. While it is likely that the percentage of students who receive a grade of 3 or higher may dip as more students take the exam, that is not an indication that the quality of a course is being watered down. Instead of looking at percentages, educators should be looking at raw numbers, since each number represents an individual student. If the raw number of students receiving a grade of 3 or higher on the AP Exam is not decreasing as more students take the exam, there is no indication that the quality of learning in your course has decreased as more students have enrolled.

What are schools doing to expand access and improve AP performance?

Districts and schools that successfully improve both participation and performance in AP have implemented a multipronged approach to expanding an AP program. These schools offer AP as capstone courses, providing professional development for AP teachers and additional incentives and support for the teachers and students participating at this top level of the curriculum. The high standards of the AP courses are used as anchors that influence the 6–12 curriculum from the "top down." Simultaneously, these educators are investing in the training of teachers in the Pre-AP years and are building a vertically articulated, sequential curriculum from middle school to high school that culminates in AP courses—a broad pipeline that prepares students step-by-step for the rigors of AP so that they will have a fair shot at success in an AP course once they reach that stage. An effective and demanding AP program necessitates cooperation and communication between high schools and middle schools. Effective teaming among members of all educational levels ensures rigorous standards for students across years and provides them with the skills needed to succeed in AP. For more information about Pre-AP® professional development, including workshops designed to facilitate the creation of AP Vertical Teams® of middle school and high school teachers, visit AP Central.

Advanced Placement Program The College Board

Participating in the AP® Course Audit

Overview

The AP Course Audit is a collaborative effort among secondary schools, colleges and universities, and the College Board. For their part, schools deliver college-level instruction to students and complete and return AP Course Audit materials. Colleges and universities work with the College Board to define elements common to college courses in each AP subject, help develop materials to support AP teaching, and receive a roster of schools and their authorized AP courses. The College Board fosters dialogue about the AP Course Audit requirements and recommendations, and reviews syllabi.

Starting in the 2007-08 academic year, all schools wishing to label a course "AP" on student transcripts, course listings, or any school publications must complete and return the subject-specific AP Course Audit form, along with the course syllabus, for all sections of their AP courses. Approximately two months after submitting AP Course Audit materials, schools will receive a legal agreement authorizing the use of the "AP" trademark on qualifying courses. Colleges and universities will receive a roster of schools listing the courses authorized to use the "AP" trademark at each school.

Purpose

College Board member schools at both the secondary and college levels requested an annual AP Course Audit in order to provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses and to help colleges and universities better interpret secondary school courses marked "AP" on students' transcripts.

The AP Course Audit form identifies common, essential elements of effective college courses, including subject matter and classroom resources such as college-level textbooks and laboratory equipment. Schools and individual teachers will continue to develop their own curricula for AP courses they offer—the AP Course Audit will simply ask them to indicate inclusion of these elements in their AP syllabi or describe how their courses nonetheless deliver college-level course content.

AP Exam performance is not factored into the AP Course Audit. A program that audited only those schools with seemingly unsatisfactory exam performance might cause some schools to limit access to AP courses and exams. In addition, because AP Exams are taken and exam grades reported after college admissions decisions are already made, AP course participation has become a relevant factor in the college admissions process. On the AP Course Audit form, teachers and administrators attest that their course includes elements commonly taught in effective college courses. Colleges and universities reviewing students' transcripts can thus be reasonably assured that courses labeled "AP" provide an appropriate level and range of college-level course content, along with the classroom resources to best deliver that content.

For more information

You should discuss the AP Course Audit with your department head and principal. For more information, including a timeline, frequently asked questions, and downloadable AP Course Audit forms, visit apcentral.collegeboard.com/courseaudit.

Preface

Let me begin by extending an enthusiastic welcome to the growing international community of teachers associated with the Advanced Placement Program in world history. As you know—or will soon come to know—world history is the best course to teach, because you can refer to all of the academic disciplines, from science to art to literature. It also allows you to teach about the fascinating events that affected people from the beginning of agricultural societies to the present. Your students learn important basic thought processes that simulate the same approaches that historians use for their craft, and the global perspective of the course will equip them for the connected world we live in today. Most importantly, you get to teach the world!

Furthermore, students love this class. Those who may be reluctant to try other rigorous, college-preparatory courses are willing to try AP World History, based on its approach and its content. As the populations of schools continue to become more diverse, a variety of students sign up for AP World History, attracted by its more conceptual methodology and by content that focuses on topics that are not part of U.S. and European history courses. Learning about other eras and societies from a truly global perspective, free of the traditional Eurocentric bias, is an important factor in helping the next generation develop into more thoughtful and tolerant citizens as adults.

Just as we teach our students that context and point of view are essential elements of any document they read, you are likely to want to know something about me and my credentials. I began teaching world history in 1993 and currently work at Springbrook High School in Silver Spring, Maryland. I am an experienced AP World History teacher and a former member of the AP World History Development Committee. Since the first year of the exam, I have been a Table Leader and part of the team that created the operational rubric for the essays at the annual scoring in June. A number of my curriculum materials appear on AP Central, including two teaching units, an essay on the continuities and changeover-time question on the AP Exam, and reviews of teaching resources. I also create units for the electronic curriculum project at San Diego State University's Web site, World History for Us All (http:// worldhistoryforusall.sdsu.edu) and for the World History Matters Web site (http://worldhistorymatters.org) at George Mason University. I also wrote the curriculum materials for Bridging World History. Moreover, I am a frequent presenter at annual meetings of the World History Association (WHA), American Historical Association (AHA), National Council for History Education (NCHE), and National Council for the Social Studies (NCSS), and I have served on the program committees for the 2005 AHA conference and the 2004 and 2005 WHA conferences. Currently, I am a member of the AHA Teaching Prize Committee. I helped launch the online journal World History Connected, which focuses on teaching and learning in the field of world history, and I serve on its editorial board. I have conducted various AP World History Workshops in the United States, France, and Canada, including the AP Summer Institutes at the University of Maryland, Baltimore County from 2002 to 2005. I also moderate an electronic discussion group for AP World History teachers in Montgomery County, Maryland. My graduate training is in East Asian Studies.

This guide will help you in many ways as you prepare to teach AP World History. You will learn about the content for this college-level survey. You will find ideas for organizing your syllabus around the major developments and the five themes that form the basis of the course. You will learn teaching strategies and techniques for helping students develop the "habits of mind" that are the intellectual underpinnings of AP World History. You will gain insights and motivation from experienced educators. You will identify resources for using primary and secondary sources in the classroom. You will find ways for working under time constraints. You will learn how to take advantage of professional development opportunities. The

main purpose of this guide is to help new instructors prepare for teaching the course, but veteran teachers can also gather tips on how to improve their skills and connect with this outstanding community of teachers committed to guiding students through a stimulating course in the history of the world.



Sharon Cohen Springbrook High School Silver Spring, Maryland

About AP World History

Overview: Past, Present, Future

World history is a relatively new field. To be sure, individual efforts to embrace world history dot the scholarly past, in a number of different cultural contexts. In the nineteenth century, before the rise of the nation-state as a focus for historical research and teaching, many historical treatments were more geographically ambitious than became the case later on. But formal identification of world history as a field of inquiry, both in teaching and research, dates back, in the United States, only to the 1960s, and the real expansion of the field, in the 1980s, is more recent still.

Three factors account for world history's dramatic emergence. First and most important is the realization that modern people live in a truly global environment, directly interacting with a number of different cultural traditions. This world—the connections that we observe daily and the different customs that impinge almost as closely—has a history, and exploring it is one of the most important contributions that scholars and teachers can make to the use of the past to illuminate the present. World history has gained, in other words, as globalization has become more obvious.

But this first factor only applies when combined with the second: world history can also be made manageable, interesting, and intellectually challenging. In the 1960s, the United States' first response to a more global environment, brought home by Russia's success in space, was to promote studies of different parts of the world—the area studies approach, which brought huge gains in knowledge about East Asia, Africa, and the like. World history in many ways builds on the area studies tradition. But it also goes beyond that discipline, as its practitioners demonstrate that there is a coherent world history, embracing changes and continuities in patterns of interregional trade, technology exchange, religious missions, migrations, even the spread of disease. We not only need world history to provide perspective and analytical insight on our global present, we must also develop the necessary apparatus to meet this need.

A third factor, vital in kindling some of the early world history efforts, involves changes in the demography of American students. Growing numbers of them come from non-European backgrounds and seek history teaching that touches on their own cultural origins as well as on the long-privileged European past.

Factors one and three help explain why world history initially emerged more as a teaching field than as a focus of well-defined scholarship. It developed in secondary schools and state colleges (partly because of the demographic change) sooner than in some of the most prestigious university settings. Only more recently has a consistent scholarly emphasis emerged—vital in underpinning the second factor in world history's ascendancy—and only later still has world history teaching systematically penetrated the Ivy League.

It is also worth noting that the discipline continues to have a distinctly American ring. Little world history writing has emerged in places like Britain or Italy. Dutch, and more recently, German work is a bit more developed, and interest in the subject is also emerging in parts of Asia. Some scholars view world history as an American project, which is both ironic and troubling given the commitment of world historians in the United States to decentering this country and the West in favor of a more even-handed approach to the major societies that have shaped world history.

Indeed, for most of the current generation of U.S. world historians, the defining issue has often seemed to focus on the repositioning of the West. This focus can involve vigorous advocacy of world history over the more traditional Western civilization staple, as the centerpiece (national history aside) of the survey course. It definitely involves a more subtle insistence that world history is not simply a modest recasting of European history, such that a chapter on Africa or Asia is added to the Western civilization core—an approach world historians dismiss as the "West and the rest" approach, inadequate to capture the richness and complexity of the global past. The effort to reposition the West also helps explain the fact that the two chronological periods that have been most fully reshaped by the efforts of world history scholars and teachers are the postclassical (600–1450) and the early modern (1450–1750), where the standard Westerndominated narrative fit global historical realities least well.

While debates about the place of world history in the larger curriculum, and about the handling of Western history in a world history context, are far from over, newer issues emerge. The best developed involves an increasing effort to move world history from a summary of major societies or civilizations, at best linked through careful comparison, to an effort to pay more attention to contacts among major societies and to crosscutting forces like trade or exchanges of foods or technologies. This is not, for the most part, an either-or evolution; attention to major societies continues, but is now shaped by these societies' common need to respond to certain contacts and intersecting influences as well as by their separate development.

World historians also work to include more attention to the themes of social history—to issues of gender, poverty, and social inequality, as well as to the daily lives of ordinary people. Early world history tended to focus disproportionately on "great" ideas and formal political systems, while early social history tended to be geographically limited to nations or even smaller regions. These relationships are now being reconsidered.

Some of the same imagination that has informed treatment of the postclassical and early modern periods has also been applied to the more recent centuries. The currency of the globalization concept, whether ultimately accepted or not, helps galvanize connections between current global dynamics and those of the nineteenth century and even earlier.

Finally, a few particularly ambitious scholars seek to extend world history backward, to pay more attention to earlier developments in human evolution and to preconditions for human activity well before the advent of agriculture—a venture some label "big history." How fully work of this sort will redefine world history teaching remains to be seen.

World history is a work in progress. It is now well established, although culture wars debates continue to crop up about its validity compared with more traditional approaches. Exciting scholarship has emerged, but far more remains to be done; there are relatively few classic debates, as yet, in the world history canon. While training in world history expands, far more teachers are self-taught, aided by workshops and personal reading, than formally schooled in the field. The international response to the study of world history and how this may ultimately affect U.S. practice is also just beginning to coalesce.

Issues of this sort, and the sheer newness of the field, can create the impression of a certain amount of chaos. Certainly there are basic disagreements over core concepts—like civilization, for example—and without question the field is changing rapidly, with new basic facts added to the list with surprising frequency. Yet there are also a number of relatively stable agreements—about core periodization, for instance, based above all on changes in patterns of contact and interconnection—which significantly reduces any sense of instability. And there is, among teachers and scholars alike, a widespread sense of shared excitement about bringing this revealing perspective home to as many students as possible.

One of the pioneers in contemporary world history, William McNeill, once ventured the following claim, which refers back to the sources of world history's recent and ongoing vitality. In the aftermath of World War II, McNeill argued, Americans were relatively prepared for dealing with Europe because of a generation of careful instruction in Europe's history. Now, when Americans (and others) must deal with a larger world, we need the larger world history to provide that same basis for familiarity and competence. World history offers one of the keys—some would argue, the most critical key—to responsible global citizenship in an age where such citizenship is inescapable.

Peter N. Stearns George Mason University Chair, AP World History Exam Development Committee, 1999–2006

Course Description Essentials

The primary intent of the AP World History course is to teach the history of the world from a truly global stance rather than from the dominant perspective of Western civilization. This approach therefore places emphasis on worldwide historical processes and connections among the whole gamut of human societies. In order to achieve a comprehensive understanding of these events, students need both factual knowledge and the ability to critically assess such information. This course helps them on both fronts, teaching the historical facts in the context of how progressive changes—environmental, social, scientific, and political—influenced the various societies they touched, as well as how these groups interacted with each other. Students are exposed to many primary sources in an effort to show them how historical analysis works and how they can proceed to make their own informed interpretations of world events, both past and present. Significantly, the course is organized by five defining time periods, not by geographical areas. This concept of "periodization" is a vehicle that facilitates seeing both the continuities and changes over time that form the framework for understanding world history.

It is logical that the AP World History course curriculum is developed by the AP World History Development Committee, which is composed of three college and university academic faculty, three experienced AP high school teachers, and one college professor who serves as Chief Reader. These people come from all over the United States, and they are intimately familiar with the wide range of curricula and teaching materials available in this discipline. They are also finely attuned to the characteristic intellectual abilities needed for success in world history and how students can show that they have internalized such skills. These dedicated professionals represent a unique collaboration between high school and college educators, and they play a critical role in the preparation of the *AP World History Course Description* and the AP World History Exam.

The AP World History Exam is composed of both multiple-choice and free-response questions. It is essential that the exam accurately evaluates students who have varying degrees of knowledge and competence. One way to ensure the statistical reliability of the AP Exam is to recycle a certain percentage of the multiple-choice questions from previous years, and it is for this reason that teachers and students are admonished not to discuss specific multiple-choice questions that appear on the actual exam they take

in May. The free-response questions go through considerable review to make certain that students will be able to write essays in world history that reflect the themes and major developments covered in the Course Description. These questions are never repeated on a subsequent exam, so once they have been used, they are soon posted on the AP Central Web site, along with sample responses that are representative of differing achievement levels.

The final draft of each year's AP Exam is reviewed by the Development Committee, which evaluates it in terms of its overall comprehensiveness as well as the specific questions. By signing off on the final version, the committee attests that every question is clear, that each committee member is in agreement concerning the correct answers for the multiple-choice questions, and that the exam in its totality reliably measures achievement in the AP World History course.

As a means of assessing how successful AP courses and exams are in preparing high school students for advanced study at the postsecondary level and to ensure that the performance level required to earn each AP grade reflects the standards and practices of colleges and universities, the Program conducts college grade comparability studies every five to seven years. In a comparability study, a current AP Exam is administered to students enrolled in courses that closely parallel the AP subject courses at colleges and universities to which a large number of new applicants submit AP grades in that subject. The college students take the exam at or near the end of their course and are motivated to perform well because the results count for a portion of their course grade. Besides administering and scoring the exams, the college instructors provide the Advanced Placement Program with a course grade and an exam grade for each of their students. The free-response sections are then sent to the AP Reading where they are scored, and composite grades are created for the college students by combining scores on the multiple-choice and free-response sections.

Although the Development Committee recognizes the many exciting new research topics being developed by world historians, the current standard for what students should know still relies heavily on what is published in the major college textbooks for world history. The committee pays close attention to what the textbooks cover and does not attempt to assess students on knowledge that is available only to scholars. The *AP World History Course Description*, updated every two years, and available for downloading on the AP World History Course Home Page at AP Central or in hard copy for purchase at http://store.collegeboard.com, takes into account recent academic research that has found its way into new editions of the major textbooks.

Key Concepts and Skills

Seeing the Big Picture

The AP World History course presents a survey of the major patterns seen globally in the past. It eschews the simple memorization of isolated dates and events in favor of an approach that emphasizes the concept of *process*—both the process of historical change itself (which may be either evolutionary or revolutionary) and the methodological process by which historians analyze evidence and thereby develop theories that help make sense of the world. Nevertheless, factual knowledge, acquired in conjunction with an understanding of the important issues it reflects, is an essential component of the course: it is the foundation upon which students learn to develop their own rational interpretations of the past. They analyze primary and secondary sources, look for causation of change and continuity, and compare societies' reactions to global processes. The coverage is truly worldwide, with all regions and cultures represented.

World history takes a global approach to the study of human activities of the past. Just as United States history is more than the study of all of the individual states, world history is more than the history of every society and culture on the globe. The global perspective can best be understood if you imagine yourself standing on the moon, looking at Earth to observe and analyze the patterns of continuity and change created by human interactions with other humans and with the environment of the planet. Thus, world history scholars and students focus on the crossings of boundaries and the linkages of systems in the human past. World history also involves thinking about patterns of change and continuity over time. Ultimately, the world history approach advances the idea that historical inquiry should have the widest possible perspective and not be predetermined by fixed cultural or geographic categories.

The study of world history makes use of a variety of methods. First, it incorporates the data and tools of scholars outside the discipline of history. For example, an examination of the earliest agricultural societies requires using the work of archaeologists, ethnobotanists, and art historians. Second, world history is not limited to any one field within the discipline of history. World historians take advantage of the approaches used by intellectual historians, social historians, military historians, political historians, and environmental historians. Third, world historians often incorporate the ideas of scholars working in gender studies, sociology, geography, political science, economics, and literature to broaden their understanding of the past. Therefore, students acquire many tools for analyzing the past.

The "big picture" aspect of the course is underscored by its expansive chronology—from around 8000 B.C.E. to the present, broken into five somewhat more manageable periods as follows:

- Foundations, circa 8000 B.C.E.-600 C.E.
- 600-1450
- 1450-1750
- 1750–1914
- 1914–the present

The "summary course outline" that appears in the Course Description puts flesh on these bare bones, showing in detail what major developments students are expected to assimilate for each period, using specific examples of the relevant cultures, concepts, and technologies that define each era. Especially valuable are the "snapshots" sections of the outline, which give concrete examples of the kinds of comparisons that students should be able to make by the time they have finished studying each time frame.

The AP World History Themes and Habits of Mind

Success in the AP World History course and on the AP Exam requires dual competencies: (1) command of the facts and (2) the critical thinking skills necessary to effectively manipulate these facts. High school students have less experience with the latter component—extracting the essential information from primary sources, reconciling conflicting data, judging the merit of various interpretations, allowing for historical context and point of view, and making generalizations. Acquisition of these abilities is crucial, however, for superior performance on the May exam. The Course Description therefore lists these nine habits of mind that help students learn how to think like historians:

The AP World History course addresses habits of mind in two categories: (1) those addressed by any rigorous history course, and (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 and context, and to understand and interpret information
- Assessing continuity and change over time and over different world regions
- Understanding diversity of interpretations through analysis of context, point of view, and frame of reference

Five habits of mind are in the second category:

- Seeing global patterns and processes over time and space while connecting local developments to global ones
- Comparing within and among societies, including comparing societies' reactions to global processes
- Considering human commonalities and differences
- Exploring claims of universal standards in relation to culturally diverse ideas
- Exploring the persistent relevance of world history to contemporary developments

AP World History teachers also employ five themes to organize the vast amount of material included in this college-level survey course and to help students make connections between one period and the next. Recurrent allusions to these themes make it easier for students to compare societies, political structures, religious beliefs, technologies, or whatever across long spans of time. The five AP World History themes, reproduced here from the Course Description, are as follows:

- 1. Interaction between humans and the environment
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology
- 2. Development and interaction of cultures
 - Religions
 - Belief systems, philosophies, and ideologies
 - Science and technology
 - The arts and architecture

- 3. State-building, expansion, and conflict
 - Political structures and forms of governance
 - Empires
 - Nations and nationalism
 - Revolts and revolutions
 - Regional, transregional, and global structures and organizations
- 4. Creation, expansion, and interaction of economic systems
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism
- 5. Development and transformation of social structures
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes

A Practical Application

Most teachers and students feel overwhelmed at first by the broad scope of the course, so at the beginning of the school year I introduce the five themes for AP World History. I post these themes on the wall above the front blackboard in the classroom, and they keep me and the students focused on the patterns of change and continuity that they highlight in each unit. I also give my students a one-page listing of the themes to paste into the front of their notebooks for reference as we progress through the course. For example, as I move through the Foundations unit, I present the content in the context of the themes and point to the themes or ask the students to identify them as we analyze and compare the development of agriculture, civilizations, and the early empires. For a summative activity, I recommend using the following seminar idea, which can be repeated for each of the remaining four units.

This type of seminar or scored discussion helps students to talk through the issues related to the AP World History themes in a way that is more personalized and consistent with how teenagers relate to their world—that is, through personal choices and reflections on individuals in the past. The seminar choices spark discussion in my classes about the range of political structures and attitudes toward those configurations in the time period; the differences and similarities in social and gender structures across regions; and the effect of cultural, intellectual, and religious developments on leisure activities. My students also find themselves discussing the effects of technological and demographic developments as they ponder the implications of being a merchant, for example, in a remote or central location. The theme of interaction seems to come up naturally as students talk about the benefits of living during a time of peace (for example, the Pax Romana) or the stress of being conquered or dominated by a stronger power.

Seminar Instructions for Foundations Unit: Use your notes from this unit to decide which of the following persons you would like to have been in the past. Be prepared to explain your choice. If someone else picks the same thing, explain why your choice is similar to or different from that of your classmate. You must identify which region you live in and briefly describe the political structure and dominant belief system where you reside. You also must question or comment on at least one other person's choice in the seminar. You can earn five points for your explanation and five points for a question.

Which would you prefer to be?

- Son or daughter of a ruler of an ancient civilization or classical empire
- Son or daughter of a religious leader (priest, priestess, shaman)
- Son or daughter of a merchant
- Son or daughter of a peasant
- Son or daughter of a warrior
- Son or daughter of a slave
- Son or daughter of a scribe
- Son or daughter of an artisan
- Son or daughter of a musician or dancer
- Son or daughter of a teacher

Similar seminar exercises can be developed for each successive unit using the template presented here for the Foundations unit.

Exam Proficiency

AP World History gives students the chance to earn college credit, advanced placement, or both, and to compare themselves with a national standard by taking the AP World History Exam. The exam is composed of both multiple-choice and free-response questions. The multiple-choice questions are global, comparative, and conceptual rather than strict exercises in recall of factual information.

Students must write three essays on the exam: the document-based essay question, one change-over-time essay, and one comparative essay. The DBQ gives students the opportunity to show that they are capable of developing an argument and reaching a conclusion based on primary-source material. (The student's DBQ essay does not have to demonstrate extensive prior knowledge of the subject matter.) Various approaches and responses are possible, depending on the students' ability to understand the sources given in the exercise and ultimately to judge the significance of the sources to the question posed. The change-over-time question usually focuses on causation. Students are expected to demonstrate their understanding of overarching historical processes—the how and why of changes in trading patterns, technological developments, or cultural institutions between major time periods. Last, the comparative essay requires a comparison and/or contrast between at least two groups or regions in an analytical evaluation that relates to the AP World History themes, not just a point-by-point listing of similarities and differences.

About AP World History

Despite the challenges of both the classroom work and the AP Exam, students flock to AP World History in greater numbers every year, drawn by the opportunities to learn about the depth and breadth of the world in which we live and to use this knowledge to make thoughtful decisions about their own responses to it. In 2006, more than 84,000 students sat for the exam. You and your students are sure to find AP World History a highly satisfying intellectual adventure. The next chapter gives you specific ideas about strategies you can use to teach an excellent world history course and help your students be prepared for the AP Exam.

Advice for AP World History Teachers

The purpose of this chapter is to give you practical advice about how to teach AP World History. It will help you plan your course organization, pacing, classroom activities, assessments, review for the AP Exam, and what to do with your students after the exam in May. Moreover, it outlines some approaches to take for communication with parents, your colleagues, and teachers of courses in the Pre-AP years. And at the end of the chapter, you will find a compilation of general information on College Board resources available to new AP teachers.

When I first taught AP World History, I thought I was prepared, because I had taught a modern world history course (1200 to 1980) for six years. I had never taught an AP course, though, and I had no idea of how differently I would feel about the students' performance on tests. With the AP Exam looming ahead of me in May, I constantly worried about the students who seemed to grasp the content by what they said in class, but who would fail the multiple-choice tests or write poorly organized essays. The sample questions and essays in the Course Description gave me a sense of the type of challenge I should be posing to my students, but there was little other material to guide me. I turned to the veteran AP teachers of other subjects, who told me not to worry too much, because most of the students improve their skills over the course of the year. Poor performance at the beginning of the year was to be expected.

So I decided to use the same strategy I had developed to help students with learning disabilities, which was to encourage them to rewrite their essays for a higher grade (after demonstrating they had completed the charts or outlines for the topic) and to offer the possibility of earning back the points for the multiple-choice quizzes by explaining why the answer they chose was wrong. At first, many students thought I wanted to know why they chose the wrong answer and wrote, "I guessed," or "I was confused by the vocabulary," so I learned to model a few explanations of wrong answers each time I handed back the quizzes, picking the questions that seemed the most problematic. I also went over the essays with them by posting on the overhead screen several weak and strong thesis statements as examples and having the students explain the reasons why the statements appropriately addressed or failed to answer the essay question.

Course Organization and Pacing

In the spring of 2000, before I ever taught AP World History, I was asked to run some workshops for the other teachers in my school district. I realized that I could not tell them how to create a pacing guide for the course unless I had done it myself, so I spent about three weeks using the Course Description, the themes, the habits of mind, and the calendar for the next school year to design a daily schedule with unit

objectives, lessons, dates for quizzes and essays, as well as review periods, testing days, and test analysis days. It was quite time-consuming and somewhat painful as I realized that I would need to alter or remove some favorite lessons and topics from the course. As an experienced teacher, I knew that there would be unanticipated interruptions resulting from special assemblies, sports rallies, weather emergencies, and illness on my part—all of which led me to insert a few open days at the end of each unit so I would not be caught short of time for test preparation and analysis.

One of the more challenging parts of being a new AP teacher is to stick to the calendar you prepare, especially if you previously had more time to teach the numerous and broad topics in a world history survey course. In the past you probably employed the following approach: teach, reteach, assess, reteach. But for the AP World History course, my advice is to remember that all of the topics recur in later units, so the reteaching will happen naturally. For example, in the Foundations unit you will present the basic ideas of the major belief systems in the Eastern Hemisphere. If some of your students seem to have grasped only a few of the fundamentals, remind yourself that you will be addressing all of these belief systems again in the second and third units, as the expansion of empires and trade routes encourages the spread of these religious ideas and practices. By the third unit, almost all of my students can recall and apply the ideas they learned in the first unit, because so much of the content is repetitive.

Your school's unique calendar and the date of the AP World History Exam are the two crucial factors that will determine the pacing of the course. Count the number of days available for instruction from the beginning of your term until the AP Exam, making allowances for time lost to unavoidable disruptions. Now you know how many days you actually have for teaching. The second step is to look carefully at the AP World History Course Description, affectionately known as the Acorn Book. The summary course outline is divided into five time periods and lists the significant historical developments for each one. These major developments should become the content for your course. When you see the Course Description for the first time, the full range of world history from 8000 B.C.E. to the present may seem overwhelming. You should adopt the approach of "dare to omit" to make the content manageable. For example, you do not need to teach all of the details of every major early civilization. Instead, note that the Course Description tells you that the students only need to know two early civilizations well enough to be able to compare them in an essay for the comparative free-response question.

Using the five themes of the course as listed in the Course Description also will help you organize and know what to emphasize. Your students should be able to trace developments in technology from 8000 B.C.E. to the present, for example, so your course could lead them through the advances in agricultural technology that include every major change in farming tools globally and over time. The "Major Comparisons and Snapshots" section for every time period also should help you select what you will teach. Many of the free-response essay questions on the May exam come from this section. In general, you should rely on the Course Description to guide you in shaping your course content and the AP World History Exam date to determine the amount of time you spend on each time period. With these guides in mind, it should be easier to map out your plan for the year/semester.

How much and what kind of lecturing should you do? Treat your students just as they would be dealt with in a college-level survey course, and assign them the textbook pages they are responsible for reading at the beginning of every unit, and assess them on the content frequently. Your lectures then will give them a broad overview of what they are reading, along with additional case studies, comparisons, and interpretations that the textbook may not address adequately. In a school schedule with a seven-period day and a class that meets daily for both semesters, I would recommend that you lecture only once a week, with the other days devoted to intense analysis of primary sources, active student learning, and assessments.

Developing Skills

How can you help your students develop the critical thinking abilities that are essential to success in this course? World history teachers employ a number of effective strategies. Probably the most important is to pose "big-picture" questions at the beginning of each unit (the AP World History time periods work well as the five units of the course). For example, in unit 2, such a question might explore how religions spread faster in this period as a result of the expansion of trade routes in the Eastern Hemisphere. Big-picture questions help students to develop conceptual thinking and to connect global processes to local patterns.

The clearest example of how the expansion of trade routes between 600 and 1450 helped to spread a belief system is the connection between the silk routes and the spread of Buddhism. Your students will know from unit 1 that Buddhism developed in northern India and that the Mauryan ruler, King Ashoka, encouraged Buddhist missionaries, including his children, to carry the belief system to people to the north and south of his empire. Thus, in the year 600, students can easily see examples of Buddhist art in Afghanistan (Gandharan sculpture) and stupas in Sri Lanka. The Buddhist missionaries and Buddhist merchants who traveled along the Silk Road between India and China expanded the number of followers through their power of persuasion and good works. The development of Mahayana Buddhism helped to attract more converts, as the requirements to be Buddhist focused on only a few requirements: the idea that life is suffering, suffering comes from desire, and that denying desire can end suffering through the Eightfold Path. Mahayana Buddhism also promoted the idea of bodhisattvas who reached enlightenment but delayed nirvana so they could be reincarnated again to help others reach enlightenment. Buddhist merchants could aid their own and their relatives' path to nirvana by making donations to Buddhist monasteries. The expansion of Buddhist monasteries along the Silk Road aided trade, as the monasteries served as banks for the merchants. Again, students can trace Buddhist art along the silk routes in Central Asian caves, Tang dynasty paintings and poetry, Korean pottery, Japanese koans, and Vietnamese and Tibetan temples that were all linked by the Silk Road. The neo-Confucian restrictions on Buddhism begun during the Song dynasty continued in the Ming period, as the Chinese government sought to undo the cultural changes caused by the Mongols in the previous period. Korean, Japanese, Tibetan, and Vietnamese attention to Buddhism did not diminish to an equal extent, but the rise of Islam in Central Asia did decrease the support for the numerous Buddhist communities seen several centuries earlier. By the end of the unit, students should be able to use the Buddhist example to answer the big-picture question: "How did religions spread faster in this period as a result of the expansion of trade routes in the Eastern Hemisphere?"

Another component of the skill set required in this course is the cogent analysis of historical documents and artifacts. My students encounter primary sources almost every day in my classes, either by reading them in their textbooks or in the class set of primary-source readers. I also frequently give them a list of Web sites for the sources they analyze in class, in case they need more time with them. Because many of my students take multiple AP classes, I try to limit the amount of extra homework beyond the 20 or so pages they must read in the textbook every week. Once during each unit, however, I ask them to analyze the point of view of the sources before they come to class, using the following method:

- What is the topic or subject of the source?
- Who is the author of the source? How might his/her social class, occupation, or gender affect his/her opinion about the topic?
- At what time and place was the source created?
- Who was the intended audience? What message was the audience supposed to get from the source?

• What type of source is it: government or personal document, photograph, political cartoon, religious text, or art?

Students are then asked to explain the author's opinion on the topic and why it is likely that he or she held that view. Additionally, you should encourage them to use their background knowledge to put the source in historical perspective.

Hearing the Beat

Music can reach students with a wide variety of learning styles and gives all students an opportunity to appreciate primary sources from different cultures and different time periods firsthand. Music also can highlight examples of cross-cultural interactions. For example, music from the Silk Road displays the diverse instruments and musical styles of China, Central Asia, India, and Persia. Peruvian, Brazilian, or Cuban music shows European, African (and in the case of Peru, Amerindian) influences. Eurasian folkloric influences are clearly discerned in classical and romantic music. Finally, there are numerous examples of modern cross-cultural influences: the Beatles playing the sitar, Paul Simon playing South African tunes, a Japanese salsa band, Orquesta de la Luz, Arab hip-hop, and so forth. Your students often will be able to identify syncretism in the music they enjoy and will gain confidence from being able to contribute their own insights.

Good sources of extensive musical collections are the Metropolitan Museum of Art (including ancient music); the Smithsonian and *National Geographic* (good ethnographic music); and online stores like I-Tunes (www.apple.com/itunes), Calabash Music (http://calabashmusic.com), and Putamayo World Music (www.putamayo.com).

—Monica Bond-Lamberty, James Madison Memorial High School, Madison, Wisconsin

Another important skill is the visual literacy that students can gain by looking at images more often and more carefully. Although AP World History is not an art history course, it is important for students to be able to recognize key architectural styles of different cultures and time periods, as well as distinctive painting and sculpture traditions, especially where one culture has directly influenced another's artistic developments.

Seeing the Connections

Teaching students the skills necessary to analyze documents is a task that continues from the first week of school until the final days of review in late April. One way to approach this is to "pair" visual documents with textual sources whenever possible. I have found that my students often understand point of view and context more readily if they are introduced to the visual first. For example, early in the year you may display an image of the Stele of Hammurabi and ask students to describe the two figures and brainstorm about what may be the relationship between them. You can guide the class with open questions but should offer no specific answers at that time. After the initial discussion, you may wish to assign relevant textbook reading and an excerpt from Hammurabi's Law Code. Once students have seen the actual image of the king and the god Shamash, they usually make analytical connections between philosophy and politics, social position and authority, and culture and other thematic comparisons quickly from the reading. The textual documents are then analyzed in an accurate visual context so that interpretation and understanding are deepened.

Comparing visual sources is another technique that can be continued all year. Images of Chinese technological achievements like the Great Wall can be compared with the Three Gorges Dam to demonstrate change and continuity over time. Students could also examine cause and effect from those two images. A single photograph of a Shinto torii right next to a McDonald's in a twentieth-century Japanese city creates an immediate understanding of the forces of interaction and globalization that students may have read about in earlier times in other regions. Soon they will start bringing you images they find on their own and want to connect to the textual documents.

—Wendy Eagan, Walt Whitman High School, Bethesda, Maryland

Classroom Activities

Although the extensive content of this course might tempt you into frequent lecturing, it is more important to give students opportunities for active learning. I recommend that you use effective strategies such as discussions and debates so that students can practice constructing and evaluating arguments as well as determining the value of primary-source evidence. They also can present their reasons for selecting the top 10 events of every time period for each of the five AP World History themes. Sometimes, I ask my students to present short improvisational skits that explain why the number one event of their top 10 is the most important for that time period.

I also suggest a few simulations, such as having students re-create the coffeehouses that became popular in the seventeenth century. Students could work in small groups to use primary- and secondary-source accounts of the types of discussions that men in the Safavid, Ottoman, Austrian, French, Spanish, and British empires had in the coffeehouses of the Enlightenment and revolutionary periods. They then can simulate a coffeehouse discussion on such questions as "What is the best type of government?" "To what extent should governments regulate trade?" "Can governments show toleration for religions different from what the elite practice?" "What kind of rights should women have in our society?" Sometimes students enjoy using historically accurate coffee tokens to "purchase" coffee from the "owner" of the coffeehouse or to listen to storytellers common in coffeehouses in Cairo or Teheran.

Another favorite exercise is trials. Students like to put famous figures under the judicial spotlight—for example, Socrates for corrupting the youth of Athens, Genghis Khan for being uncivilized, Boudicca for rebelling against the Roman Empire, or Toussaint-Louverture for demanding autonomy from the French Empire. Students also enjoy showing off their debating skills. The speeches given on Hyde Park corner in London for and against the slave trade help students see diverse interpretations. Ultimately, these activities ensure that students practice using primary-source evidence and constructing and evaluating arguments. Your scoring rubric should emphasize the same skills that students must display on the AP World History Exam and will use in their college courses.

The following student handouts show in detail how two of these simulations are played out in my classroom.

Hyde Park and Reform Movements in Nineteenth-Century England

Background Information

Since 1872, the northeast corner of Hyde Park in London, Speakers Corner, has given the people of England a place to express their views and assemble to hear others' opinions. Every Sunday, individuals set up a soapbox (or stepladder these days) to speak about the political issues of the day, and the police did not bother them as long as they were not obscene or blasphemous. Crowds, often numbering in the thousands, came mostly to be entertained. The main performers at these gatherings were the hecklers, who hugely enjoyed bombarding the speakers with questions or somewhat rude comments about the speaker's ability to make an argument on the political topic.

Instructions

You will work in a group to prepare speeches for a Hyde Park Corner soapbox. Each group will prepare one speech and hecklers' remarks for one of the following topics:

1. Child labor

- 2. General conditions and wages for factory work
- 3. Abolition of the slave trade
- 4. Abolition of slavery in British colonies
- 5. Suffrage for all men (Chartist movement)
- 6. Suffrage for all women

Select your speaker with care; it should be someone who can handle hecklers.

Use the following Web sites to begin your research. Use as many primary sources as possible to find the arguments and issues used by people in nineteenth-century England.

- Colonial Williamsburg (www.history.org)
- Local History of Stoke-on-Trent (www.thepotteries.org)
- The National Archives: Records of the UK Government from Domesday to the Present (www.nationalarchives.gov.uk)
- Slavery, Abolition, and African American Roles in the Civil War (www.teacheroz.com/slavery .htm#docs)
- Slavery and Abolition of Slavery: Selected Sources (www.wfu.edu/~zulick/340/bibabolition.html)
- Spartacus Educational (www.spartacus.schoolnet.co.uk)
- The Victorian Web (www.victorianweb.org)

Your group grade will be determined by the number of pertinent points you make in your speech and the number of times people laugh or applaud the hecklers for their relevant digs or questions for the speakers. Your speech should have at least three main points, with an example for each point. Remember to have a great one-line conclusion. Hecklers may not say anything until after the speaker's first two points are made.

The Trial of Genghis Khan

This is not a real historical event, but we will pretend that we can put Genghis Khan on trial for being uncivilized. Your job will be to prove or disprove that the way Genghis Khan created his empire was barbaric. Every person in class will participate in the trial (you can be the judge, a part of the prosecution or defense teams, a witness, or a member of the four-person jury). If you are absent on the day the trial takes place, then the next day in class you must give me an essay supporting or refuting the proposition that the Mongols were uncivilized.

Preparation

 Prosecution and defense teams will meet for one class period to plan strategy and divide up responsibilities.

- Witnesses will prepare for parts by taking notes from textbooks, primary sources, and other secondary sources.
- Jury members will take notes to be familiar with all issues and witnesses.
- On the day of the trial, in order to participate, all students must produce their notes on the Mongols from the sources they consulted; at least three primary sources must be analyzed for point of view. The prosecution and defense teams must give copies of their questions to the teacher. Each witness must have a prewritten response to the questions that will be asked by both the prosecution and defense.

Procedure

- The judge reads the charges.
- Opening statements by defense and prosecution (1–2 minutes).
- Prosecution calls witnesses (maximum of 20 questions total).
- Defense cross-examines each witness (maximum of 20 questions total).
- Defense calls witnesses (maximum of 20 questions total).
- Prosecution cross-examines (maximum of 20 questions total).
- Closing statements by prosecution and defense (1–2 minutes).
- Jury deliberation and verdict.

Roles

Genghis Khan

Defense attorneys (2–3)

Prosecution attorneys (2–3)

Jury (4 people)

Caliph of Baghdad

Chinese Confucian scholar

Chinese peasant

Ibn Battuta

Japanese daimyo

Korean noblewoman

Kublai Khan

Mamluk general

Marco Polo

Mongol general

Mongol soldier

Mongol woman

The Pope

Silk Road merchant

Tibetan Buddhist monk



Students in my class prepare to put Genghis Khan on trial for being

Assessments

I begin planning my course with the major assessment—the AP Exam—and work backward to determine what content and skills my students will need to master. Approximately every five years, an AP World History Exam will be published. Because the first exam in this subject was given in 2002, only one Released Exam is currently available to teachers. All of the free-response questions, however, are available on AP Central, so be sure to look carefully at the released questions to see what your students will be expected to know and do on the exam.

For many high school survey courses, teachers are accustomed to a traditional assessment approach of checking students' knowledge of the content of a textbook chapter. AP World History is organized according to the summary outline in the Course Description and is not aligned with any one textbook; therefore, to help students get the broad perspective of the course, it is useful to help them see the larger picture. They need the practice that quizzes provide, but you should use shorter assessments that follow the same format as either the multiple-choice AP World History questions or shorter-answer responses that ask for thinking similar to that required by the AP World History Exam free-response questions. The Course Description contains sample questions about diverse interpretations that historians have posed regarding

these historical periods and processes. Use these questions as well to help students develop the habits of mind as outlined in the Course Description.

Each year after my students take the AP World History Exam, the most welcome words I hear from them the next day are, "The test was easier than I thought it would be." Their reaction comes from having been given lots of practice. Each quiz and test question they encounter during the year follows the same format they see on the AP Exam: the questions mimic what I see in the Course Description and in the 2002 AP World History Released Exam—that is, there are five possible answers to the multiple-choice questions; there are visual, map, chart, and quotation questions; and the classroom quiz or test uses the same instructions they will see on the May exam. As for the three essays, I give my students timed essays beginning in the second week of school. They start with a comparative essay on the early civilizations, answer a DBQ on legal systems in the ancient and classical world, and complete the Foundations unit with a change-over-time question on trade systems in the Eastern Hemisphere.

Thus, they encounter the three types of essay questions they must write on the AP Exam all year long. They learn to manage their time better, because all of the assessments in class are restricted to approximately the same amount of time they get on the May exam. If you feel overwhelmed by the volume of essays that this system generates, you might consider asking the students to write just the thesis statement, along with their two or three major points (the topic sentences of their major paragraphs). I often give them a handout for practicing the specific skills related to the DBQ when we are analyzing primary sources together in class. Instead of writing the full essay, students list the grouping of the documents, the point of view of three or more of the sources, and suggest one additional type of source that would help them answer the question, as well as writing a thesis statement for the question.

I use the seminar/scored discussion method described in chapter 1 as a way to help them prepare for the timed essays. I also assess them by requiring annotated maps and time lines for each unit. Students have a choice of completing study cards for about 40 terms or answering a list of about 20 questions on each unit to prepare for the multiple-choice tests at the end of each of the five units. Moreover, for each unit, the students do a group project to practice research and presentation skills. As already described in the Classroom Activities section above, they especially enjoy putting Genghis Khan on trial for being uncivilized and heckling each others' Hyde Park speeches on suffrage, child labor, and abolition. They also have fun competing on the "Who's My Favorite Fascist?" game show. Finally, I teach the students how to write a video critique for the clips of documentaries I show in class to help them work on identifying the director's point of view as evidenced by the camera angles, lighting, narration, choice of visuals, and re-creations used in the video.

Tapping Your Students' Talents

Special projects are a wonderful means for getting students intellectually engaged with the course material. The more they put their own creativity into the learning process, the more knowledge they will retain. Try designing projects around AP World History themes and habits of mind. For example, you may assign small groups of students to produce interactive maps showing global trade relationships in the early modern period. I like to make assignments alliterative, with titles such as "Sugar, Slaves, and Silver"; "Timber, Textiles, and Tea"; or "Fish, Furs, and Furnishings," to enhance the interest of the topics. Or choose a major theme like gender relationships or technology and the environment, and have the class, small groups, or individual students invent a board game. You might also ask them to create political cartoons on content areas, but be sure to grade the cartoon on the basis of the sophistication of the idea rather than the artistic ability of the cartoonist. Student-designed political cartoons are a great way to assess their understanding of world history issues.

—Nancy Jorczak, Council Rock High School North, Newtown, Pennsylvania

Review for the Exam

To help the students review for major assessments, I recommend several strategies that also teach them how to manage their studying when they get to college. First, I suggest an approach I learned from *The AP Vertical Teams Guide for Social Studies* (New York: College Board) called conceptual study cards. For AP World History, I created lists of terms students need to know for the entire course. They write the term on one side of the card, and on the other side, they write a brief definition, the general significance of the term for world history, and then historical examples for each of the five time periods as we move through the syllabus. For example, *social stratification* is a term that is relevant throughout the course, but the historical examples from early civilizations and from the Soviet Union would be different, as would the historical significance of those examples. The student can then go through the cards before an assessment to check for understanding of the term and to gain familiarity with the historical examples applicable to each unit.

Another good review activity is for the students to create annotated time lines for each time period according to one AP World History theme so that they can practice assessing continuity and change over time for a free-response question. One more useful review strategy is an annotated map that helps students see examples of societies' reactions to global processes such as industrialization or imperialism in all regions of the planet. A fourth approach is to have students write thesis statements in response to a big-picture question on the basis of comparative or change-over-time charts they create during a unit. For example, students could create a chart documenting the exchanges of plants, animals, peoples, diseases, and technologies that resulted from the Columbian voyages and then write a comparative thesis statement on the effects of the Columbian Exchange in the Atlantic world from 1500 to 1800. These four strategies help give students practice with how to manage the large amounts of information that they will be required to know for exams in college. For a thorough discussion of exam preparation strategies, consult chapter 4, "The AP Exam in World History."

Communication with Parents and Colleagues

My students' parents learn about the AP World History course by looking at the syllabus, calendar, and welcome letter on our school's Web site. At the back-to-school night in the early fall, I tell parents that although the content, pacing, and grading rubrics meet the standards for a college-level world history survey course, I will support and encourage their children's progress by directly modeling the analytical skills the students need to be successful. I also ask for the parents' cooperation in helping their children to develop better organizational and time-management techniques. I urge them to check the calendar online or e-mail me if it seems their child is not keeping up with the textbook reading or studying needed for the frequent assessments. I share with them my teaching philosophy that I want all of my students to master the content and skills they need to be successful in the course and in the courses they will take in college. I explain the procedures for rewriting essays and the method for correcting quizzes. I also give them a one-page outline of the course content, as well as a brief explanation of the structure of the AP World History Exam and the review book I create for the students to use in the last few weeks before the exam.

Parents want a realistic estimate of the amount of work the course requires, and I tell them that they should often see their children reading the textbook, taking notes, and preparing for weekly quizzes and monthly unit tests. For those who want to know about the likelihood of their child's receiving college credit, I explain that because this course is still new and more postsecondary institutions are accepting passing grades every year, they should check the Web sites of the colleges and universities to which their children are applying and contact admissions officers at those schools. You can also direct parents to the College Board's "AP Credit Policy Info" Web page (http://apps.collegeboard.com/apcreditpolicy/index .jsp) to access links to credit policies for hundreds of colleges and universities. I also stress that the College Board staff continually works to expand acceptance of grades for all AP Exams.

Optimally, you will have parents who like to discuss at home the various interpretations of history that their sons and daughters are learning in class. I welcome the opportunity to clarify sensitive issues with the parents and the community, especially about the historical development of belief systems or forced labor, because it means that the students are talking about our discussions at home. If you are a new teacher in your school community, you should consult with your administrators about school system policies and concerns that have been raised in the past. As the textbooks for the course improve, they should present the sensitive issues in a way that supports classroom exploration of the topics. If you are given an older textbook, use its less global presentation of world history as an exercise in point of view by helping the students see how American interpretations of world history have changed since the 1980s, when new approaches to the subject began.

The experienced AP teachers in your school are one of your most important resources. They can help you talk with administrators to get the resources you need and to communicate with parents so the community understands the standards you must set for your students. It might be possible to work with colleagues who teach other subjects to plan cross-disciplinary units (see Dixie Johnson Grupe and Jill Taylor Varns's syllabus in chapter 3), or at least to coordinate dates of major assessments so that students are not regularly faced with studying for more than two major tests for their rigorous courses on the same day. Another benefit of working with your colleagues is the possibility of creating a common set of vocabulary terms students encounter on AP Exams, especially the "task" words in the essay questions.

You also could work together to spread the message that all students in your school should consider themselves capable of superior achievement in AP courses. The recruitment of students will be much easier if they understand that the door is open to all of them. Many students are not ready for college-level material and rigor when they enter high school, but high school teachers can work with their middle-school colleagues to identify reading and writing skills students need to be successful in advanced courses. The concept of vertical teaming to work on implementing strategies to help students develop skills in the Pre-AP years works very well in school districts where teachers, administrators, counselors, and parents desire to improve students' skills and encourage more students to challenge themselves in intellectually demanding courses.

Finding Next Year's Students

First, parents are informed through the guidance department newsletter about the benefits their children can reap from taking this Advanced Placement Program class. At our school, in order to keep everyone in the loop, students make a request through the guidance department to take AP courses. Any parent, however, may request that his or her child be placed in the class. At the end of the school year, all sophomores are strongly encouraged by their social studies teachers to sign up to take the AP World History class. The guidance department helps our staff make the final decision based on student and parent interest in the course.

—Joseph Noel, Palm Beach Lakes Community High School, Palm Beach Lakes, Florida

The staff member responsible for coordinating the AP activities in each high school is known as the AP Coordinator. The coordinator communicates with the College Board about the number of students who will be taking AP Exams; orders the exams; sets up the testing administration, which includes communicating information about the test registration deadlines, testing dates, and places; hires test and training proctors; and sends the exams to ETS for scoring. The AP Coordinator can also work with you to make exam arrangements, several months before the administration, for students with disabilities or special needs (for more information consult the annual *AP Coordinator's Manual*). The AP teacher's responsibility is to help the coordinator predict the number of students who will take the exam; facilitate

the communication of information about test registration deadlines, test locations, and rules; and aid with proctoring exams other than your own. Finally, the AP Coordinator will give you the AP grades, the exam booklets, and the score analysis.

Resources for New AP Teachers

In addition to the basic strategies described above to help you design your AP World History course, consult the comprehensive bibliography in chapter 5 and remember to use all the resources available to you from the College Board and AP Central.

AP Central

Make AP Central your first stop, and thoroughly familiarize yourself with this Web site, as so much essential information is available here, and so many other resource banks direct you to the site for further information and documents. Go to the home page (apcentral.collegeboard.com) and register. You will also likely want to bookmark the World History Course Home Page (click on "The Courses" menu at the left, then "Course Home Pages," and choose the "World History" link).

AP Central contains a treasure trove of useful information about the AP Program, the courses, the exams, and professional development opportunities. Here you will also find the AP World History Course Description, the annual AP Exam released free-response questions and supporting material, teaching units, sample syllabi, special feature articles (including essays on the change-over-time question), and archived online events such as discussions with authors David Northrup and John McNeill. Be sure to check out the Teachers' Resources section (click the tab at the top of the home page), which contains more than 3,000 reviews of textbooks, software, videos, and Web sites.

You will certainly want to visit the College Board Store as well (store.collegeboard.com) to browse for electronic and print versions of the hundreds of publications relevant to AP courses, including AP Best Practices in World History and the AP Vertical Teams Guide for Social Studies.

Teacher Training

One of the best things a new AP teacher can do is to get some additional training specifically designed for instructors in the Advanced Placement Program. Prior to teaching your first AP course, you should definitely consider attending a weeklong AP Summer Institute, or at least several one-day workshops, led by talented, College Board–endorsed professionals. A live workshop will connect you with other teachers in your region who also are new to teaching the course. The workshop leader can show you more strategies, answer specific questions you have for your students, and can introduce you to resources available nearby. The summer institutes are in-depth seminars in subject-specific areas that serve to help you create your syllabus, model effective strategies, learn how to score the essays, and give you opportunities for extensive discussions with your peers about the challenges and rewards of teaching an AP course. You may also earn IACET Continuing Education Units at the College Board–sponsored workshops, with the number of CEUs awarded depending on the length of the workshop. You should check with the summer institute providers to see if units will be awarded for participation in those activities.

You can find upcoming events in your region at AP Central by clicking on the "Institutes and Workshops" tab at the top of the home page. Cost and registration information for the summer institutes is available directly from the sponsoring institution—usually a college or university. In many cases, your school district will fund your attendance at these professional development opportunities. If funding is tight in your area, you may be able to qualify for a College Board Fellows stipend, a competitive grant

program that can assist you with the costs of participating in an AP Summer Institute. According to the requirements, your school must have "50 percent or more underrepresented minority students and/or be located in an area where the average income level is equivalent to, or below, the national annual average for a low-income family of four (approximately \$36,000)." You can get an application each September on AP Central for the coming year's program (from the home page, go to "Professional Development," then "AP Grants") or by e-mail from apequity@collegeboard.org.

Electronic Discussion Groups

Even though AP teachers are encouraged to develop their own courses that uniquely reflect their individual strengths and creativity rather than being bound to a standardized curriculum, this does not mean that you are expected to go it alone. A supportive community of AP educators surrounds you—secondary school teachers, administrators, and college faculty—all eager to help you with your questions and concerns. There is no better way to connect with these "virtual" colleagues than to join the AP World History Electronic Discussion Group (EDG). As an EDG member, you will be able to post online messages to the entire group or to send and receive messages via e-mail. Membership is free, so sign up as soon as possible to share in the vibrant exchange of ideas and insights that this forum provides. At the top of the AP Central home page, select the "AP Community" tab, then scroll down to "Registration for Electronic Discussion Groups" at the bottom of the page, and click.

Course Organization

Syllabus Development

You cannot begin to create a syllabus until you know what book you will be using. Some of you may inherit an edition that has been chosen by a previous instructor, but a fair number of you may have the opportunity to choose for yourselves—especially if this AP course is a new introduction at your school. I recommend you use the following criteria to choose the textbook for your AP World History students:

- Match the reading level of your students and the reading level of the textbook.
- Match the organizational needs of your students with the way the textbook is organized—for example, some of the world history texts highlight key words in marginal columns; others just have bold headings for each subtopic.
- Look carefully at the maps and other visual aids to see if they will appeal to your students. Get an examination review copy of each book under consideration, and let students react to the maps and illustrations.
- Examine the periodization of the textbook to see if it matches the time periods of the five units for AP World History. Decide if the periodization alignment is critical for you and your students.
- Consider the ancillary resources, including the Web resources, for you and your students. Some of the textbooks provide online quizzes. Would that feature be a deciding factor for you?
- Determine if the themes used to present the author(s)' interpretations coincide with your approach
 to world history. Some of the texts take a civilizational approach, while others use technology and
 the environment to trace the major patterns over time.

Making Your Textbook Work

Textbooks are an important tool of the trade for an AP World History teacher, but it is worth remembering that textbooks have a point of view! In preparing your course, read widely from two or three textbooks other than the one that you have assigned to the students. Use the information gathered from these sources to present your students with several different perspectives on the same historical period or problem. Pay particular attention to the ways in which the authors of various textbooks use primary sources to support their narratives. It is here that you will find the nuts and bolts of history.

Impress upon your students the importance of reading the text in preparation for your class. The textbook should be used as background reading only; take care not to lecture or give notes from the assigned chapters. Use your class time to develop the habits of mind and skills required for success on the AP Exam. Quick multiple-choice quizzes on the textbook readings will keep your students on top of assignments while exercising their test-taking skills.

—Barden Keeler, Palmetto Ridge High School, Naples, Florida

Once you have selected the textbook, you are ready to write your syllabus. The syllabus serves as your road map for the whole course. It is an outline for the students and a pacing guide for you. The *AP World History Course Description* indicates the major topics to incorporate in your syllabus as well as the content your students must know—along with some indication of the types of facts they do *not* have to master. New AP World History teachers face the challenging task of deciding how much content they can manage to cover in their classes. The amount of classroom time is the key factor you must consider, so the first step is to determine how many weeks you and your students will have before the AP Exam. Start with that date and work backward, subtracting school holidays and professional days, as well as the usual interruptions for weather emergencies, assemblies, or other school-approved absences from your class. You also need to leave some days (or weeks) for review before the exam to go over material from the beginning of the course. Plan to allot about the same amount of time for each of the historical periods, neither spending too much time on the Foundations unit, nor too little on the twentieth century. Both the multiple-choice and essay questions will address all of the time periods and historical thinking skills, so it is not fair to tell students they should learn the key events and concepts after 1945 on their own. A well-planned syllabus will help you identify what is important and how much time to spend on each time period.

Although there are no prerequisites for AP World History, some school districts offer a two-year world history sequence in high school, with the teacher of the second-year students being the one responsible for preparing students for the exam. Those teachers obviously will want to learn about the material covered during the previous year to take advantage of a faster pace at the beginning of year two. Those of you teaching in a block schedule must consider how to review in the spring if your course ends midyear or how to teach in the spring when your semester does not begin until February. If you have less than a full academic year in which to teach this curriculum, you might want to assign your incoming students some work over the summer. It is likely that among the sample syllabi that follow you will find several that mesh with you needs, no matter what kind of school schedule you have.

Summer Reading

Our school's philosophy on summer reading is that the experience should be both enjoyable and instructional. Therefore, the AP World History teachers assign Louis L'Amour's *The Walking Drum*. It is accessible, affordable, and students enjoy its swashbuckling nature. We use the work to compare the Christian and Islamic worlds of the twelfth century. Students are assigned a prewriting activity and are required to write a comparison paper using the generic College Board scoring guidelines. Besides keeping us busy grading papers in the first weeks of school, the assignment has the added benefit of giving us an early indication of our students' writing ability so we can plan where to begin with writing instruction. Early in the year, when Islam is introduced, the students have a reference and an appreciation for its contributions to world civilization.

—Stephen Cox, Dutch Fork High School, Irmo, South Carolina

Warm-up Quizzes

I have had excellent results with very short exercises in which students dissect a difficult AP-level multiple-choice question. I put a single complex question on the overhead projector and ask that no one say anything until everyone has had enough time to process the question. The students are expected to examine the question by themselves and choose what they believe is the correct answer. Next, they may share with their table partner what they think the correct answer is and why. After they all have had time to work with their table partners, I ask them to look for *why* specific answers could not be correct. We debrief as a class.

Once they feel comfortable with the various types of multiple-choice questions they are likely to encounter on the AP Exam, I give them content quizzes, at first on what we are currently studying, then on material they need to review. These generally consist of only five or six questions, because they are my warm-up activity for that day and I do not want them to take more than a total of 10 minutes. I start assigning review material in October, so that is the earliest I can use a review quiz.

—Susan Daly, Greese Arcadia High School, Rochester, New York

Perhaps the best way to demonstrate how to go about the task of syllabus development is to show you how I translate a portion of the material in the *AP World History Course Description* into two weeks' worth of specific student assignments and classroom activities:

Excerpt from the Summary Course Outline in the Course Description, Unit 3: 1450–1750

- 2. Changes in trade, technology and global interactions; e.g., the Columbian Exchange, the impact of guns, changes in shipbuilding, and navigational devices
- 3. Knowledge of major empires and other political units and social systems

Aztec, Inca, Ottoman, China, Portugal, Spain, Russia, France, Great Britain, Tokugawa, Mughal

Characteristics of African kingdoms in general but knowing one (Kongo, Benin, Oyo, Dahomey, Ashanti, or Songhay) as illustrative

Gender and empire (including the role of women in households and in politics)

4. Slave systems and slave trade

5. Demographic and environmental changes: diseases, animals, new crops, and comparative population trends⁶

My Unit 3: "Expanding Trade and Forced Labor Systems, 1450-1750"

Weeks 1 and 2: Trace the development of the Atlantic world and Pacific Ocean trading systems and their links to the older trading systems in the Eastern Hemisphere.

- Students use primary sources to compare the motives of the European monarchs and the mariners they sponsored (Vasco da Gama, Christopher Columbus, and John Cabot) in the royal charters issued and the reports made by the mariners. They make a chart of the similarities and differences and then write a thesis statement contrasting the motives of the European monarchs and the explorers they sponsored in the late fifteenth century to find new trade routes to Asia. (It takes students a whole class period of 45 minutes to take notes from six sources. I ask them to do the chart and thesis statement for homework, but if you prefer, you could help them with the charts and thesis statement in class the next day.)
- Students compare the points of view underlying the encounters between Europeans and the peoples in Africa and the Americas as portrayed in primary sources like the letters of the Kongo King Afonso to his Portuguese peer, the salt cellars of the Sapi, the codices of the Nahua and Tlaxcalans, the writings of the conquistadors who defeated the Aztec and Incan imperial governments, the European clergy who worked to convert the native peoples of the Americas, and the engravings of Dutch and Portuguese artists who visited sixteenth-century Benin. Issues concerning gender roles and status should arise in the course of the students' analysis. (Again, the analysis can be done in one class period or stretched over two days if necessary. Students usually need extra time to process the new information that Europeans recognized the social hierarchy in African empires and states, and that the Europeans either recognized their own lower status as outsiders in fifteenth-century Africa or were pleased to be accepted as equal trading partners by Africans, especially in the Kongo and Benin.)
- Students create annotated maps of the trade routes Europeans developed for global commerce and the flow of the flora and fauna of the Columbian Exchange, showing the demographic and environmental effects of the new routes and the hemispheric exchanges. Once the maps are completely annotated, the students write a thesis statement in response to the following question, taken from the "diverse interpretations" subsection of the summary outline for unit 3 in the Course Description: "How does the world economic system of this period compare with the patterns of interregional trade in the previous period?" You will need to present the demographic and environmental effects in a lecture at the beginning of class or else provide the information in charts and/or graphs. Some good sources for these consequences can be found in Alfred Crosby's *The Columbian Exchange* (see the bibliography in chapter 5 for a complete citation).
- Students see the connections between local developments like the midsixteenth-century expanded production of silver at Spanish-controlled Potosí in present-day Bolivia and the global development of the Pacific trade system signaled by the decision of the Ming government to require that all taxes be paid in silver. This connection can be made real to students through debates that show the domestic concerns caused by the Spanish export of silver from the Americas to Europe, China (via the Philippines), the Ottoman Empire, Africa, and India. (I use "Bound by a Silver Chain: 1571," a simulation developed by Maggie Favretti of Scarsdale High School that won the 2006 World History Association Teaching Prize.)

^{6. 2008, 2009} AP World History Course Description, (New York: College Board, 2005), 14.

^{7. 2008, 2009} AP World History Course Description, (New York: College Board, 2005), 15.

• Students investigate the expansion of forced labor systems in the Americas and the Russian Empire of the seventeenth century. They use primary sources on the involuntary migration of slaves from Africa and the plantation system developed in the Caribbean and Brazil, as well as the imperial documents that restricted the rights of peasants in Russia to the point that they became bound to the land like serfs.

Finally, it is important to include time for direct instruction in the critical thinking skills necessary for students to understand the methodology of world history and to do well on the May exam. Use the five AP World History themes and nine habits of mind to organize the topics in your syllabus. Your students will learn more quickly to compare and trace changes and continuities over time if your course is organized in that fashion. Your students should discover the comparisons included in the Course Description naturally as they move through the course and should find themselves frequently engaged in reading and writing assignments that help them practice the habits of mind and the kinds of essays that will appear on the AP Exam. For example, they should understand that comparing the development of early civilizations, the changes in labor systems, and the continuous growth of population are essential tasks for the course. Furthermore, these types of comparisons will help students expand their historical thinking skills. The Course Description lists the time periods in a forward chronological fashion, so it is expected that your students will understand the changes over time in the areas of the major themes from the past to the present. With your well-planned syllabus in hand, your journey through world history with your students will be both exciting and manageable.

Eight Sample Syllabi

The following syllabi offer solid approaches to teaching AP World History that will be useful to teachers new to the AP Program. Each contains varied approaches that you can adapt to fit your personal teaching style.

Syllabus 1

Many AP World History teachers have the luxury of teaching students who take the course for all or part of ninth grade and then finish the course in tenth grade. The syllabus from Angela Lee in Weston, Massachusetts, shows how she takes advantage of her students' preparation in ninth-grade world history by assigning college-level reading from *The World's History*, by Howard Spodek, on a weekly basis. She helpfully includes additional resources for student readings, and following the syllabus are samples of three of her assignments: the World Religions Project, the Empires Museum Project, and the Timeliner Project.

Syllabus 2

This syllabus, from Rob Denning and Mike Tafoya in Lacey, Washington, also shows a two-year sequence for world history, so the work is a combined effort by these ninth- and tenth-grade teachers. The class meets daily for 55 minutes over three semesters, and both instructors use the college-level textbook *The Earth and Its Peoples* by Richard Bulliet, et al. Note that the one-semester ninth-grade course follows the textbook chronology for the course, whereas the two-semester tenth-grade course uses the AP World History periodization but moves quickly through the Foundations unit, as the students have already encountered that material in ninth grade. Rob Denning's graphic organizers helpfully guide students through the critical thinking skills they need to develop during the course. The entrepôt activity aids them in gaining insight into the important AP World History theme of interaction. For teachers interested in how to use image analysis, this syllabus provides useful guides.

Syllabus 3

Jay Harmon, in Cypress, Texas, takes a unique approach when he taught at Catholic High School in Baton Rouge, Louisiana, by starting with the twentieth century and then going back to the Foundations period as a second unit. This syllabus can help teachers who work in independent schools with small classes and seniors with advanced writing and analytical skills. The DBQ project that follows the syllabus is one used by many experienced AP teachers to help students grasp the fundamentals of the DBQ exercise. Harmon's syllabus uses the periodization included in the textbook *World Civilizations*, by Peter Stearns et al., which closely follows the organization of the course in the *AP World History Course Description*.

Syllabus 4

At Rich East High School in Park Forest, Illinois, AP World History is an elective for upperclassmen, so Ryba Epstein's syllabus shows how she can go more rapidly over content the students had in their required Western civilization course. She also teaches AP English Literature, so she can create writing assignments that overlap the two courses. She provides the page numbers for each reading assignment in Howard Spodek's *The World's History*, second edition, for those teachers interested in using that textbook. Another highlight of her syllabus is the numerous possible essay questions she includes.

Syllabus 5

Many AP teachers find themselves teaching the whole course in one semester on the block schedule. This syllabus adroitly shows how to accomplish this difficult feat with aplomb. Victoria Robins teaches sophomores in Pittsburgh and uses Peter Stearns's *World Civilizations* as the main text. You will particularly want to consult her section on teaching strategies for tips on how to offer a high-quality course despite severe time constraints.

Syllabus 6

Ideally, all history and literature teachers would create cross-disciplinary lessons so that students would more easily recognize the common analytical and writing skills needed in their humanities courses. Dixie Grupe teaches AP World History in Columbia, Missouri, with the aid of her English literature colleague, Jill Taylor Varns. Their syllabus shows the great benefits of such teaming. Note how they supplement Stearns's *World Civilizations* textbook with appropriate primary-source readings and longer pieces of literature. Their project, "The Times of My Life," cleverly introduces students to the issues of periodization that historians confront in their work.

Syllabus 7

Alan Karras brings a wealth of teaching and research experience to his world history course at the University of California, Berkeley. In addition to his service on the Development Committee, Karras actively works with a group of world history teachers in the Bay area to expand their knowledge of the latest scholarship in the field. His one-semester syllabus displays his focus on helping students develop more refined historical thinking skills and would be helpful for instructors who must teach AP World History in a one-semester block. Teachers also can use the supplementary readings he assigns, as well as the reading that he expects his students to do in the textbook he uses, *Traditions and Encounters*, by Jerry Bentley and Herbert Ziegler.

Syllabus 8

Merry Wiesner-Hanks, from the University of Wisconsin-Milwaukee, has been an AP World History Exam Reader and a member of the Development Committee. In 2006, she became the Chief Reader. Although her syllabus only covers the first two units of the AP course, her ideas about using her own text, *Discovering the Global Past*, can be easily transferred to the high school classroom, where students need to be reading and analyzing primary sources on a regular basis. Additionally, Wiesner-Hanks's topical approach to Richard Bulliet, et al.'s *The Earth and Its Peoples* echoes the same themes of the AP World History course.

Important Note: The AP Course Audit

The syllabi included in this Teacher's Guide were developed prior to the initiation of the AP Course Audit and the identification of the current AP World History Curricular Requirements. These syllabi contain rich resources and will be useful in generating ideas for your AP course. In addition to providing detailed course planners, the syllabi contain descriptions of classroom activities and assignments, along with helpful teaching strategies. However, they should not necessarily be used in their entirety as models that would be authorized under the guidelines of the AP Course Audit. To view the current AP Curricular Requirements and examples of syllabi that have been developed since the launch of the AP Course Audit and therefore meet all of the AP World History Curricular Requirements, please see AP Central (apcentral.collegeboard .com/courseaudit/resources).

Sample Syllabus 1

Angela Lee Weston High School Weston, Massachusetts

School Profile

School Location and Environment: Weston is a suburb about 15 miles west of Boston and is largely a community of professionals who strongly support public schools. Weston Public Schools participate in the Metropolitan Council for Educational Opportunity (METCO), a voluntary program that brings minority students from Boston to 32 suburban high schools.

Grades: 9-12

Type: Public high school

Total Enrollment: 684 (2004-05)

Ethnic Diversity: African American, 5.3 percent; Asian, 12.8 percent; Hispanic, 2.1 percent

College Record: For the class of 2005, 97 percent entered full-time study, with 95 percent going to four-year colleges.

Personal Philosophy

History has always been a discipline in which I felt that I was learning about how the world connected around me. My experience with history as a student was that it was often taught regionally and in isolation. However, I was interested in a more global approach to this subject even before the AP World History course came into being, so when I heard about its advent, I jumped at the chance to teach it.

My goal is not only to help students succeed in the AP World History Exam in May, but also to mold them into critical thinkers about history and to help them develop the habits of mind described in the AP World History Course Description. Just as important, I hope that my students will learn to love history and see the study and understanding of it as relevant in their lives. Finally, I hope that they will internalize the value of lifelong learning that is embedded in my core values as a teacher.

Class Profile

Weston High School offered one section of AP World History in 2003-04 and two sections in 2004-05. For the 2005-06 academic year, there are three sections. Enrollment is between 15 and 25 students per section. We operate on a modified block schedule, meeting for 79-minute class periods for five blocks on an eight-day rotation, which averages to about three meetings per week. We work on a quarter system and have four terms. Our school year begins after Labor Day and ends in mid to late June (depending on snow days).

Course Overview

My course is based on a global perspective of the world and human interactions from 8000 B.C.E. to the present day, using the themes outlined in the *AP World History Course Description*. Students refine their analytical abilities and critical thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course.

Primary Textbook

Spodek, Howard. The World's History. 3rd ed. Combined vol. Upper Saddle River, N.J.: Prentice Hall, 2006.

Course Planner

Please feel free to contact me with any questions about this syllabus at leea@mail.weston.org.

Unit I.

Formation of Civilizations: Foundations, from 8000 B.C.E. to 600 C.E.

7 weeks

A. Historiography/Introduction of the AP World History Themes (1 week)

Objectives

- For students to start thinking in a global perspective
- For students to begin working on the AP World History habits of mind
- For students to become familiar with the five AP World History themes
- For students to gain a sense of the pacing of the course

Readings

Spodek, *The World's History*, introduction

Fernández-Armesto, Millennium, prologue (summer reading assignment)

Historiography packet: Articles by Lerner, Nash, Stearns, and Zinn

Major Activities and Assessments

- Summer reading quiz and essays
- Socratic seminar: Approaching world history
- B. World Geography and the Agricultural Revolution (1 week)

Objectives

- For students to understand the effects of the Agricultural Revolution
- For students to have a better sense of world geography and how it affects history

Readings

Spodek, The World's History, chapter 2

Major Activities and Assessments

- Socratic seminar: Defining "civilization"
- Essay on civilization
- C. Major Early Civilizations and the Emergence of Cities (2 weeks)

Objectives

- For students to understand how city-states arose
- For students to know the characteristics of major civilizations
- For students to become familiar with the art of early civilizations

Readings

Spodek, The World's History, "Settling Down" (chapters 3-4)

Major Activities and Assessments

- Comparison essay on Egypt and the Indus Valley
- DVD: Excerpts from the National Geographic production, aired on PBS, of Jared Diamond's Guns, Germs, and Steel
- Lecture: Early Chinese art (*PowerPoint*)
- Early civilization art organizer
- D. Establishment of World Religions (2 weeks)

Objectives

- For students to be able to compare and contrast different aspects of world religions
- For students to gain a sense of how to analyze change over time

Readings

Spodek, *The World's History*, "The Rise of World Religions" (chapters 9–11) Hesse, *Siddhartha*

Major Activities and Assessments

• Socratic seminar: Siddhartha and essay

- Lecture: Hindu and Buddhist art (PowerPoint)
- Project: World Religions *PowerPoint* presentation and change-over-time essay
- DBQ essay on Christian/Muslim attitudes toward trade (2002 Released Exam)
- E. Emergence of Empires (1 week)

Objective

• For students to be able to understand the nature of empire (rise, apex, fall)

Readings

Spodek, The World's History, chapter 5

Major Activities and Assessments

• Lecture: Conrad-Demarest model of empire

Unit II.

Expanding Zones of Exchange and Encounter: The World from 600 to 1450

8 weeks

- A. Early World Interactions and Empires (3 weeks)
- B. Interregional Trade: Silk Road, Indian Ocean Trade, and the Atlantic World (3 weeks)
- C. Early Amerindian Civilizations (1 week)
- D. African Kingdoms and Empires (1 week)

Readings

Spodek, *The World's History*, "Empire and Imperialism" (chapters 6–8); and "The Movement of Goods and Peoples" (chapters 12–13)

Major Activities and Assessments

- Socratic seminar: Is America an empire?
- Group work: Problems with empires
- Lecture: Comparison of Rome and Han
- Comparison essay on empires
- Project: Empires Museum exhibit
- Lecture: Silk Road (PowerPoint)

- Lecture: Indian Ocean trade (PowerPoint)
- Simulation: Indian Ocean trade
- Global coffeehouse: Food commodities from around the world

Unit III.

Emergence of the First Global Age: The World from 1450 to 1750

7 weeks

- A. Columbian Exchange and the Emergence of Atlantic Trade (1 week)
- B. World Trade: Empire Building (Spanish, Portuguese, Dutch) (2 weeks)
- C. Asian Migrations: Mughal, Ottoman, Safavid (1 week)
- D. Renaissance/Reformation/Enlightenment: Impact on the World (1 week)
- E. Demographic and Environmental Changes (2 weeks)

Primary Text Readings

Spodek, The World's History, "The Movement of Goods and Peoples" (chapters 14-15)

Thornton, "Birth of the Atlantic World," in Africa and Africans in the Making of the Atlantic World

Major Activities and Assessments

- Lecture: Atlantic world (PowerPoint)
- Globalization web
- Group work: Response to trade dominance
- Socratic seminar: Beginning of globalization/world systems theory
- Change-over-time essay on world trade (2002 exam, but with 1750 as the endpoint) OR changeover-time essay on the Atlantic world (2005 exam)

Unit IV.

Age of Revolutions and Empire: The World from 1750 to 1914

6 weeks

- A. Political Revolutions (2 weeks)
- B. Industrial Revolutions/Imperialism (2 weeks)
- C. Social Revolutions (1 week)
- D. Rise of Nationalism (1 week)

Readings

Spodek, The World's History, "Social Change" (chapters 16-18)

Major Activities and Assessments

- Lecture: Crane Brinton's model for revolution (PowerPoint)
- Group work: Venn diagrams of political revolutions
- Comparison essay: Women's rights (2003 exam)
- Group work: Cartoons of China's relationship with the West
- DBQ essay: Choose among the following: (1) political revolutions and expansion of rights, (2) technology and imperialism, (3) effects of imperialism
- Project: Timeliner from 1750 to 1914

Unit V.

A Technological Age: The World from 1914 to the Present Day

5 weeks

- A. Rise of Communism, Fascism, and Totalitarianism (1 week)
- B. World Wars (2 weeks)
- C. Cold War/Postcolonialism (1 week)
- D. Issues of Globalization and Technology (1 week)

Readings

Spodek, The World's History, "Exploding Technologies and Evolving Identities" (chapters 19-24)

Major Activities and Assessments

- DBQ group activity: Causes of World War I
- Create your own DBQs
- Change-over-time essay on technology
- Socratic seminar: Globalization
- Unit review study guides and change-over-time charts

Teaching Strategies

Lectures

In our 79-minute classes, I find it unproductive to lecture more than half the time. I usually talk for only 20 to 30 minutes. Almost all of my lectures are accompanied by a *PowerPoint* presentation.

Discussions

I train students using the Socratic seminar method from the first week of school. To scaffold to the level I would like, I start with fishbowls with students peer-grading each other, and I model how to facilitate using the Socratic method. To create a fishbowl discussion, I merely split the students into two groups, where one group first discusses a prompt in an inner circle, while the outer circle observes silently. When the inner circle is done, I solicit critiques from the outer circle observers. The two groups then switch places, and the new inner circle is given a related, but new prompt. Eventually, students come prepared with their own prompts and can ideally lead a whole-class discussion.

Group Work

I often put students in groups to process primary-source documents or large amounts of content, usually with the goal of generating theses and outlines for sample questions that I have written on the board. The processing is accomplished through various exercises that focus on a selected set of skills. For example, the groups might focus on how to determine and analyze point of view, or on how to group a set of documents.

Exam Review

I approach exam review in two different ways:

- Early morning content reviews: Students come to school about an hour earlier than usual to review the material from the beginning of the year.
- AP World History review extravaganza: Students attend an all-day event (usually on a Saturday), where I organize games and contests set up to review content as well as help students with study strategies. For example, one of the contests is to make up a song to help remember the essay scoring guidelines.

Postexam Activities

Ideas I have used in the past include the following:

- Movie marathon: We watch a full-length movie and critique it in class. Some recently viewed films are *Gandhi* and *Hotel Rwanda*.
- Research paper symposium: Students share their research and findings with each other.
- Simulation activities such as trials or a UN Security Council simulation using the Global Classrooms curriculum.

Student Evaluation

Essays/Exams

Tests and quizzes cover information from the readings, handouts, and lectures and are usually in multiple-choice format. The multiple-choice questions are taken from various test banks and are also of my own creation. Early in the year the essays are take-home assignments, and the students engage in peer-grading of each other's work to better understand what I am assessing. Later, I provide more practice with in-class essay assignments using questions in the style of the AP World History Exam, as well as the AP Exam free-response questions posted on AP Central. Usually, exams are given at the end of a unit. (40 percent)

Homework/Notebook

Students keep a spiral-bound notebook (at least 100 pages) devoted solely to history, as well as a binder for handouts. They take lecture notes and outline notes on the textbook chapters, using the "Doing World History" method adapted from Professor David Smith to process the chapters. Another homework component is a weekly current events assignment in which students connect a news story with a theme in the course. I collect notebooks periodically, and they are graded at the end of each term. (30 percent)

Class Participation

Participation is a crucial part of the class. I often employ the Socratic method for whole-class discussion and use "fishbowl" techniques as described above. (20 percent)

Projects

Each term has at least one larger project; see below in the Student Activities section for specific examples. (10 percent)

Because our school year ends in mid-June, the research paper is completed in Term 4, after the AP Exam, and counts for approximately 50 percent of that quarter's grade. The other parts of the grading scheme are recalculated (for instance, essays/exams would be worth only 20 percent, and the notebook would be 10 percent, as the students are no longer assessed in these areas). Students can choose any topic within the span of world history and are given instruction over the course of the year about how to complete different parts of the research paper. The bulk of the paper is written after the AP Exam. The research paper is also a requirement for sophomores at Weston High School, and they are all given a research handbook to provide them with more guidelines.

Teacher Resources

Primary Textbook

Spodek, Howard. The World's History. 3rd ed. Combined vol. Upper Saddle River, N.J.: Prentice Hall, 2006.

Supplementary Readings for Students

Ebrey, Patricia Buckley, ed. Chinese Civilization and Society: A Sourcebook. New York: Free Press, 1981.

Hesse, Hermann. Siddhartha. Translated by Hilda Rosner. New York: Bantam Books, 1971.

Lerner, Gerda. "Why History Matters." 199–211 in *Why History Matters: Life and Thought.* New York: Oxford University Press, 1998. (Part of the historiography packet.)

- Nash, Gary B. "In the Matter of History." In *History on Trial: Culture Wars and the Teaching of the Past*, edited by Gary B. Nash, Charlotte Crabtree, and Ross E. Dunn, 8–14. New York: Vintage Books, 2000. (Part of the historiography packet.)
- Pomeranz, Kenneth, and Steven Topik. *The World That Trade Created: Society, Culture, and the World Economy, 1400–the Present.* Armonk, N.Y.: M. E. Sharpe, 1999.
- Stearns, Peter. "Why Study History?" 1998. American Historical Association Web site. www.historians.org/pubs/Free/WhyStudyHistory.htm. (Part of the historiography packet.)
- Thornton, John Kelly. *Africa and Africans in the Making of the Atlantic World*, 1400–1800. 2nd ed. Cambridge: Cambridge University Press, 1998.
- Wilson, Samuel M. *The Emperor's Giraffe and Other Stories of Cultures in Contact*. Boulder, Colo.: Westview Press, 1999.
- Wolf, Ken. *Personalities and Problems: Interpretive Essays in World Civilizations.* 3rd ed. 2 vols. Boston: McGraw-Hill, 2005.
- Zinn, Howard. "Reflections on History," 1–9 in *The Future of History: Interviews with David Barsamian*. Monroe, Maine: Common Courage Press, 1999. (Part of the historiography packet.)

Summer Reading Selections

Fernández-Armesto, Felipe. Millennium: A History of the Last Thousand Years. New York: Scribner, 1995.

Heng, Liang, and Judith Shapiro. Son of the Revolution. New York: Knopf/Random House, 1983.

Wu, Cheng'en. *Monkey*. Translated from the Chinese by Arthur Waley. 1943. Reprint, New York: Grove Press, 1984.

Teacher Reference Books

Adams, Paul V., et al. Experiencing World History. New York: New York University Press, 2000.

- Granberg, Lena, and Glenda Tesalona, eds. *Global Classrooms: Peacekeeping Unit.* New York: United Nations Association of the United States of America, 1996.
- Marks, Robert B. *Origins of the Modern World: A Global and Ecological Narrative*. Lanham, Md.: Rowman & Littlefield, 2002.
- Noonan, Theresa C. *Document-Based Assessment Activities for Global History Classes*. Portland, Maine: J. Weston Walch, 1999.
- Smith, David. "Introduction to Doing World History." California State Polytechnic University–Pomona Web site. www.class.csupomona.edu/his/Doing%20World%20Hst.html.
- Stearns, Peter N., ed. World History in Documents: A Comparative Reader. New York: New York University Press, 1998.

Videos/DVDs

- The Day the Universe Changed. VHS. Produced by John Lynch; hosted by James Burke. Ten-episode series coproduced by BBC-TV and RKO Pictures. Los Angeles: Churchill Films, 1986. Available at www.buyindies.com or www.clearvue.com.
- *Gandhi.* DVD/VHS. Directed by Richard Attenborough. 1982. N.p.: Goldcrest Films International, 2001. Available at www.amazon.com.
- *Guns, Germs, and Steel.* DVD. Based on Jared Diamond's book of the same title. Washington, D.C.: National Geographic Video, 2005. Available at www.shoppbs.org and www.amazon.com.
- *Hotel Rwanda*. DVD/VHS. Directed by Terry George. 2004. Santa Monica, Calif.: MGM Home Entertainment, 2005. Available at www.amazon.com.
- Millennium. VHS. CNN. Ten one-hour episodes, each covering one century (from the eleventh to the twentieth), based on the book of the same title by Felipe Fernández-Armesto (see above). Atlanta, Ga.: Turner Home Entertainment, 1999. Available at www.amazon.com.

Internet Resources

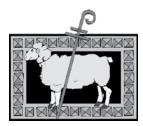
- Asia for Educators (http://afe.easia.columbia.edu). Sponsored by Columbia University, this site is a rich source of classroom teaching units on China and Japan, covering a wide variety of topics, from society and culture to economy and trade to government and politics.
- Internet History Sourcebooks Project (www.fordham.edu/halsall). This site contains "collections of public domain and copy-permitted historical texts presented . . . without advertising or excessive layout for educational use." Covers ancient, medieval, and modern history, with "subsidiary" sourcebooks on thematically related texts, including African, East Asian, Islamic, and Jewish history.
- Jay Harmon's AP World History Page (http://home.houston.rr.com). Provides a wealth of information on teaching AP World History by one of our own, including links to other teacher-created Web sites; document searches; and textbooks, document readers, and study guides.
- World History Connected (http://worldhistoryconnected.press.uiuc.edu). Web site of the official journal of the World History Association. Contains interviews, articles, teaching resources, and book reviews.

Student Activities

The major projects for each term are as follows (below are student handouts describing the first three):

- Term 1: World Religions Change-over-Time PowerPoint Project
- Term 2: Empires Museum Project
- Term 3: Timeliner Project
- Term 4: Research paper (12–15 pages on a topic of the student's choice)

World Religions Project









Assignment

Our first major project of the year, a look at world religions from a global perspective, will combine your use of technology (*PowerPoint*) and in-depth research. Once you have researched one of the world's major religions, you will then create a *PowerPoint* presentation that shows how the religion has changed over time. *You are NOT simply giving a presentation on the history of the religion*. The turning points you choose to include must be significant. The presentations should be 20–25 minutes long. You will work in groups of three: one person presents the basic beliefs/origins, one person has responsibility for the major turning points, and one person is in charge of how the religion is practiced currently.

When assessing the major shifts of global religions, you will want to ask yourself a few key questions to focus your thinking:

- How was the religion originally practiced? What were some of the main beliefs that can be traced to original scriptures and texts at the religion's inception?
- Was there more than one turning point for a major religion? What are some crucial events that changed how the religion was practiced by followers? What are some significant decisions made by the followers/leaders of the religion that may have changed the original intent and practices of the founder?
- What were some of the wider consequences once those changes were in place? Were there important changes as the religion spread from one place to another?
- What is the current state of the religion? Would the original founder of the religion recognize it as it is practiced today?

Requirements

- Your presentation must reflect a clear understanding of the religion's basic beliefs and practices.
- Your presentation must reflect at least three defining snapshots—that is, the origin, the major turning points, and the present.
- Your presentation should also include visual aids that reflect the changes in the religion. Consider including art, photographs of its important leaders, or architecture.

RELIGION YOU ARE RESEARCHING:	
PARTNER'S NAME(s) and CONTACT INFO: _	

You must submit an electronic copy of the project (e.g., burn it onto a CD). I am hoping to get these online so that you can look at them more closely for the follow-up essay and as a way to review later in the year.

World Religions Project Assessment Criteria (100 points)

PowerPoint Component (75 points)

- 1. Content: Accurate information? Shows depth of understanding? Acknowledges significant and critical turning points of the religion? (30 points)
- 2. Visual aids: Deliberate and thoughtful choices of visual material? Reflective of key shifts in the religion? (15 points)
- 3. Organization/layout of slides: Logical organization? Thoughtful progression? Neat and readable text? (10 points)
- 4. Research: Reveals solid research? Proper bibliography included in last slide(s)? (10 points)
- 5. Use of media: Effective use and setup of PowerPoint? (10 points)

Presentation (25 points)

Is the presentation characterized by good verbal skills (e.g., articulate speech and good pacing)? Are the *PowerPoint* slides used in an effective manner? Do the presenters show a good understanding of their religion through answering questions?

Schedule

October 7 and 8: Introduction to the project, library research, and planning time (half-period)

October 11 (week of): Library research and planning time (half-period)

October 20: Unit test on world religions (chapters 9–11)

October 27: Start of presentations of World Religions Projects

<u>TBD</u>: Change-over-time essay on a world religion due. The due date is intentionally left open because something always disrupts the intended presentation schedule (field trip, special assembly, etc.) or some groups end up being really long-winded. I usually make the essay due a couple days after all the presentations are over.

Empires Museum Project

600–1450 and 1450–1750 (Can cover earlier time periods, too)



Assignment

You and your partner(s) have been hired as curators of the Westonian Museum and have been charged with designing a new exhibit titled "The Rise and Fall of Empires." You are to choose one empire to research and present to the board of directors of the museum (the class) to vote on and fund. In the roles of historian/ archeologist and curator/docent, you need to research the empires and design a layout of the museum wing, choosing at least 10 artifacts for each society to portray the rise, apex, and fall of the society. In order to do this, you will present the artifacts and provide a separately written identification card explaining each one. A 7–10 minute "guided tour" through the exhibit that you will simulate for the board using your artifact choices should clearly demonstrate how the system of government in your chosen empire changed over time and reveal the main reasons for its decline.

Assessment Criteria (100 points)

Written Information

Do the identification cards reveal careful research? Do they include specific, accurate information? Do they appropriately explain the artifact, its uses, and what it represents? (40 points)

Artifacts

Do the artifact choices reveal thought, preparation, and creativity? Do they accurately reflect the various stages of the chosen empire? (20 points)

Overall Design

Does the design lend itself to the theme of "The Rise and Fall of Empires"? Is the overall design creative and thoughtful? (15 points)

Bibliography

Properly formatted bibliography? Good variation of sources? (5 points)

Presentation

Are the artifacts used appropriately and effectively? Do the presenters properly simulate a "guided tour" that a docent would give in a museum? Do they answer questions effectively? Are the board members receptive and willing to fund the project? (20 points)

Schedule

November 20: Introduction to the project, library/group time (half-period)

November 26: Library/group time

<u>December 1</u>: Library/group time (after exam)

<u>December 3</u>: Library/group time (half-period)

December 8 (week of): Presentations due

Choices of Historical Empires for Project

Early EmpiresTo 900900-1600BabylonianParthianKhmerAssyrianKushanSeljukAkkadianSasanidSong

Ummayad Mongol/Yuan

Tang Mali
Carolingian Songhai
Abbasid Inca
Ghana Ottoman
Byzantine Mughal
Ming
Tokugawa

Timeliner Project: 1750-1914



Assignment

You will be working in groups of two to three to make a time line dedicated to one of the themes of PERSIA [political, economic, religious, social, intellectual, artistic] using the *Timeliner* program and images. The best use of your time would not be to try to figure out the dates during the lab period, but rather to do it in advance and then use the lab time to format your time lines. If you do not complete the work in the allotted class period, you will have to coordinate time with your group to utilize the lab.

Groups

Which theme? P E R S I A

Make sure to use the correct colors for your flags on the time line. (Colors: P = Dark Blue; E = Green; R = Orange; S = Pink; I = Purple; A = Red)

Group Members: _____

Requirements

Group Component (60 percent)

- Place 25 events on the time line using the *Timeliner* program. Select the event that you think was most pivotal in each time period.
- Choose at least 5 to 10 images to correspond with the chosen events.
- Present the time line to the class, explaining the significance of your events and choices (10–15 minutes).

Written Component (40 percent)

- Write a "big-picture" rationale by taking the 25 choices and creating a narrative. This is an individual essay for each student. You need to offer your reasons for choosing to put these events on the time line. The length of this essay should be three pages maximum.
- You will be graded on these five criteria: thesis/introduction, narrative and use of events, rationale, conclusion, and mechanics.

Schedule

March 1 and 2: Computer lab time (Mac lab)

March 11 and 12: Time lines/presentations due

March 16: Individual essay due

<u>Follow-up</u>: Once we have put all the time lines side-by-side after the presentations, you will write an in-class essay choosing one of the themes and explaining why that theme was a driving force behind twentieth-century world history. You do not necessarily have to choose your own theme.

Sample Syllabus 2

Rob Denning and Mike Tafoya Timberline High School Lacey, Washington

School Profile

School Location and Environment: Located in the greater South Puget Sound region, Lacey is near the state capital of Olympia. Two universities and one community college are within 20 minutes of the campus, which has multiple buildings and outside walkways. The school serves a largely suburban district, and a portion of the student population is fairly transient owing to the presence of two nearby military installations.

Grades: 9-12

Type: Comprehensive public high school

Total Enrollment: 1,275

Ethnic Diversity: Black, 10.9 percent; Asian, 10.6 percent; Hispanic, 7.7 percent;

American Indian, 1.8 percent

College Record: Of our graduates, 25 percent are accepted into four-year institutions; 30 percent go on to two-year institutions.

Personal Philosophy

We believe that the AP World History course provides students with opportunities to be challenged at a level of organization and critical thinking that prepares them for future AP classes, college or university programs, or technical work. A course rich in the study of primary-source materials allows students to develop an understanding of world history layered with the voices and personalities of the past. Although the course may appear overwhelming to a new teacher and the students under his/her tutelage, the engaging topics and opportunities to probe the big questions of society and culture make this a course where the students experience tremendous growth and instructors learn more every year they teach the course.

Class Profile

The course is divided into two parts: one semester is offered during the freshman year and two semesters during the sophomore year. Allowing students to take this course over three semesters opens windows for in-depth case studies, multiple exposures to writing frameworks and training, and the integration of a variety of supplementary texts and activities.

There are usually three to four sections for the freshman course and two to three sections for the sophomore course. The reduced number of sophomore sections has been in part the result of a greater number of AP and honors courses being offered in more subjects during the tenth-grade year. The number of students per section ranges from 11 to 32, depending on staffing needs and preregistration numbers. The class meets daily for a single 55-minute period, with some exceptions for alternate building schedules.

Course Overview

The freshman semester is devoted entirely to the Foundations unit. The tenth-grade class begins with a brief review of this material and continues chronologically to the present.

Course Goals

- Expand students' ability to understand chronological relationships between geography and history, resulting in an understanding of differences in lifestyles, cultures, and patterns of social interaction.
- Study history with comparative, change-over-time, and thematic approaches.
- Recognize major turning points in world history.
- Distinguish between primary and secondary sources, neutral and slanted statements.
- Develop student writing.

Primary Textbooks

Ninth-grade course

Bulliet, Richard W., et al. *The Earth and Its Peoples: A Global History.* 2nd ed. Boston: Houghton Mifflin, 2001. (This will be replaced by the latest edition when district funding allows.)

Tenth-grade course

Bulliet, Richard W., et. al. *The Earth and Its Peoples: A Global History.* 3rd ed. Boston: Houghton Mifflin, 2005.

Course Planner

Sources for the readings are identified in parentheses, and full references can be found in the Teacher Resources section.

Semester 1: Grade 9

Foundations Unit

Week 1

- Historian as a detective
- World geography exercise
- World geography test

Week 2

- Bulliet, chapter 1
- Agricultural Revolution simulation

- Characteristics of civilization: Are civilizations "civilized"?
- Chapter 1 maps

Week 3

- Bulliet, chapter 2
- Compare and contrast Mesopotamian/Egyptian geography—impact on societies
- Code of Hammurabi and The Epic of Gilgamesh (Internet History Sourcebooks Project)
- Lost Civilizations, "Mesopotamia" video
- DBQ practice: Natural environment and early civilizations
- Chapter 2 maps

Week 4

- Bulliet, chapter 2 continued
- Book of the Dead (Kishlansky)
- Lost Civilizations, "Ancient Egypt" video
- Themes project (from the AP Course Description): Egypt/Mesopotamia/Indus Valley
- Test: chapters 1 and 2

Week 5

- Bulliet, chapter 3
- Mandate of Heaven (Internet History Sourcebooks Project)
- Comparative essay practice: Compare political features of Egypt and China
- Chapter 3 maps

Week 6

- Bulliet, chapter 3 continued
- Lost Civilizations, "China" video
- Confucianism/Daoism/Legalism seminar: Which can save China?
- Test: chapter 3

Week 7

- Bulliet, chapter 4
- Support/refute practice: Celts/Israelites, Olmec/Chavín, Phoenicians/Assyrians
- Chapter 4 maps

Week 8

- Bulliet, chapter 4 continued
- The Old Testament (Kishlansky)
- The "amazing race" activity: Students must find answers to clues based on content from chapter 4 while competing against other teams.
- Test: chapter 4

Week 9

- Bulliet, chapter 5
- Darius's political speech: Project in which the students create a speech based on their study of Darius
- Lost Civilizations, "Greece" video
- DBQ: Greek contributions (Noonan)
- Chapter 5 maps

Week 10

- Bulliet, chapter 5 continued
- Plato, The Republic (Kishlansky)
- Ideal government seminar
- Alexander the Great report card
- Test: chapter 5

Week 11

- Bulliet, chapter 6
- Lost Civilizations, "Rome" video
- Rome/Han debate: Which civilization was greater?
- Chapter 6 maps

Week 12

- Bulliet, chapter 6 continued
- DBQ: Fall of Rome (Noonan)
- Roman banquet
- Test: chapter 6

Week 13

- Bulliet, chapter 7
- Religions of the World, "Hinduism" video
- Hinduism seminar
- Upanishads reading (Sherman)
- Chapter 7 maps

Week 14

- Bulliet, chapter 7 continued
- Buddha biography reading (Hart)
- Hinduism/Buddhism comparative essay
- Test: chapter 7

Week 15

- Bulliet, chapter 8
- Trade network graphic organizers
- Change-over-time essay practice: Trade networks
- Chapter 8 maps

Week 16

- Bulliet, chapter 8 continued
- Networks of communication and exchange of travel brochures. Students create printed brochures on trade networks and give three- to five-minute presentations to the class on their findings.

Week 17

• Brochure presentations

• Change-over-time essay: Describe and analyze the political, social, and economic impact of Buddhism from 500 B.C.E. to 600 C.E.

Week 18

- Final preparation
- Final seminar: Students debate the most significant event in world history
- Final essay: Students write a persuasive essay on the most important event in world history

Semesters 2 and 3: Grade 10

Unit I.
Foundations Review
Weeks 1-3

Weeks 1-3. Selections from Bulliet, chapters 1-7

- Graphic organizers
 - ► Changes in agriculture and technology
 - > Features of early civilizations
 - ➤ Major belief systems
 - ► Features of classical civilizations
 - ➤ Late classical period
- Selections from the Torah, Bhagavad Gita, Tao Te-Ching, New Testament, Sutras (Internet History Sourcebooks Project)
- World map assignment and exam: Major landmarks and features
- Online practice test for each chapter (administered during class time at computer stations)
- Regional map tasks
- DBQ: 2004 exam
- First-quarter project due week 3

Unit II. 600-1450 Weeks 4-11

Weeks 4-6. Growth and Interaction of Cultures and Communities (Bulliet, chapters 8-11)

- Document analysis/seminars
 - ➤ Selections from the Koran (textbook resource materials)

- ▶ Al-Qazwini, *An Islamic View of the West* (textbook resource materials)
- ▶ Charles the Great, *The Capitulary on Saxony, A Letter to Pope Leo III* (Andrea/Overfield)
- ► Chronicle of the Grand Pacification (Andrea/Overfield)
- ▶ Bishop Adam, *The Christian Movement* (Andrea/Overfield)
- ➤ A Moche Ceramic (Andrea/Overfield)
- ➤ The Book of the Community (Andrea/Overfield)
- Image analysis
 - ➤ S26 A city in the Andes (all images denoted with an "S" are source maps from Danzer, *Discovering World History Through Maps and Views*)
- Episodes from the *Millennium* series
- Historical bumper sticker (Students visually represent a concept from the course and relate it to a modern slogan or bumper sticker. The connection between the slogan and course concept is explained on the back of the sticker.)
- DBQs: Spread of Islam, Crusades
- Comparative essay practice: Aztecs and Incas
- Change-over-time essay practice: Mongols
- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter

Weeks 7-8. Interregional Patterns of Culture and Contact: Eurasia and Africa (Bulliet, chapters 12-13)

- Seminars
 - ▶ "Mongolia Sees Genghis Khan's Good Side" (International Herald Tribune, May 10, 2005)
 - ► Genghis Khan: Incomparable Nomad Conqueror (Wolf)
 - ➤ The Death That Saved Europe (Cowley)
- Image analysis
 - ➤ S28 Traditional Saharan trade routes
- Episodes from the *Millennium* series
- Webquest: "Journey into Mongol Lands" (When engaging in Webquests, students answer questions ranging from very broad to specific. Web sites may be preassigned in some cases and found via open searches in others.)

- Change-over-time practice essay: Mongols
- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter

Weeks 9-11. Interregional Patterns of Culture and Contact: Europe (Bulliet, chapters 14-15)

- Document analysis/seminars
 - ➤ Selections from *Facing the Black Death* (Wiesner)
- Image analysis
 - ➤ S30 Schoner globe
- Renaissance art extension (AP World History Best Practices, lesson C, p. 29)
- Episodes from the *Millennium* series
- DBQ: Plague
- Webquest: "Technology in Navigation"
- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter

Exam: 600-1450

Unit III. 1450–1750

Weeks 12-17

Weeks 12–14. The Impact of Global Expansion: The Unification of the Globe—Europe and the Americas (Bulliet, chapters 16–18)

- Document analysis/seminars
 - ➤ Selections from Luther's 95 *Theses* (Internet History Sourcebooks Project)
 - ▶ Queen Elizabeth I: Against the Spanish Armada, 1588 (Internet History Sourcebooks Project)
- Student project: "9.5 Theses" (Students get a chance to create their own "propositions" on a topic of personal choice and interest—school, American society, work, family—after reading selections from Luther's 95 Theses.)

- Lecture: Roots of the Reformation
- Simulation: The Columbian exchange
- Image analysis
 - ➤ S33 The Spanish Empire
- Episodes from the *Millennium* series
- DBQs: Slavery (self-created), indentured servitude (2003 exam)
- Comparative essay practice: Colonial societies
- Change-over-time essay practice: The Atlantic world
- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter
- Second-quarter project due week 14

Weeks 15–17. The Impact of Global Expansion: The Unification of the Globe—Southwest Asia and Eurasia (Bulliet, chapters 19–20)

- Document analysis/seminars
 - ➤ *Never Look a Gift Cannon in the Mouth* (Forstchen)
 - ► Kangxi and Louis XIV (Wolf)
- Student project: Ottoman Empire role playing
- Great empires: The Mughals in India
- Simulation: The Columbian exchange
- Image analysis
 - ➤ S34 Istanbul, 1649
 - ▶ S37 Oman
 - ➤ S41 America and Asia
 - ➤ S40 Korean map
 - ➤ S43 Chinese map
 - ➤ S35 Japan: Provincial map

- "Who's Driving? The Birth of World Trade" (AP World History Best Practices, Habit of Mind #1)
- Episodes from the *Millennium* series
- DBQ: 2002 exam
- Comparative essay practice: Ottomans/Mughals
- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter

First Semester Final (Week 18)

Unit IV. 1750–1914 Weeks 19–23

Weeks 19-20. Age of Revolutions (Bulliet, chapters 21-23)

- Document analysis/seminars
 - ▶ Declaration of the Rights of Man (Internet History Sourcebooks Project)
 - ➤ Testimony before Parliamentary Committees on Working Conditions in England (Andrea/ Overfield)
- Image analysis
 - ➤ S39 Reclaimed land in the Netherlands, 1712
 - ▶ S42 Memory, reason, imagination—Diderot
 - ➤ S45 Napoleon's army in Russia
 - ➤ S46 Manchester, 1824
 - ➤ S47 West African peoples, 1836
- Enlightenment: Key thinkers lecture
- Changing images of the king: Analysis
- Episodes from the *Millennium* series
- DBQs: Gin (AP European History Exam, 1988), Manchester (AP European History Exam, 2002)
- Comparative essay practice: Student prompt creations
- Change-over-time essay practice: Student prompt creations

- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter

Weeks 21-22. Rise and Decline of Empires and the Balance of Power (Bulliet, chapters 24-26)

- Document analysis/seminars
 - ➤ The Benefits of British Rule, 1871 (Internet History Sourcebooks Project)
 - ➤ Sea Powerless (Forstchen)
- Image analysis
 - ➤ S49 Housing conditions
- Role playing: Qing Empire
- Webquest: "The Middle Class"
- Episodes from the *Millennium* series
- DBQ: Nationalism (AP European History Course Description)
- Comparative essay practice: British influence in India and China, 2002 and 2003 exam questions
- Change-over-time essay practice: British colonial practices
- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter

Week 23. The New Imperialism (Bulliet, chapter 27)

- Document analysis/seminars
 - > Advertisements and Illustrations from British Books and Periodicals (Andrea/Overfield)
- Image analysis
 - ➤ S52 Seaways of the British Empire
 - ➤ S50 Europeanization of the world
- Simulation: New imperialism—Race for colonies in Africa
- Episodes from the *Millennium* series

- DBQs: Causes of imperialism and evaluation of imperialism
- Change-over-time essay practice: 2004 exam
- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter

Exam: 1750-1914

Unit V. 1914–Present

Weeks 24-28

Weeks 24-26. World Wars, Cold War, and Decolonization (Bulliet, chapters 28-31)

- Document analysis/seminars
 - ➤ The Archduke Goes for a Ride (Forstchen)
 - ▶ Niemoller, "First they came . . ." (http://scott.hayes.org/thoughts/niemoller.html)
 - ► Economic Consequences of the Peace (Internet History Sourcebooks Project)
 - > Anti-Colonialism in India and Southeast Asia (Andrea/Overfield)
 - Cardenas—Speech to the Nation (Andrea/Overfield)
 - ▶ UN Charter (Internet History Sourcebooks Project)
- Image analysis
 - ➤ S53 Allied progress in Russia
 - S56 International air travel, 1936
 - ➤ S58-60, 65 Cold War document forum
- World War I: Opening phases activity
- Historical bumper sticker
- World War II propaganda activity—with placards
- Episodes from the *Millennium* series
- DBQs: AP World History Course Description, 2005 exam
- Comparative essay practice: 2004 exam
- Change-over-time essay practice: Nationalism to the Atomic Age

- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter
- Third-quarter project due week 25

Weeks 27-28. Post-Cold War Era: Postmodernism and Modern Challenges (Bulliet, chapters 32-33)

- Document analysis/seminars
 - ➤ *The End of the Cold War* (Sherman)
 - ▶ War in Bosnia and Ethnic Cleansing (Sherman)
 - ➤ The AIDS Epidemic (Sherman)
 - ▶ Universal Declaration of Human Rights (Internet History Sourcebooks Project)
 - *▶ McDomination* (Wiesner)
- Image analysis
 - ➤ S64 Latin American city: A generalized model
 - ➤ S63 Republics of the Soviet Union, 1979
 - ➤ S67 Events in Eastern Europe
- Webquest: "Computer Age"
- Webquest: "Globalization" www.geog.okstate.edu/users/lightfoot/colawar/page/cola117.htm
- Episodes from the *Millennium* series
- Change-over-time essay practice: 2002 exam
- Regional map tasks
- Chapter subsection quizzes
- Online practice test for each chapter

Review for Exam Weeks 29–30

- Morning review sessions, three times per week
- Review all online practice tests
- Review key terms with online flashcards (http://www.studystack.com)

- Guess the change-over-time and comparative essay prompts, design a thesis, and organize supporting information
- Point-of-view and additional document training

• Final exam: Foundations–present

Postexam Activities Weeks 31–36

- Review of historical films
- Fourth-quarter project due week 36

Teaching Strategies

Critically Analyzing the Text

Prior to reading and analyzing the text in a chapter, students complete a "Chapter Preview" task, where they identify the main idea of each visual image in the chapter (pictures, photographs, maps, charts, and graphs). The goal of this activity is the formation of a visual context prior to the students' engaging with the concepts in the text.

We gave up on the Cornell Notes grind a few years ago, because we found that having students take notes on each chapter of the text was a brutal crawl in which 20 percent showed excellence in interaction and organization, 40 percent did a moderate job, and another 40 percent turned in very poor work. As a result, we created a host of graphic organizers that correspond either to the topic outline in the Course Description or to particular chapters or subsections of the text (Bulliet). We have found that student completion of the assignment and their understanding reaches a much higher level with these tasks. Some strategies used in the graphic organizers are mini change-and-continuity-over-time exercises, comparison charts (see the "Features of Amerindian Civilizations" example below), summarizing paragraphs/ subsections/chapters, concept mapping, five-line summaries, drawing a visual representation of a key concept from the section, and "think questions" (prompts that make the students synthesize information from the previous night's reading or connect it with other prior learning). This helps keep the models and tasks fresh for students and introduces them to a variety of study methods.

	Name	Pe	r Date
Unit IV. Change-Ove	er-Time Essav	/25 points	
	ss. You will earn points for each	_	
Part A—Task Analysis—2 p Prompt: Trace the developm	oints (2 minutes) ent of European contact with	Central and South America f	from 1492 to 1770.
Part B—Brainstorming—8	points (5 minutes) (16+ conc	epts = A)	
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
Initial condition (IC)	Transition point #1 (T1)	Transition point #2 (T2)	Ending condition (EC)
	o help you answer the question	1	T F 1: 1: (FC)
TS/Argument:	TS/Argument:	TS/Argument:	TS/Argument:
 E1:	E1:	E1:	E1:
E2:	E2:	E2:	E2:
E3	E3	E3	E3
Continuity—what thread rar	n through the entire time perio	od?	
•	· ·		
Part D—Thesis—5 points (2	2 minutes)		
Nrite your thesis here. Reme	ember—answer all parts of the		
Give a preview of your argur	ments (TS) in your thesis—IC,	T1, T2, EC. Show Change A.	ND Continuity.

Essay Preparation

Students are trained in writing the DBQ, change-over-time, and comparative essays by a process of gradual reduction in supportive measures. For example, earlier in the course students may learn a prompt in advance and prepare for an essay prior to the class period when the essay is composed. Alternatively, students may be paired to work together on document analysis and organization for a DBQ. Students are also given graphic organizers that will help them construct their planning (see below). As the term progresses, scaffolding is removed as students become more independent and internalize the steps in the essay process.

600-1450 c.e.—FEATURES OF AMERINDIAN CIVILIZATIONS—30 points

Try to include at least 5 or 6 bulleted items per box.

	Political Patterns	Social Patterns	Cultural Patterns	Economic Patterns
Maya				
Aztec				
Inca				

Notebook Criteria

One of the biggest keys to success in the course is organization. Students earn points for keeping class materials organized in their notebooks.

Requirements:

- 1½- or 2-inch hard-cover three-ring binder used exclusively for AP World History
- Sections labeled in the following manner
 - ▶ General Course Information
 - ➤ Rubrics/Guides
 - ► Charts and Notes
 - ➤ Maps and Images
 - ➤ Handouts/Documents
 - ➤ Essays
- Notebook must be brought to class every day
- Everything for the course is to be stored in a second notebook or the current notebook until after the AP Exam.

Postexam Activities

The following activities have occurred at least once as part of the after-exam period:

- Participation in a model United Nations project with the rest of the sophomore class
- Creation and production of historical reenactments, which are then publicly performed for family and friends in the school theater
- Research projects presented and displayed in the form of "History Day" products (exhibit, speech, paper, documentary)
- Smaller tasks or activities include
 - ▶ Creation of survival guides and letters to next year's students
 - ▶ Composing songs or poems based on topics from the course
 - ▶ Viewing and analyzing Hollywood productions of historical or historically based films

Student Evaluation

Homework Expectations

Homework is assigned almost every night, with only a few exceptions. Students are encouraged to work ahead in order to meet deadlines. We assign an average of six to seven hours homework per week (including weekends).

Course Grading

A = 93-100 percent	B+ = 87-89 percent	C+ = 77-79 percent	D+ = 67-69 percent
A = 90 - 92 percent	B = 83-86 percent	C = 73-76 percent	D = 60-66 percent
	B-=80-82 percent	C = 70 - 72 percent	F = 0-59 percent

Quizzes and Unit Exams (40 percent)

Quizzes are given to check homework objectives, or daily or weekly goals. Examinations are given
at the end of each unit and at the end of the course (six total) and include multiple-choice and essay
components. The end-of-course examination is cumulative and focuses on the comparative and
thematic components of the course.

Homework (20 percent)

• Written homework assignments such as charts, notes, map activities, and primary-source readings are designed to check and reinforce student progress through the course material. If all homework is turned in for the unit, 5 percentage points are added to the student's unit exam grade. Only one missing assignment = 4 percentage points, two missing = 3 percentage points, and so on, until 5 or more missing = no bonus on unit exam. At the beginning of each quarter, students get a voucher that they may attach to one late assignment, allowing them to turn it in a day late and still receive full credit.

Essays (20 percent)

• Essays are assigned on a regular basis, usually on-demand writing completed in class. The length of each assignment varies with the topic. These essays exercise those writing and analytical skills necessary for success on the AP Exam.

Projects (20 percent)

- The First-Quarter Project is a group project used to review material covered in Honors World Studies I, using the themes listed in the *AP World History Course Description*. An example would be the creation of table-top board games that are focused on a particular theme or society. One game may review major tenets and characteristics of belief systems, while another focuses on major demographic shifts and transitions of the time period.
- The Second-Quarter Project is the historical reenactment that is described in full in the Student Activities section, below. Students study and then play the part of a historical personality, "traveling" to an entrepôt where they interact with other historical personalities through discussion of various eighteenth-century topics.
- The Third-Quarter Project is the preparation of a DBQ. Students research a topic and prepare a set of primary-source documents. They then write a question asking a reader to draw on the information in the documents in order to formulate a response. Finally, students draft what they consider to be the "ideal" response to the question. The student-generated DBQs will form an important part of the class review for the AP Exam.
- The Fourth-Quarter Project changes every year (so far) and is a chance to have more fun with history after the AP Exam. Some examples are (1) Historical Reenactments: Students re-create scenes or events in history. Script, costumes, programs, invitations, and reserving the school theater for a live performance are all a part of the project. (2) What I Want to Know: Students pursue a

topic that did not get covered in depth during the regular course of the school year. They are given freedom concerning the format the final product takes. It could be anything from research paper to children's book to stage play to documentary.

Teacher Resources

Textbook Resource Materials

Bulliet, Richard W., et al. *The Earth and Its Peoples: A Global History.* 3rd ed. Boston: Houghton Mifflin, 2005. Publisher's supplements provide many teacher resource materials: transparencies, study guides, test banks, and Web sites.

Multimedia Resources

Danzer, Gerald A. *Discovering World History Through Maps and Views*. 2nd ed. New York: HarperCollins, 1996. Overhead transparencies.

Lost Civilizations. DVD/VHS. Time-Life. 1995. Ten episodes. Fairfax, Va.: Time-Life, 2002. Available at www.amazon.com.

Millennium. VHS. CNN. Ten one-hour episodes, each covering one century (from the eleventh to the twentieth), based on the book of the same title by Felipe Fernández-Armesto. Atlanta, Ga.: Turner Home Entertainment, 1999. Available at www.amazon.com.

Religions of the World. DVD (6 episodes)/VHS (13 volume set). 1999. Wynnewood, Pa.: Schlessinger Media, 2003. Available at www.libraryvideo.com and http://socialstudies.com.

Print Resources Consulted

Books

Adams, Paul V., et al. Experiencing World History. New York: New York University Press, 2000.

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History.* 5th ed. 2 vols. Boston: Houghton Mifflin, 2005.

AP World History Best Practices. New York: College Board, 2002. Order at store.collegeboard.com.

Cowley, Robert, ed. *What If?: The World's Foremost Military Historians Imagine What Might Have Been.* New York: Berkley Publishing Group, 2000.

Forstchen, William R., and Bill Fawcett, eds. *It Seemed Like a Good Idea . . . : A Compendium of Great Historical Fiascoes.* New York: Harper Paperbacks, 2000.

Hart, Michael A. *The 100: A Ranking of the Most Influential Persons in History.* New York: Hart Publishing, 1978.

Kishlansky, Mark A. *Sources of the West: Readings for Western Civilization*. 2nd ed. New York: HarperCollins College Publishers, 1995.

Noonan, Theresa C. *Document-Based Assessment Activities for Global History Classes*. Portland, Maine: J. Weston Walch, 1999.

Pomeranz, Kenneth, and Steven Topik. *The World That Trade Created: Society, Culture, and the World Economy, 1400–the Present.* Armonk, N.Y.: M. E. Sharpe, 1999.

Schlesinger, Roger, et al., eds. Global Passages: Sources in World History. Boston: Houghton Mifflin, 2004.

Sherman, Dennis, et al., eds. *World Civilizations: Sources, Images, and Interpretations.* 3rd ed. 2 vols. Boston: McGraw-Hill, 2002.

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at the Evidence*. 2nd ed. 2 vols. Boston: Houghton Mifflin, 2002.

Wolf, Ken. *Personalities and Problems: Interpretive Essays in World Civilizations.* 2nd ed. 2 vols. Boston: McGraw-Hill, 1998.

Periodicals

History Magazine. Published every other month by Moorshead Magazines. www.history-magazine.com.

Web Resources

Artcyclopedia: The Guide to Great Art Online. www.artcyclopedia.com.

Bridging World History. www.learner.org/resources/series197.html.

The Earth and Its Peoples. 2nd ed. Student Companion Site. http://college.hmco.com/history/world/bulliet/earth_peoples/2e/students.

Internet History Sourcebooks Project. www.fordham.edu/halsall.

Jay Harmon's AP World History Page. http://home.houston.rr.com.

Mark Harden's Artchive. www.artchive.com.

World History Association. www.thewha.org.

World History Connected. worldhistoryconnected.press.uiuc.edu.

Student Activities

A Day at the Trade Center

Entrepôt: A place where goods are stored or deposited and from which they are distributed. A trading or market center.

Assignment

On December 14 you will enter the fictional trade city of Ulahngaparee, a lost entrepôt of the eighteenth century. There is one little twist, though. You will enter not as Brittany, Chris, Kayleigh, etc., but as one who has the personality and thoughts of an individual from world history. You will choose the person who you want to "become" in a lottery before school—at 7:19 a.m. sharp. You will have two days in the library to research your personality and prepare to participate in the entrepôt.

Your goal is to develop a working knowledge of the person's life, significance in world history, and personality. You will create a résumé, develop and share a one- to two-minute tableau (I'll tell you more about this), prepare an authentic dish to bring to the entrepôt feast, and create a costume to add to your character. You must also be prepared to discuss some of the following issues at the entrepôt (from your person's perspective, without notes):

- Definition of justice
- Who should benefit from trade
- Relationship of government to the individual, and vice versa
- Role of the ruler as servant of the people, and vice versa
- The role of science and the laws of the universe
- The rights possessed by the people
- Whether government is a positive good, a necessary evil, or an abomination
- Attitudes toward:
 - ➤ Religion
 - ▶ Social classes
 - ▶ Education
 - ➤ The right to revolt
 - ➤ Religious wars

Costume

When developing your unique costume, you may consult experts on dress and look at examples in class. Remember that costumes are fun, but the significance and personality of the character is most important.

The entrepôt will take place during periods ______ on _____. It is your responsibility to arrange with those teachers to make up any assigned tasks either before or after that class period. The schedule for the entrepôt will be given to you when you arrive, and it will include the following:

- "Mingling" time: Refreshments and lunch (part of your assignment) will be served while you mix!
- Unfrozen in time: You share your tableau
- A special guest
- Debriefing

Choices for Entrepôt Personalities

Abu Bakr John (king of England)

Alexander I (Russia) Emmanuel Kant
Amina (Nigerian queen) Omar Khayyan
Thomas Aquinas Kublai Khan

Askia Mohammed Lalibela (Ethiopian king)
Asoka Li Shimin (Tang emperor)

Atahualpa Louis XIV (France)
Avicenna Louis XVI (France)
John Calvin Marie Antoinette
Catherine de Medici Mary I (England)

Catherine the Great Mansa Musa (king of Mali)

Charles V (Holy Roman emperor) Mbande Nzinga (Angolan queen)

Constantine Michelangelo

Charlotte Corday Muawiyah (Muslim caliph)

Dante Aligheri Nasir al-din Tusi Georges Jacques Danton Sir Isaac Newton

Olympe de Gouges Nur Jahan (Indian empress)

Diocletian Petrarch

Du Fu (Chinese poet) Francisco Pizarro

Albrecht Dürer Marco Polo
Eleanor of Aquitaine Rashid al-Din
Elizabeth I (England) Rembrandt
Frederick the Great Robespierre

Frederick William I (Prussia) Jean-Jacques Rousseau

Johann Gutenberg Saladin

Henry II (England) Sei Shonagon (Japanese court lady)

Prince Henry the Navigator

Hans Holbein the Younger

Sunni Ali

Ibn Battuta

Tamerlane

Ibn KhaldunVladimir I (Russia)Isabella of Castille (Spain)Mary Wollstonecraft

Ivan the TerribleWu Zhao (Chinese empress)Joan of ArcZheng He (Chinese admiral)

Sample Syllabus 3

Jay Harmon* Catholic High School Baton Rouge, Louisiana

School Profile

School Location and Environment: Catholic High is a suburban school in the "Mid-City" part of Baton Rouge. The city is home to two universities—Louisiana State University and Southern University—and many parents of the school's predominantly white, upper-middle-class student body work in white-collar jobs or in academia. Catholic High has four times been designated by the U.S. Department of Education as a "Blue Ribbon" school. In order to attend this institution, some students travel more than 20 miles between home and school each day.

Grades: 8-12

Type: Private Catholic school for boys

Total Enrollment: 900

Ethnic Diversity: African American, 8 percent; Asian, 4 percent; Hispanic, 5 percent

College Record: Of our graduating seniors, 99 percent go on to college.

Personal Philosophy

I teach the exciting AP World History course for several reasons. First and most important, I teach it so my students can view the "big picture" of world history by studying it from several different perspectives, mentally "connecting the dots" over time to discover links to their own world today. Second, I think it is essential to prepare my students for the global history curricula that is being adopted by an ever-growing number of colleges and universities. Third, I want my students to be successful on the AP World History Exam. Finally, I teach AP World History because it is professionally challenging to me. After more than 20 years in the classroom, I have discovered that an old dog can learn new tricks after all.

Class Profile

At Catholic High, one section of AP World History is offered to seniors each year. The average enrollment is 20 students, and the class meets daily for 50 minutes. We operate on a traditional semester system (four quarters), with school running from mid-August to late May, but the seniors have finished up by the second week in May. The first semester ends in late December. I have 32 weeks of instruction time before the AP Exam.

Course Overview

AP World History at Catholic High School is for the exceptionally studious senior who wishes to earn college credit in high school through a rigorous academic program. This class approaches history in a nontraditional way in that it looks at the common threads of human existence throughout the millennia:

^{*} At the time he wrote this syllabus, Jay Harmon taught at Catholic High School. He currently teaches at Cypress Woods High School, Cypress, Texas.

trade, religion, politics, society, and technology, and it investigates how these things have changed and continued over time in different places. The course is structured so that it begins with the twentieth century, then returns to the Foundations unit and proceeds chronologically. I do this because AP World History can be a daunting course for students to approach, as it covers 10,000 years. By starting with the last unit (1914–present) first, students address topics they have some familiarity with and thus begin the course with something of a "comfort zone."

Objectives

I teach my course in line with the following themes.

- 1. To teach the dynamics of change and continuity across the world history periods covered in this course, and the causes and processes involved in major changes of these dynamics
- 2. To teach patterns and effects of interaction among societies and regions: trade, war, diplomacy, and international organizations
- 3. To teach the effects of technology, economics, and demography on people and the environment (population growth and decline, disease, labor systems, manufacturing, migrations, agriculture, weaponry)
- 4. To teach systems of social structure and gender structure (comparing major features within and among societies, and assessing change and continuity)
- 5. To teach cultural, intellectual, and religious developments, including interactions among and within societies
- 6. To teach 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)
- 7. To prepare students to do well on the AP World History Exam in May

Primary Textbooks

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History.* 3rd ed. 2 vols. Boston: Houghton Mifflin, 1998. Primary-source reader (abbreviated as "A&O" below).

Stearns, Peter N., et al. *World Civilizations: The Global Experience*. AP ed. New York: Pearson Longman, 2003. Textbook.

Course Planner

I draw from the summary course outline in the *AP World History Course Description* in my class syllabus. Following the topic listings is a week-by-week breakdown of the readings assigned for each unit.

Introduction: "Where Are We?"

Unit I

The Twentieth Century to the Present

6 weeks

1. Wars and Diplomacy

The World Wars, Holocaust, Cold War, international organizations

Globalization of diplomacy and conflict

Reduction of European influence

League of Nations, United Nations, European Union, Non-aligned Nations

2. Patterns of Nationalism

Decolonization: Its political, economic, and social causes and effects

Genocide

Rise and fall of the USSR

3. Effects of Major Global Economic Developments

The Great Depression: Political, social, and economic causes and effects

Development of the Pacific Rim and multinational corporations

4. Social Reforms and Social Revolutions

Changing gender roles, family structures, and the rise of feminism

Marxism in its various forms

5. Globalization of Science, Technology, and Culture

Developments in global cultures and regional reactions

Patterns of resistance against technology

6. Demographic and Environmental Changes

Migrations, explosive population growth, new forms of urbanization, deforestation, and environmental movements

Week 1: Stearns, chapter 28 / A&O, volume 2: chapters 11 and 12

Week 2: Stearns, chapters 29 and 30 / A&O, volume 2: chapters 11 and 13

Week 3: Stearns, chapters 31 and 35 / A&O, volume 2: chapter 11

Week 4: Stearns, chapters 32 and 34 / A&O, volume 2: chapters 12 and 13

Week 5: Stearns, chapter 33 / A&O, volume 2: chapters 12 and 13

Week 6: Catch up and review

UNIT TEST—TWENTIETH CENTURY

The Rest of the Course: "How Did We Get Here?"

Unit II

Foundations: ca. 8000 B.C.E.-600 C.E.

4 weeks

1. World History in Place and Time

Interaction of geography and climate with the development of human society

Major population changes resulting from human and environmental factors

Nature and causes of changes

Continuities and breaks within the course of events—what "works" and what doesn't?

2. Developing Agriculture and Technology

Agricultural, pastoral, and foraging societies and their characteristics

Emergence of agriculture and other technological change

Nature of villages

Effects of agriculture on the environment and peoples

3. Basic Features of Early Civilizations in Different Environments

Political and social structure of Mesopotamia, Egypt, Indus River Valley, Yellow River Valley (Shang dynasty), Mesoamerica, and Andean South America

4. Classical Civilizations

Major political developments in China, India, and the Mediterranean

Social and gender structures

Major trading patterns within and among classical civilizations

Arts, sciences, and technology

5. Major Belief Systems

Basic features of major world belief systems prior to 600 C.E.

Physical place of each belief system by 600 c.E.

Polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, Christianity

6. Late Classical Period (200 c.e.-600 c.e.)

Collapse of empires (Han, Western Roman Empire, Gupta)

Movements of peoples (Huns, Germans)

Interregional networks by 600 c.E.: Trade and religious diffusion

Week 7: Stearns, chapters 1 and 2 / A&O, volume 1: chapters 1, 2, and 4

Week 8: Stearns, chapter 3 / A&O, volume 1: chapter 3

Week 9: Stearns, chapter 4 / A&O, volume 1: chapters 4 and 5

[END OF FIRST QUARTER]

Week 10: Stearns, chapter 5 / A&O, volume 1: chapters 2 and 7

UNIT TEST—FOUNDATIONS

Unit III 600-1450

8 weeks

1. The Islamic World

The rise and role of Dar al-Islam in Eurasia and Africa

Islamic political structures

Arts, sciences, and technologies

2. Interregional Networks and Contacts

Development and shifts in interregional trade, technology, and cultural exchange: Trans-Sahara trade, Indian Ocean trade, silk routes

Missionary outreach of major religions

Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam

Impact of the Mongol empires

3. China's Expansion

The Tang and Song economic revolutions and the early Ming dynasty

Chinese influence on surrounding areas and its limits

4. Developments in Europe

Restructuring of European economic, social, and political institutions

The division of Christendom into Eastern and Western cultures

5. Social, Cultural, Economic, and Political Patterns in the Amerindian World

Maya, Aztec, Inca

6. Demographic and Environmental Changes

Causes and effects of the nomadic migrations on Afro-Eurasia

Bantu migrations

Consequences of plague in the fourteenth century

Growth and role of cities

Week 11: Stearns, chapter 6 / A&O, volume 1: chapter 8

Week 12: Stearns, chapters 6 and 7 / A&O, volume 1: chapter 8

Week 13: Stearns, chapters 7 and 8 / A&O, volume 1: chapters 8, 9, and 11

Week 14: Stearns, chapters 8 and 9 / A&O, volume 1: chapters 7, 10, and 11

Week 15: Stearns, chapters 10 and 11 / A&O, volume 1: chapters 10 and 11

Week 16: Stearns, chapter 12 / A&O, volume 1: chapters 9 and 10

Week 17: Stearns, chapters 13 and 14 / A&O, volume 1: chapters 9 and 12

Week 18: Stearns, chapter 15 / A&O, volume 1: chapter 12

SEMESTER EXAM

[END OF SECOND QUARTER]

Unit IV 1450–1750 7 weeks

1. Changes in Trade, Technology, and Global Interactions

The Atlantic world

Columbian Exchange

Impact of guns

Changes in shipbuilding and navigational devices

2. Major Empires and Other Political Units and Social Systems

Ottoman, Chinese, Portuguese, Spanish, Russian, French, British, Tokugawa, and Mughal empires

African empires: Kongo, Benin, Oyo, Songhay

Gender and empire

3. Slave Systems and Slave Trade

Africans in the Americas

4. Demographic and Environmental Changes

Diseases, animals, new crops, and comparative population trends

5. Cultural and Intellectual Developments

Scientific Revolution and the Enlightenment

Comparative global causes and effects of cultural change

Changes and continuities in Confucianism

Major developments and exchanges in the arts

Week 19: Stearns, chapters 16 and 17 / A&O, volume 2: chapters 1, 4, and 5

Week 20: Stearns, chapters 17 and 18 / A&O, volume 1: chapter 13; volume 2: chapter 4

Week 21: Stearns, chapter 19 / A&O, volume 1: chapter 13; volume 2: chapter 2

Week 22: Stearns, chapters 19 and 20 / A&O, volume 2: chapter 3

Week 23: Stearns, chapters 20 and 21 / A&O, volume 2: chapters 2 and 3

Week 24: Stearns, chapters 21 and 22 / A&O, volume 2: chapters 4 and 6

Week 25: Stearns, chapter 22 / A&O, volume 2: chapters 4 and 6

UNIT TEST-1450-1750

Unit V 1750-1914

7 weeks

1. Changes in Global Commerce, Communications, and Technology

Changes in patterns of world trade

Causes and effects of the Industrial Revolution: Political, economic, social, and environmental (also see #3 below)

2. Demographic and Environmental Changes

Migrations, end of the Atlantic slave trade, new birthrate patterns, food supply

3. Changes in Social and Gender Structure, Especially as Related to the Industrial Revolution

Commercial and demographic developments

Emancipation of serfs/slaves

Changes in gender roles (e.g., the "cult of domesticity")

4. Political Revolutions and Independence Movements and New Political Ideas

Revolutions in the United States, France, Haiti, Mexico, China, and Latin America

Rise of nationalism, nation-states, and movements of political reform

Rise of democracy and its limitations

5. Rise of Western Dominance

Imperialism

Cultural and political reactions

Week 26: Stearns, chapter 23 / A&O, volume 2: chapter 8

[END OF THIRD QUARTER]

Week 27: Stearns, chapter 24 / A&O, volume 2: chapters 7 and 10

Week 28: Stearns, chapters 24 and 25 / A&O, volume 2: chapter 5

Week 29: Stearns, chapters 25 and 26 / A&O, volume 2: chapters 5 and 9

Week 30: Stearns, chapters 26 and 27 / A&O, volume 2: chapters 7 and 10

Week 31: **Stearns**, chapter 27 and review

Week 32: Review

FINAL EXAM

[END OF FOURTH QUARTER]

AP Exam: Seniors' last week is the week of the AP World History Exam

Teaching Strategies

Summer reading assignments include a rotating list that includes *Cracking the AP World History Exam*, *Sophie's World*, and *Things Fall Apart*. Everyone reads the same book, but I rotate the book selection each summer.

Preparation for the AP Exam is part of the course throughout the year. To accustom students to the first part of the exam, I give them one to two 20-item multiple-choice quizzes a week, based on the chapter we are studying at the time. About two weeks after the start of classes, I show them the free-response section of the AP Exam from the previous year so that they start to become familiar with the essay formats and expectations right away.

At the end of the first quarter (early to mid-October), they turn in a "DBQ project" (see below, under Student Activities). For this assignment, I let the students work in pairs—or solo, if someone really prefers—to create a DBQ. I provide the question and a rubric to guide them from an AP World History Exam DBQ, and they have to find the documents that make the question work. We go to the school library for two class periods to get them started. I also have a class Web site dedicated to AP World History (see Teacher Resources). Students are encouraged to access it to help them with their DBQ project and to prepare for the exam independently when they have the opportunity.

Their midterm exam consists mainly of student-created multiple-choice questions that they have written during the semester as part of homework assignments. (They do not know that these questions will be on the exam.) I also include a comparative question of my own design on the midterm.

The final exam is the 2002 AP World History Released Exam, taken a week before the AP Exam, after school over two days—multiple-choice questions on one day, essays the next. I received permission from the administration for this method of proceeding once I explained the advantages of using the practice exam as my final exam. Sometimes I hold the practice exam on a Saturday or Sunday and do the whole thing at once. By the end of the year, the students have worked with all the essays from the previous AP Exams. We also conduct mock AP Readings for homework and in class for each set of essays—studying the scoring guidelines and "scoring" the released sample student essays.

Student Evaluation

All our AP students sign a contract stating that if they take the AP World History class, they *must* take the AP Exam at the end of the year.

I give a 20-question multiple-choice quiz from each chapter in Stearns. Most of the questions come from the Stearns test bank. Each question is worth a half point, for a total of 10 points per quiz. I usually give one or two quizzes a week, depending on the depth of material in the chapter that week. At the end of the quarter, total quiz grades are equal to two test grades.

At the end of each unit (e.g., Foundations), a major test, consisting of multiple-choice and an AP World History thematic essay question, is given. This major test is equal to two test grades at the end of the quarter. The midterm and final exams are equal to 33 percent of that quarter's grade.

Homework is often drawn from documents in *The Human Record*. I usually give one or two such reading assignments a week. Answers to selected questions in that textbook are written on loose-leaf paper and turned in. Other homework comes from writing essays from the previous AP World History Exams. Students are given the actual scoring guidelines and peer-grade each other's work, including comments and scores, ranging from 0 to 9. I then review their critiques. These assignments are equal to two homework grades. Total homework points at the end of the quarter are equal to one test grade.

In lieu of a term paper, I give a DBQ project. Students working in pairs are assigned an AP World History-like DBQ essay question (or, with approval, they may make up one of their own). They research the question, find appropriate documents to match the question, and then write an essay based on the question and the documents they have discovered. As with any research project, the library, my personal collection of books, and the Internet are used to find the documents they need to do well.

Teacher Resources

Online Sources

College Board. AP World History free-response questions, scoring guidelines, and student samples. Available at AP Central on the AP World History Exam Page (http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html)

Jay Harmon's AP World History Page. This is a Web page that I have created, including links to other teacher-created Web sites; document searches; and textbooks, document readers, and study guides. home.houston.rr.com.

Print Resources

Achebe, Chinua. Things Fall Apart. 1958. Reprint, New York: Anchor Books, 1994.

Adams, Paul V., et al. Experiencing World History. New York: New York University Press, 2000.

Archaeology. Published by the Archaeological Institute of America. Some online content, plus subscription information is available at www.archaeology.org.

Armstrong, Monty, et al. *Cracking the AP World History Exam*. New York: Princeton Review Publishing, 2004. Student study guide.

Bailkey, Nels M., comp. *Readings in Ancient History: From Gilgamesh to Diocletian.* 4th ed. Lexington, Mass.: D. C. Heath, 1992.

Bentley, Jerry H. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times.* New York: Oxford University Press, 1993.

- Carey, John, ed. Eyewitness to History. New York: Avon Books, 1987.
- College Board. 2002 *AP World History Released Exam*. New York: College Board. Available at store.collegeboard.com.
- Crosby, Alfred W., Jr. *The Columbian Exchange: Biological and Cultural Consequences of 1492.* 30th anniv. ed. Westport, Conn.: Praeger, 2003.
- Diamond, Jared M. Guns, Germs, and Steel: The Fates of Human Societies. With a new afterword. New York: W. W. Norton, 1999.
- Gaarder, Jostein. *Sophie's World: A Novel About the History of Philosophy.* 1991. Translated by Paulette Møller. Reprint, New York: Berkley Books, 1996.
- Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa.* 1st Mariner Books ed. Boston: Houghton Mifflin, 1999.
- Mack, Maynard, gen. ed. Norton Anthology of World Masterpieces. New York: W. W. Norton, 1997.
- McNeill, J. R., et al. Something New Under the Sun: An Environmental History of the Twentieth-Century World. New York: W. W. Norton, 2000.
- Moore, R. I., gen. ed. Historical Atlas of the World. Skokie, Ill.: Rand McNally, 1997.
- Noonan, Theresa C. *Document-Based Assessment Activities for Global History Classes*. Portland, Maine: J. Weston Walch, 1999.
- Pacey, Arnold. *Technology in World Civilization: A Thousand-Year History*. Reprint, Cambridge, Mass.: MIT Press, 1990.
- Pomeranz, Kenneth, and Steven Topik. *The World That Trade Created: Society, Culture, and the World Economy, 1400–the Present.* Armonk, N.Y.: M. E. Sharpe, 1999.
- Schivelbusch, Wolfgang. *Tastes of Paradise: A Social History of Spices, Stimulants and Intoxicants.* Translated by David Jacobson. New York: Vintage Books, 1993.
- Scott, Marvin. World History: Map Activities. Portland, Maine: J. Weston Walch, 1997.
- Stearns, Peter N. Cultures in Motion: Mapping Key Contacts and Their Imprints in World History. New Haven, Conn.: Yale University Press, 2001.
- Williams, Williams, ed. *DBQ Practice: AP-Style Document-Based Questions Designed to Help Students Prepare for the AP World History Examination.* Culver City, Calif.: Social Studies School Services, 2004. Available at www.socialstudies.com.

Video

Millennium. VHS. CNN. Ten one-hour episodes, each covering one century (from the eleventh to the twentieth), based on the book of the same title by Felipe Fernández-Armesto. Atlanta, Ga.: Turner Home Entertainment, 1999. Available at www.amazon.com.

Student Activities

AP World History DBQ Project Instructions

- 1. Your DBQ project will include 8 to 10 documents and must have a variety of types: texts, charts, maps, cartoons, paintings, photographs. Two or three of the documents must be nontextual.
- 2. Each document must be footnoted. There must be an endnote page and bibliography page. Turn in copies of all your sources when you turn in your work.
- 3. Format: Use the sample DBQ I gave you as your style guide.
- 4. The project counts for two test grades.
- 5. No more than half the documents used may come from the Internet. No more than two documents from Stearns or Andrea and Overfield may be used to the fullest.
- 6. Submit two copies of your final project the day it is due.

AP World History DBQ Research Paper Topics

- 1. Analyze the extent of the political and economic effects of Islamic expansion into North Africa and South Asia.
- 2. Analyze similarities and differences in the goals and results of the Mongol conquests of Asia and eastern Europe and the European conquests of the Americas.
- 3. Analyze the goals and outcomes of organizations that promoted international cooperation from the nineteenth through the early twentieth centuries.
- 4. Analyze the political and social effects of the spread of Buddhism into South Asia and East Asia.
- 5. The world is *not* a global community. Analyze this statement in the context of the years 1914 to the present.
- 6. Analyze the goals and outcomes of revolutions in the twentieth century in two of the following countries: China, Mexico, Russia.
- 7. Analyze the various reactions to Western influence in these areas and eras: Russia in the eighteenth century and Japan in the twentieth century.
- 8. Analyze the impact of disease on the following two areas: Europe in the fourteenth century and Africa in the twentieth century.
- 9. Analyze the views of various people about the proper roles of women in the following cultures: Europe, 1450–1750 and East Asia, 1914–the present.
- 10. Discuss and analyze the purposes and practices of medicine in the following regions: East Asia to 1900 and Europe since 1900.

- 11. The twentieth century was the most destructive environmental era in history. Assess the validity of this statement.
- 12. Analyze various social and political responses to the Cold War from nations other than NATO or Warsaw Pact members.

Sample Syllabus 4

Ryba L. EpsteinRich East High School
Park Forest, Illinois

School Profile

School Location and Environment: Rich East High School is in the extreme southern suburbs of Chicago, in the Great Lakes "rust belt." We offer a vertically articulated honors/AP humanities program in English and social studies. Honors courses include History and Thought of Western Man, a junior-year American studies class combining American literature and history (students take the AP U.S. History and/or AP English Language and Composition Exams), and senior AP English Literature and Composition and AP World History. In 2002 and 2003, Rich East was one of five schools in Illinois designated as AP Lighthouse Schools. Our top students typically take several AP classes in their senior year; AP World History is an elective. Many of them also take part in student government (very active in our school), sports, music, and clubs. My students tend to be creative, passionate, involved, and struggling to keep all the balls in the air. Some students have parents who are professionals (quite a few are teachers), yet many others will be the first member of their families to attend college.

Grades: 9-12

Type: Comprehensive public high school

Total Enrollment: Approximately 1,300, 67 percent of whom are low-income students

Ethnic Diversity: Black, 77 percent; Asian, Multiracial, and Native American, 2 percent

College Record: Among our graduates, 75 percent go on to college, and 60 percent go to four-year colleges and universities.

Personal Philosophy

In 1999, I found out that the new World History AP Program was more than just in the planning stage. I was enthralled with the breadth of the class and the historical habits of mind outlined in the Course Description (especially the approach to the DBQ and multiple perspectives). I discussed this exciting new prospect with my students. We debated the issue for an entire year, and then the students voted to include the AP World History course in the curriculum because they wanted to understand their place in the world, not only in Western culture. The wisdom of their choice became tragically clear after September 11, 2001. As the AP World History class struggled to understand the situation, we realized that only a world history perspective could provide the framework to make any sense of the events or to lead to productive reactions. The students could be heard in the halls explaining things to their friends and using their beginning skills in world history critical thinking. By the end of the year, many listed AP World History as their favorite course in their senior interviews, partly because it allowed them to grapple with issues that shape their world and their futures. I am delighted to be a part of this process.

Class Profile

We currently offer one section of AP World History as a senior elective. Enrollment runs from 15 to 25 students, depending on the year. The school operates on a traditional semester system, and classes meet five days a week for 50-minute periods.

Course Overview

Summary

From our course description: "AP World History is a college-level course in world history covering the period from 8000 B.C.E. to the present. The course involves intensive study of world cultures, paying special attention to change over time and comparing the effects of common phenomena on different cultures. Reading of primary-source documents and world literature will be included."

Goals

Course goals are aligned with the Illinois Learning Standards and district outcomes.

Skills

Students will be able to

- read, interpret, and evaluate a variety of historical materials (including primary-source documents, maps, tables, charts, and pictorial and graphic materials) for different purposes such as to answer a question, find the main idea, form a thesis and support it with relevant facts, etc.
- understand and use the special vocabulary of world history
- recognize immediate and long-term cause-and-effect relationships
- recognize patterns of change and continuity within and between chronological periods, cultures, and geographic regions
- interpret facts, events, and materials from different perspectives
- evaluate sources of information such as books, articles, and the World Wide Web for reliability and validity (including recognizing bias or point of view)
- take historical information, interpret it to develop a thesis, support the thesis with adequate data or details, and present the findings convincingly in classroom projects, discussions and oral presentations, charts, graphs, maps, time lines, graphics (such as posters or cartoons), and in writing
- understand and apply the AP World History themes and habits of mind
- understand the chronology and periodization of AP World History
- in preparation for the AP Exam, write a variety of timed essays, including responses to the changeover-time, comparison/contrast, and document-based questions
- demonstrate factual knowledge by performing effectively on objective tests

Content

Students will be able to

• identify, trace the development and diffusion of, and compare and contrast various political, economic, and social/cultural systems

- understand the development, diffusion, and impact of major world religions
- trace the development of world civilizations, nations, and empires
- place important historical events, individuals, movements, and civilizations in chronological order
- understand the interaction between the environment and the development of human societies, cultures, and civilizations
- analyze the similarities and differences between peoples and cultures of the world

Texts

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History.* 4th ed. 2. vols. Boston: Houghton Mifflin, 2001. Document reader.

Spodek, Howard. *The World's History*. 2nd ed. 2 vols. combined in 1. Upper Saddle River, N.J.: Prentice Hall, 2001. Textbook.

Course Planner

<u>Note</u>: My students have already studied Western history, so items marked at the beginning with an asterisk are review for them, and I do not allot as much time for these topics as other teachers might find necessary. Complete citations for multimedia and for readings other than the two texts listed just above can be found in the Teacher Resources section.

Semester 1

Unit I. Foundations, 8000 B.C.E. to 600 C.E.: Formation of the Core Civilizations, World Religions, Trade, Migration, Expansion

Essential Questions

- What environmental factors influence the development of agricultural and pastoral societies?
- How do the core civilizations adapt to differing geographical and environmental forces?
- What is the impact of isolation or trade on developing civilizations?
- What are the individual characteristics of the core civilizations?
- What do the core civilizations have in common? How are they different?
- What key religious and philosophical systems are developed in this period?
- What is the impact of the spread of world religions?
- What characteristic political and economic systems are developed by the core civilizations?

- What encourages or discourages trade and exchange between peoples?
- What types of governments are developed to rule empires?
- What are the social classes or gender structures of the core civilizations?

Week 1

Introduction to the Course: What Is World History?

Introduce the AP World History themes and habits of mind
Discuss "Yali's Question" from Diamond, *Guns, Germs, and Steel*

Spodek: *Chapter 2, From Village to City State, 10,000-750 B.C.E.: Mesopotamia (pp. 38-60)

Spodek: *Chapter 3, River Valley Civilizations, 7000–750 B.C.E.: Nile Valley (pp. 62–77)

Andrea and Overfield (hereafter A&O): Preface (P1-P20) and Egypt (vol. 1:16-24)

Week 2

Spodek: Chapter 3, River Valley Civilizations, 7000–750 B.C.E.: Indus (pp. 77–85)

Spodek: Chapter 4, A Polycentric World, 1700 B.C.E.–1000 C.E.: East Asia; China—Xia, Shang, Zhou Empires (pp. 86–93); The Americas (pp. 94–111); Niger Valley (pp. 112-17)

A&O: India and China (vol. 1:25-35)

Video: "Maya: The Blood of Kings," Lost Civilizations series

Week 3

Spodek: *Chapter 5, Dawn of Empires, 2300–300 B.C.E. (pp. 120-57); *Chapter 6, Rome and the Barbarian (pp.158-94); *Chapter 10, Judaism and Christianity (pp. 293–331)

A&O: Hebrews (pp. 1:53-63); A New Covenant (vol. 1:89-92); Christianity (vol. 1:201-25)

Weeks 4-5

Spodek: Chapter 8, Indian Empires (pp. 231-53); Chapter 9, Hinduism and Buddhism (pp. 257-92)

A&O: Transcendental Reality (vol. 1:64–85)

Lynda Shaffer, "Southernization"

Spodek: Chapter 7, China: Qin, Han, Sui (pp. 195-230)

A&O: China: Thought in Search of Harmony (vol. 1:94–106)

Q. Edward Wang, "History, Space, and Ethnicity: The Chinese Worldview"

Video: "China: Dynasties of Power," Lost Civilizations series

Sample Assessments

Map of world physical features

Visual DBQ: Hindu and Buddhist art

Chart comparing world religions

Map of diffusion of world religions

Map of major civilizations and trade routes

Chart comparing the core cultures using the Conrad-Demarest model

Comparison/contrast essay

Objective tests

Unit II. 600–1450: Connecting the Hemisphere, Elaboration of the Core Civilizations, and Forces of Change (Migration, Invasion, Trade, Diffusion, Disease)

Essential Questions

- How do different societies react to migration or invasion? What is the impact of movements of people?
- What environmental changes accompany human migrations?
- Is the history of the world different from the history of the core civilizations?
- How does feudalism arise, and what are the differences between feudalism in Japan and Europe?
- What leads to the expansion of the trade routes and communicating zones in Africa and Eurasia?
- What new technology, ideas, beliefs, art, and so forth are spread through the communicating zone? What is the effect on the core civilizations?
- How do different cultures modify and adapt new ideas to fit their own needs?
- What is the impact of epidemic disease such as bubonic plague on the civilizations of Africa and Eurasia?
- How do different cultures view the same events (such as the Hun and Mongol invasions, the Bantu migration, the expansion of Islam, the Crusades, or the plague)?
- What is the impact of Islam on trade, government, and culture?

Week 6

Spodek: Chapter 11, Islam (pp. 332-68)

A&O: Chapter 8, Islam (vol. 1:229-66)

Test: World Religions

Weeks 7-8

Spodek: Part 5, World Trade (pp. 370-71); Chapter 12, Establishing World Trade Routes: Introduction, Africa, Indian Ocean (pp. 372-83)

A&O: Chapter 12, Ibn Battuta (vol. 1:445-48)

Video: "Century of the Stirrup," Millennium series

Project: The Vikings versus the Polynesians—research and debate (see Student Activities section for a full description)

Video: The Lost Gods of Easter Island (BBC, David Attenborough narrator)

Video: "The Vikings" (PBS, Nova)

I. C. Campbell, "The Lateen Sail in World History"

Ben Finney, "The Other One-Third of the Globe"

Weeks 9-10

Project: Silk Road Journal (see Student Activities section)

Spodek: Chapter 12, Establishing World Trade Routes: Silk Road, Mongols, China (pp. 383-94)

A&O: Chapter 12, Travel in the Age of the Pax Mongolica (vol. 1:426-43)

Video: "Mongols," Barbarians series

Video: "Two-Way Traffic: China, the Hub of the East," China: The Dragon's Ascent series

David Christian, "Silk Roads or Steppe Roads?"

CD-ROM: The Silk Road: A Digital Journey

Spodek: *Chapter 12, Establishing World Trade Routes: Middle Ages in Europe, including Crusades, Hundred Years War, Schism, (pp. 394–401)

Weeks 11-12

Research project: Bubonic plague (Internet)

Video: "Century of the Scythe," Millennium series

Spodek: *Chapter 12, Renaissance and Exploration (pp. 402-7)

Video: "Century of the Sail," Millennium series

Sample Assessments

African trade and migrations map

Internet Research Project: The Vikings versus the Polynesians Debate

Internet Research Project: The Silk Road Journal

Internet Research Project: The Bubonic Plague

Timed Essays

Analyze the positive and negative effects of diffusion along the trade routes in the twelfth through fourteenth centuries.

Analyze the extent to which the Mongol Empire and the Islamic Empire were a force for positive change in the core civilizations.

Explain how contemporary attempts to cope with bubonic plague illustrate both the strengths and weaknesses of feudal society.

DBQ: Crusades

DBQ: Mongols

DBQ: Impact of Islam

DBQ: First contacts—travel and the "other"

C/C: Compare and contrast the role of religion in shaping the ideals and restraining the conduct of European knights and Japanese samurai.

C/C: Compare and contrast the changing role of the nobility and religious institutions in relation to the central government in both feudal Japan and Europe.

C/C: Compare and contrast the Muslims versus the Buddhists as diffusers of technology, culture, and ideas.

COT: The period 600–1450 marks the beginning of transregional economic and trade systems. What factors promoted or hindered the development of these transregional systems of trade? (Choose from several regions listed.)

COT: Describe the long- and short-term impact of invasions by "barbarians" in one of the following regions. Who changed most: the invaders or the invaded? (Choose from several regions listed.)

Unit III. 1450 to 1750: The First Global Age—Empires in Collision

Essential Questions

- What developments in their respective civilizations led to the expansion/explorations of the Chinese and Europeans? What new technology? Why did Chinese exploration end?
- How does the development of capitalism affect world trade systems?
- What adaptations did the Mayans, Aztecs, and Incas make to enable them to develop large, complex civilizations in areas that did not allow for grain agriculture and did not have large beasts of burden or iron tools? How were their societies affected by geographical or environmental constraints?
- What was the impact of the advent of European and African people and biota in the Americas?
- What impact did American biota have on the rest of the world?
- How does the development of civilization in the Andes compare with that in the Himalayas?
- What leads to the development of the gunpowder empires?
- What are the characteristics of the gunpowder empires?
- What demographic changes (growth of new urban centers, population shifts, etc.) follow the gunpowder empires?

Week 13

Spodek: Chapter 13, Unification of World Trade: *Capitalism, *Growth of European trading states, *Russian Expansion (pp. 409-33)

Weeks 14-15

Spodek: Chapter 13, Ottoman and Mughal Empires (pp. 433-36)

A&O: "Dealing with Faringis" (vol. 1:488-90)

Spodek: Chapter 13, Ming and Qing Dynasties, Tokugawa Japan (pp. 436-40)

A&O: Chinese and Japanese reactions to the West (vol. 1:481-87)

Nicholas D. Kristof, "1492: The Prequel"

Video: "The Age of the Shoguns," *Japan Past and Present* series

THANKSGIVING VACATION

Weeks 16-17

Spodek: Chapter 14, Demography and Migration: Ottoman, Mughal, Safavid Persia, Ming and Qing (pp. 445-53)

A&O: Sunni Versus Shi'ite (vol. 2:104-7); Women in Ottoman Society (vol. 2:111-12); Symptoms of Ming Decline (vol. 2:135-40); Closing Country Edict of 1631 (vol. 2:142-44)

Spodek: *Chapter 14, Demography and Migration: European Expansion and Columbian Exchange (pp. 456-63)

Project: Columbian Exchange

Sample Assessments

Reading sources for multiple perspectives: Aztecs and Conquistadors

Columbian Exchange project

Change analysis charts

Comparison charts

Timed Essays

Explain the history and impact of the growth of sugar plantations in Latin America and the Caribbean.

Describe the impact on one of the regions conquered by nomadic warriors in this period, especially focusing on the role of adaptation.

How did the growth of London differ from that of Delhi or Isfahan?

What is syncretism? What forms did this policy take under Akbar, and how did it contribute to his success in ruling India?

DBQ: Slavery systems

DBQ: Conqueror and conquered

C/C: Explain the role of slavery in the development of the Ottoman Empire and African empires such as the Hausa or Kongo.

C/C: Compare and contrast the systems of forced labor in two of the following regions. (Choose from several regions listed.)

C/C: Compare and contrast indirect and direct systems for governing colonies. What impact did these systems have on the occupied peoples?

COT: Analyze the change in trade patterns in one of the following regions. (Choose from several regions listed.)

Weeks 18-19

Review and semester exams: The semester exam is 90 minutes long and consists of multiple choice questions in the style used on the AP Exam.

WINTER BREAK

Second Semester

Week 20

Spodek: Chapter 14, Demography and Migration: Slavery and Forced Migration (pp. 463-74)

A&O: Encomienda and Mita (vol. 2:75-82)

Project: History of sugar and the plantation economy

Sidney Mintz, "Pleasure, Profit, and Satiation"

Unit IV. European Hegemony and the Revolutions in the West, 1750-1914

<u>Note</u>: This period has been thoroughly studied by my students in two previous courses, so I am just reviewing events in the West during this period. Other teachers may need to allot more time.

Essential Questions

- How do the Scientific Revolution, Industrial Revolution, and Enlightenment lead to the dominance of the West in this period?
- What are the environmental effects of the Industrial Revolution in the West and in the rest of the world?
- What are the social and cultural effects of the Industrial Revolution in the West and in the rest of the world?
- What are the key concepts developed in this period (nationalism, socialism, etc.)?
- Can ideas and technologies developed in the West be spread and adapted?
- How do nations respond to contact with, or imperialism by, the West?
- What other empires are expanding or declining during this period?

Weeks 21-22

Spodek: *Chapter 15, Political Revolutions in Europe and the Americas (1688–1850): Scientific Revolution, Enlightenment, and Glorious Revolution (pp. 478-91)

A&O: Science, Reason, and Progress (vol. 2:153-65)

Spodek: *Chapter 15, Political Revolutions in Europe and the Americas (1688–1850): American and French Revolutions (pp. 491–501)

A&O: Revolutions in France and England (vol. 2:182-92)

Spodek: *Chapter 15, Political Revolutions in Europe and the Americas (1688–1850): Napoleonic Wars; Abolition; Revolutions in Latin America (pp. 501-14)

A&O: Bolivar's Jamaican Letter (vol. 2:199-202)

Week 23

Spodek: Chapter 16, Industrial Revolution: Britain, *First Stage (pp. 517-25); Britain, Second Stage (pp. 525-30); Social and Political Consequences (pp. 530-37)

A&O: The Communist Manifesto (vol. 2:278-82); Indian Railroads (vol. 2:340-43)

Project: Industrial Revolution role-playing, using The Industrial Revolution simulation

Week 24

Spodek: Chapter 16, Industrial Revolution (1740–1914): *Quest for Empire (Europe and Ottomans) (pp. 537-42)

A&O: Ottoman Reforms of the Tanzimat Era (vol. 2:324-25)

Jonathan Grant, "Rethinking the Ottoman 'Decline"

Spodek: Chapter 16, Industrial Revolution (1740-1914): Quest for Empire (Asia) (pp. 542-49)

A&O: Lin Zexu's Letter to Queen Victoria (vol. 2:346-49); King Chulalongkorn's Edicts (vol. 2:370-73)

Spodek: Chapter 16, Industrial Revolution (1740–1914): Quest for Empire (Africa 1650–1912) (pp. 549-55)

A&O: Records of the Maji-Maji Rebellion (vol. 2:319-21)

Weeks 25-26

Spodek: Chapter 17, *Social Revolutions, 1830–1914: Urbanization (pp. 557-65); Gender (pp. 565-75); Nationalism (pp. 575-82)

Spodek: Chapter 17, Social Revolutions, 1830–1914: Japan (pp. 582-90)

A&O: Emergence of Modern Japan (vol. 2:356-68)

Video: "The Meiji Period," from Japan Past and Present series

Sample Assessments

Chart: Types of colonial impact

Essay: Things Fall Apart versus Heart of Darkness (multiple perspectives essay)

Reading/study guide (self-prepared): Nectar in a Sieve

Project: Industrial Revolution simulation

Timed Essays

DBQ: Opium trade

DBQ: Impact of the Industrial Revolution

C/C: For the period 1750–1830, analyze and compare the discrepancies between the stated goals or ideals of the leaders of two revolutionary movements and the actual results or consequences of those revolutions. You must choose examples from two different regions such as North America, Latin America, or Europe.

COT: Analyze the social, political, and economic impact of changes in technology and world trade patterns in one of the following regions for the period from 1650 to 1914. (Choose from several regions listed.)

COT: Analyze changes in gender roles from 1400 to 1900 in one of the following regions. (Choose from several regions listed.)

Unit V. 1914-Present: "Things Fall Apart"

Essential Questions

- What are the impacts of the imbalance of technology between the West and the rest of the world at the beginning of the twentieth century?
- How does competition between nation-states lead to several wars and the Cold War?
- What are the implications of the key ideologies of this period (nationalism, socialism, communism, fascism, anticolonialism, progress, etc.)?
- How does the "cost" of two world wars lead to the decline of the colonial powers?
- What are the effects of the world wars and Depression on the non-Western world?
- How did the events of the first part of the century pave the way for decolonization and the end of the "European Century"?
- What are the economic issues that face developing and underdeveloped countries?
- Regionalism or globalism? What factors influence the choices new nations make?
- What are the countervailing forces to increased globalization (ethnic nationalism, religious fundamentalism, etc.)?
- Poverty, overpopulation, starvation—is there a way out?
- What factors fuel extremism?
- What limits the authoritarian power of the nation-state, considering the technology available?
- How do newly emerging countries establish stable governments in the postcolonial period?
- What is the threat of new global communications and trade vis-à-vis the individual? Ethnic identity? Gender roles? Religious beliefs and practices?

- Do international or multinational organizations fill the political and economic niche of the imperial nation-states?
- Is the Western model of industrialization the only road to economic prosperity?
- What are the global effects of environmental degradation, climate change, overpopulation, and declining population?
- What are the cultural and artistic ramifications of the global age?
- What does the future hold for the twenty-first century?

Weeks 27-28

Spodek: Chapter 18, Technologies of Mass Production and Destruction: Technology (pp. 594–602); *World War I (pp. 602-6); *Between the Wars (pp. 606-8); *World War II (pp. 608-21)

Document analysis: The Coming of War: 1939 and The Holocaust, Jackdaw Document Sets

Spodek: Chapter 18, Overview of Cold War; Decolonization; First, Second, and Third Worlds (pp. 621-28)

Weeks 28-29

Out-Westing the West? Technological and Industrial Competition

Spodek: Chapter 19, The Contrasting Experiences of the Soviet Union and Japan: *Soviet Union (pp. 640-58)

A&O: Russian Revolution (vol. 2:389-98)

Spodek: Chapter 19, The Contrasting Experiences of the Soviet Union and Japan: Japan (pp. 658-75)

Week 30

Spodek: Chapter 20, China and India: The Giant Agrarian Nation Worlds (China) (pp. 678-94)

A&O: China, Disintegration and Revolution (vol. 2:462-71)

Video: "From Confucius to Mao," part 1 of Chinese Women: The Great Step Forward

Spodek: Chapter 20, China and India: The Giant Agrarian Nation Worlds (India) (pp. 694-711)

Project: Using Mao and Gandhi simulation

Weeks 31-32

Spodek: Chapter 21, Middle East and North Africa: Nationalism, Culture, and Technology; Ottoman Empire and Turkey (pp. 713-19); Egypt (pp. 719-25); Persian Gulf and Iran (pp. 725-29); Saudi Arabia (pp. 729-33); North Africa (pp. 733-36); Israel (pp. 736-40)

Video: The 50 Years War

Week 33

Spodek: Chapter 22, Sub-Saharan Africa: Colonialism, Independence, and Their Aftermath (pp. 741-58); Postindependence: Stability, Borders, Transnational Agencies, Economics, Ethnic Nationalism (pp. 758-72)

Week 34

Spodek: Chapter 23, Latin America: The Search for an International Policy on Economics and Technology and a Domestic Policy on Ethnicity and Culture (pp. 774–804)

A&O: Economic Nationalism in Mexico (vol. 2:456-59); Brazilian Mass Politics (vol. 2:459-62)

Video: "Emerging Powers: Mexico," Emerging Powers series

Video: "Emerging Powers: Brazil," Emerging Powers series

Week 35

Review

Practice AP Exam

Sample Assessments

Charts: Make two charts showing the following information:

- What were the most vital resources in the global economy in 1900? Who controlled production, transportation, access and use, prices, markets, and so forth?
- What are the most vital resources today? Who controls production, transportation, access and use, prices, markets, and so forth? What generalizations can you make about the changes in the global economy in the past century by using this comparison?

Debate: Changing population demographics in the twentieth century have been responsible for most of the era's problems.

Debate: Personal liberty has been destroyed by modern mass society and technology.

Research project: The United Nations: Peacekeeping in the global village

Timed Essays

Use the "big-picture" approach to compare the aggressive expansion of industrialized nations in the early twentieth century to the competition for limited resources in the biological world.

DBQ: Women in war

DBQ: Mao and Gandhi

C/C: Discuss the political and economic impact of World War II on non-European countries from at least two different regions.

C/C: Examine the social, political, and economic effects of the Great Depression on two industrialized and two nonindustrialized countries. You must discuss at least one region outside of Europe. (For example, how did rising tariffs affect countries in Asia and Latin America?)

C/C: What factors lead to the committing of atrocities? Was the level of inhumanity in World War II an isolated phenomenon in human history? (You might consider, for example, the Rape of Nanking, the German army in the USSR and the Soviet retaliation in 1944-45, the medical "experiments" conducted by both the Germans and Japanese, concentration camps in Europe and Asia and internment camps in the United States; and then compare these to the Mongol invasions, the Inquisition, and forced migrations of Native Americans.)

C/C: Compare the steps taken to achieve economic independence by a representative country from at least two different regions (Africa, Latin America, Asia).

C/C: Compare the steps taken to achieve political stability and autonomy by a representative country from at least two different regions (Africa, Latin America, Asia).

COT: In the nineteenth and twentieth centuries, trace the positive and negative effects of ethnic nationalism in two different regions.

Week 36 (Post-AP Exam)

Putting it all together—twenty-first-century current issues

Spodek: So What? (pp. 805-8)

Teaching Strategies

Class Openers

Sometimes, in order to ensure that students are actually doing the reading assigned, I start class with a short, fact-based quiz. Other times, I use TWEDYAODs, which I learned from Paul Philp (now the dean of instruction at John Paul II High School in Plano, Texas). The acronym stands for "To what extent do you agree or disagree [with] . . ." The target statement reflects some crucial point in the reading and asks the students to quickly formulate a response and write a few lines to support their views. Usually, no more than 5–10 minutes is allotted to the TWEDYAOD.

Our honors students are used to collaboration, creative assessments, and problem-based learning. (See Student Activities for some samples of collaborative or creative assessments.) I have tried to create and adapt projects and assessments that reflect this philosophy, while maintaining the pace and content required for an AP course. However, because as I keep telling my students (to paraphrase Marvell), "At my back I always hear / May the ——th hurrying near," the alternative assessment must be worth the class time it takes—either because it builds skills the students need or allows a different perspective on world history.

In search of ways to ensure that students not only have read and understood the textbook but also are familiar with the terms used in the AP World History themes, I sometimes assign groups of students to read and make notes on the chapter or documents from the perspective of social change, or political change, or interaction. Each group is responsible for a one-page handout to be photocopied and given to the rest of the class. I also create blank SPICCE charts (acronym for the AP themes) for students to use to analyze and compare cultures or eras.

Writing

I also teach the AP English Literature and Composition class and usually have about 70 percent overlap in enrollment with AP World History. This gives me the opportunity to teach writing skills in both classes and to include literary selections that overlap AP World History themes and content. I offer students the opportunity to write essays that "double-dip" (for example, a multiple perspectives analysis comparing Conrad's *Heart of Darkness* with Achebe's *Things Fall Apart*).

I find that my students have two major weaknesses in their AP writing: constructing a thesis and making sure that they include all the tasks on the core scoring guidelines. After they have written one or two AP-style essays, I will often give them the prompt and the core scoring guidelines and put them with partners to develop a sound thesis and outline, without actually writing the complete essay. This allows them to focus on their weak points and does not take the entire class period, as would a full-fledged essay. I also use a number of charts and organizers to teach how to organize a change-and-continuity-over-time essay or a comparison/contrast essay, starting with a chart based on the Conrad–Demarest model of empire comparing the Han and Rome.

Many excellent approaches are available for teaching the skills related to the document-based question. One that I like to use helps students learn to group documents. Usually I pick a set of five to nine documents and ask the students to work with a partner to create as many groupings as possible in the time limit (usually 15 minutes). They must be able to explain the principle they used to create each group: for example, male merchants versus female merchants or elite versus laborer. After each group has finished creating its list, they share the categories. This helps create more flexibility than the usual "for or against" approach found in many DBQs.

A similar approach can be used to examine point of view. Students are given the documents and asked to list as many things that influence each document's point of view as they can in 15 minutes: gender, occupation, nationality, religion, class. They are also encouraged to look at the type and purpose of the document. Government documents, journals, and speeches, for example, all have different purposes, and we expect different things from them.

Internet Access

Our school has limited access to computers. The media center has a set of 25 machines, but they are constantly in use. I sign up for my Internet projects before school starts, so I know I will have access for the entire class. I have one computer in my classroom, and often rotate computer time for a representative of each group to look up information, visuals, and so forth for a project while the rest of the class works on writing, organizing, or reading print materials. A couple of students may have their own laptops, but there is no "hot spot" in my room, so they still must use my computer to get on the Internet.

I spend a day at the beginning of the year discussing how to examine Internet sources for validity and reliability. We discuss such items as "peer-reviewed" professional journals and articles and the sponsors of trusted sites (museums, universities, etc.). We also discuss whether or not the site gives its sources and whether those are valid or appropriate. Finally, we recall the rhetorical markers that indicate possible bias or propaganda. During the second quarter, I like to use Internet research-based projects to introduce the students to high-quality world history Web sites and to begin the focus on multiple perspectives through document analysis of primary sources available on the Web.

Finally, since students have much more time to surf the Net than I do, I offer enrichment points for those who turn up excellent Web resources.

Movie Night

Because we are far from a theater that carries foreign films, I instituted "AP World History Night at the Movies." I bring popcorn, chips, and a film that relates to our current content—such as *Himalaya* when we are studying the Silk Road, or *To Live* for the Cultural Revolution. The night is a great success.

Preparing for the AP Exam

Preparation for the exam begins on day one of class and continues all year. The AP themes and habits of mind are posted on the board and are referred to frequently. But by the end of February, we set up formal AP review nights—usually five or six evenings. Students have copies of Armstrong et al., *Cracking the AP World History Exam*, which they use throughout the year to prepare for tests. The department purchased them for the students (some otherwise would not be able to afford them), and they are checked out in the same way a textbook is. I organize the nights by era—Foundations comes first. Students make time lines for each era and bring all of the charts and organizers that they have created during the year. Armed with these tools, we spend two to three hours intensively reviewing. The final review night deals more with strategies for the essays and a "best guess" about possible topics.

Student Evaluation

Essays and Tests

In-class essays and tests are usually 50 points each. Each unit has at least one objective test (multiple-choice, identification, etc.) and one essay exam. I score the essay using the 0–9 AP scoring guidelines and also assign a grade based on the 50-point scale. At the beginning of the semester, the 50 points may be allocated more generously, as students are beginning to learn to write to the AP scoring guidelines for each type of question. The 0–9 score, however, is strictly allotted following the guidelines. For example, a student earning a 3 on the 0–9 AP scale may receive 38–39 points (which go in the grade book). Later in the year, as students adjust to the AP writing format, a 3 may only earn 33–35 points. I create the essay questions using the past AP Exams as models for each type—comparison/contrast, change (and continuity) over time, and document-based questions. For the practice exam (week 35), I use the 2002 *AP World History Released Exam*. I also use the scoring sheet from that exam to give my students a realistic evaluation of how they would have scored in that particular year.

Projects

These are evaluated based on rubrics created for each project. Students have the scoring guides when they begin the project. Major projects, such as the Viking Polynesian Debate of the Silk Road Project, are usually 100 points.

Enrichment

In addition, I also use "enrichment," which sounds like extra credit, but is not. The goal is twofold: (1) to motivate students to go beyond the required material and to begin to take advantage of the history that surrounds them by reading an extra book, watching a relevant program on TV, or going into Chicago to visit a museum or art gallery; and (2) to allow students to raise a class grade so the rigorous AP standards do not destroy their grade point average. Since AP World History is a senior elective at my school, I am constantly fighting "senioritis." Enrichment helps here as well. Here's how it works: Points from an enrichment assignment are added to the total possible points, as well as to the student's actual points. Thus, if there are 500 possible points for the quarter and a student does a 30-point enrichment assignment, he/she now has 530 total possible points. Enrichment may move a grade a percentile or two, but it will not allow a student to substitute large amounts of extra credit work to make up for missing or poorly done

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assignments. Also, all major assignments must be turned in before a student is eligible for enrichment. I also use enrichment for some of my students who are having difficulty with the text readings. I give them 30 points enrichment for careful notes on each chapter.

I do not use letter grades until the end of the marking period. Then I take the student's total points and divide by the total possible points (plus enrichment, if applicable). I use 90 percent = A, 80 percent = B, and so on to determine the quarter or semester grade.

Teacher Resources

Books and Articles

Abu-Lughod, Janet L. *Before European Hegemony: The World System A.D. 1250–1350.* New York: Oxford University Press, 1989.

Achebe, Chinua. Things Fall Apart. 1958. Reprint, New York: Anchor Books, 1994.

Armstrong, Marty, et al. *Cracking the AP World History Exam*. 2006–2007 ed. New York: Princeton Review Publishing, 2006.

Bentley, Jerry H. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times.* New York: Oxford University Press, 1993.

Berkshire Encyclopedia of World History. Edited by William H. McNeill, et al. Great Barrington, Mass.: Berkshire Publishing Group, 2005.

Campbell, I. C. "The Lateen Sail in World History." Journal of World History 6, no. 1 (1995): 1–23.

Christian, David. *Maps of Time: An Introduction to Big History.* Berkeley: University of California Press, 2004.

Christian, David. "Silk Roads or Steppe Roads? The Silk Roads in World History." *Journal of World History* 11, no. 1 (2000): 1–26.

Conrad, Joseph. Heart of Darkness. New York: Dover, 1990.

Crosby, Alfred W. *Ecological Imperialism: The Biological Expansion of Europe*, 900–1900. Cambridge: Cambridge University Press, 1986.

Curtin, Philip D. Cross-Cultural Trade in World History. New York: Cambridge University Press, 1984.

Diamond, Jared M. Collapse: How Societies Choose to Fail or Succeed. New York: Viking, 2005.

Diamond, Jared M. Guns, Germs, and Steel: The Fates of Human Societies. With a new afterword. New York: W. W. Norton, 1999.

Finney, Ben. "The Other One-Third of the Globe." Journal of World History 5, no. 2 (1994): 273-97.

Frank, Andre Gunder. *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press, 1998.

- Friedman, Thomas L. *The Lexus and the Olive Tree: Understanding Globalization.* New York: Farrar, Straus, Giroux, 1999.
- Grant, Jonathan. "Rethinking the Ottoman 'Decline': Military Technology Diffusion in the Ottoman Empire, Fifteenth to Eighteenth Centuries." *Journal of World History* 10, no. 1 (1999): 179.
- Headrick, Daniel R. *The Tentacles of Progress: Technology Transfer in the Age of Imperialism*, 1850–1940. New York: Oxford University Press, 1988.
- Kedar, Benjamin Z. "Expulsion as an Issue of World History." *Journal of World History* 7, no. 2 (1996): 165-80.
- Kristof, Nicholas D. "1492: The Prequel." In *Worlds of History: A Comparative Reader*, edited by Kevin Reilly, vol. 2:3-16. Boston: Bedford/St. Martin's, 2000.
- Kurlansky, Mark. Salt: A World History. New York: Walker, 2002.
- McNeill, J. R., et al. Something New Under the Sun: An Environmental History of the Twentieth-Century World. New York: W. W. Norton, 2000.
- Mintz, Sidney. "Pleasure, Profit, and Satiation." In *Seeds of Change: A Quincentennial Commemoration*, edited by Herman J. Viola and Carolyn Margolis, 112-29. Washington, D.C.: Smithsonian Institution Press, 1991.
- Northrup, David. Africa's Discovery of Europe: 1450–1850. New York: Oxford University Press, 2002.
- Reilly, Kevin. Worlds of History: A Comparative Reader. 2 vols. Boston: Bedford/St. Martin's, 2000.
- Ringrose, Daniel R. *Expansion and Global Interaction*, 1200–1700. Longman World History Series. New York: Addison Wesley Longman, 2001.
- Shaffer, Lynda. "Southernization." In *The New World History: A Teacher's Companion*, edited by Ross E. Dunn, 175-91. Boston: Bedford/St. Martin's, 2000.
- Wang, Q. Edward. "History, Space, and Ethnicity: The Chinese Worldview." *Journal of World History* 10, no. 2 (1999): 285–305.
- Wiesner, Merry E., et al. *Discovering the Global Past: A Look at the Evidence*. 2nd ed. 2 vols. Boston: Houghton Mifflin, 2002.

Document Sets and Simulations

- *The Coming of War: 1939.* Jackdaw Document Set. Compiled by Martin Gilbert. Available from Jackdaw Publications at www.jackdaw.com.
- *The Holocaust.* Jackdaw Document Set. Compiled by William Phillips. Available from Jackdaw Publications at www.jackdaw.com.
- *The Industrial Revolution: A Global Event.* By Daniel Berman and Robert Rittner. Los Angeles: National Center for History in the Schools, 1998. Simulation.

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Mao and Gandhi: Alternative Paths to National Independence and Social Change. By Donald James Johnson and Jean Elliott Johnson. Los Angeles: National Center for History in the Schools and the Asia Society, 1999.

Multimedia

CD-ROM

The Silk Road: A Digital Journey. Produced by Marek Gronowski. DNA Multimedia, 1995. Available from Social Studies School Service, 10200 Jefferson Blvd., PO Box 802, Culver City, CA 90232; 800 421-4246; http://catalog.socialstudies.com.

DVDs/Videos

"The Age of the Shoguns (1600–1868)." DVD/VHS. Episode from *Japan Past and Present*. Princeton, N.J.: Films for the Humanities and Sciences, 1989. Available from Films for the Humanities and Sciences, PO Box 2053, Princeton, NJ 08543-2053; 800 257-5126; www.films.com.

Asoka. DVD. Directed by Santosh Sivan. India, 2001. Los Angeles: FirstLook Media, 2002. Available at www.firstlookmedia.com or at www.amazon.com.

"Century of the Sail." VHS.

"Century of the Scythe." VHS.

"Century of the Stirrup." VHS.

Episodes from CNN's *Millennium* series. Atlanta, Ga.: Turner Home Entertainment, 1999. Available at www.amazon.com.

"China: Dynasties of Power." DVD/VHS. Episode from Time-Life's *Lost Civilizations* series. Fairfax, Va.: Time-Life, 1995. Available at www.shoppbs.org.

"Colonialism, Nationalism, and Migration." DVD/VHS. Episode from *When the Century Was Young.* Princeton, N.J.: Films for the Humanities and Sciences, 1997. Available from Films for the Humanities and Sciences, PO Box 2053, Princeton, NJ 08543-2053; 800 257-5126; www.films.com.

The Cup [*Phorba*]. VHS. Directed by Khyentse Norbu. Bhutan, 1999. Los Angeles: New Line Home Video, 2001. Available at www.amazon.com.

"Emerging Powers: Brazil." VHS.

"Emerging Powers: Mexico." VHS.

Episodes from the *Emerging Powers* series. Produced by Wall Street Journal Video in cooperation with PBS. New York: New Video Group, 1996. Available at http://shop.wgbh.org.

The 50 Years War: Israel and the Arabs. DVD/VHS. Directed by Brian Lapping and Norma Percy. BBC–WGBH production. Alexandria, Va.: PBS Home Video, 2000. Available from www.shoppbs.org and www.amazon.com.

"From Confucius to Mao." DVD/VHS. Part 1 of *Chinese Women: The Great Step Forward.* Princeton, N.J.: Films for the Humanities and Sciences, 2001. Available from Films for the Humanities and Sciences, PO Box 2053, Princeton, NJ 08543-2053; 800 257-5126; www.films.com.

Himalaya [Himalaya: L'enfance d'un chef]. DVD/VHS. Paris: Galatée Films, 1999. Available from www.kino.com or at www.amazon.com.

- Lagaan: Once Upon a Time in India. DVD/VHS. Directed by Ashutosh Gowariker. Mumbai, India: Aamir Khan Productions, 2002. Available at www.amazon.com.
- *The Lost Gods of Easter Island.* Narrated by David Attenborough. London: BBC, n.d. Not available for purchase, but watch for rebroadcasts.
- "Maya: The Blood of Kings." DVD/VHS. Episode from Time-Life's *Lost Civilizations* series. Fairfax, Va.: Time-Life, 1995. Available at www.shoppbs.org.
- "The Meiji Period (1868–1912)." Episode from *Japan Past and Present*. Princeton, N.J.: Films for the Humanities and Sciences, 1989. Available from Films for the Humanities and Sciences, PO Box 2053, Princeton, NJ 08543-2053; 800 257-5126; www.films.com.
- "Mongols." DVD/VHS. Episode from *Barbarians*. A&E. 1998. New York: A&E Home Video, 2004. Available at store.aetv.com
- *To Live.* DVD. Directed by Yimou Zhang. China, 1994. Santa Monica, Calif.: MGM, 2003. Available at www.amazon.com.
- "Two-Way Traffic: China, the Hub of the East." DVD/VHS. Episode of *China: The Dragon's Ascent.* Cambridge, England: Needham Research Institute; Beijing: Chinese Academy of Sciences, 2000. Available from Films for the Humanities and Sciences, PO Box 2053, Princeton, NJ 08543-2053; 800 257-5126; www.films.com.
- "The Vikings." VHS. Episode from *Nova*. PBS. Alexandria, Va.: PBS Home Video, 2000. Available at shop.wgbh.org.
- Whale Rider. DVD/VHS. Directed by Niki Caro. New Zealand, 2002. Culver City, Calif.: Columbia Tristar, 2003. Available at www.amazon.com.
- *Yojimbo* [*The Bodyguard*]. DVD. Directed by Akira Kurosawa. Japan, 1961. Irvington, N.Y.: Criterion Collection, 1999. Available at www.criterionco.com or www.amazon.com.

Student Activities

Silk Road Project

Goals

- To understand the linking of the Eurasian/Mediterranean world through trade
- To recognize the importance of the Silk Road as a transmitter of culture, language, art, and religion
- To improve geographical knowledge of central Asia
- To recognize diffusion and syncretization across the silk routes
- To demonstrate the above through a student-generated product

Procedure

<u>Day 1</u>: Pass out copies of Christian's "Silk Roads or Steppe Roads?" for students to read and annotate. Explain the assignment, and show them samples of previous projects. Set the date for the completed project to be turned in (usually a week from the start date). Show the students a *PowerPoint* presentation on the Silk Road.

<u>Day 2</u>: Students go to the computer lab to do research using the Web sites suggested in the student handout. They can earn extra credit for finding other acceptable and usable sites. In addition, students may use the Gronowski CD-ROM, *The Silk Road: A Digital Journey*, in the classroom.

<u>Day 3</u>: Students work in the classroom.

<u>Optional Movie Night (after school)</u>: Invite students to a viewing of *Himalaya*. Discuss the transverse routes feeding into the Silk Road.

Student Handout

You will have three class days to complete the project. Two days will be spent in the library researching the Web sites listed below. One day will be spent working with your group on the computer in my classroom using *The Silk Road: A Digital Journey* for further research. You may also use the CD-ROM in my classroom before and after school. The format of your project is up to you: *PowerPoint*, ancient "manuscript," travel journal, etc., but you must meet the criteria listed in the scoring rubric (see below).

- 1. Read and annotate David Christian's article "Silk Roads or Steppe Roads? The Silk Roads in World History." *Journal of World History* 11, no. 1 (2000): 1–21.
- 2. Read Frank L. Holt's "The Autobiography of a Coin" on the Silk Road Foundation Web site at www.silk-road.com as a possible model for your journal.

Assignment

For your project, you will assume the role of a gem mined in India—or any other trade object that strikes your fancy—and subsequently transported along the Silk Road. Write your autobiography as a first-person narrative describing the places through which you travel, the people by whom you are possessed, how you are exchanged, the uses to which you are put, etc. Where do you end up? What is your purpose? Who owns you? What sights do you see along the way? What cultures and religions do you encounter? Feel free to be creative in your method of presentation.

Resources

The Silk Road: A Digital Journey. Produced by Marek Gronowski. DNA Multimedia, 1995.

Here are some Web sites to get you started (all were active as of February 2007):

http://acc6.its.brooklyn.cuny.edu/~phalsall/texts.html

http://home.swipnet.se/~w-14723/birka/birke057.html

www.aasianst.org/EAA/silkroad.htm

www.bangorschools.net/hs/SR/travelerproject.html

www.cnn.com/WORLD/9712/07/china.silk.road

www.geocities.com/Athens/Olympus/3505

www.imh.org/imh/china

www.nationalgeographic.com/genghis/index.html

www.silk-road.com

www.stashtea.com/facts.htm

www.womeninworldhistory.com/heroine8.html

www.chaos.umd.edu/history/toc.html

www-learning.berkeley.edu/wciv/ugis55a/readings/chineselit.html

The Silk Road Project Scoring Rubric

- Written as a first-person narrative from the point of view of an artifact that was traded across the Silk Road routes (10 points)
- Accurately describes the geographical setting of the Silk Road, including travel directions and a map; must include at least three separate cities and regions (20 points)
- Accurately describes encounters with several different (at least three) groups of traders, trade diasporas, settled residents, cultures, religions, and languages (20 points)
- Uses appropriate AP World History chronology; no anachronisms (10 points)
- Contains a quantity of specific detail commensurate with the time allowed for research and the diversity of cultures along the Silk Road (20 points)
- Demonstrates AP-level reasoning and research (20 points)

Enrichment Points

- Format is especially creative or includes student-generated graphics (not merely photocopied and colored)
- Contains significant depth of factual detail
- Clearly demonstrates the AP World History habits of mind or themes

Japanese Versus Western Imperialism

Goals

- To explore the Japanese occupation of Korea in the context of Western imperialism in the nineteenth and early twentieth centuries
- To practice using primary-source documents to formulate hypotheses and support those hypotheses

- To examine documents for point of view or bias
- To learn how to access historical documents on the Internet

Procedure

<u>Background</u>: Prior to beginning the project, students should have completed chapter 2 in Kim (see below) and the following chapters in Spodek: chapter 16 (the Industrial Revolution and competition among industrial powers); chapter 17 (social revolutions—sections on nationalism and Japan from isolation to equality, 1867–1914); and chapter 19 (section on Japan as a world power in World War I and World War II).

<u>Day 1</u>: Gathering information and Internet research in the media center or computer lab. Students are to find the materials listed below and take notes or print out relevant sections.

<u>Days 2–3</u>: Analysis and discussion. Students complete the discussion questions in Handout 1 in small groups and record their conclusions.

<u>Day 4</u>: Students turn in the written assignment and compare the groups' findings in whole-class discussion.

Student Handout 1

Access the documents and readings listed on Handout 2. Take careful notes, or print out relevant sections of the documents. Then, in your group, discuss and come to a consensus on each of the following questions. Your group is responsible for written responses to each question, to be handed in on Day 4. In your written response, make certain to clearly identify each document.

- What are the justifications given in the first group of documents for imperialism or colonial expansion? (List the justifications given in each document.)
- List the similarities or differences you see between the views of Western and Asian sources.
- How valid are the justifications, in light of nineteenth-century political and economic trends?
- What theoretical assumptions do the sources make, such as Marxism, laissez-faire capitalism, social Darwinism, etc.?
- Evaluate the documents in terms of potential bias or point of view.
- Describe the effects of foreign expansion on the people being colonized.
- Does the reaction alter when the encroaching culture is Asian instead of Western?
- What effect does imperialism have on nationalism? Nationalism on imperialism? Support your answers from the documents.
- From the documents and your reading, briefly describe the Japanese occupation of Korea from 1910 to 1945.
- Did the Japanese occupation stimulate the growth of Korean nationalism? If so, why and how?

- What attitudes are expressed in the third collection of documents? What advantages did the speakers see in Western culture or technology? Disadvantages?
- How does the point of view in the third set differ from the point of view in the second set of documents? How do you account for the difference?

Student Handout 2

Print Resources

Kim, Richard E. *Lost Names: Scenes from a Korean Boyhood* (1970). Reprint, Berkeley: University of California Press, 1998. Chapter 2, "Homecoming."

Spodek, Howard. *The World's History*. 2nd ed. Upper Saddle River, N.J.: Prentice Hall, 2001. Chapters 16, 17, and 19.

Internet Resources (last accessed February 2007)

Group 1: Imperialism and Nationalism Through Western and Asian Eyes

Ferry, Jules. "On French Colonial Expansion." Internet Modern History Sourcebook. www.fordham.edu/halsall/mod/1884ferry.html.

"Josiah Strong on Anglo-Saxon Predominance, 1891." www.mtholyoke.edu/acad/intrel/protected/strong .htm.

Lee Wha Rang. "Sinking of the *General Sherman*, a U.S. Marine Merchant Ship." March 19, 2000. www.korean-war.com/Archives/2000/03/msg00074.html.

"Managing the Barbarians in Time of Crisis." 1858. http://web.jjay.cuny.edu/~jobrien/reference/ob52.html. China negotiates the "unequal" treaties.

"The Tanaka Memorial: Japan's Plan for Conquest." 1927. http://users.cyberone.com.au/myers/tanaka.html. Includes full text and comments by Peter Myers. August 27, 2001.

Ukhtomskii, Prince. "Russia's Imperial Destiny, 1891." Internet Modern History Sourcebook. www.fordham.edu/halsall/mod/1891ukhtomskii.html.

Yoshida. "The Sun Rises or Otherwise Sets." East-West Encounters. www.thescotties.pwp.blueyonder.co.uk/ew-yoshida.htm.

Group 2: Japan's Occupation of Korea

"Choson Period: 19th Century Reform Attempts." www.pennfamily.org/KSS-USA/hist-map8.html. Reprinted from *A Handbook of Korea*. 9th ed. Seoul: Korean Overseas Information Service, 1993.

"Handout 1: The Japanese Occupation of Korea, 1910–1945." www.koreasociety.org.

"Japanese Historian Describes 1894 Japan Army Raid on Korean Royal Palace as Premeditated Prelude to Sino-Japan War." *People's Korea*, December 17, 1997. World History Archives. www.hartford-hwp.com/archives/55/539.html.

Chapter 3

Lee Wha Rang. "The Samil (March First) Independence Movement." www.kimsoft.com/2004/Samil-2004 .htm. Note: Contains graphic photographs of beheadings and executions.

Group 3: Some Positive (or Mixed) Reactions to Imperialism

Kume, Kunitake. "Records of My Visits to America and Europe, 1871–1873." Internet Modern History Sourcebook. www.fordham.edu/halsall/mod/1873kume.html.

Naoroji, Dadabhai. "The Benefits of British Rule, 1871." Internet Modern History Sourcebook. www.fordham.edu/halsall/mod/1871britishrule.html.

Okuma. From *Fifty Years of New Japan*. 1907-08. Internet Modern History Sourcebook. www.fordham.edu/halsall/mod/1908okuma.html.

The Vikings Versus the Polynesians

Goals

The purpose of this activity is to explore two major cultures that are normally minimally treated in world history classes. It forms part of the ongoing debate as to whether world history is the history of all the world or just the major civilizations. In addition, these two groups had a major impact on the environment, trade, and so forth in the regions where they expanded.

Procedure

Students are randomly assigned to one of two groups: Vikings or Polynesians.

Use the following resources as well as the handouts to examine the development of Viking sailing and navigational technology and how the long-boats enabled them to travel across the open Atlantic Ocean as well as up rivers to establish trade routes as far afield as the Caspian Sea. Then examine the sailing and navigational technology of the Polynesians in their expansion across the Pacific. Look for the impact of both cultures on their regions.

Consider the following:

- Seamanship and types of ships used; diffusion of ship and navigational technology to other regions
- Geographical area covered (maps are good) by exploration, settlement, and trade
- Trade—types of goods; impact on settled populations
- Environmental impact
- Short-term effects on indigenous populations (trade, conquest, diffusion, assimilation, etc.). Be specific!
- Long-term effects on indigenous populations (trade, conquest, diffusion, assimilation, etc.). Be specific!

<u>Day 1</u>: View "The Vikings" video. Hand out packets to be read and annotated:

Campbell, I. C. "The Lateen Sail in World History." Journal of World History 6, no. 1 (1995): 1–23.

Finney, Ben. "The Other One-Third of the Globe." Journal of World History 5, no. 2 (1994): 273-97.

<u>Day 2</u>: View the David Attenborough video, *The Lost Gods of Easter Island* (an excellent overview of the Polynesian expansion and its environmental effects).

<u>Day 3</u>: Media center for research and group planning.

Day 4: Work on debate in class.

<u>Day 5</u>: Debate: "The Viking expansion in their communicating zone during approximately 800–1100 had a greater, more long-lasting impact on the development of world culture than did the Polynesian expansion."

Individual Accountability

- Each person must submit his/her notes (not printouts of the Web sites) taken during the Internet research side of the project. Be sure to include URLs and titles of Web pages visited.
- Each person must submit his/her summary of each of the two handouts ("The Other One-Third of the Globe" and "The Lateen Sail in World History").
- Each person must compose a preliminary argument and outline for his/her side of the debate and list at least two to three facts (including sources) for each point.
- Individuals will be awarded additional points during the debate for relevant challenges if backed up by evidence.
- Individuals will also be awarded points during the debate for relevant additions or support for his/ her side if backed up by evidence.

Group Accountability

- Each group will choose a captain to deliver the opening and closing statements. The captain will receive points (TBD) for the position, since he/she cannot participate in the questioning or answers.
- Each side will submit a final outline of its opening statement, including relevant support, prior to the beginning of the debate.
- The debate will begin with an opening statement by each side to last no more than five minutes. Order of presentation will be determined by a coin toss.
- A questioning/challenging period will follow. Each side alternates in directing questions to the opposite side. The group may respond immediately following each question. Points will be awarded based on the level of insight and support for both questions and responses. No points will be awarded for silly or unsupported answers.
- Each group will have two minutes for its closing statement.

Sample Syllabus 5

Victoria R. RobinsFox Chapel Area High School Pittsburgh, Pennsylvania

School Profile

School Location and Environment: Fox Chapel Area High School is a nationally recognized, award-winning public school district located in a dynamic suburban community about 11 miles northeast of downtown Pittsburgh. The district comprises six municipalities and reflects a wide range of social, economic, cultural, and religious backgrounds. We offer an array of educational opportunities to serve the needs of this diverse population and to meet the high expectations of its residents. Many of our parents work in Pittsburgh's leading universities and medical centers. Our school puts emphasis on academics, the arts, and athletics, and it has earned National Blue Ribbon and New American High School designations in recent history. We have active parent participation in the school, with site-based management and open forums. With our unique makeup, the school takes great pride in providing opportunities for all students to achieve their full potential. Reflecting this, we offer alternative educational programs along with a competitive academic program that includes 20 AP courses. Most AP courses have suggested prerequisites, but in general students may self-select the courses they wish to take.

Grades: 9-12

Type: Comprehensive academic high school

Total Enrollment: 1,600

Ethnic Diversity: African American, 2 percent; Asian, 5 percent; Hispanic, 2 percent. Another 5 percent of our population is PHLOTEs (primary home language other than English).

College Record: As of 2004, 78 percent of seniors enrolled in a four-year college; 93 percent enrolled in some form of continuing education after graduation.

Personal Philosophy

After teaching AP European History for 10 years, I was excited to try AP World History. My academic background is in non-Western studies, so I felt that I was returning to my roots. More than any course that I have taught, this one provides a lens through which to understand history and a foundation from which to view the complexities of today's global arena. Its emphasis on encounters and interactions provides a framework that is especially important. The AP World History focus on five overarching themes and the habits of mind that foster critical thinking matches well with my personal philosophy of offering a rigorous history course that encourages students to develop their own abilities and to truly be part of the learning process. An AP course is not about lecturing but about motivating students to build skills that produce independent learners.

Class Profile

We have offered AP World History during the sophomore year for two years now, and course enrollment has increased from 80 students to 95. Given these numbers, I teach four sections with approximately 20–25 students in each class. Our school is on a traditional four-by-four block, and AP World History meets for 18 weeks each semester—five days a week, 80 minutes a day.

Course Overview

The general contours of our AP World History course, in terms of content covered and skills developed, are shaped by the themes and the habits of mind that are outlined in the *AP World History Course Description*. The course, which adopts the periodization approach to analyzing global events and interactions from the foundations of history to the present, is designed to challenge students to become "owners" and creators of independent ideas by maintaining a student-centered classroom environment. One goal for the course is to provide an engaging and rigorous curriculum that motivates students. The long-term objective is for students to demonstrate an understanding of how the big picture of world history assists in understanding the complexities of today's global arena. Additionally, it is expected that students who wish to take the AP Exam will be prepared for that challenge.

Texts

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History.* 3rd ed. Vol. 2, Since 1500. Boston: Houghton Mifflin, 1998. Primary-source reader.

Reilly, Kevin, ed. *Worlds of History: A Comparative Reader*, 2nd ed. Vol. 1, *To 1500*. New York: Bedford/St. Martin's, 2003. Primary-source reader.

Stearns, Peter N., et al. *World Civilizations: The Global Experience*. 4th ed. AP version. New York: Pearson Longman, 2005. Textbook.

Course Planner

There are 18 weeks in each semester; I plan 16 weeks of lessons. The other two weeks are lost to testing and school activities. On average, we cover a chapter every two days. I allocate two weeks for an overview of the Foundations unit, four weeks for 600–1450, three weeks for 1450–1750, three weeks for 1750–1914, and four weeks for 1914–present. For articles and materials listed below, please see the Teacher Resources section for citations. The chapters mentioned below refer to Stearns's *World Civilizations*, AP version, 3rd edition. For each week, I have included highlights of some activities that I might use to meet content objectives.

Week 1

Unit 1 (Foundations). What Is a Civilization?

Stearns, chapters 1, 2, 3, 4

"What is world history?" activities (from Johnston, The New World History)

Video: Jared Diamond's Guns, Germs, and Steel (first episode)

Teach the process for comparison essays by using chapters on classical civilizations and a jigsaw activity

Write first comparison essay

Week 2

Unit 1 (Foundations). Focus on Point of View and World Religions

Stearns, chapter 5

Find current-events articles on the same topic from different perspectives, and use to introduce the concept of point of view

World religions overview: Using Internet sources, students investigate the major religions as homework

In-class activities on comparing and contrasting major world religions

Cultural diffusion exercise: Analyzing images of the Buddha from different locations

Mental mapping on the origins, spread, and influence of Christianity, Islam, Buddhism, and Judaism, using Stearns, *Cultures in Motion* (on mental mapping, see Johnston, *The New World History*)

UNIT EXAM

Week 3

Unit 2 (600-1450). Birth and Spread of Islam

Stearns, chapters 6, 7, 8

Point-of-view practice using articles on wearing hajib (Council on Islamic Education)

DBQ practice activity on women in Islam

Inner-outer discussion on non-Muslims living in Muslim Empire and the spread of Islam to Africa (use primary sources from Andrea and Overfield's *The Human Record*)

Reading on the city of Baghdad from the Council on Islamic Education and comparison with the city of Pittsburgh

Crusades—using The Crusades from Medieval European and Muslim Perspectives

Week 4

Unit 2 (600-1450). Chinese Renaissance

Stearns, chapter 12 (pp. 262-71) and chapter 13

Each day this week, students spend 15–20 minutes doing one aspect of the DBQ with a partner using the DBQ practice activity sheet. By the end of the week, all components have been covered and

modeled in class; students then write a response to that DBQ over the weekend. Each year, I change the DBQ topic. I try to use topics that we do not get to discuss much in class. This year it was on pilgrimages.

Song dynasty activity using Asia for Educators Web site (www.afe.columbia.edu)

Week 5

Unit 2 (600-1450). Changes in Europe

Stearns, chapters 10, 14

Compare Middle Ages European society to that of Japan

Inner-outer circle discussion on Mongols and interaction (Reilly, Worlds of History)

Mapping activities on interaction

Week 6

Unit 2 (600-1450). Unit Review

Stearns, chapter 15

Review activities, comparison of major learning centers, theme charts, and time lines. Because of the incredible pace of the course, the students need this time to put together the interactions between areas and to play with ideas.

Comparing women using primary sources from Economic Roles of Women in World History

UNIT EXAM

Week 7

Unit 3 (1450–1750). Why the West? Europe and the "New World"

Stearns, chapters 16, 17, 22

World trade mental mapping

"Who's the Driver—Silver Trade?" from AP World History Best Practices

Jigsaw on Protestant Reformation

The Day the Universe Changed video, with James Burke

Absolutism: Compare Louis XIV, Peter the Great, and Oliver Cromwell

Week 8

Unit 3 (1450–1750). Opening the Atlantic and Slave Trade

Stearns, chapters 19, 20

Primary-source activity on South American societies prior to European encounter

Jared Diamond's Guns, Germs, and Steel video, part 2

Debate: Advantages/disadvantages to colonies

Week 9

Unit 3 (1450–1750). Muslim and Asian Empires

Stearns, chapters 18, 21

Jigsaw on empires: Russia, Mughals, Safavids, Ottomans, Tokugawa, Ming, Oya

Comparing women using primary sources from *Economic Roles of Women in World History*

Jigsaw on free and unfree labor systems using primary sources from Free and Unfree Agrarian Workers, Peasants and Slaves, 1550–1750

MIDTERM EXAM / END OF FIRST QUARTER

Week 10

Unit 4 (1750–1914). Revolution and Industrialization

Stearns, chapters 23, 24

Enlightenment salon: Inner-outer circle discussion

Comparing revolutions jigsaw (mini-research activity)

Week 11

Unit 4 (1750–1914). Imperialism

Stearns, chapter 25

Mental mapping of global technological and transportation changes

Debate on Malthus's theories

Comparing women in the industrial age using primary sources from *Economic Roles of Women in World History*

Week 12

Unit 4 (1750-1914). Encounters: West and East

Stearns, chapters 26, 27

A one-act play: Qianlong Meets Macartney: Collision of Two World Views

Compare Tokugawa to Meiji using readings from Tokugawa Japan

Debate: Who had most successful response to the West?

UNIT EXAM

Week 13

Unit 5 (1914-the Present). World War I and Its Aftermath

Stearns, chapters 28, 29

Compare symbols and types of nationalism: Japan, India, Germany, and England

World War I simulation

Arts activity: Surrealism, dada, cubism, social realism (see Student Activities)

Week 14

Unit 5 (1914-the Present). The Great Depression and World War II

Stearns, chapters 30, 31

"150 percent Nazi" by Peter Becker

Between the Wars News Show: Using sections of the text and handouts, students create news shows/skits covering the pertinent information and movements (Stearns, chapters 29, 30)

Rewriting history assignment: Students respond to the question: Given your analysis of the 1920s and 1930s, was there another route the Western powers could have followed to avoid World War II?

Week 15

Unit 5 (1914-the Present). The Cold War

Stearns, chapters 32, 33, 34

Inner-outer circle discussion: Comparing the USSR and China

Jigsaw on genocides from Confronting Genocide: Never Again?

Week 16

Unit 5 (1914-the Present). The Non-Western World and Globalization

Stearns, chapters 34, 36

Group debates on student-selected global topics

UNIT EXAM AND COMPREHENSIVE FINAL EXAM

Teaching Strategies

Owing to the unique nature of the block, we move quite quickly through the course. The AP themes and habits of mind influence the design of instructional strategies and content selection throughout. Given the demands of the course, it is important that the teacher, students, and parents are committed to each other and to the process. One avenue that I use to show my allegiance to my students is to offer voluntary weekly reviews and writing workshops during our 25-minute morning homeroom periods once or twice a week.

Before the course starts, all students complete a summer assignment that is designed to acquaint them with some of the course expectations. They are assigned (1) an atlas activity to familiarize them with world regions and identification of countries, (2) a summary of the Foundations period (reading the chapter outlines on the Stearns Web site), and (3) one book activity. The choices for this year were Jack Weatherford's *Genghis Khan and the Making of the Modern World*, Liang Heng and Judith Shapiro's *Son of the Revolution*, Adam Hochschild's *King Leopold's Ghost*, Katsu Kokichi's *Musui's Story*, or Kamala Markandaya's *Nectar in a Sieve*. During the unit that the summer book relates to, students create a presentation on the essential elements of the book that they selected. Because the students read 10 to 15 pages of the textbook per night, on average, there are no additional novels or supplemental books assigned during the semester.

Once the course begins, motivating students to become responsible for their own reading is the first priority, along with intense focus on the basic skills needed to be successful in AP World History during the first four weeks of the course. Daily activities that rely heavily on student participation are utilized in order to encourage them to be responsible for their reading at home. I use debate class openers, an art slide, a quick role-playing scenario, or a one-question reading quiz to check for general understanding of the previous night's reading. These activities also promote higher-level thinking about their reading by asking debate-style questions or application questions. To develop their reading comprehension of the text, I incorporate mini-lessons (10 minutes) on note-taking strategies such as mental mapping (see below). I model the activity in class, and then students use the strategy at least twice each unit in their Bonus

Notebook. The Bonus Notebook earns them bonus points each unit. My goal is to encourage them to try new reading and note-taking strategies and to see how these strategies may help them. Many students find AP World History to be their first challenging course, as they did not necessarily need sound study habits and skills in order to be successful in previous classes.

Early on, I focus on the habits of mind by introducing the skills related to the DBQ and the comparison essay. Since the Foundations period is covered quickly, I choose documents that relate to that period to teach the skills. By week four, students write a response to their first DBQ and then write two or three more at home and one in class during the semester. My goal, after week four, is that students are accustomed to the pace and expectations of the course and are able to utilize the basic skills of point of view, comparison, and higher-level thinking to answer questions. To develop seeing trends over time, students maintain a change-over-time theme chart for each unit. Plus, we consistently peer-review essays and score models of all three types of essays, using the AP scoring guidelines.

In terms of the daily class structure, I strive to split the 80-minute period into three parts: an opener (debate or class activity), lecture, and student activity or 10-minute video clip. Lectures typically expand on material in their text and last for 20 to 30 minutes. Resist the temptation to rehash the textbook.

The 80 minutes also provides time for simulations, role playing, and inner-outer discussions. Inner-outer discussions, or "fishbowls" are a great technique to develop critical thinking skills. Usually, I divide the class in two and give a different set of readings on the same topic to each side. On the day of the discussion, one-half of the class discusses the topics while the other half takes notes, then the sides switch. You can also do this by having everyone read the same text and then identifying half the class to be the first set of "fish" (have these students sit in the center of the classroom) while the other half of the class sit on the outside of the "fishbowl" and ask questions. Evaluation is conducted during the activity and is based on student participation, use of textual evidence in discussion, and so forth. Make a score sheet based on your expectations.

Given the quick pace of the 18 weeks, I tend to not assign student presentations or research projects. Instead, I use debates and one group presentation related to their summer reading. I use a lot of pair-share techniques when working with new skills and jigsaw activities to cover a specific theme in an effective manner. To build their skills, I try to incorporate visual and physical applications of ideas to appeal to a variety of learning styles. For example, I have them, in groups, build a physical monument reflecting a European legacy in the New World. To connect experientially with events and concepts, my students recreate works of art by becoming the artwork. I then ask them various questions reflecting on the critical issues.

Another visual strategy is mental mapping, a technique in which students quickly sketch part of the world to show the spread of ideas, trade, religion, or cultural diffusion. Mental mapping can be used as a note-taking strategy and as an assessment tool. My primary purpose for using this strategy is to develop students' ability to visualize the globe, to "see" relationships between geographic areas and where historical processes occur. For example, I might ask students to discuss the trade patterns of 1000–1450 on a mental map. They would draw an outline of the world and then use arrows to show the movement of goods and discuss reactions or influences of trade. Students then write a description of the process in the margins of the mental map. My students do at least four mental maps with topics of their choice in their notebooks for each unit. I also assign three required global mental maps for each unit: trade, migrations, ideas/ technology. I adapted this technique from Deborah Smith Johnston (for more information, see Appendix A in *AP World History Unit A1: The New World History*, available at apcentral.collegeboard.com/apc/public/ courses/teachers_corner/27743.html).⁸

In terms of technology in the classroom, I assign a few Webquest activities, which provide strong visuals along with information for students—for example, the Song dynasty materials at afe.easia .columbia.edu/song. In the spring semester, I assign a group debate activity that occurs after the AP Exam on student-selected global issues topics.

Preparing for the AP Exam occurs outside of class time. Starting in late March, I plan after-school sessions that meet twice a week for six weeks. In addition, I offer two Saturday eight-hour sessions. I try to handle review through the use of mini-lectures and essay-style discussion questions, as well as making change-over-time charts and comparison grids for each unit. During one of the eight-hour Saturday sessions, I invite only the second-semester students so that we can focus on 1920 to the present. By the time the exam occurs, we are usually at World War I. During two of the sessions, students take the 2002 *AP World History Released Exam* and write a response to a DBQ. I encourage the students to purchase a review book.

Student Evaluation

Students are evaluated in a number of ways, on various skills, and each activity is worth a certain number of points. Types of individual evaluations include essay writing, responses to document-based questions, inner-outer discussions, class participation, debates, and quizzes/tests. There is a major test at the end of each unit. In addition, I employ timed writing exercises throughout each unit. Each Friday I give a map quiz on one region of the world. The students were given an atlas to study the regions over the summer. Group evaluations include mini-debates and reading-check review games. All unit exams are a combination of essays, multiple-choice questions, and mental mapping exercises. For the most part, essays have the highest point value of 100; debates and other assessments vary from 50 to 100 points. Weekly quizzes are worth 10–20 points. To encourage students to use new reading and note-taking strategies that have been taught in class, they may earn bonus points by maintaining a notebook based on their text and additional readings in which they successfully demonstrate the use of these note-taking methods.

None of the above categories are weighted in determining quarter grades. Final grades are calculated by weighting the two nine-week quarters' percentages at 80 percent and the midterm and final exams at 20 percent. The midterm consists of a multiple-choice test and a mental mapping activity, and the final exam is an essay, multiple-choice test, and mental mapping activity.

Our grading scale is 100–93 percent = A, 92–85 percent = B, 84–74 percent = C, and 73–70 percent = D.

Teacher Resources

Books

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History.* Vol. 2, *Since 1500.* 3rd ed. Boston: Houghton Mifflin, 1998.

Heng, Liang, and Judith Shapiro. Son of the Revolution. New York: Vintage Books, 1984.

Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Houghton Mifflin, 1999.

Kokichi, Katsu. *Musui's Story: The Autobiography of a Tokugawa Samurai*. Translated by Teruko Craig. Tucson: University of Arizona Press, 1988.

Markandaya, Kamala. Nectar in a Sieve (1954). New York: Signet Classics, 2002.

- Reilly, Kevin, ed. *Worlds of History: A Comparative Reader.* Vol. 1, *To 1500.* 2nd ed. New York: Bedford/St. Martin's, 2003.
- Stearns, Peter N. Cultures in Motion: Mapping Key Contacts and Their Imprints in World History. New Haven, Conn.: Yale University Press, 2001.
- Stearns, Peter N., Michael Adas, and Stuart B. Schwartz. *World Civilizations: The Global Experience*. 4th ed. AP version. New York: Pearson Longman, 2005.
- Weatherford, Jack. *Genghis Khan and the Making of the Modern World*. New York: Crown, 2004/New York: Three Rivers Press, 2005.

DVDs/Videos

- *The Day the Universe Changed.* VHS. Ten-episode series hosted by James Burke. London: BBC-TV; Los Angeles: RKO Pictures, 1986. Available at www.buyindies.com or www.clearvue.com.
- *Guns, Germs, and Steel.* DVD. Based on Jared Diamond's book of the same title. Washington, D.C.: National Geographic Video, 2005. Available at www.shoppbs.org and www.amazon.com.
- *Millennium*. VHS. CNN. Ten one-hour episodes, each covering one century (from the eleventh to the twentieth), based on the book of the same title by Felipe Fernández-Armesto. Atlanta, Ga.: Turner Home Entertainment, 1999. Available at www.amazon.com.

Teaching Units and Curriculum Resources

- AP World History Best Practices. New York: College Board, 2002. Order at store.collegeboard.com.
- *Confronting Genocide: Never Again?* 3rd ed. Providence, R.I.: Watson Institute for International Studies, Brown University, 2005. Available from The Choices Program at www.choices.edu.
- *The Crusades from Medieval European and Muslim Perspectives.* Los Angeles: National Center for History in the Schools and the Council on Islamic Education. Available at www.cie.org.
- *The Economic Role of Women in World History, 600–1914.* By Linda Black. New York: College Board, 2003. Electronic document; order PDF files at store.collegeboard.com.
- The Encounters of 1492 and Their Influence on the Wider World. By Donald Johnson. New York: College Board, 2004. By Donald Johnson. Electronic document; order PDF files at store.collegeboard.com.
- Free and Unfree Agrarian Workers: Peasants and Slaves, 1550–1750. By James A. Diskant. New York: College Board, 2004. Electronic document; order PDF files at store.collegeboard.com.
- A Humanities Approach to Chinese History. Part 1, Song China, 960–1279: Splendor and Change. By Mary Cingcade and Mary Hammond Bernson. Boulder, Colo.: Social Science Education Consortium, 2002. (The publisher has gone out of business. I borrow the resource from the Asian Studies office at the University of Pittsburgh.)
- A Humanities Approach to Chinese History. Part 2, Ming China, 1368–1644: Political Stability, Economic Prosperity, and Cultural Vitality. By Mary Cingcade and Mary Hammond Bernson. Boulder, Colo.: Social Science Education Consortium, 2002. (The publisher has gone out of business. I borrow the resource from the Asian Studies office at the University of Pittsburgh.)

Chapter 3

The New World History. By Deborah Smith-Johnson. New York: College Board, 2003. Electronic document; order PDF files at store.collegeboard.com.

Qianlong Meets Macartney: Collision of Two World Views. By John R. Watt. Education About Asia 5, no. 3 (Winter 2000). Contains a one-act play and a teaching unit on staging it. Available at www.aasianst.org/ EAA/watt.htm.

Tokugawa Japan: The Great Peace and the Development of Urban Society. By Lynn Parisi, Sara Thompson, and Patterson Williams. Boulder, Colo.: Social Science Education Consortium, 1995. (The publisher has gone out of business. I borrow the resource from the Asian Studies office at the University of Pittsburgh.)

Web Sites

"A 150 Percent Nazi." By Peter Becker. UNC-TV Web site. www.unctv.org/auschwitz/bystanders.html.

"The Song Dynasty in China (960–1279)." Asia for Educators. Columbia University. afe.easia.columbia .edu/song.

Student Activities

Practicing Point of View

Assign students the task of finding two political cartoons on the same subject from two different points of view. In class, have students trade their cartoons and analyze the point of view.

Class Theme Time Line

As a class, we create a large, thematic, snapshot time line using five- by eight-inch colored note cards (each color represents one of the AP World History themes). Each student is assigned two themes for one unit. They find an idea that reflects the theme, get teacher approval, and on the note card they create a visual that reflects the theme and includes a two-sentence statement on the topic/theme.

Practicing Writing and Thinking

Given the nature of block, I spend a lot of time on mini-writing activities. As a class opener, I might give the students a thesis statement based on their previous night's reading and ask them to write one body paragraph, or I write a body paragraph and ask the students to give me the thesis. Other times I have groups of three develop the thesis together, and then each student writes one body paragraph. This works great on review day. I give each group a different question to outline, and then the class shares.

Class Opener: Mini-debate

Write a debatable thesis statement on the board based on the previous night's homework. Divide the class into two, and have each side prepare an answer as a group. Then select one student from each side to present their side's argument. After each side presents, let all students join in the debate. Time limit is 15 to 20 minutes.

"Revisionist Art and History"

Choose a classic artwork that embodies a culture or time period. For example, the *Mona Lisa* or the Taj Mahal, and re-create the piece in the modern world, focusing on how the themes of the past still speak for the future. Another activity, using one of the post–World War I art styles, is to have students create an

artwork reflecting their point of view toward a current global issue. On the back, have students explain their global issue through the symbols and art style they chose.

DBQ Practice Worksheet

After practicing each component of the DBQ, I prepare the students to write their first response by spending 10 to 20 minutes a day for one week working on one DBQ with a partner and providing feedback on each part. Then we discuss how to turn the components into an essay. Finally, they write the essay over the weekend. (This occurs during Week 4.)

Student Handout Name
Purpose: To focus on the key ingredients of the DBQ.
1. Read the attached DBQ.
2. For each document in the DBQ, paraphrase the main idea in your own words, using no more than two sentences. (The main idea should focus on answering the question.) (1 point each)
Document 1
Document 2
Document 3
Document 4
Document 5
Document 6
Document 7
Document 8

Chapter 3

		point-of-view statement (be sure to r ribution for each source within the s	
Doc#			
Doc#			
Doc#			
need to better analyze the		ng: whose voice is absent? Identify thou want that new voice. (Write as a s	
A.			
В.			
C.			
		gories, and list the documents by nur you want to answer it while doing th	
A. Categories			
1	2	3	
Doc #s			
B. Categories			
1	2	3	
Doc #s			

Course Organization

6.	Write your introduction/thesis paragraph (6–8 sentences). Reexamine your documents and the question. Underline the operative terms in the question. What are you supposed to do? Consider change over time, comparisons, and so forth. The thesis paragraph should do the following: answer the question (do not be vague or restate the question), address all parts of the question, and include the historical/global context and a road map. (10 points)
7.	Please write a topic sentence for each of your body paragraphs. Make the topic sentences analytical by relating them to one part of your thesis. Each should state the main idea that you will prove with evidence in the body of the paragraph. (3 points)
Во	dy Paragraph 1
Bo	dy Paragraph 2
Bo	dy Paragraph 3

Sample Syllabus 6

Dixie Johnson Grupe and Jill Taylor Varns David H. Hickman High School Columbia, Missouri

School Profile

School Location and Environment: Hickman High is located in Columbia, Missouri, two hours west of St. Louis and two hours east of Kansas City, Missouri. Columbia is home to three colleges or universities: Columbia College, Stephens College, and the University of Missouri-Columbia. In the school, 22 percent of the students receive free or reduced-price lunches, 14 percent are involved in special education programs, and 2 percent participate in ESL classes.

Grades: 10-12

Type: Public high school

Total Enrollment: 2,000

Ethnic Diversity: 20.4 percent African American, 4.7 percent Asian, 2.5 percent Hispanic

College Record: Of our graduates, 80 percent attend two- or four-year colleges.

Personal Philosophy

As an interdisciplinary course, AP World History/Honors World Literature offers tenth-grade students many opportunities to explore the literature, history, myths, poetry, art, architecture, philosophy, belief systems, geography, and music of past civilizations. We believe this is a far richer experience than more traditional single-discipline courses because it fosters the ability to see connections and parallels between world literature, world history, and the arts. Further, a two-hour period offers an opportunity to concentrate on developing good intellectual habits—skills and approaches to learning that students can carry with them throughout their years at Hickman, through college, and we hope for the rest of their lives.

This AP course is structured to help students develop solid "habits of thought," intellectual underpinnings that are the mark and tools of educated individuals. The habits—perspective, analysis, imagination, empathy, communication, commitment, and joy—are fostered through the exploration of the following questions:

Perspective

How do you organize an argument to be most effective?

How do you separate fact from opinion and appreciate the value of each?

What effect does geography have on your historical perspective?

Analysis

How do you examine arguments in a reflective way?

What logical, artistic, historic, and literary tools can you employ to achieve understanding of diverse cultures?

Imagination

How does your own viewpoint evolve?

In what ways does your personal synthesis involve interactions with both old and new patterns?

Empathy

How do you come to sense other reasonable views of a common predicament, respect those views, and honor the most persuasive?

Communication

What skills do you possess that make you a successful communicator?

How will you address areas of concern you have identified in order to improve your written and oral communication?

Commitment

How do you develop the persistence and perseverance necessary for success?

How do you recognize the need to act when action is called for, and do you step forward in response?

<u>Joy</u>

What aspects of learning do you enjoy the most?

How can you transfer this joy into other aspects of your life?9

These "habits of thought," as Theodore Sizer calls them in his book, *Horace's School*, are the philosophical basis of this course. We work to encourage and develop these habits throughout this course.

Class Profile

This course meets two hours daily (100 minutes), and students earn two credits: one in Honors English and one in AP World History. A single grade is awarded for the class. The focus on cross-disciplinary content allows for great flexibility in terms of presenting integrated material rather than focusing on one content area each hour. Typically, we have 90 students in two block sections of 45 students each. Ultimately, what is important for our approach to this course is to present a range of global topics, to build the historical and literary content around the major AP World History themes, and to focus on the reading and writing skills that students will need on the AP World History Exam and to continue their academic development throughout high school and college. While relying on the AP World History curriculum for content, we are at least equally focused on developing reading, writing, and speaking skills.

^{9.} Theodore Sizer, Horace's School: Redesigning the American High School (Boston: Houghton Mifflin, 1992), 73-4.

Three years ago, our district began to look seriously at developing strategies to close the achievement gap between intellectually talented African American students and their high-achieving white peers. Because of this disparity, and because African American students are traditionally underrepresented in honors and AP courses, the Minority Achievement Committee (MAC) Scholars Program was created for the purpose of encouraging students to enroll and succeed in academically challenging courses. Each year, 10–15 MAC Scholars are enrolled in our course; as first-time honors or AP students, these students require additional academic support as they make their transition into AP classes. These aids include a designated study hall, a MAC Scholars Club, and a mentoring program with students in higher grades who have successfully completed AP/Honors courses.

Course Overview

Our approach to the study of literature and history aims to promote the development of critical and expressive skills through interactive and analytical engagement with a wide variety of texts and resources. The course is based on making connections across cultures through the study of fiction, nonfiction, myth, poetry, primary and secondary sources, and literary criticism. Writing is a building block of this course; assignments include expository and argumentative essays, as well as narrative, descriptive, and reflective papers. Through focused discussion in seminars and a range of written assignments, the course aims to help students experience world history and literature as well as stimulate an appetite for critical thinking, introspection, and communication. In so doing, the class strives to enrich students' understanding of the complex historical, social, and cultural circumstances that have contributed to our world.

Texts

Basic Textbooks

Stearns, Peter N., Michael Adas, Stuart B. Schwartz, and Marc J. Gilbert. *World Civilizations: The Global Experience*. AP ed. New York: Pearson Longman, 2003.

Wood, Kerry M., et al. Classics in World Literature. Classic ed. Glenview, Ill.: Scott, Foresman, 1991.

Course Readers

Two primary-source readers that provide a wealth of excerpts are the *Bedford Anthology of World Literature* and *Encounters in World History*. Most of the selections we use come from these sources, although we are constantly searching for additional specific resources as each year progresses.

Davis, Paul, et al., eds. The Bedford Anthology of World Literature. Boston: Bedford/St. Martin's, 2003.

Sanders, Thomas, et al., eds. *Encounters in World History: Sources and Themes from the Global Past.* 2 vols. Boston: McGraw-Hill, 2005.

Furthermore, we depend on various novels, short stories, and nonfiction excerpts throughout the year to form the course framework. Below you will find a list of additional texts, by unit, that we have used to enrich the literary aspects of this course. In some years, these readings are used as class texts, and in others they may be used for individual, outside assignments.

Course Planner

Students in our district come to our class with little if any world history or literature background. Therefore, we feel it is important that we spend extended time in the Foundations unit, focusing both on content and on building reading, writing, and speaking skills. It is during this unit that we introduce and reinforce skills

such as working with primary and secondary documents, writing comparison/contrast analyses, describing and explicating continuities and changes over time, discussing the importance of determining perspective, and communicating ideas with clarity and logic. We then proceed through the school year, with semester exams in January, state-mandated testing in language arts in April, and the AP World History Exam in May. Our pacing varies each year, as the abilities and needs of our students change, but we try to keep close to the weekly guidelines suggested in the *AP World History Course Description*. When faced with the perennial time crunch and the ensuing decisions regarding what to teach and when to teach it, we almost always focus on reading and writing skills rather than discrete historical or literary content. On all the mandated assessments, including the AP Exam, our students have been well-served by that decision.

This syllabus presents the five major units of the course, along with the tentative number of weeks devoted to each one. We do not begin with a preset week-by-week calendar, and each year the exact order, topics, and resources change, based on student needs; materials acquired and available; and new areas of teacher research, scholarship, and current interest.

Unit 1: Foundations of Civilization (8 weeks)

8000 B.C.E.-600 C.E.

(Stearns, chapters 1-5)

Ancient Civilizations: Mesopotamia, Egypt, Indus, Shang, Phoenicia, Hebrews

Egyptian poetry (Wood) Purusha Hymn (Sanders)

Gilgamesh

Excerpts from the *Tanak* (Sanders)

Development of Classical Civilizations: India, China, Persia, Greece, Rome

Greek myths

The Odyssey

Excerpts from The Illiad (Wood)

Greek poetry

Emergence of Major Belief Systems

Selections from the Bhagavad Gita (Sanders)

The Analects (Wood)

Tao te Ching (Wood)

Buddha's Deer Park Sermon (Sanders)

Christian Gospels (Sanders)

Unit Exam

Additional Texts: Unit 1

Buck, William, ed. Ramayana. Berkeley: University of California Press, 1976.

Fitzgerald, Robert, trans. The Odyssey. Garden City, N.Y.: Anchor Books, 1963.

Hamilton, Edith. Mythology. 1942. Reprint, New York: Back Bay Books, 1998.

Mason, Herbert, ed. Gilgamesh: A Verse Narrative. 1st Mariner Books ed. Boston: Houghton Mifflin, 2003.

Santos, Sherod, ed. and trans. Greek Lyric Poetry: A New Translation. New York: W. W. Norton, 2005.

Unit 2: Postclassical Civilizations (8 weeks) 600–1450

(Stearns, chapters 6-15)

The Rise and Spread of Islam: Abbasids, South and Southeast Asia

Selections from the Qu'ran (Sanders)

Persian poets Sohráb and Rostám

Selections from the Rihla of Ibn Battuta

African Civilizations: Before and After Islam

African proverbs (Wood)

Sundiata

Eastern Europe: Byzantium

Selections from Constantine Porphyrogentius (Sanders)

Western Europe: Medieval and Renaissance World

Beowulf Petrarch Dante

Americas: Pre-invasion

Selections from Popol Vuh (Sanders)

China: Sui, Tang, Song

Selections from "Further Reflections at Hand" (Sanders)

Japan, Korea, and Vietnam

Selections from Bashō
The Tale of Genji

The Mongols

Selections from the Secret History of the Mongols and descriptions of Mongol interactions (Sanders)

Unit Exam

Additional Texts: Unit 2

Bashō, Matsuo. Bashō's Haiku: Selected Poems of Matsuo Bashō. Albany, N.Y.: State University of New York Press, 2004.

Bosse, Malcolm. The Examination. 1994. Sunburst ed. New York: Farrar, Straus and Giroux, 1996.

Clinton, Jerome W., trans. *The Tragedy of Sohráb and Rostám: From the Persian National Epic, the Shahname of Abol-Qasem Ferdowsi.* Seattle: University of Washington Press, 1996.

Dante. The Inferno. Translated by John Ciardi. New York: Signet Classic, 2001.

Dunn, Ross E., ed. *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century.* Berkeley: University of California Press, 1986.

Heaney, Seamus, trans. Beowulf: A New Verse Translation. 1st bilingual ed. New York: W. W. Norton, 2000.

Musa, Mark, ed. and trans. The Portable Petrarch. New York: Penguin Classics, 2006.

Niane, D. T. Sundiata: An Epic of Old Mali. London: Longman, 1965.

Shikibu, Murasaki. The Tale of Genji. Translated by Edward G. Seidensticker. New York: Vintage Books, 1985.

Washington, Peter, ed. Persian Poets. Everyman's Library. New York: Alfred Knopf, 2000.

Unit 3: Foundations of the Modern World (6 weeks) 1450–1750

(Stearns, chapters 16-22)

Europe: Renaissance and Enlightenment

Shakespearean sonnets (Wood)

Othello

Excerpts from Descartes and Locke (Sanders)

Early Latin America and Latin America in Transition

Excerpts from Columbus's journals (Sanders)

Aztec accounts of conquest, images of conquest (Sanders)

Rise of Russia

Peter the Great's decrees (Sanders)

Africa and Africans in the Age of the African Slave Trade Olaudah Equiano excerpts

Gunpowder Empires: Ottoman, Safavid, and Mughal

Akbar selection (Sanders)

Research paper: See the description in the Teaching Strategies section.

Unit Exam

Additional Texts: Unit 3

Allison, Robert J., ed. *The Interesting Narrative of the Life of Olaudah Equiano: Written by Himself.* Boston: Bedford/St. Martin's, 1995.

Shakespeare, William. *The Tragedy of Othello: The Moor of Venice*. New Folger Library ed. New York: Washington Square Press, 1993.

Unit 4: Age of Revolutions (3 weeks) 1750–1914

(Stearns, chapters 23–27)

Political Revolutions and Independence Movements: American, French, Haitian, Mexican, Chinese Selections from "Liberty and Revolution in the Atlantic World" (Sanders)

Chapter 3

The Industrial Revolution in the West and East

Adam Smith, The Wealth of Nations (Sanders)

Mary Shelley, Frankenstein

Sergi Witte, "Secret Memorandum on Industrialization" (1899) (Sanders)

Heine, The Silesian Weavers (Wood)

Imperialism: Colonizers and Colonized

Achebe, Things Fall Apart

Selections from "The World Encounters the West" (Sanders)

Selections from Stories from the Rest of the World

Poetry of the Romantics and Realists

Selections from Blake, Byron, Wordsworth, Shelley, Coleridge, Keats, and Goethe (Wood) and (Davis)

Unit Exam

Additional Texts: Unit 4

Achebe, Chinua. Things Fall Apart. 1958. Reprint, New York: Anchor Books, 1994.

Shelly, Mary. Frankenstein. Mineola, N.Y.: Dover Thrift, 1994.

Walker, Scott, ed. *The Graywolf Annual Six: Stories from the Rest of the World.* St. Paul, Minn.: Graywolf Press, 1989.

Unit 5: The Modern World (5 weeks) 1914-present

(Stearns, chapters 28–36)

Colonialization and Decolonialization

Kaffir Boy

The God of Small Things

Nationalism and Global Conflicts

All Quiet on the Western Front

The Forgotten Fire

The Devil's Highway

Literary Criticism and Literature Sets

A River Sutra

Kite Runner

The Alchemist

Three-inch Golden Lotus

Lord of the Flies

The Metamorphosis

Wild Swans

Like Water for Chocolate

Memoirs of a Geisha

Cry, the Beloved Country

The Bonesetter's Daughter

Semester Exam

Additional Texts: Unit 5

Bagdasarian, Adam. Forgotten Fire: A Novel. 2000. Reprint, New York: Dell Laurel-Leaf, 2002.

Chang, Jung. Wild Swans: Three Daughters of China. 1991. Reprint, New York: Anchor Books, 1992.

Coelho, Paulo. *The Alchemist: A Fable About Following Your Dream.* 1988. Translated by Alan R. Clarke. New York: HarperPerennial, 1998.

Esquivel, Laura. *Like Water for Chocolate: A Novel in Monthly Installments with Recipes, Romances, and Home Remedies.* New York: Anchor Books, 1994.

Feng, Jicai. *The Three-inch Golden Lotus*. 1985. Translated by David Wakefield. Honolulu: University of Hawaii Press, 1994.

Golden, Arthur. Memoirs of a Geisha: A Novel. New York: Vintage Books, 1999.

Golding, William. Lord of the Flies. 1954. Reprint, New York: Perigee/Penguin Putnam, 1959.

Hosseini, Khaled. The Kite Runner. New York: Riverhead Books, 2003.

Kafka, Franz. The Metamorphosis. 1915. Translated by Stanley Corngold. New York: Bantam, 1972.

Mathabane, Mark. *Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa*. New York: New American Library, 1986.

Mehta, Gita. A River Sutra. New York: Vintage Books, 1994.

Paton, Alan. Cry, the Beloved Country. 1948. New York: Scribner, 2003.

Remarque, Erich Maria. All Quiet on the Western Front. 1929. New York: Ballantine Books, 1987.

Roy, Arundhati. *The God of Small Things*. 1997. New York: HarperPerennial, 1998.

Tan, Amy. The Bonesetter's Daughter. New York: Ballantine, 2001.

Urrea, Luis Alberto. The Devil's Highway: A True Story. New York: Little, Brown, 2004.

Teaching Strategies

This course strives to help students improve their skills in all of the following areas.

Reading

Reading is the foundation of this course. Reading should be completed on schedule to ensure active participation in class activities and discussions. Students should practice active reading, highlighting and notating whenever possible, and responding thoughtfully and reflectively in writing to all they read.

Writing

Writing improvement is a primary goal of AP World History/Honors World Literature. In both formal and informal writing assignments, students are encouraged to focus on mechanics and nuances of good writing, as well as the essential skills of building a sound written argument.

Speaking and Listening

A key component of this course is focused academic discussion. Socratic seminars, in-class discussions, and outside assignments are geared toward improving oral expression skills. In oral communication, clarity of thought and effective argumentation are important goals of the course. For this reason, we base one-fifth of each quarter's grade on class participation in formal seminars, graded discussions, and informal class conversation.

We incorporate a number of different strategies in order to focus on these skills and on the relationship between history and literature. Immediately following are detailed descriptions of three of these approaches, beginning with Literature Study Circles. Another way we work to connect literature and history is through our Read-a-Culture project, which allows students to become experts on particular world regions. We also include a traditional research paper in our class that integrates AP World History themes and our Honors Literature skills and content. We use one hour per day of our 100-minute class period for about three weeks to teach this process and to assist our students in their research.

Literature Study Circles: Unit 5—The Modern World

Instructions

Each literature study circle session discussion is worth 30 points; you will be evaluated on the *quality* of your participation. You should prepare for each discussion by taking notes on each section of reading and/or marking passages with Post-it notes. If you do not participate *out loud* in the discussion, you will receive a "0" for that session. If you have an excused absence, you may make up for it by submitting a one- to two-page typed, double-spaced response to the reading assigned for that discussion.

Here are some ways to improve your score in the discussion:

- Ask open-ended probing questions.
- Ask clarifying questions about elements of the story that puzzle you.
- Refer directly to specific parts of the text.
- Provide appropriate illustrations from outside the text.
- Paraphrase others' ideas to help facilitate the discussion and check your own comprehension.
- Avoid making especially lengthy comments (lecturing).
- Tie your comments or insights to the history of the period.
- Help to facilitate the conversation (sharing observations about the dialogue, clarifying the current focus, inviting others to contribute, etc.).
- Propose new topics or directions for the discussion.
- Make insightful and thoughtful comments.
- Avoid being argumentative.

- Do not be distracting or off-task.
- Of course, the best way to improve your score is to read actively and be ready to discuss what you
 have read.

This year, the discussions will take place in Conference Room A and the Main Office Conference Room. Two literature study circles will take place each hour, so each session will last about 20 minutes. You need to leave class and walk to your discussion about five minutes before your scheduled meeting. Also, bring treats.

Read-a-Culture Project

Instructions

For the remainder of the year, you will be completing a focused, in-depth study of a particular cultural region. Your study will include fiction and nonfiction reading, research, academic discourse, and oral presentations. It is important that you select a region in which you have interest, because you will not have the opportunity to switch your focus once the study project has begun. Select an area from the list below:

- Japan
- China
- India
- West Africa (Senegal, Gambia, Mali, Nigeria, Burkina Faso, etc.)
- East Africa (Kenya, Ethiopia, Tanzania, Somalia, etc.)
- Middle East (Syria, Israel, Libya, Jordan, Saudi Arabia, Iraq, Lebanon, etc.)
- South Africa (South Africa, Botswana, Namibia, Zimbabwe, etc.)
- Southeast Asia (Cambodia, Vietnam, Laos, Thailand, Myanmar, Indonesia, etc.)
- Central America (Mexico, Guatemala, El Salvador, Belize, Honduras, Panama, etc.)
- South America (Argentina, Brazil, Uruguay, Chile, Peru, Ecuador, etc.)

Once you have selected your region, please see Mrs. Varns or Mrs. Grupe as soon as possible.

Assignment: Examining a Fiction Text

You should finish your novel by Tuesday, January 18. Once you have finished the book, you will be meeting with other members of your RAC group for a conference with Mrs. Grupe and Mrs. Varns. These conferences will take place between January 18 and 28.

It is a good idea to take notes while you read and to use them to prepare for the discussion. Of course, you should bring your notes to the discussion as well. You *must* have your book with you on the day you meet for your conference.

You will be evaluated according to your participation in the discussion on the day you have your conference. You can expect questions in the following areas:

- **Settings** (time period, general location, specific subsettings).
- **Significant characters**: You should be able to name all key individuals in your novel and describe each character's unique appearance, behavior, traits, background, relationships, beliefs, values, and changes over the course of the book.
- Essential tensions or conflicts in the story: You should be able to clearly state the conflicts and include both concrete, specific oppositions (e.g., a fight between two characters) and larger, abstract issues (like traditional versus modern points of view).
- Overall structure of the book and pivotal scenes: You should be able to discuss the unique sequences and pacing of your book and describe at least five important scenes in the story.
- **Significant literary techniques:** You should be able to discuss at least one technique the author uses to tell the story: archetypes, symbolism, figurative language (similes, metaphors, imagery), diction, parallelism, allegory, etc. You should have specific textual examples of the technique you noticed.
- **Epitome quotes:** You should find at least two quotes that are important in the story or help to illuminate characters or ideas.
- Themes: What universal message about life is the author trying to convey in this story?

Research Essay 2005

Instructions

Analyze a global interaction that had an influence (positive, negative, or both) on your Read-a-Culture region between 1000 and 1800. Then, develop a thesis that explains the events that led to this interaction and the impact of this interaction on your chosen cultural region in the modern world.

You may wish to consider the following as you begin your research:

- Trade, artistic exchange, slavery, exploration, war, and diplomacy are some examples of global interactions that may have a positive or negative impact on a culture.
- Interaction between cultures almost always leads to changes in the cultural and intellectual lives of a group of people. You may wish to consider how a region's literature, visual arts, architecture, or belief systems were altered as a result of global interaction.
- The introduction of new technology typically has an effect on both the demography of a population and the environment of a region. You may wish to explore technology's impact on population, disease, the arts, manufacturing, migration, agriculture, or warfare.
- Interactions between cultures often leads to changes in systems of social structure and gender structure.

Global interactions often change the functions and structures of governments and foster changes
in attitudes about political and national identity. At times, global interactions force independence
or nationalist movements.

Process

The research paper process is a crucial part of this project. Points will be awarded for the preliminary thesis, working bibliography, prewriting, and so forth, but these items must be turned in *on time* to earn credit. See your calendar for due dates.

Product

You will compile a research paper of 6 to 10 double-spaced pages. Your paper will have the following parameters:

Thesis

A declarative statement with a defendable argument and clear framework. Your thesis statement will accomplish the following:

- Control and focus the entire paper
- Establish the sections and organization of the paper
- Clarify the point of your research
- Establish an investigative or interpretive viewpoint

Sources

You must use at least 10 sources for your paper. You must use at least four different kinds of sources (textbooks, novels, magazines, newspapers, interviews, transcripts, Web sites, government documents, maps, etc.). You must credit all of your sources on the "works cited" page that will accompany your paper. You may not use an encyclopedia or dictionary as the major source for your paper.

Documentation

Document an author's ideas, interpretations, and words. We will be using MLA guidelines for this paper, which include parenthetical citations. Your citations must match the sources on your "works cited" page.

Research Portfolio

You must submit a notebook or accordion folder that contains the following:

- 40 notecards (minimum)
- 10 bibliography cards (minimum)
- Prewriting (preliminary thesis, etc.) as directed
- Outline
- Printouts of all online sources

- Rough drafts (with editing from three peers)
- Disk with the final copy of your paper, including the bibliography
- Final copy of your paper (with "works cited" page), correctly formatted
- Metacognitive writing (to be completed in class)

Research Essay Process

- Discuss research essay assignment.
- Select topic.
- Generate research questions and submit with topic selection on <u>Tuesday, March 1</u>.
- Collect materials and make bibliography cards:
 - ➤ Minimum of 10 sources
 - ► Four different types of sources
 - Five bibliography cards due: end of class on Thursday, March 3
- Take notes from sources on notecards, answer research questions, and categorize notes using slugs [three main topics or categories of analysis that provide a framework for the essay]:
 - ▶ 40 notecards required
 - ▶ 10 notecards due (twice): end of class, <u>Friday, March 4</u>, and end of class, <u>Monday, March 7</u>
- Develop preliminary thesis with slugs due: Monday, March 14.
- Compose preliminary outline of paper due: <u>Friday, March 18</u>.
- Write body of paper.
- Write introduction and conclusion.
- Turn in four copies of draft #1 due: Monday, April 1.
- Peer review.
- Revise paper.
- Turn in final copy of papers and do a crazy dance! Due Monday, April 11.
- Schedule a research paper scoring conference with Mrs. Grupe and Mrs. Varns.

Research Paper Point Distribution

Topic selection with research questions 15 points

Five-card bibliography check 10 points

10-notecard check (two times) 20 points

Outline 30 points

Draft 1

(meets minimum length requirement) 50 points

Peer feedback 20 points

Final research paper 200 points

Research portfolio 40 points

TOTAL 385 points

(Some additional points may be awarded throughout the research process.)

Student Evaluation

Exams

Unit exams are cumulative and combine objective and essay questions focused on allowing students to synthesize material rather than memorize discrete pieces of information. The semester exam, which is a school requirement, is also cumulative and takes the place of a unit exam date. Because we teach 100 minutes each day, our unit exams are also that long and combine multiple-choice and essay portions. This format helps prepare students for the rigor of the lengthy AP World History Exam. The essays are evaluated using a core scoring guide adapted from the AP Exam and tailored to our content and classroom parameters.

Quizzes

Quizzes given throughout the unit help monitor students' understanding of vocabulary, terms, and concepts. They usually are drawn from several chapters of the Stearns history text and cover literary content as well. These quizzes include AP-style multiple-choice questions, fill-in-the-blank vocabulary words, and short-answer responses to primary-source excerpts.

Journal

Students are required to keep a reading journal in which they respond to guiding questions for each assigned reading. These questions are intended to help them make connections between the content areas as well as to hone the skills they will need on the AP World History Exam: comparison/contrast, continuity and change over time, and textual analysis (DBQ). Some of the questions come from the student review manual of the Stearns textbook, but most are teacher-generated, based on the texts selected and the ideas or themes addressed. Such questions might include the following: (1) "In what way is this excerpt about

gender?" (2) "What comparisons and contrasts can you make between this excerpt and what we discussed in class today?" or (3) "How does this excerpt show a change concerning the subject matter of your last reading?" Their reading diaries are checked for completion on each quiz date and collected and evaluated at the end of each unit. This "read and respond" journal provides an excellent resource while students study for the AP Exam, as it is a record of their reading and thinking throughout the course of the year.

Essays

Students also write biweekly essays based on text readings and class discussion. These essays are frequently based on the "snapshots" found in the *AP World History Course Description*. The essays are scored using a modified AP scoring rubric, which reflects exam criteria as well as course-specific demands. We use a basic core/expanded core format similar to that of the AP World History Exam, but we add "makes direct comparisons and uses appropriate transitions between and among ideas; language used is appropriate for its purpose" as a basic core point, and we insert an expanded core point for "language used enhances the argument." We employ these scoring guidelines throughout the year for the assigned DBQs and the comparison/contrast and change-over-time essays. Below is an example of the modified AP scoring guidelines we use; you will note they include literary elements as well.

Comparative Scoring Guide

Basic Core

Skills and knowledge required to show *competence*.

- 1. Has an acceptable thesis that contains a strong argument and a framework that gives order to the paper. (Addresses comparison of the issues or themes specified.)
 - Points: 1
- 2. Addresses all parts of the question and includes specific literary and historical examples.
 - Points: 2
- 3. Substantiates thesis with appropriate and specific literary and historical evidence.
- Points: 2
- 4. Makes direct comparisons and uses appropriate transitions between and among ideas; language used is appropriate for its purpose.
 - Points: 1

Basic Core SUBTOTAL /6

Expanded Core

Skills and knowledge required to show excellence.

This expands beyond the basic core of 0-6 points. The basic score of 6 must be achieved before a student can earn expanded core points. Examples of qualities that might move a writer to excellence:

• Has a clear, analytical, insightful, and/or comprehensive thesis

- Addresses all parts of the question and includes (as relevant): chronology, causation, context, and literary conventions
- Provides ample specific literary and historical evidence to substantiate thesis, including direct quotations from the text(s)
- Shows the ability to relate evidence to a larger thematic concept or global context
- Language used enhances the argument

Expanded Core SUBTOTAL /3

TOTAL Possible Score /9

We translate this 0–9 numerical score into a percentage, based on our school's grading scale.

Score	Percentage	Letter Grade
9	100	A
8	95	A
7	92	A-
6	89	B+
5	86	В
4	83	B-
3	80	B- C+
2	77	С
1	73	D+
NS	50	F
0	0	F

(NS = No score, which means the work was attempted but no points earned. We rarely have to give this score.) (0 = The student did not attempt the essay. We rarely have to give this score.)

RIHLA

For each unit we also require students to complete a RIHLA, a record of their intellectual journey during the unit. It is a capstone experience in which they organize, prioritize, and summarize what they have learned. Historically, a *rihla* refers to the tradition of a traveler's journal, which records not only what he or she saw or experienced but also what was learned from those experiences—as in the *Rihla of Ibn Battuta* in the fourteenth century. For AP World History/Honors World Literature, the RIHLA is a record of the students' "Really Important Historical and Literary Analysis." Each one is specifically tailored by the work and learning of the individual student. It must include an annotated time line; concept charts/maps/graphic organizers; a description of key characters, images, and ideas from the unit; application elements that require students to connect historical and literary concepts with the modern world; that unit's corrected quizzes; a completed reading response journal; and an essay that requires students to synthesize material from the unit. The contents of each RIHLA are composed of all these categories, but we vary the details based on the content covered in each unit of study. We collect and score the RIHLAs on the day of the unit exam.

As there are five units outlined in the AP World History curriculum, we usually require five RIHLAs a year. Students then use their compiled work as an individualized study guide before the AP Exam. For each unit, students are required to complete an assignment that allows them to apply some aspect of classroom content to themselves and their community; this is also included in their RIHLA. In the past, these assignments have included the composition of an original poem, using a genre of poetry and techniques studied in class; seeking examples of Greek art and architecture in the community; exploring local houses of worship for Romanesque and Gothic elements; or surveying local media outlets for allusions to world mythology. The student directions for RIHLA number 1 are included in the Student Activities section, below.

We use a total-points-per-quarter grading system, with the formula for semester grades as follows:

Quarter 1 = 3/7 of semester grade

Quarter 2 = 3/7 of semester grade

Semester exam = 1/7 of semester grade

Teacher Resources

See also the additional texts, listed by unit, throughout the Course Planner section.

Supplementary Texts

Adams, Paul V., et al. Experiencing World History. New York: New York University Press, 2000.

Arp, Thomas R., and Greg Johnson, comps. *Perrine's Literature: Structure, Sound, and Sense.* 8th ed. Boston: Heinle & Heinle, 2002.

Davis, Paul, et al., eds. The Bedford Anthology of World Literature. Boston: Bedford/St. Martin's, 2003.

Dean, Nancy. Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone. Gainesville, Fla.: Maupin House, 2000.

Sizer, Theodore R. Horace's School: Redesigning the American High School. Boston: Houghton Mifflin, 1992.

Stearns, Peter N. Cultures in Motion: Mapping Key Contacts and Their Imprints in World History. New Haven, Conn.: Yale University Press, 2001.

Stearns, Peter N., ed. *World History in Documents: A Comparative Reader.* New York: New York University Press, 1998.

Wolf, Ken. Personalities and Problems: Interpretive Essays in World Civilizations. New York: McGraw-Hill, 1994.

Videos/DVDs

We also use many videos and DVDs. Some sources to consider are the following:

A&E *Biography* series. Videos sold separately. New York: A&E Home Video. Available at www.amazon.com and store.aetv.com.

Guns, Germs, and Steel. DVD. Based on Jared Diamond's book of the same title. Washington, D.C.: National Geographic Video, 2005. Available at www.shoppbs.org and www.amazon.com.

"Islam: Empire of Faith." DVD/VHS. Directed by Robert A. Gardner. PBS. Part of the *Empires* series. Alexandria, Va.: PBS Home Video, 2001. Available at www.shoppbs.org.

Millennium. VHS. CNN. Ten one-hour episodes, each covering one century (from the eleventh to the twentieth), based on the book of the same title by Felipe Fernández-Armesto. Atlanta, Ga.: Turner Home Entertainment, 1999. Available at www.amazon.com.

Wonders of the African World, with Henry Louis Gates, Jr. DVD/VHS. PBS. Alexandria, Va.: PBS Home Video, 2003. Available at www.shoppbs.org

In addition to these resources, we use literally hundreds of essays, newspaper articles, short stories, journals, fables, art images, and anything else that relates to human culture, which is everything else. A huge benefit of working as a team in this course is that one partner or the other is always on the lookout for new and better resources.

Student Activities

We begin the class in AP World History/Honors World Literature by discussing the difficulties of studying 6,000 years of history and literature. Periodization serves as an organizing principle of the course. We introduce the concept as a tool for managing the sweep of materials we explore and as a method of utilizing themes in the study of history and literature. We ask students to apply their understanding of the idea of periodization to their own histories by completing an autobiographical writing. In addition, the assignment gives us an insight into the lives of our students as we start the year together.

The Times of My Life: Student Handout

Applying the Concept of Periodization

For this assignment, you will compose a document of no more than three typed pages that categorizes and discusses your life in terms of distinct periods. This paper may be informal in tone, but it should include a formal structure; it needs a thesis sentence and a clear organization. Consider carefully how you will define each period and give it an appropriate moniker.

NOT GOOD: Ages 4-5

GOOD: Era of Challenge

Remember, this paper is not a chronological retelling of your life. Instead, your life will be defined and distinguished by experiences that are similar to one another (for example, similar events, a similar outlook, similar lifestyle). The periods of your life provide a schema or framework that will organize the telling of your life story. A shift from one period to another will involve a life-changing realization, event, or experience.

Scoring Guide

 Paper contains a clear thesis statement, and the body of the paper is organized in terms of the
thesis (10 points)
 Paper reflects a clear understanding of the concept of periodization, and the events discussed
are appropriately periodized (30 points)
 Paper is a polished work and contains few, if any, mechanical and grammatical errors (10 points)
 _TOTAL (50 points)

Unit 1 RIHLA (Really Important Historical and Literary Analysis)

In an attempt to help students process and retain their own learning over the course of the year and to produce a personalized and useful review guide before the AP World History Exam, they are required to produce a RIHLA for each unit of study (see the Student Evaluation section, above) and then to use it to prepare for the exam. Below are the student directions for the first unit's RIHLA. The specifics will change from unit to unit, but the categories of the required elements do not.

Instructions

During this unit you have explored the complex cultural interactions of our world. You have analyzed an array of primary sources; read poetry, epics, parables and short stories; studied technological and economic systems; researched gender and social interactions; evaluated patterns of exchange among major societies; and developed theories to explain relationships of continuity and change within and among these key time periods.

Those intellectual demands require strong reading skills and the ability to think critically as you examine other people's ideas. Those intellectual demands also necessitate strong writing skills, especially the ability to formulate and articulate a written analysis or argument.

Historically, a *rihla* was a journal kept by travelers who recorded what they saw and what they learned about those new places and about themselves as a result of their encounters with the new and the foreign. Likewise for you, your RIHLA should be a record of what you have seen and learned in this unit and should also be a reflection of what you have learned about yourself on the first part of this journey together.

Required RIHLA Components

Map

World map with AP Exam regions identified.

Annotated Time Line

Choose 15 events, and write corresponding paragraphs that tell who, what, when, where, and why this event is significant. The events selected must reflect the span of the unit and should include events from both literature and history.

Concept Charts

- Continuity and change: Paleolithic, Mesolithic, Neolithic
- Direct comparisons: Moses and Hammurabi
- River valley civilizations chart
- Spread of Buddhism questions
- Comparison: Mesopotamian flood and the flood in Genesis
- Women of the Tanakh chart

Characters and Images

Choose 15 characters and/or images (from art or architecture), and write corresponding paragraphs that explain who, what, when, where, and why these characters and/or images are significant. The characters

and images selected must reflect the span of the unit and should include individuals from both literature and history.

Application Elements

- Greek art and architecture
- Poem: "Song of Foundation"

Unit Quizzes

These must be *corrected* to earn the points.

Dialectical Journal

- We will count and skim all of your clearly marked journal entries.
- Clearly mark two of your journal entries that you want us to read.
- We will randomly select two others to evaluate for depth of thought and interaction with the assigned text.

Metacognitive Reflection

- What content have you studied in this unit that you found the most interesting? Complicated? Perplexing? Thought-provoking? What would you like to learn more about?
- What have you learned about yourself as a student? What skills have you relied on? What problems have you encountered? What challenges have you faced? What will you do differently in the next unit? How have you grown?

RIHLA Scoring Guide: Unit 1

TOTAL	350 points
Metacognitive reflection	25 points
Dialectical journal	100 points
Corrected quizzes (1.1, 1.2, 1.3, <i>Odyssey</i> reading quizzes)	25 points
"Song of Foundation" poem	50 points
Greek art and architecture project	40 points
Characters and images	30 points
Concept charts	40 points
Annotated time line	30 points
Map	10 points

Sample Syllabus 7

Alan L. Karras University of California, Berkeley Berkeley, California

University Profile

Location and Environment: The University of California campus sits just east of downtown Berkeley. (The campus distinguishes itself from the other nine UC campuses by referring to itself as "Cal.") Berkeley is an urban center, adjacent to Oakland and directly across the bay from San Francisco. The University of California, Berkeley is often rated as one of the best, if not *the* best, public universities in the United States. It is very highly regarded for all of its graduate programs, including the professional schools. Known as a research institution, the school sees its peer group as other highly rated research universities, both public and private. Moreover, at least in California, it is generally viewed as a leader in undergraduate education. Many on the faculty take teaching very seriously; if anything, that seriousness has grown over the last decade. A majority of the students are from California, though most of them live away from home. The university will now guarantee housing for the first two years; most students, however, live in Berkeley and the surrounding communities of Oakland, El Cerrito, Albany, Kensington, and San Francisco. More than half of the undergraduate students come from homes where English is not the first language or where their parents do not know English at all. Most are first-generation college students, yet the student population is both ethnically and economically diverse (see https://osr2.berkeley.edu/Public/STUDENT.DATA/f05.eth .html for specific details about the Fall 2005 ethnic distribution).

Type: Public, state university

Total Enrollment: 33,483 (including the undergraduate, graduate, and professional schools). There are 23,447 undergraduates in all schools.

Ethnic Diversity: International students, 7.6 percent. Minorities: African American, 3.4 percent; American Indian/Alaska Native, less than 1 percent; Asian/Asian American/Pacific Islander, 34.2 percent; Hispanic, 9.2 percent; other, 2.1 percent.

Personal Philosophy

My personal philosophy, at least with regard to world history, is tripartite. The first goal is to get students to understand the connections that existed among various societies in the past and how those societies related to each other. They must learn to think in terms of historical process.

The second, and in my view, more vital component to the mission of both my department as well as to historians, is to make the past speak to the present. The bulk of my students are not interested in history when they start the course. They *become* interested in history when they see that past historical processes are related to current events. I spend a great deal of time making these connections.

Finally, the most important historical skill that I can teach—and that all of us ought to teach—is critical thinking. No student should leave my class without being able to challenge anything that he or she reads in a newspaper, an article, or a book. They are given the skills to hypothesize and to prove and disprove theories. There is no more effective way to get students involved in learning. Too often they come to me with a "maps-and-chaps" approach to history. I spend my career trying to undo this—and getting students to engage more positively with the past.

Class Profile

World History is generally offered every semester; it is a requirement for the Political Economy of Industrial Societies (PEIS) major, as well as a strongly urged course for other International Studies majors. (These majors will eventually have the same name: International Political Economy.) Most students who take the course do so in their second year, or early in their third. Although it is a lower-division course, most students spend their first year completing collegewide breadth and writing requirements. World History does satisfy one of the main campus breadth requirements (Historical Studies). As a result, it enrolls a small number of Business School and science students. The International and Area Studies Teaching Program offers a B.A. in several International and Area Studies majors, such as PEIS, Development Studies, and Peace and Conflict Studies, that are interdisciplinary in focus. The program also offers a concurrent M.A. for those pursuing other departmental degrees at the graduate level, and a Ph.D. in Latin American Studies. The History Department, where World History is not taught, offers three degrees in history (B.A., M.A., and Ph.D.). World History can, on request, be used to substitute for the History Department's Western Civilization requirement for its majors.

The course meets twice a week for 75 minutes for lectures; students also attend a mandatory one-hour discussion section each week. The sections are led by graduate students, who do all of the grading, using a rubric that we develop together. The course is also offered during the summer, in a concentrated eight-week period. Berkeley's normal semesters are 15 weeks.

In my course, there are typically 175 students and three to four graduate assistants who teach two sections apiece with about 20 to 30 students per section. This is typical of many classes at this university, at least at the lower division. Cal does well in terms of student/faculty ratios, but a large number of classes at the graduate level are very small, perhaps offsetting the larger undergraduate lecture classes. However, it should be noted that there are only 11 lecture halls that hold 150 or more students, limiting the size of classes to levels that are not often seen at public universities.

The University of California, Berkeley generally grants credit, which counts toward any undergraduate degree, for grades of 4 or 5 on the AP Exams. In some cases, grades of 3 also are accepted. Having said that, however, each department sets the equivalency for specific exams. In the case of AP World History, for example, the International and Area Studies Teaching Program, where the only world history course is taught on campus, will only exempt students from the course with a grade of 5. In this way, a student may earn units toward the degree, but not toward a specific course of major requirement.

Course Overview

This course begins with a brief look at some of the themes of world history that can be found in antiquity, especially as they relate to political economy. It explores, for example, the ways in which states were formed, interacted with each other, and created empires. It then explores the processes through which people from diverse and conflicting backgrounds interacted with each other in the political and economic spheres during the "modern" era (roughly beginning around 1500). At its core, this course has several questions, among them: What are the relationships between states and their citizens? and How do global powers emerge, what do they look like, and how do they behave?

The course is organized into four parts: (1) ancient and medieval societies and empires, (2) the emergence and expansion of "Europe," (3) the (long) nineteenth century: industry and empire, and (4) the (short) twentieth century: nationalism and globalization.

Texts

Students purchase the seven books listed below (see the Teacher Resources section for full citations), plus a course "reader." This is a collection of articles that I have put together for the class. It is not online, nor is it available outside of the copy store in Berkeley where I have it duplicated. In order to understand the relevance of history to the present, students must subscribe either to *The Wall Street Journal* or *The New York Times*. Discounted subscription information is provided during the first weeks of the term.

Bentley and Ziegler, Traditions and Encounters (textbook: abbreviated T&E)
Díaz del Castillo, The Conquest of New Spain
Gates, The Classic Slave Narratives
Greene, The Quiet American
Kincaid, A Small Place
Moxham, The Great Hedge of India
Ngugi, The River Between

Course Planner

The following schedule of lectures is a fair approximation of a typical semester.

I. Ancient and Medieval Empires

August 30-September 1

- Course Introduction
- Man and the Environment

September 6-8

- Citizen and State
- State and Empire

Discussion

Read: Selections from Hammurabi, Socrates, and Thucydides (in the course reader)

September 13–15

- Religion, Trade, and the Transmission of Culture
- China and the World Order

Discussion

Read: Selections from Confucius and the Koran (in the course reader)

Submit: One-page essay, as determined by the teaching assistants

II. The Early Modern State and Colonization

September 20-27

- Around the World in 1492
- Technology, Disease, and Religion: The Encounter and Conquest of America

Discussion

Read: Díaz del Castillo, The Conquest of New Spain; T&E, chapters 23-24

September 22

No lecture: Library sessions

PAPER TOPIC DUE: September 29

September 29-October 6

- Resource Extraction: The Rise and Operation of the Plantation Complex
- Labor Systems: Slavery in Africa and the Development of the Atlantic Slave Trade

Discussion

Read: Gates, ed., The Classic Slave Narratives (Equiano and Mary Prince); T&E, chapters 25-26

October 4

No lecture

October 11–13

- Islam and the Ottoman Alternative
- The Meaning and Application of Enlightenment Ideology, I

Discussion

Read: Wu Ching-tzu, *The Scholars*, pp. 3–47, 61–87, 128-66, 526-37 (in the course reader); *T&E*, chapter 27

PRIMARY SOURCE SELECTED: October 18

October 18-20

- The Meaning and Application of Enlightenment Ideology, II
- Nationalism and Military Technology

Discussion

Read: Wollstonecraft, "A Vindication of the Rights of Women" (in the course reader); documents on the French and American Revolutions (in the course reader); *T&E*, chapters 28–29

MIDTERM EXAMINATION: October 25

III. The (Long) Nineteenth Century: Industry and Capital

October 27

• The Birth and Spread of Industrialization

Discussion

Read: T&E, chapters 30−31

THESIS PARAGRAPH AND BIBLIOGRAPHY DUE: November 1

November 1-3

- Europe's Search for Resources and Markets: Indian Colonialism
- The Scramble for Africa: Markets and Missionaries

Discussion

Read: Moxham, The Great Hedge of India; T&E, chapters 32 and 34

November 8-10

- The Ascendancy of Europe in Asia
- Global Labor Migration

Discussion

Read: Ngugi, The River Between; T&E, chapter 33

IV. The (Short) Twentieth Century: Nationalism and Globalization

November 15-17

- Nationalism Defined
- Europe's Civil War

Discussion

Read: Marx, The Communist Manifesto (in the course reader); T&E, chapters 35-36

FINAL PAPER DUE: November 22

November 22

• Russia's Emerging Alternative

November 29-December 1

• World War II and the Cold War

Discussion

Read: Greene, The Quiet American; T&E, chapters 37-38

December 6-8

- Decolonization and Nationalism: Shifts in the Nature of the World System
- Course Conclusion

Discussion

Read: Kincaid, A Small Place; T&E, chapters 39-40

FINAL EXAMINATION: December 12

Teaching Strategies

My lectures are designed to highlight themes from the readings and to provide a structural scaffold upon which students can hang their own understandings gained from the readings. The readings do not repeat the lectures. (The textbook is background reading.) The teaching assistants try to help students connect lectures and readings.

The readings, apart from the textbooks, are either novels that highlight a particular cultural problem or primary sources that allow students to work with the building blocks of history. They learn to reflect on these and relate these sources to ideas that they encounter elsewhere.

The course has a midterm and a final exam. I do no special preparation for these, though *some* of the teaching assistants succumb to student pressure and run a review session.

The course also requires a paper, based on primary historical research. It is a library assignment, and students have wide latitude in choosing a subject. Moreover, they do the paper in steps and must get their topics approved either by me or by their teaching assistant. They work with librarians, as well, who provide individualized instruction in how to do library research. For a full description of this project, see the Student Activities section, below.

Students participate in online discussion boards and regularly consult the class Web site. I use *PowerPoint* presentations during the lecture to bring in images that would not otherwise be available.

Student Evaluation

All examinations are free-response. The semester grade is dependent on the following factors:

Midterm examination 20 percent

Final examination 30 percent

Research paper (7–10 pages) 30 percent

Participation and attendance 20 percent

Teacher Resources

Textbook and Supplementary Readings

Bentley, Jerry H., and Herbert F. Ziegler, *Traditions and Encounters: A Global Perspective on the Past*. 3rd ed. Boston: McGraw-Hill, 2006.

Díaz del Castillo, Bernal. *The Conquest of New Spain*. Translated by J. M. Cohen. Reprint, Harmondsworth: Penguin Books, 1963.

Gates, Henry Louis, Jr., ed. The Classic Slave Narratives. New York: New American Library, 1987.

Greene, Graham. The Quiet American. 1955. Reissue ed. New York: Penguin Books, 1991.

Kincaid, Jamaica. A Small Place. 1988. Paperback ed. New York: Farrar, Straus and Giroux, 2000.

Moxham, Roy. *The Great Hedge of India: The Search for the Living Barrier That Divided a People.* New York: Carroll and Graf Publishers, 2001.

Ngugi wa Thiong'o. The River Between. Oxford: Heinemann, 1965.

Transparencies

In addition to the sources below, I also use some maps from my personal slide collection.

Bentley, Jerry H., and Herbert F. Ziegler, *Traditions and Encounters: A Global Perspective on the Past.* 3rd ed. Boston: McGraw-Hill, 2006.

Danzer, Gerald A. *Discovering World History Through Maps and Views*. 2nd ed. New York: HarperCollins, 1996.

Web Sites Related to the Course

General

Internet Modern History Sourcebook (www.fordham.edu/halsall/mod/modsbook.html). The Internet Modern History Sourcebook is one of a series of history primary sourcebooks. It is intended to serve the needs of teachers and students in college survey courses in modern European history and American history, as well as in modern Western civilization and world cultures.

PBS History page (www.pbs.org/neighborhoods/history). Links include *From Jesus to Christ*, on the historical context of early Christianity.

World History Archives (www.hartford-hwp.com/archives/index.html). From Hartford Web Publishing. A good collection of resources, with links to many secondary sources on different regions and periods.

World History Connected (worldhistoryconnected.press.uiuc.edu). This site, as explained on its home page, "presents innovative classroom-ready scholarship, keeps readers up to date on the latest research and debates, presents the best in learning and teaching methods and practices, offers readers rich teaching resources, and reports on exemplary teaching."

Ancient and Medieval History

Gladiator (www.exovedate.com/the_real_gladiator_one.html). If you have questions about the film, this site contains a brief discussion of the history of the period. Disclaimer: We have no knowledge about the products that are advertised.

Map of the Roman Empire, at its greatest extent (http://library.thinkquest.org/10805/romanmap.html).

World Civilizations: An Internet Classroom and Anthology (www.wsu.edu/~dee). From Washington State University. Very attractive design, with good information on some areas (Mediterranean, India, China) but very little on others (Americas).

Early Chinese History

The Chinese Empire (www.wsu.edu/~dee/CHEMPIRE/CHIN.HTM).

Early Modern History

The European Voyages of Exploration (www.ucalgary.ca/applied_history/tutor/eurvoya). From the University of Calgary, a very comprehensive site on the fifteenth- and sixteenth-century voyages, focused mainly on European expeditions but including Chinese explorations under the Ming dynasty, as well.

Imperialism and Postcolonialism

"The Characterisation of Christian Missionaries in the Early Novels of Ngugi wa Thiong'o" (www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7362). An academic paper by Frederick Hale, published in the online journal *Religion and Theory*, which discusses the role of Christian missionaries in Ngugi's fiction, including *The River Between*.

Writing

College Writing Programs (http://writing.berkeley.edu). Sponsored by the Student Learning Center here at Cal.

MLA Guide for Writing Research Papers (www.ccc.commnet.edu/mla). A good reference guide for proper formatting of citations (e.g., parenthetical, endnote versus footnote, etc.).

Sources: Their Use and Acknowledgment (www.dartmouth.edu/~sources). Site prepared by Dartmouth College on plagiarism. Have a look here to make sure that you are not in violation of any academic rules. You must be in compliance with all rules to avoid being penalized.

Subscriptions

The New York Times. http://homedelivery.nytimes.com.

The Wall Street Journal. http://subscribe.wsj.com/semester.

Student Activities

Newspaper Assignment

Because I teach all of world history in one semester, I can wait until the appropriate week to do this. Students are required to read the *The New York Times* or *The Wall Street Journal* daily. They are all required to bring to their discussion section a story that relates that particular week to a theme in world history. Students then work in pairs to make those connections and present the most relevant world history story of the week to their teaching assistant. This is a simple exercise, but one that gets students to relate past and present and to think critically about what it is that they are reading in the papers.

Trials

We have all read about the college class that has tried Columbus or Hitler. But what about the college class that puts on trial eighteenth-century Caribbean planters or pirates? In general, I have the sections divided into small groups of three to five people, who must come up with a defense or prosecution for the more ambiguous figures in world history. We never end up getting to a jury verdict, as we want students to argue one position or another. In general, I try to get three to five positions into each class.

Marketing Campaigns

Here I have asked students to be members of particular historical groups and develop a marketing campaign for a particular place or event. The real-life marketing of World War I can be used as an example, but I generally have students try to market different colonies and empires to different groups. How do you sell a colony to the people being colonized? How is that different from the ways in which you might sell imperialism to your own country's working poor? Again, I put students into teams and give them different places to market with different audiences. It really creates an enthusiastic response.

Research Paper

Student Handout

Many scholars have argued that the three most important themes in modern world history are (1) violence, (2) religion, and (3) technological innovation. Your task in this assignment will be to study *a conflict*, *a change*, or *a pattern* in one of these broad themes.

Specifically, you will do library research concerning a specific time and region, of your choosing, in which you can see these themes "in action." For example, you might be interested in exploring the connections between crime and migration to Australia, or conflict within Japan. Alternatively, you might be interested in the role of religion in the colonization of Africa or India, or the syncretism of Catholic and African religions in Brazil. Or you might be curious about the ways in which technological innovation gets connected to warfare in China or Vietnam.

Once you have selected a theme, you must identify a conflict, a change, or a pattern that occurs in a specific non-European place, during the period 1492–1945. (Exceptions to this date policy can only be made by your teaching assistant.) You should then write an analytical paper (7–10 pages) that considers the connection between the theme, the place, the time period, and the processes of world history that we are studying in this course. Make sure that you address the significance of the problem. Why should we care about, for example, ethnic clashes in New Zealand? In other words, make sure to relate the problem you choose to its larger significance in the study of world history.

To write this paper, you must use at least one primary source and two secondary sources. (A primary source is something written in the time and place that you are studying.) You may not use Web sources,

unless they are also available elsewhere, in published form. Nor may you rely on a passing use of encyclopedias or other general reference works. This paper requires you to do original library research. To get you started, some examples of excerpted primary sources can be found in your textbook, *Traditions and Encounters* (see page xvi). As always, a standard bibliography and footnote citations are required. Please refer to the *Chicago Manual of Style* for questions in this area.

Before beginning work, you must get formal approval of your paper topic from your teaching assistant or Professor Karras. Finally, in order that we may check for plagiarism, you must provide copies of all pages of the works that you cite and paraphrase in your footnotes. These must be turned in with your paper.

Sample Syllabus 8

Merry Wiesner-Hanks University of Wisconsin-Milwaukee Milwaukee, Wisconsin

University Profile

Location and Environment: The University of Wisconsin-Milwaukee is a large institution, with 11 schools and colleges, 152 degree programs, and a research standing among the top 102 public universities in the nation. The campus is on the edge of the city, about five blocks from Lake Michigan. Milwaukee is Wisconsin's largest city, and most of our undergraduate students come from southeastern Wisconsin.

Type: Public, state university

Total Enrollment: Approximately 27,000

Ethnic Diversity: Of the domestic undergraduate students, 16 percent are minorities: African American, 9 percent; Asian, 2 percent; Hispanic, 4 percent; Native American, 1 percent. There are 671 international students from 78 different countries.

Personal Philosophy

I think we go into the fields we do in part because of the way we answer the basic question, "Why are things the way they are?" My answer is historical, while that of biologists, theologians, physicists, or anthropologists would reflect their own fields. I began teaching in 1979 and taught Western Civilization every year, sometimes three times a year, along with a range of other courses, most of which initially focused on Europe. Gradually those other courses came to include ones with a global perspective, however, and my research increasingly included many parts of the world, as the issues I was interested in exploring were not limited to Europe or the Western tradition. In addition, our student body was becoming increasingly diverse, and teaching a Western Civilization course that had been originally designed in 1919 to convince U.S. students about their close ties to a European heritage seemed anachronistic. So a colleague in Chinese history and I developed our world history sequence, with both of us thus teaching topics and areas in which we had absolutely no training, and, in fact, no course work at all since junior high school. This was both frightening and exhilarating. The first world history class that I taught (and the first offered at UW-Milwaukee) began on September 4, 2001, and I opened it with a little speech about the importance of knowing something about world history in an increasingly interconnected world. Exactly one week later my speech no longer seemed so necessary.

Class Profile

This one-semester course satisfies Letters and Sciences degree requirements. There are no prerequisite courses, and it can fulfill the pre-1500 requirement for history majors. The course also fulfills the Letters and Sciences "international requirement." Students must enroll in the 50-minute main lecture class given by the professor twice weekly and in any of the 10 discussion sections, which meet once a week for 50 minutes and are led by graduate students. Enrollment is typically 200 students, with 20 in each discussion section.

The university's policy on the granting of advanced placement, credit, or both for various grades on all AP Exams is available at http://uwhelp.wisconsin.edu/admission/ap/mil.asp. For AP World History, our policy is that a grade of 3 receives three credits in an elective, and a grade of 4 or 5 counts for three credits in History 132 (the companion course to this one, which covers the period 1500–present).

Course Overview

There are many different definitions of history and many ways of approaching the past. The approach that I take in this course is that history is not simply something one learns *about*, but something one *does*, in the same way that one does physics or astronomy. We learn about people and societies from the far distant past by examining and analyzing the traces they have left, that is, by using historical sources to answer questions about the past. Thus the central book for the course is *Discovering the Global Past*, with the textbook *The Earth and Its Peoples* providing the framework and context for the questions that we address. Each week, we focus on a particular theme based on the corresponding chapter in *Discovering*, with additional material brought in as necessary.

Almost every week the reading assignment includes one of the chapters from *Discovering the Global Past*, a book that includes original sources, both written and visual, along with information placing these sources into their historical context and suggestions about how to use these sources to answer questions about the past. Each chapter is organized around a central question or group of questions, found at the end of the section labeled "The Problem." Students address these questions in their written assignments throughout the semester, and they form part of the material for the weekly discussion sections.

Texts

Bulliet, Richard, et al. *The Earth and Its Peoples: A Global History*. Vol. 1: To 1500. 2nd ed., brief version. Boston: Houghton Mifflin, 2002.

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at the Evidence*, vol. 1. 2nd ed. Boston: Houghton Mifflin, 2002.

Course Planner

History 131: World History to 1500 (Fall 2004)

Week 1

<u>September 8</u>: Course Introduction and the Paleolithic Period Readings: *Earth*, preface; *Discovering*, preface

Week 2

<u>September 13 and 15</u>: Neolithic and River-Valley Civilizations Readings: *Earth*, chapter 1; *Discovering*, chapter 1

Week 3

September 20 and 22: The Bronze Age and Writing Readings: *Earth*, chapter 2; *Discovering*, chapter 2

Week 4

September 27 and 29: Notions of the Human in the Ancient World Readings: *Earth*, chapters 3 and 4; *Discovering*, chapter 3

Week 5

October 4 and 6: Politics in the Ancient World: The Roman and Chinese Empires Readings: *Earth*, chapter 5; *Discovering*, chapter 4

Week 6

October 11 and 13: The Spread of International Religions Readings: *Earth*, pp. 167-80; *Discovering*, chapter 5

First Paper Due: October 13

Week 7

October 18 and 20: Cultural and Religious Conflicts

Readings: Earth, pp. 180-93

No *Discovering* chapter for this week; discussion sections will go over papers and review for midterm.

Week 8

Midterm Exam: October 25

October 27: Exploration, Travel, and Communication Readings: *Earth*, pp. 150-66, 343-46; *Discovering*, chapter 6

Week 9

November 1 and 3: Aristocratic Life in the Postclassical World Readings: *Earth*, pp. 195–207 and chapter 9; *Discovering*, chapter 8

Week 10

November 8 and 10: Cross-Cultural Interactions in Postclassical Eurasia Readings: *Earth*, pp. 210-16, 262-71, 282-87; *Discovering*, chapter 7

Week 11

November 15 and 17: Learning, Science, and Medicine in the East and West Readings: *Earth*, pp. 271-74, 287-93, 333-41; *Discovering*, chapter 12

Week 12

November 22 and 24: New World Cultures

Readings: Earth, chapter 10

No *Discovering* chapter or discussion sections this week.

Thanksgiving Break

Week 13

November 29 and December 1: Population, Pests, and Plague Readings: *Earth*, pp. 302-7, 323-32, 336-40; Discovering, chapter 9

Week 14

December 6 and 8: Politics and Trade in Africa and Asia, 1300–1500

Readings: Earth, pp. 289-99, 307-21

No Discovering chapter this week; discussion section will review for exam.

Week 15

December 13: Course Wrap-up

Second Paper Due: December 13

Final Exam: December 22

Teaching Strategies

World history is obviously an enormous topic, and it would be easy to get bogged down in a mass of details if I tried to cover everything at the level that might be possible in a course in United States history or the history of any other single country. Thus I highlight six themes as we move through the course, with certain of these receiving more attention in some weeks than in others. Four of these themes relate in a great degree to developments *within* certain geographic areas and cultures:

- 1. The interaction of humans with their environment through the development of technology. This is the core theme of *The Earth and Its Peoples*, which defines technology as "experienced-based knowledge of the physical world" and includes such developments as writing and economic systems as technologies, along with physical tools and machines.
- 2. The creation of intellectual systems such as religion, philosophy, and law, and of cultural products such as literature, art, and music that helped people make sense of their world.
- 3. The creation of social and gender structures such as families, clans, castes, and social classes that established hierarchies of wealth and power.
- 4. The establishment of various forms of political organizations, including villages, cities, states, and empires.

One of these themes relates to developments across cultures:

5. The impact of regional and global interaction and contact among cultures.

The final theme relates both to internal and external developments:

6. Change and continuity across time, which is, of course, the heart of history.

All of these themes relate to one another, and changes in one sphere of life—technology, the economy, political systems, religion, family structures—always bring change in others. Thus we also explore the ways in which these themes intersect with one another.

Student Evaluation

Course Requirements

• Participation in discussion section (25 percent of the grade)

Three of the following four, worth 25 percent each:

- Paper 1, based on chapters in *Discovering the Global Past* (5–10 pages)
- Paper 2, based on chapters in *Discovering the Global Past* (5–10 pages)

- Midterm essay examination
- Final essay examination

(Students may do all four, and we will take their highest three grades, or they may do three of the four and be graded on these.)

Student Activities

Instructions for Papers Based on Discovering the Global Past

Each chapter in *Discovering the Global Past* is divided into six parts: The Problem, Background, the Method, the Evidence, Questions to Consider, and Epilogue. The section called "The Problem" sets out the central question or issues explored in the chapter. "Background" presents the general historical background and context for the evidence offered. The section titled "the Method" provides information about the sources and suggests ways for you to study and analyze this primary evidence. It also discusses how previous historians have evaluated such sources and mentions any major disputes about methodology or interpretation. "The Evidence" forms the core of each chapter, presenting a variety of original sources for you to use in answering the question(s) posed in the chapter. In "Questions to Consider," suggestions are offered about connections among the sources and further issues you may wish to consider in developing your analysis. The final section, "Epilogue," traces both the immediate effects of the issue under discussion and its impact on later developments.

For these papers, you will need to choose two chapters, one from the first half of the course and one from the second. Once you have made your choice, identify the central question(s) or issue(s) for the chapter, which is always at the end of the section labeled "The Problem." (Thus the central problem in chapter 1, for example, may be found near the bottom of page 2: "How did the need for a steady supply of water affect the technological, economic, political, and legal development of ancient societies?" And the central problem in chapter 2 is found in the middle of page 21: "Using your historical imagination, show what each creation account tells us about the people who thought it critical enough to write it down—their value system, their view of history, their relationship to the universe, as well as to a god or gods.")

Your job for these papers is to use the sources in the chapter to answer the central questions or tasks set out in that chapter. This means, above all, that you must read or look at the sources carefully, ask questions about them in lecture or discussion section, and think about the material that puts them in context, which may be found in both *Discovering* and your textbook. You do not need to do any additional outside reading to write an effective paper, but your paper will be improved by an inclusion of issues brought up in class discussion. Your paper also needs to make specific references to the sources; you do not need to include formal footnotes, but may simply list the page number in parentheses after the quotation or reference. If you decide to use additional outside materials for your paper, you will need to bring them to me when you turn in your paper.

Grading Standards

The "A" Range: Your work is superior, well above an average level of competence for an introductory class.

1. You show a high level of intellectual engagement with the issue discussed and an ability to analyze the sources and to make your analysis seem interesting and important. You avoid summarizing or repeating what is already contained in the other sections of each chapter ("The Problem" or "The Method") or digressing into a discussion of personal philosophy or extraneous issues.

- 2. Your essay is coherent and well organized. It is governed by a clearly formulated argument that the reader can follow throughout and makes effective use of the sources to provide examples and points of emphasis in your argument. At the same time, it is not repetitive, but addresses some of the complexities of the central question(s) in the chapter, including both those suggested in "Questions to Consider" and those that come from your own analysis of the sources.
- 3. Your use of the sources is accurate, showing careful reading and understanding of the material they contain. Points of comparison and contrast among them are noted.
- 4. Your writing is compelling, active, clear, and direct, and you do not resort to dense phrases that obscure your meaning or overly colloquial language inappropriate in an academic paper.
- 5. The mechanics of your writing (i.e., your sentence structure, word choice, punctuation, etc.) are both accurate and effective.

The "B" Range: Your work is good, above average.

- 1. Your essay shows you have thought about the question(s). Generally speaking, you avoid summary and narrative to focus on analysis of the sources themselves.
- Your essay contains a clearly formulated argument that determines its shape and makes some reference to the sources themselves. It brings in some reference to complexities in the issues involved.
- 3. Your use of the sources is largely accurate, and you have made some comparisons.
- 4. You have made an effort to achieve clarity and fluidity in expression and develop your ideas adequately.
- 5. The mechanics of your writing are largely correct, and you have made an effort to use them to good effect.

The "C" Range: Your work suggests competence, but problems as well.

- 1. You may not have thought sufficiently about the question(s) or read the sources carefully. Your essay may repeat or summarize information given in the chapter itself and not develop an independent analysis.
- 2. Your argument is not expressed clearly and is difficult to follow. Logical connections between the paragraphs may be weak or absent so that the essay does not hang together, and it may be difficult for the reader to understand your points.
- 3. Your use of the sources is faulty or incomplete, and you have made little effort to compare them.
- 4. Your style is not clear or is overly colloquial.
- 5. Your grasp of the mechanics of writing may not be strong enough to allow you to say what you mean.

All of the above assumes, of course, that the work you turn in is your own. If there are any questions about this, you will be asked to discuss the analysis in your paper orally with me and the course teaching assistant. Papers that turn out to be the work of others are graded in the "F" range.

The AP Exam in World History

Exam Format

The AP World History Exam has two main parts: the multiple-choice questions and the free-response questions. Students must answer the 70 multiple-choice questions first, and then they have a 10-minute break before they begin the free-response section. At the beginning of the second half of the exam, the proctor imposes a 10-minute reading and preparation period during which students are restricted to reading and making notes in their green exam insert that contains the free-response questions. After the reading period, students may begin writing their three essays in the pink free-response booklets. The first free-response question is the document-based question (DBQ). The change-over-time question and the comparative question follow the DBQ. The exam lasts three hours and five minutes. Fifty-five minutes are allocated for the multiple-choice section and 130 minutes total for the free-response segment. This is a challenging exam for most students who have yet to experience a college-level assessment.

Exam Content

The content for the exam comes exclusively from the *AP World History Course Description*. The AP World History Development Committee creates both the Course Description and the exam, and they use the Course Description to make decisions about exam questions, especially those in the multiple-choice section. Therefore, if you use the Course Description to teach your students, they will be ready for the AP World History Exam. Your unique but thorough presentation of the content and skills outlined in the Course Description is the best preparation your students can get before taking the exam.

The 70 multiple-choice questions run somewhat chronologically from 8000 B.C.E. to the present in the first 40 or so questions and then repeat the sequence to number 70. The questions are not ordered according to difficulty. Instead, they are balanced to address all five of the themes listed in the Course Description, as well as to evaluate students' ability to recognize important architectural and artistic styles, analyze short quotations from primary sources, and read data tables, charts, maps, or graphs. Some of the multiple-choice questions deal with the periodization of the course, asking students to recognize the reasons for change from one time period to another.

The DBQ's focus is usually on a topic not prominently featured in the commonly used textbooks or a new approach used by researchers in world history. Students are not required to demonstrate extensive background knowledge in their DBQ essay, because its purpose is to test their ability to analyze primary sources by grouping them and determining the authors' points of view in a way that answers the essay question. Of course, any related information they can bring to their analysis will be helpful. Another

^{10.} Operational Exams have a green insert and pink free-response booklet. Form B exams (for schools outside of North, Central, and South America) have a lavender insert and a goldenrod free-response booklet. Alternate exams have a peach insert and a beige free-response booklet.

aspect of the DBQ is the request that students identify and explain how another *type* of source—one not included in the document set provided—could help them answer the question. Students do not need to name a particular historical document; rather, the point is to demonstrate an understanding that the 6 to 10 items supplied are a limited collection, and that historians would seek out many other kinds of sources to answer the question posed in the exam. Thus, students need to practice thinking about different types of primary sources appropriate to world history questions.

The content for the change-over-time and comparative essays reflects the five themes of the course, so those questions typically will address issues concerning labor systems, gender roles, effects of imperial expansion and reactions to political change, trade systems, environmental and demographic shifts, and cultural and intellectual developments, among others. Students will often be offered some choice about what regions they will discuss in their responses to these questions. The second question in the free-response section deals with how societies evolved and changed with the passage of time. Students must be able to analyze continuities and changes, usually in terms of cause and effect. The last essay question asks the students to compare societies' reactions to and involvement in global processes in one or more time periods. This is the sort of essay prompt that students are most familiar with and have encountered in the past. What makes the comparative question different on this exam is its emphasis on analysis of global processes and not just what is different or similar about the actions or reactions of peoples in specific societies. For both of these questions, you will need to emphasize analytical skills so that students become comfortable identifying and explaining causes and effects and using specific evidence to support their claims.

All of the questions on the exam assume that students have developed a global perspective and that they can deal with comparative approaches across regions and time periods. In the 2008, 2009 *AP World History Course Description*, the Development Committee has included a world map that identifies some regions that students found difficult to understand in previous exams. Be sure to help your students not only recognize the regions on this map, but also to understand the difference between political and cultural maps and how and why names of places around the world have changed over time.

Team Them Up

I encourage students to form study groups. The groups, made up of three to six students, meet weekly outside the classroom, usually in someone's home or even at school, but not during class time. These gatherings serve several functions. Obviously, one is to help each other understand the concepts. Frequently, some study group member can explain a confusing issue to the others. Also, the group is an ideal place to review class material as well as go over required and supplemental readings. Its other major purpose is to provide a setting in which students can work together to complete group tasks. I give a few such assignments throughout the year—most are repetitive ones, such as time lines or test question exercises. Students learn to work together cooperatively and supportively, thus acquiring skills that will serve them well for the rest of their careers.

—Laurie Mannino, Col. Zadok Magruder High School, Rockville, Maryland

Preparing Your Students for the Exam

First, it is important that you teach the content in the Course Description, so the students will be familiar with the important terms and concepts in world history. Share your passion for the subject with your students. The more they know that you find world history interesting, the more likely they will enjoy displaying their knowledge and challenging themselves on assessments by extending their analyses.

Overall, students will feel prepared for the exam if they know what to expect to see on it. I highly recommend that for all your in-class tests and quizzes, you duplicate the instructions from the Released Exams, so that students will be familiar with the directions and the format. Your classroom assessments should look very similar to what students will encounter on the AP World History Exam. Give your students lots of opportunities to practice answering multiple-choice questions that follow the style of the Released Exam or the ones in the Course Description. And when you score their essays, make specific scoring guidelines similar to those created at the past AP Exams for the previous essay questions. Be sure to stick to the unit test dates you scheduled in your syllabus so there will be plenty of time to review those assessments, as well as to review for the AP World History Exam toward the end of April.

Do-it-Yourself Multiple-Choice Questions

I use student-generated, AP-level multiple-choice questions (MCQs) to enhance both the factual and conceptual knowledge of students. The result has been an increased level of classroom discussion and improved performance on both the MCQ and essay portions of the AP Exam. After a lesson or two on the mechanics of writing AP-level MCQs, students produce three to six original questions for each chapter in their text. They hand these in, along with an attached page indicating the correct answer, the page in the text on which the answer can be found, and a brief (two to three sentences) discussion defending their choice. I collect and grade these MCQs, making all the necessary factual and grammatical corrections. These are then returned, rewritten, and resubmitted. The corrected versions are deposited in "chapter-specific" files located in the classroom. These files serve as a database of AP-level MCQs that students will use for review and self-testing. It is a lot of work for them—and for the instructor—but our debriefings after unit tests indicate that this activity is extremely helpful in preparing students for the actual AP Exam.

—Mel Maskin, Brooklyn High School of Science, Brooklyn, New York

Your students also should be writing frequently. If you have large numbers of students, you can consider requiring only a thesis or a thesis paragraph at times. Some general test-taking tips help students understand what they are supposed to do on the exam. Teach them to underline the crucial words in the question: time periods, thematic topic, categories for analysis, and the key task word. They should be able to recognize the time periods from those used in the Course Description. The thematic topics should align with the five AP World History themes. The categories for analysis will be some of those common to most history teaching: political, social, economic, cultural, environmental, military, and intellectual. You could teach them some acronyms for these categories: SPRITE (social, political, religious, intellectual, technological, and environmental), PERSIA (political, economic, religious, social, intellectual, artistic), C-GRIPES (cultural, geographic, religious, intellectual, political, economic, social), for example. Have your students also practice checking off the tasks enumerated at the beginning of the essay questions (thesis, evidence, analysis), and share the generic essay scoring guidelines from the Course Description with them. Time management is also very important, and it will benefit students to practice writing under timed conditions like those on the AP exam.

The DBQ

Introduce the analysis of primary sources right at the beginning of the course so that your students will feel comfortable knowing how to use them as evidence for their historical arguments in the document-based question. Soon they will beg you to give them a DBQ instead of the change-over-time or comparative questions, because they realize that "the answers" are included in the sources given with the question. Make sure your students learn to reference all of the documents in their essay responses but not to merely summarize them. Some students can benefit from a "make your own DBQ" activity in which they are given

a topic, asked to write an essay question that fits the topic, and then find 6 to 10 sources that answer that question. Some teachers also require that the students write annotations for each source, analyzing its point of view and explaining how the sources would be grouped to answer the question. For the DBQ, students could practice just grouping the sources according to how they would use them to answer the question. Or, they could analyze point of view for a small number of sources and then write a thesis statement for the question.

Above all, give students advice on how to organize themselves before they write. Make sure they have some kind of methodology to conform to. If a prewriting drill like the following one becomes second-nature to your students, they will be able to answer DBQs much more effectively:

- a. Read the directions, the prompt, and quickly scan the documents. Then, answer the questions below to outline your essay.
- b. What is the task word? For example: identify, explain, compare, discuss.
- c. Identify the other key parameters of the question: What is the time period? What major events or trends were occurring during the time period? Identify the key locations or places in the sources: What are the countries and regions in the sources? What are the cities? Famous places? (If none are mentioned, then determine why place is not important.)
- d. Identify the points of view in the sources. Group the similar points of view together (remember to think about the gender, class, occupation, and racial, ethnic, and national background of the "speakers"). You could use the following method for identifying and grouping point of view:

Category Name for Group #1:
List of Sources for Group #1 (use titles or authors' names):
Category Name for Group #2:
List of Sources for Group #2 (use titles or authors' names):
Category Name for Group #3:
List of Sources for Group #3 (use titles or authors' names):

- e. Which points of view are missing? How would these other points of view help to answer the question? What kind of source would reveal that point of view?
- f. Write your thesis statement.

This is a skill-building activity that students can do on their own and then comment on each other's work to see if all of the steps have been followed. (And the grading load for the teacher could thus be lightened.)

The Change-over-Time Question

For the change-over-time essay, some teachers find the following approach useful. The first step is to compare how, in a particular region, the matter under consideration was perceived or expressed at the beginning of the defined time period with how it looked by the end of that period. For example, on the 2005 exam, students were asked to "Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750." For that essay, students might have taken the following approach: first, they could have described the social and economic conditions in 1492, before extensive contact among all three regions began, and then explained how changes occurred during the period. Finally, the student would identify and then analyze the cause(s) for the changes and continuities. The causes will be both specific events and global processes

that involve that particular society or region. Finally, students must use many pieces of evidence to support their analysis. This essay is difficult for students to write persuasively because their command of the essay style and the range of knowledge can be limited. You can help students practice the change-over-time essay style by assigning many activities like annotated time lines, maps, and analytical charts to reinforce the need for a global perspective over time and by including multiple-choice questions on quizzes and tests that ask students to identify changes and continuities from previous periods of study.

The Comparative Question

The Venn diagram is a typical tool that teachers use to coach students for the comparative essays. For example, consider the comparative question on the 2005 exam: "Compare and contrast the political and economic effects of Mongol rule on two of the following regions: China, Middle East, Russia." Students had to compare and assess how Mongol rule changed or reinforced existing political structures and economic systems. Students who used a version of the Venn diagram to outline their essays in a prewriting stage would have found both the similarities and the differences between two regions, avoiding the tendency of some students to write a paragraph about one region and then the subsequent paragraph about the other region. The comparative essay requires that students make direct and relevant comparisons. Give them many opportunities to practice this skill. Make sure that their thesis statements are global in scope, relevant to at least several regions of the world.

Review Activities

You cannot teach the course all over again if the students never learned it in the first place. But you can tweak their memories. Assign comparison charts to be completed for unit tests. Be sure to make review exercises active and fun. You can model team competitions on popular quiz shows from television.

For the AP Exam, start review a month ahead of time with "hasty history" every other day in class. Modeled on elementary school mini math, hand out one page from the 2002 Released Exam (or any practice exam) to answer and discuss. Surprisingly, they love this! Save at least one week of full review in class, and you can also offer evening or Saturday sessions. In class, students can fit terms into regions and time periods drawn on giant maps and charts. Evening sessions should emphasize comparisons and "snapshots" from material covered early in the course. Of course, candy, food, and drinks always increase participation.

—Sigrid S. Reynolds, Washington High School, Cedar Rapids, Iowa

Scoring the Exam and College Credit

The multiple-choice answer sheets are electronically scanned and scored. The essays, however, are scored at the AP Reading in June. High school and college faculty use scoring guidelines created at the Reading and based on a sizable sample of that year's actual student essays. The scoring guidelines developed at the Reading are more specific versions of the generic scoring guidelines available for the three free-response essays in the *AP World History Course Description*. The people evaluating the essays are called "Readers" and are lead by the Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. The Readers are carefully trained to use the guidelines so that the scores are reliable for the tens of thousands of students taking the exam. The multiple-choice segment and the free-response section each count 50 percent toward the composite score, which is then translated into a grade of 1 to 5—the Chief Reader decides on the final composite score cutoff points. Grades of 3 through 5 are interpreted to mean, respectively, that the student is qualified, well qualified, or extremely well qualified to receive college credit, advanced placement, or both.

After teaching AP World History for three years, you are eligible to apply to be a Reader. Attending a Reading and scoring the essays with your colleagues is an excellent professional experience that will help you to prepare your students to take the exam. Not only will you gain valuable insight into the process, you will also have opportunities for professional development and networking as you interact with other high school teachers and professors, and attend the many "after hours" activities during the reading week. I urge every AP World History teacher to participate in the annual Reading. To apply, visit AP Central, click on the "Professional Development" tab, then choose "Become an Exam Reader." High school Readers receive certificates awarding professional development hours and Continuing Education Units (CEUs) for their participation in the AP Reading.



Members of Sigrid Reynolds's Table, 2005. (Photo by Jay Harmon)

Colleges' policies concerning advanced placement, credit, or both are based mostly on the courses they offer at their institution. Most colleges and universities award general credit for grades of 4 or 5 on the AP World History Exam. Some accept the grade of 3. You should encourage your students to check the policies of the colleges they want to attend, but college credit should not be their main motivation for taking the exam. Students who sit for the exam gain experience that helps better prepare them for other high school and college tests. It is quite a challenge to complete a three-hour assessment, and numerous students report the feeling of accomplishment they have after the exam. I tell my students that if their college awards them specific credit for the AP Exam, then they have gained an extra reward; the main benefit from taking it is to display the skills they learned during the course.

Postexam Review

Reviewing AP Exam materials after the administration can provide valuable information for teachers. Forty-eight hours after the exam, your school's AP Coordinator will give you back the green free-response question inserts. Even though you will feel exhausted after teaching the course at such a fast pace, it is important to look carefully at the notes students made in the margins. Write down any patterns you see in their prewriting organization. Did many of them use the strategies you taught them? Did they write too much in the booklets? What words did they underline in the essay questions? How did they analyze the primary sources? For a fee, your school can also retrieve the essay answer booklets, so you can look at the actual essays your students wrote. The AP Readers do not make any markings in these booklets, so you will have to guess at the score each individual essay earned. You will receive the students' composite scores

for both the multiple-choice and free-response essay questions. It is crucial that you closely examine the *AP Instructional Planning Report* that the College Board sends in the fall (see below), as well as the written work that your students completed in order to determine what worked during the course and what you might consider revising.

AP Grade Reports

AP grades are reported to students, their schools, and their designated colleges in July. Each school automatically receives an AP Grade Report for each student, a cumulative roster of all students, rosters of all students by exam, an AP Scholar roster for any qualifying students, and an AP Instructional Planning Report. (Note: Data for students testing late with an alternate form of the exam are not included in this report.) For a fee, schools may also request their students' free-response booklets.

Using the AP Instructional Planning Report

Schools receive the *AP Instructional Planning Report* for each of their AP classes in September. The report compares your students' performance on specific topics in the AP Exam to the performance of students worldwide on those same topics, helping you target areas for increased attention and focus in the curriculum. To get the most out of the report, please read the interpretive information on the document. It explains how the data, when used correctly, can provide valuable information for instructional and curricular assessment as well as for planning and development. Contact your school's AP Coordinator for this report.

Postexam Activities

There are many possibilities:

- 1. Party! Celebrate the day after the exam.
- 2. Write letters of encouragement to next year's students.
- 3. Create an "AP World History Survival Guide" for next year's students.
- 4. Organize a film festival with video critiques or discussions, and look up published film reviews. Focus on films not made by Hollywood producers.
- 5. Assign research and presentation projects on special topics: identity in the twentieth century, human rights, warfare, or cultural trends, for example.
- 6. Try some new classroom simulations, or reenact trials and debates the class enjoyed.
- 7. Finish the last chapters of the textbook.
- 8. If your students are juniors, let them investigate colleges. Get the career counselor to talk to them about the process of applying to college and for scholarships.
- 9. Have guest speakers talk about careers or current events.
- 10. Make a video about a key event in world history.

Each year, and especially after your first year, be sure to look carefully at the *AP Instructional Planning Report*, which is sent to your school in September and compares your school's students' performance on each question with that of the total national AP student population. Do some item analysis. What time periods were your students' strengths and weaknesses? Were the comparative and change-over-time multiple-choice sections easy or difficult? Which essay questions posed challenges? Think back over any supplementary readings outside the textbook. Did they help the students with content, skills, habits of mind, enthusiasm?

Chapter 5

Resources for Teachers

Useful Information Sources

The field of world history scholarship and teaching resources is expanding exponentially, so it is important to keep up with the new resources that will be released in the next few years. This important task can be managed by signing on to the AP World History Electronic Discussion Group, sponsored by the College Board, and by attending workshops or summer institutes run by certified consultants. I have tried to keep the following lists short so as not to overwhelm teachers new to world history, but additional useful resources for both teachers and students can be found in the syllabi in chapter 3. For your convenience, I have created a list of the twenty most important (perhaps, classic) books in world history in English with which all new world history teachers should be familiar. In addition to this "must read" list, I have also included a supplementary group of other books that most experienced world history teachers consult regularly for their courses. I expect that you will also visit the online sources I cite below and will find many other resources on those Web pages. Finally, I urge you to join the World History Association membership will give you access to the Journal of World History and the World History Bulletin, both of which include reviews of the latest scholarship in the field. We world history teachers can easily be overwhelmed with the plethora of resources available online, in print, at conferences, and from workshops. The best approach is just to start reading one of the books on the "must read" list and then use your students' questions as a guide to what you should seek next.

Note: No one resource is favored over another; inclusion of particular textbooks or other publications, CD-ROMs, video series, software packages, Web sites, or other media in the listings that follow does not constitute endorsement by the College Board, ETS, the Advanced Placement Program, or the AP World History Development Committee.

Books and Articles

Basic Textbooks

The most frequently asked question at workshops and institutes on teaching AP World History is: "Which textbook should I use?" Although there are no recommended or required textbooks for the course, the following list reflects the most commonly available college-level world history textbooks used by AP World History teachers to date.

Bentley, Jerry H., and Herbert J. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. 3rd ed. Boston: McGraw-Hill, 2005.

Bulliet, Richard W., et al. The Earth and Its Peoples: A Global History. 3rd ed. Boston: Houghton Mifflin, 2005.

Spodek, Howard. The World's History. 3rd ed. Upper Saddle River, N.J.: Prentice Hall, 2006.

Stearns, Peter N., et al. *World Civilizations: The Global Experience*. AP ed. Upper Saddle River, N.J.: Prentice Hall, 2006.

Tignor, Robert, et al. Worlds Together, Worlds Apart: A History of the Modern World from the Mongol Empire to the Present. New York: W. W. Norton, 2002.

Primary-Source Readers

Although the college-level world history textbooks listed above do include primary sources in each chapter, most students need more practice in analyzing the meaning and point of view in documents and visual sources. Many experienced world history teachers supplement the textbook with a primary-source reader or use primary sources found online. Some of the print primary-source readers provide questions and guides to interpretation for the student and a teacher's guide for new teachers. You should try to get at least a class set of the readers for your classroom to give students more experience with the basic "stuff" of history. The readers may also be helpful if you assign your students a "make your own DBQ" project.

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History*. 5th ed. 2 vols. Boston: Houghton Mifflin, 2005.

This is the most popular collection of primary sources in two volumes. Although many of the selections are long, students get a better sense of the purpose to which historians put these materials by seeing the whole document in a group on a similar topic.

Hughes, Sarah Shaver, and Brady Hughes. *Women in World History*. 2 vols. Armonk, N.Y.: M. E. Sharpe, 1995-97.

Many of the classic primary sources gloss over the issues relevant to women, so this collection is important to balance the typical sources found in the readers.

Johnson, Oliver A., and James L. Halverson, eds. *Sources of World Civilization*. 3rd ed. 2 vols. Upper Saddle River, N.J.: Prentice Hall, 2004.

If you want a set of the more traditional primary sources relevant to the major Western and Asian civilizations, then this collection will meet your needs.

Kishlansky, Mark A., and Susan Lindsey Lively, eds. *Sources of World History: Readings for World Civilization*. 3rd ed. 2 vols. Belmont, Calif.: Thompson/Wadsworth, 2003.

This collection balances the classic sources in the Western tradition with equivalents from the literate peoples in Asia and from the early modern period from other societies as well.

Reilly, Kevin, ed. *Worlds of History: A Comparative Reader.* 2nd ed. 2 vols. New York: Bedford/St. Martin's, 2004. The comparative approach taken for this reader combines primary, visual, and secondary sources to examine major topics in world history. Each chapter introduction sets out some key issues and questions for the student to address, and there are special sections to aid them in expanding their historical thinking skills.

Sherman, Dennis, et al. *World Civilizations: Sources, Images, and Interpretations.* 4th ed. 2 vols. Boston: McGraw-Hill, 2006.

This is another favorite because it combines primary text, visual images, and secondary sources according to a topic—for example, "Civilizations of Sub-Saharan Africa and the Americas to 1500."

Stearns, Peter N., Stephen S. Gosch, and Erwin P. Grieshaber. *Documents in World History*. 4th ed. 2 vols. New York: Pearson/Longman, 2006.

Like the other readers, these volumes take a global approach. There is an attempt to provide more social and cultural history and increased attention to Africa and the Middle East, including Persia.

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at the Evidence*. 2nd ed. 2 vols. Boston: Houghton Mifflin, 2002.

Each chapter guides students through a six-step process: the problem, the background, the method, the evidence, questions to consider, and epilogue. Some of the chapters explore voyages, calendars, and popular culture, and provide useful comparisons (for example, the classical civilizations of Han and Rome).

Scholarly Books: The "Must-Read" List

The books listed in the annotated bibliography below are considered the classic, "must-read" titles in the ever-expanding field of world history, despite the fact that some of the monographs were published quite recently. All new world history teachers should become familiar with the concepts and methodologies of these twenty authors.

Abu-Lughod, Janet L. *Before European Hegemony: The World System A.D. 1250–1350.* New York: Oxford University Press, 1989.

Influential study that pushes world-system analysis into premodern times.

Bentley, Jerry H. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times.* New York: Oxford University Press, 1993.

Seeks to systematize and analyze religious conversions throughout Eurasia.

Chaudhuri, K. N. *The Trading World of Asia and the English East India Company, 1660–1760.* Cambridge: Cambridge University Press, 1978.

Perhaps the best study of any of the early modern trading companies.

- Christian, David. *Maps of Time: An Introduction to Big History.* Berkeley: University of California Press, 2004. Proponent of the idea of "big history," which recommends analyzing the past from the Big Bang to the present by examining long-term trends.
- Crosby, Alfred W., Jr. *The Columbian Exchange: Biological and Cultural Consequences of 1492.* Westport, Conn.: Greenwood Publishing, 1972.

A now-classic study of the exchange of foods, diseases, and ideas that changed the Americas and Europe.

- Curtin, Philip D. *Cross-Cultural Trade in World History*. Cambridge: Cambridge University Press, 1984. Important general study emphasizing the role of trade diasporas.
- Dunn, Ross E. *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century.* Rev. ed., with a new preface. Berkeley: University of California Press, 2004. Originally published in 1986. Places the Muslim traveler Ibn Battuta squarely in the Eastern Hemispheric context of travel and trade in the fourteenth century.
- Flynn, Dennis O., and Arturo Giráldez. "Born with a 'Silver Spoon': The Origin of World Trade in 1571." *Journal of World History* 6, no. 2 (1995): 201-21.

Argues that silver played a major role in creating a China-oriented economy in the sixteenth century.

Frank, Andre Gunder. *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press, 1998.

Argues for an early modern world system centered on China.

- Hansen, Valerie. *The Open Empire: A History of China to 1600*. New York: W. W. Norton, 2000. Debunks the classic Western view of the "isolated" Chinese system by showing examples of the open border from the time of the Shang dynasty to 1600.
- Headrick, Daniel R. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century.* New York: Oxford University Press, 1981.

Focuses on steamboats and quinine as "tools of penetration," on guns and conquests in Africa and Asia (see especially the sections on Ethiopia and Samori Touré for a brief but very useful section on African resistance), and on the communications revolution (steam, Suez Canal, railroads).

Lewis, Martin W., and Kären E. Wigen. *The Myth of Continents: A Critique of Metageography*. Berkeley: University of California Press, 1997.

Explains how the seven-continent schema was created by Europeans, with the consequence that many geography students misunderstand the true nature of the world's regions.

McNeill, J. R., and William H. McNeill. *The Human Web: A Bird's-eye View of World History*. New York: W. W. Norton, 2003.

Deftly weaves together perspectives on environmental impact and interactions among and within societies.

McNeill, William H. *Plagues and Peoples*. Garden City, N.Y.: Doubleday, 1977. Reprint, New York: Anchor Books, 1989.

An important work of historical epidemiology.

- Mintz, Sidney W. Sweetness and Power: The Place of Sugar in Modern History. New York: Viking Press, 1985. Clearly explains the role of sugar in creating the links in the new world economy of the early modern period.
- Pacey, Arnold. *Technology in World Civilization: A Thousand-Year History*. Reprint, Cambridge, Mass.: MIT Press, 1990.

Argues for technological dialogue or dialectic rather than diffusion.

Pomerantz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy.* Princeton, N.J.: Princeton University Press, 2000.

A comparative analysis viewing European economic development and industrialization in global context.

Thornton, John K. *Africa and Africans in the Making of the Atlantic World*, 1400–1800. 2nd ed. Cambridge: Cambridge University Press, 1998.

Offers an African perspective on the developments in the Atlantic world.

- Williams, Eric E. *Capitalism and Slavery*. 1944. Reprint, Chapel Hill: University of North Carolina Press, 1994. A classic work anticipating the creation of the dependency analysis theory of world history.
- Wright, Donald R. *The World and a Very Small Place in Africa: A History of Globalization in Niumi, the Gambia.* 2nd ed. Armonk, N.Y. M. E. Sharpe, 2004. First published in 1997.

An engaging study of the expanding global economy as it affects one town and surrounding villages in West Africa.

Pedagogical Resources

Much of what teachers do in the classroom is based on recent scholarship in cognitive learning theory research. The following sources support many of the critical-thinking types of activities that are presented in this guide.

Allen, Janet. Reading History: A Practical Guide to Improving Literacy. New York: Oxford University Press, 2005.

Bransford, John, Ann L. Brown, and Rodney Cocking, eds. *How People Learn: Brain, Mind, Experience, and School.* Washington, D.C.: National Academy Press, 2000.

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development, 2001.

Yell, Michael M., Geoffrey Scheurman, and Keith Reynolds. *A Link to the Past: Engaging Students in the Study of History*. Silver Spring, Md.: National Council for Social Studies, 2004.

Scholarly Journals

Because the field of world history is rapidly changing, in order to keep up with the latest scholarship and fresh approaches, new world history teachers should subscribe to as many of the journals listed below as possible. One way to minimize the expense is to start a reading group in your school or school district where you share the journals and the reading with other interested teachers. Journals that focus on area studies are not included in the following list, but article reviews in the *Journal of World History* and *World History Connected* will alert you to important research being done in the more specialized fields related to world history.

- American Historical Review. This is the quarterly publication of the American Historical Association, the professional community of historians, with articles written on all fields of history. For subscriptions, contact the Membership Department, 400 A St. SE, Washington, DC 20003-3889; phone: 202 544-2422, ext. 119; or online at www.historians.org/members/subscriptions.htm.
- Education About Asia. Three issues a year, containing articles relevant to world history. Recent and upcoming issues highlight Asia in world history. Online at www.aasianst.org/eaa-toc.htm.
- The History Teacher. Many of the articles in this quarterly journal cover pedagogical concerns related to teaching about history in the secondary and college classroom. For subscriptions, contact the Business, Production, and Subscription Office, Society for History Education, P.O. Box 1578, Borrego Springs, CA 92004; phone/fax: 760 767-5938; or online at www.historycooperative.org/htindex.html.
- Journal of World History. This is the main journal for historians publishing about world history. There are four issues each year. Individual subscription is by membership in the World History Association and starts with the calendar year. For individual and student subscriptions, send checks payable to the World History Association, in care of Executive Director, WHA, Sakamaki A203, 2530 Dole Street, Honolulu, HI 96822-2383. Online at www.uhpress.hawaii.edu/journals/jwh.
- World History Connected. Two issues a year. This is a free e-journal of peer-reviewed articles on the issues connected with teaching and learning world history. worldhistoryconnected.press.uiuc.edu.

Series

- American Historical Association. Essays on Global and Comparative History series. Includes "Finding Buddhists in Global History," "Industrialization and Gender Inequality," "The Silk Road," "The Age of Gunpowder Empires, 1450–1800," and more. www.historians.org/pubs/globals.cfm.
- Bedford Series in History and Culture. A wide variety of topics in the format of a brief history or biography, with related documents. Online catalog at www.bedfordstmartins.com.
- Penguin. Historical Atlases series. Vikings, medieval world, ancient civilizations, ancient Egypt, world history, recent history, ancient Greece, ancient Rome, and more. Online catalog at www.penguin .co.uk.
- Routledge. Themes in World History series. Includes books on migration, revolutions, the Indian Ocean, warfare, disease, and many other topics. Online catalog at www.routledge.com/History/series_list .asp?series=15.

Study Guides

Many commercial study guides are available to help students prepare for the AP World History Exam. The authors of these guides usually base their advice on the released exams and on their own experiences with the exam. All college-level world history textbooks also provide teacher and student guides to accompany their texts, and they often develop Web pages with chapter outlines, practice tests, and interactive map and primary-source activities. Consult the local publisher's representative for your textbook to get access to all of the ancillary materials.

Supplementary Reading

- Adams, Paul V., et al., eds. *Experiencing World History*. New York: New York University Press, 2000. This is a useful set of synthetic essays on gender, demography, work and leisure, and culture and politics organized by the five time periods of the AP World History course.
- Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies.* New York: W. W. Norton, 1997. Despite his training as a biologist, Diamond provides a provocative set of historical questions and explanations for the economic and technological inequalities in the late twentieth century.
- Kurlansky, Mark. *Cod: A Biography of the Fish That Changed the World.* New York: Walker Publishing, 1997. Reprint, New York: Penguin, 1998.
 - The history of cod as a commodity that was important to world history.
- Kurlansky, Mark. *Salt: A World History*. New York: Walker Publishing, 2002. Reprint, New York: Penguin, 2003. The history of salt as a commodity that was important to world history.
- Levathes, Louise. *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne*, 1405–1433. New York: Simon and Schuster, 1994.
 - Documents the Indian Ocean voyages of the Chinese Ming admiral Zheng He.
- Mitchell, Joseph R., and Helen Buss Mitchell. *Taking Sides: Clashing Views on Controversial Issues in World History*. 2 vols. Guilford, Conn.: McGraw-Hill, 2002.
 - Sets up at least two sides of debates for students.

Pomerantz, Kenneth, and Steven Topik. *The World That Trade Created: Society, Culture, and the World Economy, 1400 to Present.* 1999. Sources and Studies in World History. 2nd ed. Armonk, N.Y.: M. E. Sharpe, 2006.

This is a favorite book to assign to students for practice in comparative and change-over-time exercises.

Stearns, Peter. Cultures in Motion: Mapping Key Contacts and Their Imprints in World History. New Haven, Conn.: Yale University Press, 2001.

Fourteen examples of interaction in history are mapped out and explained. Helpful as a teacher's reference with an eye toward what else could be included on each map.

Wolf, Ken. *Personalities and Problems: Interpretive Essays in World Civilizations.* 3rd ed. 2 vols. Boston: McGraw-Hill, 2005.

The two volumes provide great comparisons of key major historical figures. The short essays can guide students with some of the vocabulary they should use for comparative approaches.

Teaching Units

The Choices Program. A program of the Watson Institute for International Studies at Brown University. Many of these teaching units make connections between historical issues and contemporary events. www.choices.edu/index.cfm.

College Board. From the AP World History Course Home Page, look under "College Board Products" for links to *AP World History Best Practices* and curriculum units for the course.

National Center for History in the Schools. This organization provides a group of lessons online and for purchase in world history topics from the Neolithic period to the present. www.sscnet.ucla.edu/nchs.

SPICE (Stanford Program on International and Cross-Cultural Education). These teaching units range from contemporary environmental issues to the highlights of a Tokugawa castle town. http://spice.stanford.edu/catalog/list.

Internet Resources

Students and teachers can find the resources available on the Internet an incredible support for the course. We are no longer bound by what is available on our bookshelves and in the library. In recognition of the importance of the Internet resources, the College Board commissioned two master world history teachers, Marc Gilbert and Peggy McKee, to compile and update regularly a list of Web sites relevant to each of the time periods and themes of the course. From the World History Course Home Page at AP Central, just click on "Web Guide for AP World History."

Students and teachers, however, should be sure to assess the reliability and accuracy of the information found at various Web sites, using the following criteria:

- What level of expertise does the author have who created the Web page? If it is from a university professor or a government agency, the information and interpretation will be more credible than if a student made the page for an assignment. If it is impossible to tell what person or organization made the page, then it is probably not credible.
- If a primary source is presented on the page, the information about the print source for the document or visual should be given. If you cannot determine where and when the original source was printed, then the source may not be reliable.

• Users of Web sites and print resources always should compare the statistics and other facts given, like dates and names, with at least several other sources.

Online Discussion Groups

- AP World History Electronic Discussion Group (apcentral.collegeboard.com/apc/public/homepage/7173 .html).
- H-Net: Humanities and Social Sciences Online (www.h-net.msu.edu). Go here to sign up for a myriad of electronic discussion groups among scholars in all fields.

H-World (www.h-net.org/~world). This is the key electronic discussion group for scholars in world history.

Web Sites

As you build your favorites list for Web sites in world history, be sure to start with the short list below. These few sites are key portals to other useful Web pages for world history teachers. All addresses were operable as of February 2007.

- AP Central's Home Page (apcentral.collegeboard.com). Click the menu tabs at the top of the screen for links to "Institutes and Workshops" and to "Teachers' Resources," which provides an invaluable annotated bibliography, containing full reviews of all types of materials, from print to multimedia. Under "Exam Information" see copies of the essay questions (and sample student responses) from previous examinations since 2002 and the current version of the Course Description. The 2002 *AP World History Released Exam* is available for purchase at store.collegeboard.com.
- Art History: Resources for the Study of Art History (http://witcombe.sbc.edu/ARTHLinks.html). Because visual literacy is an essential goal for world history students, this Web site is very useful in that it provides the world history teacher with access to lists of sites from the prehistoric to the present.
- Avalon Project at Yale Law School (www.yale.edu/lawweb/avalon/avalon.htm). Online primary sources from the eighteenth to twenty-first centuries in law and diplomacy, as well as all legal sources originally in English.
- Bridging World History (www.learner.org/channel/courses/worldhistory). This Web site is a multimedia course for secondary school and college teachers, offering 26 video episodes, available for purchase and via streaming video, from the Agricultural Revolution to the twentieth century. The videos include narration, film clips, interviews with world historians, and guiding questions for the viewer. The site includes interactive exercises, selected journal articles, and more than 1,000 primary sources (documents and visuals), as well as an audio glossary for those hard-to-pronounce names and terms.
- Edsitement (http://edsitement.neh.gov). This is mostly a catalog of relevant sites in the humanities, but it also includes some lesson plans that AP World History teachers might find useful.
- Internet History Sourcebooks (www.fordham.edu/halsall). This site is invaluable for the hundreds of primary sources available free online and for the list of films useful for the world history classroom.
- Women in World History (http://chnm.gmu.edu/wwh/index.html). This site is a project of the Center for History and New Media, George Mason University, and provides research resources and curriculum modules that focus on gender roles and issues in world history.

- World History for Us All (worldhistoryforusall.sdsu.edu). A free online comprehensive syllabus for a world history course. The Web site includes overarching essays as well as lessons created by secondary school teachers from across the country. The WHFUA innovative approach gives teachers ideas on how to improve their students' skills.
- World History Matters (worldhistorymatters.org). Another online resource center sponsored by George Mason University, it is designed to help high school and college world history teachers and their students locate, analyze, and learn from online primary sources and to further their understanding of the complex nature of world history, especially the issues of cultural contact and globalization.

World History Network (www.worldhistorynetwork.org). This is a clearing house for other sites on world history.

Multimedia

CD-ROMs

Bakewell, Elizabeth, and Byron Hamann. *Mesolore*, a multimedia collection of two Mixtec codices with the original Mixtec glyphs and translations in Spanish and English, bilingual lectures and debates by historians and other scholars in Mesoamerican culture and history, a glossary, and a library of relevant articles. The URL is www.mesolore.net. You may also purchase a copy of the CD-ROM by e-mailing LizaBakewell@brown.edu.

Manning, Patrick. *Migration in Modern World History, 1500–2000.* CD-ROM. N.p.: West/Wadsworth, 2000. Comprehensive look at much of world history from 1500 to the present, including many primary- and secondary-source documents, as well as analytical tools for students.

Documentaries

Here is a short list of video documentaries that AP World History teachers use regularly in their classrooms.

- Bridging World History. 2004. A series of 26 videos (30 minutes each), produced by Oregon Public Broadcasting, on thematic issues from the Agricultural Revolution to the present. Created by world history teachers at the high school and college level. There is an accompanying Web site with teaching materials. www.learner.org/resources/series197.html.
- China: A Century of Revolution. DVD. 1997. A three-part series (part 1, "China in Revolution: 1911–1949"; part 2, "The Mao Years: 1949–1976"; part 3, "Born Under the Red Flag: 1976–1997") that includes many interviews with people directly involved in or affected by the revolutions in China. It also includes news and government footage from the major events. New York: Winstar, 2002. Available at www.amazon.com.
- The 50 Years War: Israel and the Arabs. VHS. A Ken Burns production for the BBC and WGBH that attempts to show a balanced analysis of the causes and effects of the conflicts between Israelis and Arabs in the Middle East. One of the unique aspects of the video is the number of interviews with men who represented the Soviet Union in various negotiations from the Suez Crisis in 1956 to the Yom Kippur War in 1973. Alexandria, Va.: PBS, 1999. Available from PBS at www.shoppbs.org.

- Millennium. VHS. This CNN series, which traces and compares global changes from 1000 c.e. to the twentieth century, is one of the most popular. You can use the easily isolated 10-minute clips to give students a quick visual of the artifacts and architecture from an era. The re-creations also capture students' attention. It has an accompanying Web site with teaching materials at www.cnn .com/SPECIALS/1999/millennium. Atlanta, Ga.: Turner Home Entertainment, 1999. Available at www.amazon.com.
- Mongols: Storm from the East. DVD/VHS. This is fairly specialized but helps expand what the textbooks show about the effects of the Mongols. It has four parts, 50 minutes each. Princeton, N.J.: Films for the Humanities and Sciences, 1994. Available from Films for the Humanities and Sciences, PO Box 2053, Princeton, NJ 08543-2053; 800 257-5126; www.films.com.
- People's Century: 1900–1999. VHS. Twenty-six one-hour episodes broadcast on PBS that trace events in the twentieth century with a bias toward changes caused by or related to the United States. There is an accompanying Web site with teaching materials at www.pbs.org/wgbh/peoplescentury. Alexandria, Va.: PBS Home Video, 1998.

Feature Films

Most AP teachers would say that they do not have time to show feature-length films during class before the exam in May. One solution, they have found, is to hold a "movie night" after school or literally at night at school. Many use the weeks after the exam to give their students a film review experience in which they can use all of their new world history knowledge and analytical skills to write critiques. The following is a short list of films students usually enjoy, but it may be a little different from the typical *Gandhi* or *The Mission* shown in regular world history courses.

- Asoka. DVD/VHS. Directed by Santosh Sivan. India, 2001. Bollywood story of the Mauryan king who converts to Buddhism. Los Angeles: FirstLook Media, 2002. Available at www.firstlookmedia .com or at www.amazon.com.
- Bandit Queen. DVD/VHS. Directed by Shekhar Kapur. India, 1994. An Indian woman fights against patriarchy and oppression of the poor in independent India. New York: Ken Lorber Films, 2004. Available at www.amazon.com.
- *The Battle of Algiers.* DVD/VHS. Directed by Gillo Pontecorvo. France, 1965. Successful struggle against French colonialism in the 1950s. Irvington, N.Y.: Criterion Collection, 2004. Available at www.amazon.com.
- *Central Station*. Directed by Walter Salles. Brazil, 1998. Poverty and resilience in 1960s Brazil. Culver City, Calif.: Sony Pictures, 1999. Available at www.amazon.com.
- *Shower.* DVD/VHS. Directed by Yang Zhang. China, 1999. Filial duty in late-twentieth-century China. Culver City, Calif.: Sony Pictures, 2000. Available at www.amazon.com.
- The Story of the Weeping Camel. DVD. Directed by Byambasuren Davaa and Luigi Falorni. Germany, 2003. Ordinary life in late-twentieth-century Mongolia. Los Angeles: New Line Home Video, 2005. Available at www.amazon.com.
- Things I Left in Havana. DVD/VHS. Directed by Manuel Gutiérrez Aragón. Spain, 1997.

 Late-twentieth-century emigration from Cuba to Spain. Los Angeles: Vanguard Cinema, 2001.

 Available at www.amazon.com.

To Live. DVD. Directed by Yimou Zhang. China, 1994. Revolutions in twentieth-century China. Santa Monica, Calif.: MGM, 2003. Available at www.amazon.com.

Yaaba. DVD/VHS. Directed by Idrissa Ouedraogo. France, 1989. Classic village life in Burkina Faso. New York: New Yorker Films, 1999. Available at www.amazon.com.

Music

Students generally get more interested when they hear music from the places highlighted in the curriculum. There are a number of reliable sources of music in stores and online, but the most comprehensive is the Smithsonian Folkways Recordings, which can be found at www.folkways.si.edu/index.html.

Transparencies

Danzer, Gerald A. *Discovering World History Through Maps and Views*. 2nd ed. New York: HarperCollins, 1996. Excellent set of overhead transparencies integrating geography and history.

Professional Associations

Joining a professional association can be a rewarding and enlightening experience. Although some organizations have concentrated exclusively on college-level professionals, the following groups have devoted significant and sincere efforts to include and make programs available for high school professionals in world history. Each publishes a journal or newsletter that includes book reviews, recent scholarship, conference notes, and announcements. Many publish lesson plans or lesson planning strategies. Contact the specific groups to order their publications or lesson plans.

American Historical Association 400 A Street SE Washington, DC 20003-3889 202 544-2422; fax: 202 544-8307 www.historians.org

National Council for History Education 26915 Westwood Road, Suite B-2 Westlake, OH 44145 440 835-1776; fax: 440 835-1295 www.garlandind.com/nche

National Council for the Social Studies 8555 Sixteenth Street, Suite 500 Silver Spring, MD 20910 301 588-1800; fax: 301 588-2049 www.ncss.org

World History Association 2530 Dole Street, A203 Honolulu, HI 96822 808 956-7688 www.thewha.org

How to Address Limited Resources

What should you do if you teach at a small or geographically isolated school or at a school with limited budgets, resources, and/or enrollments? First, do not despair. Remember that the most important resources for a successful learning experience are a dedicated teacher and enthusiastic students. It is not essential that you have the latest computer software or a cache of DVD documentaries in order to teach your students the critical thinking skills that support an understanding of the historical process.

Nevertheless, there are a number of practical things that you can do to address straitened circumstances. Begin by signing up for the AP World History Electronic Discussion Group to share resources and ideas with world history teachers all over the globe. I regularly send lessons, tests, and advice to teachers who contact me through e-mail, and I know numerous others who do the same. Another possibility is to get examination copies of all of the textbooks and primary-source readers before you select a textbook and reader, so you can decide which will be the best for the limited funds your school might offer. A further suggestion is to connect your class with pen pals in other countries. For example, the U.S. Peace Corps encourages students to write to their volunteers to learn about other countries, or you could note which AP World History teachers work in other countries and match your students with theirs. And take advantage of local resources that have world history connections. The obvious local resource would be museums with collections related to world history content, but another might be the local immigrant communities whose leaders might be willing to provide speakers and/or relevant artifacts for your lessons.

Finally, remember that the College Board is committed to helping teachers with limited resources, so be sure to investigate its Fellows program, which may be able to help you attend Board-sponsored workshops and summer institutes. Stipends are available to teachers from qualifying low-income school districts or those with a high percentage of underrepresented minority students in order to help with the cost of attending these valuable events. You can find application forms at AP Central each September, or for a hard copy, contact your regional office, or e-mail apequity@collegeboard.com.

Dealing with Limited Resources

If you have limited resources, find a group or organization that will agree to purchase supplemental materials for you. I have used our gifted and talented AP Coordinator and the Academic Booster Club at my school to help me out. Both have found contributors who purchased classroom sets of supplemental books for my AP class such as comparative readers and map workbooks. Some donors have even funded trips for my students to see historical exhibits in a major city nearby. My motto is: "It doesn't hurt to ask."

You also should look to the Internet. Many college-level textbooks have online companion sites that provide quizzes, study questions, and other useful features. Another invaluable Internet source is the AP World History Electronic Discussion Group. Joining the EDG became my lifeline during the first year of teaching an AP class. Because no one else in my locality teaches AP World History, I found it essential to connect with colleagues online. On the EDG you can post messages or ask a question on any topic, and in short order you will receive a generous response from experienced teachers everywhere. Not only is the information and advice helpful, it is a relief to know that you are not alone. I learned that other teachers often struggled with the same things I did. Networking with other AP teachers also helps you to keep your focus on the big picture (that is, the May exam) as you weave your way through the course.

—Patty Grimes, Russellville High School, Russellville, Arkansas

Professional Development

In the following section, the College Board outlines its professional development opportunities in support of AP educators.

The teachers, administrators, and AP Coordinators involved in the AP and Pre-AP Programs compose a dedicated, engaged, vibrant community of educational professionals. Welcome!

We invite you to become an active participant in the community. The College Board offers a variety of professional development opportunities designed to educate, support, and invigorate both new and experienced AP teachers and educational professionals. These year-round offerings range from half-day workshops to intensive weeklong summer institutes, from the AP Annual Conference to AP Central, and from participation in an AP Reading to Development Committee membership.

Workshops and Summer Institutes

At the heart of the College Board's professional development offerings are workshops and summer institutes. Participating in an AP workshop is generally one of the first steps to becoming a successful AP teacher. Workshops range in length from half-day to weeklong events and are focused on all 36 AP courses and a range of supplemental topics. Workshop consultants are innovative, successful, and experienced AP teachers, teachers trained in Pre-AP skills and strategies, college faculty members, and other qualified educational professionals who have been trained and endorsed by the College Board. For new and experienced teachers, these course-specific training opportunities encompass all aspects of AP course content, organization, evaluation, and methodology. For administrators, counselors, and AP Coordinators, workshops address critical issues faced in introducing, developing, supporting, and expanding Pre-AP and AP programs in secondary schools. They also serve as a forum for exchanging ideas about AP.

While the AP Program does not have a set of formal requirements that teachers must satisfy prior to teaching an AP course, the College Board suggests that AP teachers have considerable experience and an advanced degree in the discipline before undertaking an AP course.

AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of training led by College Board-endorsed consultants and receive printed materials, including excerpts from AP Course Descriptions, AP Exam information, and other course-specific teaching resources. Many locations offer guest speakers, field trips, and other hands-on activities. Each institute is managed individually by staff at the sponsoring institution under the guidelines provided by the College Board. Participants in College Board professional development workshops and summer institutes are eligible for continuing education units (CEUs). The College Board is authorized by the International Association for Continuing Education and Training (IACET) to offer CEUs. IACET is an internationally recognized organization that provides standards and authorization for continuing education and training.

Workshop and institute offerings for the AP World History teacher (or potential teacher) range from introductory to topic-specific events and include offerings tailored to teachers in the Pre-AP years. To learn more about scheduled workshops and summer institutes near you, visit the Institutes & Workshops area on AP Central: apcentral.collegeboard.com/events.

Online Events

The College Board offers a wide variety of online events, which are presented by College Board–endorsed consultants and recognized subject experts to participants via a Web-based, real-time interface. Online events range from one hour to several days and are interactive, allowing for exchanges between the presenter and participants and between participants. Like face-to-face workshops, online events vary in focus from introductory themes to specific topics, and many offer CEUs for participants. For a complete list of upcoming and archived online events, visit apcentral.collegeboard.com/onlineevents/schedule.

Archives of many past online events are also available for free or for a small fee. Archived events can be viewed on your computer at your convenience.

AP Central

AP Central is the College Board's online home for AP professionals and Pre-AP. The site offers a wealth of resources, including Course Descriptions, sample syllabi, exam questions, a vast database of teaching resource reviews, lesson plans, course-specific feature articles, and much more. Bookmark the AP World History Course Home Page to gain quick access to the resources and information on AP Central about AP World History: apcentral.collegeboard.com/world.

AP Program information is also available on the site, including exam calendars, fee and fee reduction policies, student performance data, participation forms, research reports, college and university AP grade acceptance policies, and more.

AP professionals are encouraged to contribute to the resources on AP Central by submitting articles, adding comments to Teachers' Resources reviews, and serving as an AP Central content advisor.

Electronic Discussion Groups

The AP Electronic Discussion Groups (EDGs) were created to provide a moderated forum for the exchange of ideas, insights, and practices among AP teachers, AP Coordinators, consultants, AP Exam Readers, administrators, and college faculty. EDGs are Web-based threaded discussion groups focused on specific AP courses or roles, giving participants the ability to post and respond to questions online to be viewed by other members of the EDG. To join an EDG, visit apcentral.collegeboard.com/community/edg.

AP Annual Conference

The AP Annual Conference (APAC) is a gathering of the AP and Pre-AP communities, including teachers, secondary school administrators, and college faculty. The APAC is the only national conference that focuses on providing complete strategies for middle and high school teachers and administrators involved in the AP Program. Conference events include presentations by each course's Development Committee, course- and topic-specific sessions, guest speakers, and pre- and postconference workshops for new and experienced teachers. To learn more about this year's event, please visit www.collegeboard.com/apac.

AP professionals are encouraged to lead workshops and presentations at the conference. Proposals are due in the fall of each year prior to the event (visit AP Central for specific deadlines and requirements).

Professional Opportunities

College Board Consultants and Contributors

Experienced AP teachers and educational professionals share their techniques, best practices, materials, and expertise with other educators by serving as College Board consultants and contributors. They may lead workshops and summer institutes, sharing their proven techniques and best practices with new and experienced AP teachers, AP Coordinators, and administrators. They may also contribute to AP course and exam development (writing exam questions or serving on a Development Committee) or evaluate AP Exams at the annual AP Reading. Consultants and contributors may be teachers, postsecondary faculty, counselors, administrators, and retired educators. They receive an honorarium for their work and are reimbursed for expenses. To learn more about becoming a workshop consultant, visit apcentral .collegeboard.com/consultant.

AP Exam Readers

High school and college faculty members from around the world gather in the United States each June to evaluate and score the free-response sections of the AP Exams at the annual AP Reading. AP Exam Readers are led by a Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. Readers describe the experience as providing unparalleled insight into the exam evaluation process and as an opportunity for intensive collegial exchange between high school and college faculty. High school Readers receive certificates awarding professional development hours and CEUs for their participation in the AP Reading. To apply to become an AP Reader, go to apcentral.collegeboard.com/readers.

Development Committee Members

The dedicated members of each course's Development Committee play a critical role in the preparation of the Course Description and exam. They represent a diverse spectrum of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators.

AP Grants

The College Board offers a suite of competitive grants that provide financial and technical assistance to schools and teachers interested in expanding access to AP. The suite consists of three grant programs: College Board AP Fellows, College Board Pre-AP Fellows, and the AP Start-Up Grant, totaling over \$600,000 in aid annually for professional development and classroom resources. The programs provide stipends for teachers and schools that want to start an AP program or expand their current program. Schools and teachers that serve minority and/or low-income students who have been traditionally underrepresented in AP courses are given preference. To learn more, visit apcentral.collegeboard.com/apgrants.

Our Commitment to Professional Development

The College Board is committed to supporting and educating AP teachers, AP Coordinators, and administrators. We encourage you to attend professional development events and workshops to expand your knowledge of and familiarity with the AP course(s) you teach or that your school offers, and then to share that knowledge with other members of the AP community. In addition, we recommend that you join professional associations, attend meetings, and read journals to help support your involvement

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in the community of educational professionals in your discipline. By working with other educational professionals, you will strengthen that community and increase the variety of teaching resources you use.

Your work in the classroom and your contributions to professional development help the AP Program continue to grow, providing students worldwide with the opportunity to engage in college-level learning while still in high school.